

## **Johnson City Board of Education Regular Meeting**

**May 6, 2024 6:00 PM**

Central Office

### **1. CALL TO ORDER AND OPENING**

#### 1.A. Call to Order and Welcome

Mrs. Kathy Hall, Board Chair

#### 1.B. Moment of Silence

Mrs. Kathy Hall, Board Chair

#### 1.C. Pledge of allegiance to the flag

Students from Lake Ridge

#### 1.D. Opening

Students from Lake Ridge

#### 1.E. Art work on display

Students from Lake Ridge

#### 1.F. Update on Lake Ridge

Dr. Renee Wood, Principal

### **2. RECOGNITIONS**

### **3. ADOPTION OF AGENDA**

### **4. CORRESPONDENCE, DELEGATIONS AND COMMUNICATIONS**

### **5. REPORTS FROM SUPERINTENDENT AND STAFF**

#### 5.A. Building Projects Update

Mr. Brian Ross

#### 5.B. SHHS Band Trip Update

Mr. Carson Vermillion & Mrs. Jenn Fowler

#### 5.C. Coordinated School Health Update

Mrs. Jennifer Norton

#### 5.D. ProjectSEARCH Update

Dr. Allecia Frizzell

#### 5.E. Financial Report Ending March 31, 2024

Ms. Leia Valley

#### 5.F. Update on Sales Tax - PEP

Ms. Leia Valley

#### 5.G. 2022-2023 City of Johnson City Audit

## **6. UNFINISHED BUSINESS**

### **7. CONSENT AGENDA**

7.A. Approval of Minutes

7.B. Proposed Fundraising Activities

7.C. Check Requests over \$5,000

7.D. Request to Transfer Funds

7.E. Overnight Field Trip Requests

7.F. Consolidated Federal Application (CFA) 24-25SY

7.G. Second Reading - Sections Two and Six

(2.404, 2.600, 2.700, 2.701, 2.702, 2.703, 2.800, 2.803, 2.804, 2.806, 2.900, 4.210, 6.100, 6.201, 6.202, 6.203, 6.204, 6.205, 6.208, 6.209, 6.300, 6.301, 6.303, 6.304, 6.305, 6.307, 6.309, 6.3041, 6.3051 & 26011)

## **8. RECOMMENDATIONS FROM THE SUPERINTENDENT FOR ACTION**

8.A. Approval of ParentSquare as Communications Platform

8.B. Board Approval for Public Hearing for Revised Family Life Curriculum

8.C. First Reading - Section 2, Fiscal Management, Section 4, Instructional Services & Section 5, Personnel

(2.100,2.400,2.500,2.805,2.808,2.809,4.100,4.101,4.200,4.201,4.202,4.203,4.207, 4.209,4.212.1,4.300,4.301,4.302,4.400,4.403.1,4.403,4.406,4.407,4.502,4.603,4.604,4.605,4.606,4.801,4.802,5.101,5.102,5.103,5.104,5.106,5.108,5.109,5.110,5.114,5.117,5.202,5.302,5.303,5.400,5.402,5.403,5.500,5.501,5.502,5.604,5.701,5.803 ,6.319,6.500,6.3071,4207, 5305,6319, 6500.)

8.D. First Reading on Policies 4.207, 5.114 & 6.319 (These Were Not Reviewed in a 5:00 p.m. Meeting)

8.E. Proposed BOE Calendar of Events & Annual Agenda 2024-2025 SY

8.F. Student Data Privacy Agreement  
Ms. Melony Surrentt

**9. NEW BUSINESS**

9.A. Communications Update

**10. INFORMATION ITEMS**

10.A. BOE Calendar of Events

10.B. Personnel Items

10.C. Donations

**11. COMMITTEE REPORTS**

**12. BOARD UPDATES AND DISCUSSION**

**13. MEETING DATES**

**14. ADJOURNMENT**



## **BELIEFS**

To be successful, Johnson City Schools must...

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

## **MISSION**

To enable all students to achieve excellence.

## **VISION**

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

## **GOAL**

Advance student achievement in all curricular and extra-curricular programs

## **GOAL**

Pursue and efficiently manage internal and external school funding

## **GOAL**

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

## **GOAL**

Improve communication, collaboration, and involvement

## **GOAL**

Champion innovation and the effective use of technology



# JOHNSON CITY SCHOOLS

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

## May Board of Education Recognitions

- **Cheng -Xi Hou:** Towne Acres, ORISE Competition Winner (Grades 3-5 Division).
- **Josie Stalcup:** Fairmont (1<sup>st</sup> Grade), Winner of Monday Club Youth Poetry Contest
- **Mason Gray:** Fairmont (5<sup>th</sup> Grade), Scripps Spelling Bee Regional Qualifier held at Nissan Stadium in Nashville.
- Discovery Imagination Team: Lake Ridge, Earned 2<sup>nd</sup> place finish in State competition.  
Team Members are:  
**Keshav Amin- 3<sup>rd</sup> Grade**  
**Keira Clemons-3<sup>rd</sup> Grade**  
**Corbin Dean- 4<sup>th</sup> Grade**  
**Olivia Earley- 4<sup>th</sup> Grade**  
**Linh Li- 5<sup>th</sup> Grade**
- Vex Robotics Team: Indian Trail Middle School, 2<sup>nd</sup> place finish at Tennessee State Championships, World Qualifier. Team Members are:  
**Byron Eisenzoph- 7<sup>th</sup> Grade**  
**Sam Quaintance- 7<sup>th</sup> Grade**  
**Mushabbar Raza- 7<sup>th</sup> Grade**
- **Sophia Stone:** Science Hill High School Senior, Semi- Finalist for US Dept. of Education Presidential Scholar
- National Civics Bee Competition: Cooper Reaves To Speak  
1<sup>st</sup> place: **Eleanor Simpson**, LBMS 8<sup>th</sup> Grade  
2<sup>nd</sup> place: **Ryan Rodig**, LBMS 8<sup>th</sup> Grade  
3<sup>rd</sup> place: **Benjamin Park**, LBMS 8<sup>th</sup> grade
- **Karen McGahey-** Retiring after 42 years with Food Service



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Dr. Ginger Carter      Herb Greenlee      Thomas Hager, Jr      Jonathan Kinnick

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- Technology Teacher Leaders Cohort 8:

First	Last	School
David	Cross	Cherokee
Lori	Campbell	Fairmont
Robert	Grunder	Indian Trail
Andrea	Lowery	Indian Trail
Taleah	Rogers	Indian Trail
Renee	Becker	Lake Ridge
Hannah	Hess	Lake Ridge
Ryan	Glenn	Lake Ridge
Rebecca	Weems	Lake Ridge
Emily	Stevens	Liberty Bell
Dianna	Bone	Mountain View
Karla	Clapper	Mountain View
Megan	Scott	North Side
Katie	Van Horn	North Side
Nicole	Cross	Science Hill – Main Campus
Jessica	Joyner	Science Hill - Main Campus
Russell	Minatel	Science Hill - Main Campus
Angela	Taylor	Science Hill - Main Campus
Anne	Timbs	Science Hill - Main Campus
Dedra	Lamb	South Side
Hannah	Barnett	Woodland
Kristi	Presley	Woodland

Angela Taylor will be speaking on behalf of the group.



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## **JOHNSON CITY SCHOOLS**

### **Building Projects Update**

**4/29/24**

#### ***Towne Acres Elementary – New School***

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- Community meeting was held at TAES on Apr 25; Around 100 +/- people attended; Design team to assess and report summary of community comments
- Schematic design is in progress with consideration of community input, budgetary limits, and site constraints

#### ***Indian Trail Middle – Track Replacement***

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- Construction bids to be opened May 2
- If within budget, recommendation will be made for BOC approval at May 16 meeting

#### ***Secure Foyer Improvements***

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- Anticipate architectural concepts/estimates by end of May: Cherokee, North Side, Mountain View, Topper Academy, and Central Office
- Improvements at other schools to be coordinated by JCS maintenance staff

#### ***Systemwide Update from Mr. Joe Barnes***

- Once the drawing plans have been reviewed and approved, the concrete pad will be poured for the building at Science Hill.
- The bid for the Foyer Upgrades at Liberty Bell and Science Hill was approved by City Commission. The contractor has been notified to proceed and plans to be completed by the start of the school year in August.



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## Project SEARCH

We are excited to be able to provide a new internship experience for Science Hill students with disabilities! Through the collaboration between Johnson City Schools, Vocational Rehabilitation (VR), Niswonger Children's Hospital, and Project SEARCH, we will be able to offer students with intellectual disabilities a work-immersive internship for a full school year. The goal of this collaborative program is to facilitate the acquisition of marketable skills that lead to competitive, integrated employment for students with intellectual and developmental disabilities.

Originally established at the Cincinnati Children's Hospital, Project SEARCH is an internship program specifically designed for individuals with cognitive disabilities. Project SEARCH has spread to 714 sites across several states and countries, with 17 sites located in Tennessee. Through the support of VR and a collaborative partnership with Niswonger Children's Hospital, our students will be able to participate in a 9-month internship experience. The internship is specifically designed for students with intellectual disabilities who have completed their Alternate Academic Diploma or Special Education Diploma and are in their last year of attendance at Science Hill. In order to participate, students will be required to submit an application and participate in an onsite skills assessment. Selected students will also be celebrated and acknowledged through a Project SEARCH Signing Day.

There are recurring expenditures and commitments necessary for operating this program. Johnson City Schools will be responsible for providing a certified teacher who helps to coordinate the program, supports the collaboration and communication with the host site, acts as special education case manager, provides instruction, and job-embedded support to interns. VR will fund the initial licensure fee, reimburse the salary/benefits for Skills Trainers, provide dedicated VR counselors, and deliver ongoing virtual and in-person learning opportunities. As the host business, Niswonger Children's Hospital will be responsible for providing a classroom space, coordinating the skills assessment, identifying and providing internship experiences. Project SEARCH will provide training to school and host site staff, additional resources used for supporting acquisition of employment skills and transition to post-secondary employment. Interns will report directly to the host site and will need to secure their own transportation.



Dr. Ginger Carter    Herb Greenlee    Thomas Hager, Jr    Jonathan Kinnick

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Below are a few other important facts about the program:

- Interns attend the program from 8:00am-2:30pm, according to the Johnson City Schools calendar
- Interns will receive targeted support and instruction as well as customized job-search assistance provided by both teacher and skills trainers
- Project SEARCH sites in Tennessee report that approximately 40% of interns are hired by the host business after completing the internship
- After participating in TN-Project SEARCH, over 80% of participating interns have regular employment (including host and non-host business) and work approximately 25+ hours per week
- The #1 predictor of post-secondary employment is work experience in high school



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**SCHOOL BOARD AGENDA ITEM  
MAY 2024 MEETING**

**ACTION ITEM**

**TOPIC:** Financial Report for the month ending March 31, 2024.

**BACKGROUND INFORMATION:**

The un-audited financial report for the month ending March 31, 2024 is attached for your review.

**Revenues:**

Revenues received the month of March totaled \$11,535,228, primarily consisting of the State of TN TISA payment, Local Option Sales Tax, Current Property Tax and the monthly appropriation from the City. Current Property Tax received in March totaled \$3,867,458. Through March 31, 2024, Current Property Tax is down 0.28% from March 31, 2023. Property Tax collection from Washington County have slightly increased from last year to this year. The reason for the overall decline in Current Property Tax is Sullivan County dropped the portion of property tax to General Purpose School from \$1.1716 in 22-23 to \$0.97055 in 23-24. Through March 31, 2024 there is a decrease of \$49,586 in Sullivan County current property tax collections compared to March 31, 2023.

Local Option Sales Tax receipted for the month was \$2,152,615. Through the month of March, Local Option Sales Tax collections has seen a decrease of 2.6% compared to March 31, 2023. Adjusted for the Washington County Funding percentage change, Local Option Sales Tax receipts would have seen a 3.9% increase.

At the end of March, revenues totaled \$75,498,733 for the year. Total Revenues were up 11.1% from March 2023 primarily due to TISA. Total revenues received through March were at 79.1% of the budget. In comparison, last year total revenues received through March 31, 2023 were at 81.6% of the budget.

**Expenditures:**

Expenditures for the month of March totaled \$8,138,725. Legal services expenditures for the month totaled \$11,275. The annual payment to the Insurance Fund for Worker's Compensation and Liability Insurance was transferred to the City. Worker's Compensation totaled \$408,032 and Liability Insurance totaled \$89,952. Upon completion of the 22-23 Audit, the City transferred to Johnson City Schools \$296,524 remaining balance from prescription rebates the City received on the behalf of JC Schools from the close out of the JC Schools self-insured medical insurance plan. This was credited against medical insurance expenditures in March.

Total expenditures as of March 31, 2024 were at 67.4% of the budget. This is slightly lower than March 31, 2023 in which total expenditures were at 68.7% of the budget. Total expenditures for the year through March were \$69,356,216. Total expenditures were 14.2% above March 2023. This is primarily due the 6% raise, additional positions added with the 23-24 budget, the timing of the purchase of Chromebooks, and the SHHS Classroom Renovation Project.

**Fund Balance:**

The General Purpose School Fund Balance has a net increase through March 31, 2024 of \$6,142,517. For the year, total Fund Balance is budgeted to decrease \$7,507,225. Total Fund Balance as of March was \$26,342,772. Fund balance exceeded the fund balance target by \$10,697,352.

**Tax Rate Information:**

Included is the tax rates for the surrounding systems. These are the updated rates for 2023. In addition to the City of Johnson City's property tax increase, a handful of other districts also had increases. The year 2023 was a reappraisal year for Greene County. Washington County is scheduled for a reappraisal year in 2024.

**Insurance Fund:**

Included is the City of Johnson City's Insurance Fund Financial Report for March 2024 reflecting the activity and balance for the Workers Compensation funds and the Liability Insurance funds. With the annual transfer of funds reflected in the accounts, as of March 31, 2024, Workers Compensation had a balance of \$326,582 and Liability Insurance had a balance of \$912,402.

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 March 31, 2024**

	<u>Y-T-D</u> <u>3/31/23</u>	<u>Y-T-D</u> <u>3/31/24</u>	<u>Difference in</u> <u>Dollars</u>	<u>Difference in</u> <u>Percentage</u>	<u>FY23 Actual</u>	<u>FY24 Budget</u>
<b>Revenues:</b>						
County Property Tax - Current	\$ 11,851,170	\$ 11,818,454	\$ (32,716)	-0.28%	\$ 12,829,125	\$ 12,412,095
Local Option Sales Tax	16,344,103	15,913,434	(430,669)	-2.64%	21,240,025	19,545,087
TISA (Previously BEP)	28,820,000	36,755,295	7,935,295	27.53%	36,232,267	45,712,251
Tuition	183,728	180,712	(3,016)	-1.64%	228,529	250,000
All Other Revenues	10,752,106	10,830,839	78,733	0.73%	17,788,109	17,536,293
<b>Total Revenues</b>	<b><u>\$ 67,951,107</u></b>	<b><u>\$ 75,498,733</u></b>	<b><u>\$ 7,547,626</u></b>	<b><u>11.11%</u></b>	<b><u>\$ 88,318,055</u></b>	<b><u>\$ 95,455,726</u></b>
Percentage of Revenue Budget Collected to Date		<b>79.09%</b>				
Percentage/Dollar Amount of Revenue Budget left to be Collected		<b>20.91%</b>				<b><u>\$ 19,956,993</u></b>
<b>Expenditures:</b>						
Salaries	\$ 39,928,584	\$ 45,241,024	\$ 5,312,440	13.30%	\$ 54,416,510	\$ 62,260,860
Benefits	12,089,818	12,901,852	812,034	6.72%	16,349,016	17,925,293
Electricity	1,296,279	1,252,040	(44,239)	-3.41%	1,873,578	1,900,000
Water/Sewer	192,538	189,250	(3,288)	-1.71%	284,274	300,000
Natural Gas	258,708	165,971	(92,737)	-35.85%	332,090	275,000
Disposal Fees	91,904	98,239	6,335	6.89%	141,220	130,000
Gasoline	31,207	34,761	3,554	11.39%	45,415	50,000
Technology/Instructional Equipment	277,462	1,248,280	970,818	349.89%	351,212	2,215,245
Capital Outlay	476,130	1,304,442	828,312	173.97%	732,871	4,174,964
All Other Expenditures	6,115,527	6,920,357	804,830	13.16%	11,571,968	13,731,589
<b>Total Expenditures</b>	<b><u>\$ 60,758,156</u></b>	<b><u>\$ 69,356,216</u></b>	<b><u>\$ 8,598,060</u></b>	<b><u>14.15%</u></b>	<b><u>\$ 86,098,154</u></b>	<b><u>\$ 102,962,951</u></b>
Percentage of Expenditure Budget Spent to Date		<b>67.36%</b>				
Percentage/Dollar Amount of Expenditure Budget remaining		<b>32.64%</b>				<b><u>\$ 33,606,736</u></b>
<b>Year-To-Date Revenues Over (Under) Expenditures</b>	<b><u>\$ 7,192,952</u></b>	<b><u>\$ 6,142,517</u></b>	<b><u>\$ (1,050,435)</u></b>	<b><u>-14.60%</u></b>	<b><u>\$ 2,219,900</u></b>	<b><u>\$ (7,507,225)</u></b>

% of Fiscal Year Complete **75.00%**  
 % of Fiscal Year Remaining **25.00%**

**BOE POLICY 2.100 RESERVE FUNDS**

<b>Total Expenditure Budget - FY24 Budget</b>	\$	102,962,949
Less:		
Operating Transfers	\$	62,739
Debt Service	\$	2,973,720
Capital Outlay	\$	4,174,964
Early Childhood	\$	574,884
Educare	\$	1,304,122
Total to deduct	\$	<u>9,090,429</u>
 <b>Total Operating Budget</b>	 \$	 <b>93,872,520</b>
 16% of the General Purpose School Fund Operating Budget	 \$	 <u><u>15,645,733</u></u>
 <b>Monthly Operating Expense:</b>		
Annual Operating Expense Budget	\$	93,872,520
 Monthly Operating Expenses Budgeted	 \$	 7,822,710
<b>2 Months Operating Expenses Budgeted</b>	\$	<u><u>15,645,420</u></u>

<p><b>BOE Policy 2.100 as revised at the 5 o'clock 2-3-2014 BOE Meeting</b>  <b>First reading April 2014</b>  <b>Second reading May 2014</b></p>
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<b>Current Standing on Target Fund Balance</b>		
<b>*Target Unrestricted Fund Balance (as recommended at 2-3-2014 BOE Policy Meeting) 2 Months Operating Expenditures</b>	\$	<b>15,645,420</b>
<b>Current Fund Balance:</b>		
3% Fund Balance	\$	2,783,872
Beginning of the Year Undesignated	\$	13,973,541
Current Revenues vs Expenditures	\$	6,142,517
Other Reserves	\$	3,442,842
Total Fund Balance	\$	<u>26,342,772</u>
 <b>Target Overage as of 3/31/2024</b>	 \$	 <u><u>10,697,352</u></u>





JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended March 31, 2024						
						75.00%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
71100	429	Instructional Supplies - Special Budget Request	\$ 35,000	-	\$ 35,000	0.00%
71100	449	Textbooks	\$ 782,800	109,211	\$ 673,589	13.95%
71100	449	Textbooks - Reserved for Encumbrances	\$ 488,001	486,291	\$ 1,710	99.65%
71100	471	Software Maintenance	\$ 100,000	45,203	\$ 54,798	45.20%
71100	499	Other Supplies and Materials	\$ -	-	\$ -	#DIV/0!
71100	535	Fee Waiver Student Fees	\$ 125,898	125,898	\$ -	100.00%
71100	535	Fee Waiver Student Performing Music	\$ 7,550	7,550	\$ -	100.00%
71100	722	Regular Instruction Equipment	\$ 103,017	22,370	\$ 80,647	21.72%
71100	722	Performing Music Equipment	\$ 43,614	22,987	\$ 20,627	52.71%
71100	722	Instruction Equipment - Special Budget Request	\$ 807,358	23,718	\$ 783,640	2.94%
71100	722	Technology - BOE Tech Plan (568)	\$ 1,260,000	1,179,204	\$ 80,796	93.59%
		<b>Total Instruction</b>	<b>\$ 50,733,356</b>	<b>\$ 35,874,537</b>	<b>\$ 14,858,819</b>	<b>70.71%</b>
		<b>Alternative Instruction Program</b>				
71150	116	Teachers	\$ 751,907	703,878	\$ 48,029	93.61%
71150	163	Educational Assistants	\$ 153,000	92,415	\$ 60,585	60.40%
71150	201	Social Security	\$ 55,199	46,557	\$ 8,642	84.34%
71150	204	Retirement	\$ 83,899	70,798	\$ 13,101	84.38%
71150	206	Life Insurance	\$ 2,172	1,472	\$ 700	67.77%
71150	207	Medical Insurance	\$ 104,000	104,761	\$ (761)	100.73%
71150	208	Dental Insurance	\$ 3,163	3,278	\$ (115)	103.65%
71150	211	Local Retirement	\$ -	1,833	\$ (1,833)	#DIV/0!
71150	212	Medicare	\$ 13,121	10,889	\$ 2,232	82.99%
71150	217	Retirement-Hybrid Stabilization	\$ 2,173	1,180	\$ 993	54.28%
71150	399	Other Contracted Services	\$ 5,908	5,908	\$ -	100.00%
71150	429	Instructional Supplies and Materials	\$ 15,356	15,356	\$ -	100.00%
71150	499	Other Supplies and Materials	\$ 3,046	3,046	\$ -	100.00%
71150	722	Regular Instruction Equipment	\$ 12,848	10,001	\$ 2,847	77.84%
		<b>Total Alternative Instruction</b>	<b>\$ 1,205,792</b>	<b>\$ 1,071,372</b>	<b>\$ 134,420</b>	<b>88.85%</b>
		<b>SPECIAL EDUCATION</b>				
71200	116	Teachers	\$ 3,261,443	2,256,185	\$ 1,005,258	69.18%
71200	117	Career Ladder	\$ 9,000	4,500	\$ 4,500	50.00%
71200	163	Educational Assistants	\$ 750,000	561,269	\$ 188,731	74.84%
71200	171	Speech Pathologist	\$ 539,951	373,268	\$ 166,683	69.13%
71200	198	Non Certified Substitutes	\$ 20,475	-	\$ 20,475	0.00%
71200	201	Social Security	\$ 279,433	187,142	\$ 92,291	66.97%
71200	204	Retirement	\$ 340,446	239,970	\$ 100,476	70.49%
71200	206	Life Insurance	\$ 10,994	6,573	\$ 4,421	59.79%
71200	207	Medical Insurance	\$ 501,000	389,608	\$ 111,393	77.77%
71200	208	Dental Insurance	\$ 18,016	13,272	\$ 4,744	73.67%
71200	211	Local Retirement	\$ -	4,396	\$ (4,396)	#DIV/0!
71200	212	Medicare	\$ 66,423	43,903	\$ 22,520	66.10%
71200	217	Retirement-Hybrid Stabilization	\$ 19,209	15,423	\$ 3,786	80.29%
71200	312	Contracts w/Private Agencies	\$ -	37,392	\$ (37,392)	#DIV/0!
71200	429	Instructional Supplies and Materials	\$ 17,650	16,816	\$ 834	95.28%
71200	499	Other Supplies and Materials	\$ -	113	\$ (113)	#DIV/0!
71200	725	Special Education Instruction Equipment	\$ -	1,742	\$ (1,742)	#DIV/0!
		<b>Total Special Education</b>	<b>\$ 5,834,040</b>	<b>\$ 4,151,574</b>	<b>\$ 1,682,466</b>	<b>71.16%</b>
		<b>VOCATIONAL INSTRUCTION</b>				
71300	116	Teachers	\$ 1,689,878	1,222,689	\$ 467,189	72.35%
71300	117	Career Ladder	\$ 4,000	2,000	\$ 2,000	50.00%
71300	163	Educational Assistants	\$ 80,500	54,831	\$ 25,669	68.11%
71300	201	Social Security	\$ 108,239	74,541	\$ 33,698	68.87%
71300	204	Retirement	\$ 131,571	95,044	\$ 36,527	72.24%



JOHNSON CITY SCHOOLS							
Statement of Revenues, Expenditures, and Changes in Fund Balance							
For the Period Ended March 31, 2024							
						75.00%	
				Amended	Actual	Budget Amount	Percentage
				Budget	Amounts	Remaining	of Budget to Date
71300	206	Life Insurance	\$	4,259	2,469	\$ 1,790	57.97%
71300	207	Medical Insurance	\$	212,000	174,521	\$ 37,479	82.32%
71300	208	Dental Insurance	\$	6,624	5,411	\$ 1,213	81.68%
71300	211	Local Retirement	\$	-	-	\$ -	#DIV/0!
71300	212	Medicare	\$	25,728	17,433	\$ 8,295	67.76%
71300	217	Retirement-Hybrid Stabilization	\$	6,999	4,796	\$ 2,203	68.52%
71300	399	Other Contracted Services	\$	1,617	1,617	\$ -	100.00%
71300	429	Instructional Supplies and Materials	\$	39,240	30,074	\$ 9,166	76.64%
71300	429	Forward Funding	\$	1,617	1,617	\$ -	100.00%
71300	730	Vocational Equipment	\$	4,389	-	\$ 4,389	0.00%
<b>Total Vocational Instruction</b>			<b>\$</b>	<b>2,316,661</b>	<b>\$ 1,687,044</b>	<b>\$ 629,617</b>	<b>72.82%</b>
<b>ATTENDANCE</b>							
72110	189	Other Salaries and Wages	\$	212,330	171,031	\$ 41,299	80.55%
72110	201	Social Security	\$	12,952	9,582	\$ 3,370	73.98%
72110	204	State Retirement	\$	16,880	11,523	\$ 5,357	68.27%
72110	206	Life Insurance	\$	510	183	\$ 327	35.89%
72110	207	Medical Insurance	\$	33,278	34,457	\$ (1,179)	103.54%
72110	208	Dental Insurance	\$	1,910	952	\$ 958	49.83%
72110	211	Local Retirement	\$	-	1,014	\$ (1,014)	#DIV/0!
72110	212	Medicare	\$	3,079	2,241	\$ 838	72.79%
72110	217	Retirement - Hybrid Stabilization	\$	2,229	1,945	\$ 284	87.24%
72110	471	Software Maintenance	\$	52,672	131,155	\$ (78,483)	249.00%
<b>Total Attendance</b>			<b>\$</b>	<b>335,840</b>	<b>\$ 364,083</b>	<b>\$ (28,243)</b>	<b>108.41%</b>
<b>HEALTH SERVICES</b>							
72120	131	Medical Personnel	\$	689,484	527,826	\$ 161,658	76.55%
72120	201	Social Security	\$	42,103	30,653	\$ 11,450	72.80%
72120	204	Retirement	\$	54,814	40,456	\$ 14,358	73.81%
72120	206	Life Insurance	\$	1,655	782	\$ 873	47.25%
72120	207	Medical Insurance	\$	100,000	73,414	\$ 26,586	73.41%
72120	208	Dental Insurance	\$	3,000	2,155	\$ 845	71.84%
72120	212	Medicare	\$	9,998	7,169	\$ 2,829	71.70%
72120	217	Retirement-Hybrid Stabilization	\$	7,240	5,268	\$ 1,972	72.77%
72120	355	Travel	\$	1,800	421	\$ 1,379	23.40%
72120	399	Other Contracted Services	\$	8,320	3,866	\$ 4,454	46.46%
72120	413	Drugs & Medical Supplies	\$	3,580	2,496	\$ 1,084	69.72%
72120	499	Other Supplies & Materials	\$	15,700	17,439	\$ (1,739)	111.07%
72120	524	Staff Development	\$	1,000	7,955	\$ (6,955)	795.54%
72120	599	CSH - Donations	\$	100,000	591	\$ 99,409	0.59%
72120	735	Health Equipment	\$	500	467	\$ 33	93.46%
<b>Total Health Services</b>			<b>\$</b>	<b>1,039,194</b>	<b>\$ 720,959</b>	<b>\$ 318,236</b>	<b>69.38%</b>
<b>STUDENT SUPPORT</b>							
72130	117	Career Ladder	\$	2,000	1,000	\$ 1,000	50.00%
72130	123	Guidance Personnel	\$	1,517,961	1,220,353	\$ 297,608	80.39%
72130	161	Secretary	\$	49,500	35,726	\$ 13,774	72.17%
72130	189	Other Salaries & Benefits	\$	961,939	615,452	\$ 346,487	63.98%
72130	201	Social Security	\$	154,416	109,450	\$ 44,966	70.88%
72130	204	Retirement	\$	202,141	142,746	\$ 59,395	70.62%
72130	206	Life Insurance	\$	6,075	3,215	\$ 2,860	52.92%
72130	207	Medical Insurance	\$	357,960	227,646	\$ 130,314	63.60%
72130	208	Dental Insurance	\$	12,187	6,643	\$ 5,544	54.51%
72130	211	Local Retirement	\$	-	2,361	\$ (2,361)	#DIV/0!
72130	212	Medicare	\$	36,705	25,597	\$ 11,108	69.74%
72130	217	Retirement-Hybrid Stabilization	\$	14,522	12,301	\$ 2,221	84.70%
72130	322	Evaluation & Testing	\$	30,000	-	\$ 30,000	0.00%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended March 31, 2024						
						75.00%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72130	322	AP Testing (2-583)	\$ 105,000	-	\$ 105,000	0.00%
72130	399	Other Contracted Services - Pre-ACT Assessment	\$ 8,000	-	\$ 8,000	0.00%
72130	499	Other Supplies & Materials	\$ -	1,274	\$ (1,274)	#DIV/0!
72130	524	Inservice/Staff Development	\$ -	1,464	\$ (1,464)	#DIV/0!
72130	790	Other Equipment (1-529)	\$ 2,500	-	\$ 2,500	0.00%
		<b>Total Student Support</b>	<b>\$ 3,460,906</b>	<b>\$ 2,405,229</b>	<b>\$ 1,055,677</b>	<b>69.50%</b>
		<b>INSTRUCTION SUPPORT</b>				
72210	105	Administration	\$ 728,452	549,066	\$ 179,386	75.37%
72210	117	Career Ladder	\$ 8,000	4,000	\$ 4,000	50.00%
72210	129	Librarians	\$ 850,322	611,209	\$ 239,113	71.88%
72210	137	Educational Media Personnel	\$ 329,000	233,880	\$ 95,120	71.09%
72210	161	Secretary	\$ 124,500	93,918	\$ 30,582	75.44%
72210	189	Other Salaries and Wages	\$ 1,181,111	1,056,289	\$ 124,822	89.43%
72210	189	Other Salaries and Wages - Tech Teacher Leader	\$ 30,500	-	\$ 30,500	0.00%
72210	201	Social Security	\$ 198,365	151,478	\$ 46,887	76.36%
72210	204	Retirement	\$ 250,581	189,320	\$ 61,261	75.55%
72210	206	Life Insurance	\$ 7,805	4,362	\$ 3,443	55.88%
72210	207	Medical Insurance	\$ 310,378	254,732	\$ 55,646	82.07%
72210	208	Dental Insurance	\$ 10,183	8,553	\$ 1,630	83.99%
72210	211	Local Retirement	\$ -	3,351	\$ (3,351)	#DIV/0!
72210	212	Medicare	\$ 47,152	34,909	\$ 12,243	74.04%
72210	217	Retirement-Hybrid Stabilization	\$ 6,911	2,753	\$ 4,158	39.84%
72210	355	Travel	\$ 11,500	9,602	\$ 1,898	83.49%
72210	355	Travel Academic Competitions - Robotics Team (5K) (16-57)	\$ 10,000	5,949	\$ 4,051	59.49%
72210	399	Niswonger Class Fees (555)	\$ 5,000	750	\$ 4,250	15.00%
72210	399	Contracted Services Niswonger Consortium Fee (555)	\$ 15,200	20,034	\$ (4,834)	131.80%
72210	399	Other Contracted Services (5\$ Transact)	\$ 9,000	-	\$ 9,000	0.00%
72210	399	Other Contracted Services-Safety Net Program (1-031)	\$ 41,000	-	\$ 41,000	0.00%
72210	399	Other Contracted Services - Frontline	\$ 28,000	28,980	\$ (980)	103.50%
72210	399	Other Contracted Services - Robotics Team (16-572)	\$ 1,000	1,500	\$ (500)	150.00%
72210	399	Other Contracted Services - Bloomz	\$ 16,500	-	\$ 16,500	0.00%
72210	399	Other Contracted Services - 504 Online System	\$ 5,000	-	\$ 5,000	0.00%
72210	399	Other Contracted Services - Major Clarity	\$ 7,000	7,630	\$ (630)	109.00%
72210	399	At-Risk Services (1-964)	\$ 1,000	-	\$ 1,000	0.00%
72210	399	Random Drug Testing (DOT Physicals)	\$ 16,000	5,728	\$ 10,272	35.80%
72210	399	Technology (1-053)	\$ -	-	\$ -	#DIV/0!
72210	399	Other Contracted Services - Renaissance Learning	\$ -	39,600	\$ (39,600)	#DIV/0!
72210	399	Contracted Services - RC (1-030)	\$ 2,400	1,485	\$ 915	61.86%
72210	399	Internal Assessment Platform - Illuminate	\$ 55,000	-	\$ 55,000	0.00%
72210	399	Other Contracted Services - STEM 536	\$ -	950	\$ (950)	#DIV/0!
72210	399	Other Contracted Services (Misc)	\$ 20,000	14,637	\$ 5,363	73.18%
72210	432	Library Books Media	\$ 42,472	40,010	\$ 2,462	94.20%
72210	471	Software Maintenance	\$ -	4,614	\$ (4,614)	#DIV/0!
72210	471	Software Maintenance - Library Software	\$ 15,000	879	\$ 14,121	5.86%
72210	499	Other Supplies & Materials	\$ 10,000	8,505	\$ 1,495	85.05%
72210	499	Mclass Amplify Program (1-524)	\$ 26,000	23,880	\$ 2,120	91.85%
72210	499	Other Supplies & Materials-RC (1-030)	\$ 7,700	2,718	\$ 4,982	35.30%
72210	499	Other Supplies and Materials - Robotics Team (16-572)	\$ 5,000	-	\$ 5,000	0.00%
72210	499	Shoe Fund (1-520)	\$ 15,725	8,351	\$ 7,374	53.11%
72210	499	Raptor (964)	\$ 2,400	-	\$ 2,400	0.00%
72210	499	Homeless Donations (701)	\$ 11,678	4,371	\$ 7,307	37.43%
72210	524	Teacher Leadership Academy (537)	\$ 44,500	43,459	\$ 1,041	97.66%
72210	524	In-service Staff Dev. System Wide/School Based	\$ 148,780	157,168	\$ (8,388)	105.64%
72210	524	AP Staff Development (2-583)	\$ 10,000	150	\$ 9,850	1.50%
72210	599	Non Revenue Producing Sports \$30K (25/5)	\$ 85,000	40,821	\$ 44,179	48.02%
72210	599	Non Revenue Producing Sports - Reserved for Encumbrance	\$ 17,723	13,472	\$ 4,252	76.01%
72210	599	Other Charges - MS Competition Fees	\$ 3,000	-	\$ 3,000	0.00%
72210	599	Other Charges	\$ 4,000	-	\$ 4,000	0.00%

JOHNSON CITY SCHOOLS							
Statement of Revenues, Expenditures, and Changes in Fund Balance							
For the Period Ended March 31, 2024							
						75.00%	
				Amended	Actual	Budget Amount	Percentage
				Budget	Amounts	Remaining	of Budget to Date
72210	790	Non Revenue Producing Sports - Arts \$20K (15/5)	\$ 25,000	8,375	\$ 16,625	33.50%	
72210	790	Other Equipment - Special Budget Request	\$ 179,352	174,506	\$ 4,846	97.30%	
72210	790	Safety - Radios (1-964) - Elementary	\$ 5,000	-	\$ 5,000	0.00%	
72210	790	Other Equipment	\$ 5,000	269	\$ 4,731	5.38%	
<b>Total Instruction Support</b>			<b>\$ 4,990,190</b>	<b>\$ 3,866,212</b>	<b>\$ 1,123,978</b>	<b>77.48%</b>	
<b>ALTERNATIVE INSTRUCTIONAL SUPPORT</b>							
72215	161	Secretaries	\$ 37,000	27,969	\$ 9,031	75.59%	
72215	201	Social Security	\$ 2,255	1,464	\$ 791	64.93%	
72215	204	Retirement	\$ 2,942	2,117	\$ 825	71.96%	
72215	206	Life Insurance	\$ 89	32	\$ 57	36.07%	
72215	207	Medical Insurance	\$ 9,700	9,661	\$ 39	99.60%	
72215	208	Dental Insurance	\$ 145	177	\$ (32)	121.94%	
72215	212	Medicare	\$ 537	342	\$ 195	63.76%	
72215	217	Retirement - Hybrid Stabilization	\$ 389	404	\$ (15)	103.92%	
72215	435	Office Supplies	\$ 2,462	2,462	\$ -	100.00%	
72215	524	In-Service/Staff Development	\$ 2,000	-	\$ 2,000	0.00%	
<b>Total Alternative Instruction Support</b>			<b>\$ 57,519</b>	<b>\$ 44,630</b>	<b>\$ 12,889</b>	<b>77.59%</b>	
<b>SPECIAL EDUCATION SUPPORT</b>							
72220	105	Administration	\$ 132,081	75,147	\$ 56,934	56.89%	
72220	117	Career Ladder	\$ 1,000	-	\$ 1,000	0.00%	
72220	124	Psychological Personnel	\$ 78,324	56,963	\$ 21,361	72.73%	
72220	131	Physical Therapist	\$ 175,147	198,138	\$ (22,991)	113.13%	
72220	161	Secretary	\$ 106,000	78,560	\$ 27,440	74.11%	
72220	189	Other Salaries & Wages	\$ -	29,552	\$ (29,552)	#DIV/0!	
72220	201	Social Security	\$ 30,047	25,376	\$ 4,671	84.45%	
72220	204	Retirement	\$ 43,742	36,971	\$ 6,771	84.52%	
72220	206	Life Insurance	\$ 1,182	755	\$ 427	63.85%	
72220	207	Medical Insurance	\$ 72,000	67,616	\$ 4,384	93.91%	
72220	208	Dental Insurance	\$ 2,424	2,160	\$ 264	89.10%	
72220	211	Local Retirement	\$ -	439	\$ (439)	#DIV/0!	
72220	212	Medicare	\$ 7,142	5,935	\$ 1,207	83.10%	
72220	217	Retirement-Hybrid Stabilization	\$ 2,166	2,887	\$ (721)	133.29%	
72220	310	Contracts with Other Public Agencies	\$ -	300	\$ (300)	#DIV/0!	
72220	312	Contracts with Private Agencies	\$ 10,000	12,807	\$ (2,807)	128.07%	
72220	314	Contracts with Public Carriers	\$ 2,000	-	\$ 2,000	0.00%	
72220	336	Maintenance & Repair Services - Equipment	\$ 500	189	\$ 311	37.80%	
72220	355	Travel	\$ 5,000	6,174	\$ (1,174)	123.49%	
72220	499	Other Supplies & Materials	\$ 5,000	4,237	\$ 763	84.73%	
72220	524	In Service/Staff Development	\$ 10,000	12,982	\$ (2,982)	129.82%	
<b>Total Special Education Support</b>			<b>\$ 683,755</b>	<b>\$ 617,187</b>	<b>\$ 66,568</b>	<b>90.26%</b>	
<b>VOCATIONAL INSTRUCTION SUPPORT</b>							
72230	105	Administration	\$ 127,665	95,749	\$ 31,916	75.00%	
72230	117	Career Ladder	\$ 3,000	1,500	\$ 1,500	50.00%	
72230	161	Secretary	\$ 37,500	27,247	\$ 10,253	72.66%	
72230	201	Social Security	\$ 10,258	7,299	\$ 2,959	71.15%	
72230	204	Retirement	\$ 11,880	8,685	\$ 3,195	73.11%	
72230	206	Life Insurance	\$ 404	283	\$ 121	69.99%	
72230	207	Medical Insurance	\$ 20,500	14,906	\$ 5,594	72.71%	
72230	208	Dental Insurance	\$ 558	416	\$ 142	74.52%	
72230	212	Medicare	\$ 2,438	1,707	\$ 731	70.01%	
72230	217	Retirement - Hybrid Stabilization	\$ 394	398	\$ (4)	100.90%	
72230	355	Travel	\$ 154	275	\$ (121)	178.69%	
72230	399	Other Contracted Services	\$ 41,000	28,348	\$ 12,652	69.14%	
72230	435	Office Supplies	\$ 154	154	\$ -	100.00%	

JOHNSON CITY SCHOOLS							
Statement of Revenues, Expenditures, and Changes in Fund Balance							
For the Period Ended March 31, 2024							
						75.00%	
				Amended	Actual	Budget Amount	Percentage
				Budget	Amounts	Remaining	of Budget to Date
72230	499	Print Shop Enterprise Account	\$ 10,000	-	\$ 10,000		0.00%
72230	499	Other Supplies & Materials PRINT SHOP	\$ 100,000	72,530	\$ 27,470		72.53%
72230	524	In-Service/Staff Development	\$ -	137	\$ (137)		#DIV/0!
<b>Total Vocational Instruction Support</b>			<b>\$ 365,905</b>	<b>\$ 259,632</b>	<b>\$ 74,357</b>		<b>70.96%</b>
<b>TECHNOLOGY</b>							
72250	105	Administration	\$ 103,880	77,869	\$ 26,011		74.96%
72250	121	Technicians	\$ 1,047,316	789,253	\$ 258,063		75.36%
72250	201	Social Security	\$ 70,223	50,005	\$ 20,218		71.21%
72250	204	Retirement	\$ 161,354	112,279	\$ 49,075		69.59%
72250	206	Life Insurance	\$ 2,763	1,722	\$ 1,041		62.33%
72250	207	Medical Insurance	\$ 175,000	122,065	\$ 52,935		69.75%
72250	208	Dental Insurance	\$ 5,809	4,127	\$ 1,682		71.05%
72250	211	Local Retirement	\$ -	5,807	\$ (5,807)		#DIV/0!
72250	212	Medicare	\$ 16,692	11,695	\$ 4,997		70.06%
72250	217	Retirement - Hybrid Stabilization	\$ 2,092	4,849	\$ (2,757)		231.80%
72250	307	Technology Communications	\$ 6,300	2,706	\$ 3,594		42.96%
72250	320	Dues and Memberships	\$ 900	-	\$ 900		0.00%
72250	350	Other Charges-Internet/ENA	\$ 200,000	154,266	\$ 45,734		77.13%
72250	355	Travel Technology	\$ 3,000	68	\$ 2,932		2.27%
72250	399	Contracted Services	\$ 44,200	4,202	\$ 39,998		9.51%
72250	411	Data Processing Supplies	\$ 11,500	2,207	\$ 9,293		19.19%
72250	435	Office Supplies Technology	\$ 1,700	825	\$ 875		48.54%
72250	471	Software Maintenance - Content Filter	\$ 26,000	-	\$ 26,000		0.00%
72250	471	Software Maintenance - Endpoint Protection - Trend	\$ 60,000	58,250	\$ 1,750		97.08%
72250	471	Subscription Renewal - ID Auto	\$ 28,000	-	\$ 28,000		0.00%
72250	471	Subscription Renewal - iBoss Cloud Storage	\$ -	23,999	\$ (23,999)		#DIV/0!
72250	471	Subscription Renewal - School Messenger	\$ 14,000	-	\$ 14,000		0.00%
72250	471	Software Maintenance - Jatheon/Email Archive	\$ 5,000	-	\$ 5,000		0.00%
72250	471	Software Maintenance - KnowBe4	\$ 22,000	16,436	\$ 5,564		74.71%
72250	471	Software Maintenance - TeamViewer	\$ 11,000	10,965	\$ 35		99.68%
72250	471	Software Maintenance - VXRail	\$ 26,000	-	\$ 26,000		0.00%
72250	471	Software Maintenance - Microsoft EES - OS and Office L	\$ 36,000	38,265	\$ (2,265)		106.29%
72250	471	Software Maintenance - Cisco Prime & ISE - Wireless net	\$ 36,000	15,692	\$ 20,308		43.59%
72250	471	Software Maintenance - Veeam	\$ 6,200	5,097	\$ 1,103		82.21%
72250	471	Software Maintenance - Help Desk	\$ 25,000	24,624	\$ 376		98.50%
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	24,346	\$ (14,346)		243.46%
72250	471	Software Maintenance - KACE	\$ 1,300	1,375	\$ (75)		105.76%
72250	471	Software Maintenance - Identity Automation Rapid	\$ 50,000	-	\$ 50,000		0.00%
72250	471	Software Maintenance - Tipping Point	\$ 93,000	92,520	\$ 480		99.48%
72250	471	Software Hosting Services	\$ 16,000	15,476	\$ 524		96.73%
72250	471	Software Maintenance - Other	\$ 5,000	3,632	\$ 1,368		72.64%
72250	499	Other Supplies & Materials Technology	\$ 10,500	107	\$ 10,393		1.02%
72250	499	Other Supplies & Materials Technology - Chromebooks	\$ 67,261	-	\$ 67,261		0.00%
72250	524	In-service Staff Development - Technology	\$ 10,000	1,898	\$ 8,102		18.98%
72250	709	Data Processing Equipment Technology	\$ 30,000	17,813	\$ 12,187		59.38%
<b>Total Technology</b>			<b>\$ 2,467,990</b>	<b>\$ 1,694,442</b>	<b>\$ 773,548</b>		<b>68.66%</b>
<b>BOARD OF EDUCATION</b>							
72310	189	Other Salaries & Wages - Attorney	\$ -	7,055	\$ (7,055)		#DIV/0!
72310	206	Life Insurance	\$ 420	243	\$ 177		57.86%
72310	207	Medical Insurance	\$ 27,000	19,863	\$ 7,137		73.57%
72310	212	Employer Medicare	\$ -	102	\$ (102)		#DIV/0!
72310	305	Audit Service	\$ 20,000	20,800	\$ (800)		104.00%



JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended March 31, 2024						
						75.00%
			Amended Budget	Actual Amounts	Budget Amount Remaining	Percentage of Budget to Date
72410	348	Postal Charges	\$ 7,067	6,970	\$ 97	98.62%
72410	355	Travel	\$ 2,384	2,384	\$ -	100.00%
72410	399	Other Contracted Services	\$ -	-	\$ -	#DIV/0!
72410	435	Office Supplies	\$ 5,887	5,887	\$ -	100.00%
72410	471	Software Maintenance - Raptor	\$ 14,500	-	\$ 14,500	0.00%
72410	524	In-service/Staff Development	\$ 912	-	\$ 912	0.00%
72410	599	Safety Grant	\$ 131,700	-	\$ 131,700	0.00%
72410	701	Administrative Equipment	\$ -	3,582	\$ (3,582)	#DIV/0!
		<b>Total Office of the Principal</b>	<b>\$ 6,319,710</b>	<b>\$ 4,775,799</b>	<b>\$ 1,543,911</b>	<b>75.57%</b>
		<b>FISCAL SERVICES</b>				
72510	105	Administration	\$ 118,413	87,692	\$ 30,722	74.06%
72510	119	Bookkeepers	\$ 308,812	222,937	\$ 85,875	72.19%
72510	201	Social Security	\$ 26,059	18,772	\$ 7,287	72.04%
72510	204	Retirement	\$ 64,837	45,028	\$ 19,809	69.45%
72510	206	Life Insurance	\$ 1,025	617	\$ 408	60.23%
72510	207	Medical Insurance	\$ 46,100	34,199	\$ 11,902	74.18%
72510	208	Dental Insurance	\$ 1,250	1,048	\$ 202	83.87%
72510	211	Local Retirement	\$ -	3,040	\$ (3,040)	#DIV/0!
72510	212	Medicare	\$ 6,195	4,348	\$ 1,847	70.18%
72510	217	Retirement - Hybrid Stabilization	\$ 1,915	1,429	\$ 486	74.60%
72510	320	Dues & Memberships	\$ 1,500	500	\$ 1,000	33.33%
72510	355	Travel	\$ 100	121	\$ (21)	120.72%
72510	399	Other Contracted Services	\$ 50,000	51,514	\$ (1,514)	103.03%
72510	411	Data Processing Supplies	\$ 4,500	5,213	\$ (713)	115.84%
72510	435	Office Supplies	\$ 4,000	4,240	\$ (240)	106.01%
72510	499	Other Supplies and Materials	\$ 1,000	490	\$ 510	49.00%
72510	524	Staff Development	\$ 5,000	4,357	\$ 643	87.13%
72510	599	Other Charges	\$ 250	1,744	\$ (1,494)	697.42%
72510	701	Administrative Equipment	\$ 3,000	-	\$ 3,000	0.00%
		<b>Total Fiscal Services</b>	<b>\$ 643,956</b>	<b>\$ 487,286</b>	<b>\$ 156,670</b>	<b>75.67%</b>
		<b>HUMAN RESOURCES</b>				
72520	105	Supervisor/Director	\$ 113,420	56,103	\$ 57,317	49.46%
72520	161	Secretary	\$ 79,000	63,901	\$ 15,099	80.89%
72520	189	Other Salaries & Wages	\$ -	7,055	\$ (7,055)	#DIV/0!
72520	201	Social Security	\$ 11,737	6,913	\$ 4,824	58.90%
72520	204	State Retirement	\$ 20,311	13,142	\$ 7,169	64.70%
72520	206	Life Insurance	\$ 462	149	\$ 313	32.28%
72520	207	Medical Insurance	\$ 18,252	17,710	\$ 542	97.03%
72520	208	Dental Insurance	\$ 820	587	\$ 233	71.56%
72520	212	Medicare	\$ 2,790	1,719	\$ 1,071	61.61%
72520	217	Retirement - Hybrid Stabilization	\$ 1,191	833	\$ 358	69.96%
72520	320	Dues and Memberships	\$ 600	589	\$ 11	98.17%
72520	355	Travel	\$ 1,000	-	\$ 1,000	0.00%
72520	399	Other Contracted Services	\$ 300	221	\$ 79	73.67%
72520	435	Office Supplies	\$ 1,000	1,848	\$ (848)	184.82%
72520	524	Staff Development	\$ 1,250	1,241	\$ 9	99.28%
72520	599	Other Charges	\$ -	-	\$ -	#DIV/0!
72520	701	Administrative Equipment	\$ 1,250	2,000	\$ (750)	160.00%
		<b>Total Human Resources</b>	<b>\$ 253,383</b>	<b>\$ 174,010</b>	<b>\$ 79,373</b>	<b>68.67%</b>
		<b>OPERATION OF PLANT</b>				
72610	160	Guards	\$ 211,108	96,278	\$ 114,830	45.61%

JOHNSON CITY SCHOOLS							
Statement of Revenues, Expenditures, and Changes in Fund Balance							
For the Period Ended March 31, 2024							
						75.00%	
				Amended	Actual	Budget Amount	Percentage
				Budget	Amounts	Remaining	of Budget to Date
72610	166	Custodial Personnel	\$	1,897,500	1,357,172	\$ 540,329	71.52%
72610	166	Summer Worker (510)	\$	16,960	-	\$ 16,960	0.00%
72610	166	Custodian Overtime	\$	5,000	34,853	\$ (29,853)	697.06%
72610	201	Social Security	\$	129,964	85,897	\$ 44,067	66.09%
72610	204	Retirement	\$	244,179	152,180	\$ 91,999	62.32%
72610	206	Life Insurance	\$	5,113	2,458	\$ 2,655	48.07%
72610	207	Medical Insurance	\$	289,000	218,108	\$ 70,892	75.47%
72610	208	Dental Insurance	\$	9,100	7,117	\$ 1,983	78.21%
72610	211	Local Retirement	\$	-	12,923	\$ (12,923)	#DIV/0!
72610	212	Medicare	\$	30,893	20,088	\$ 10,805	65.02%
72610	217	Retirement - Hybrid Stabilization	\$	-	8,786	\$ (8,786)	#DIV/0!
72610	359	Disposal Fees	\$	130,000	95,239	\$ 34,761	73.26%
72610	399	Other Contracted Services	\$	-	34,204	\$ (34,204)	#DIV/0!
72610	410	Custodial Supplies	\$	150,000	141,865	\$ 8,135	94.58%
72610	415	Electricity	\$	1,900,000	1,252,040	\$ 647,960	65.90%
72610	434	Natural Gas	\$	275,000	165,971	\$ 109,029	60.35%
72610	454	Water & Sewer	\$	300,000	189,250	\$ 110,750	63.08%
72610	499	Other Supplies & Materials	\$	5,000	2,754	\$ 2,246	55.08%
72610	720	Plant Operating Equipment	\$	5,000	9,592	\$ (4,592)	191.84%
<b>Total Operation of Plant</b>			<b>\$</b>	<b>5,603,817</b>	<b>\$ 3,886,774</b>	<b>\$ 1,717,043</b>	<b>69.36%</b>
<b>MAINTENANCE OF PLANT</b>							
72620	105	Administration	\$	90,274	67,706	\$ 22,568	75.00%
72620	161	Secretary	\$	45,000	32,587	\$ 12,413	72.41%
72620	167	Maintenance Personnel	\$	1,148,396	761,110	\$ 387,286	66.28%
72620	201	Social Security	\$	78,302	48,277	\$ 30,025	61.65%
72620	204	Retirement	\$	206,237	131,189	\$ 75,048	63.61%
72620	206	Life Insurance	\$	3,081	1,621	\$ 1,460	52.60%
72620	207	Medical Insurance	\$	213,000	156,958	\$ 56,042	73.69%
72620	208	Dental Insurance	\$	6,393	4,595	\$ 1,798	71.87%
72620	211	Local Retirement	\$	-	3,101	\$ (3,101)	#DIV/0!
72620	212	Medicare	\$	18,613	11,291	\$ 7,322	60.66%
72620	217	Retirement - Hybrid Stabilization	\$	4,819	3,987	\$ 832	82.73%
72620	307	Communications	\$	12,000	3,962	\$ 8,038	33.01%
72620	336	Maint & Repair Service - Equipment	\$	7,500	14,493	\$ (6,993)	193.24%
72620	399	Other Contracted Services	\$	115,000	72,619	\$ 42,381	63.15%
72620	399	ESG M& V Services	\$	17,000	17,387	\$ (387)	102.28%
72620	399	Other Contracted Svcs - Rsvrd for Encmbrnc	\$	22,893	15,215	\$ 7,678	66.46%
72620	499	Other Supplies & Materials	\$	260,000	221,429	\$ 38,571	85.16%
72620	499	Other Supplies & Materials - Rsvrd for Enmn	\$	5,422	3,482	\$ 1,940	64.23%
72620	499	Other Supplies & Materials - Special Budget Requests	\$	6,500	-	\$ 6,500	0.00%
72620	599	Other Charges-In-service/Staff Development.	\$	3,000	-	\$ 3,000	0.00%
72620	717	Plant Maintenance Equipment	\$	40,000	-	\$ 40,000	0.00%
<b>Total Maintenance of Plant</b>			<b>\$</b>	<b>2,303,431</b>	<b>\$ 1,571,007</b>	<b>\$ 732,423</b>	<b>68.20%</b>
<b>TRANSPORTATION</b>							
72710	189	Other Salaries & Wages - Bus Assistants	\$	38,600	9,739	\$ 28,862	25.23%
72710	201	Social Security	\$	2,393	591	\$ 1,802	24.68%
72710	204	Retirement	\$	4,270	697	\$ 3,573	16.32%
72710	211	Local Retirement	\$	300	-	\$ 300	0.00%
72710	212	Medicare	\$	560	138	\$ 422	24.67%
72710	217	Retirement - Hybrid Stabilization	\$	-	53	\$ (53)	#DIV/0!
72710	314	Contracts w/Public Carrier	\$	2,909,423	-	\$ 2,909,423	0.00%
72710	338	Maint & Repair Service	\$	15,000	13,643	\$ 1,357	90.95%
72710	425	Gasoline	\$	50,000	34,761	\$ 15,239	69.52%
72710	450	Tires & Tubes	\$	5,000	1,314	\$ 3,686	26.27%
72710	453	Vehicle Parts	\$	9,000	3,763	\$ 5,237	41.81%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended March 31, 2024						
						75.00%
			Amended Budget	Actual Amounts	Budget Amount Remaining	Percentage of Budget to Date
72710	729	Transportation Equipment	\$ 340,540	-	\$ 340,540	0.00%
		<b>Total Transportation</b>	<b>\$ 3,375,086</b>	<b>\$ 64,697</b>	<b>\$ 3,310,389</b>	<b>1.92%</b>
		<b>PUBLIC RELATIONS</b>				
72810	189	Other Salaries and Wages	\$ 70,440	52,830	\$ 17,610	75.00%
72810	201	Social Security	\$ 4,297	2,893	\$ 1,404	67.32%
72810	204	Retirement	\$ 5,600	3,999	\$ 1,601	71.42%
72810	206	Life Insurance	\$ 169	114	\$ 55	67.53%
72810	207	Medical Insurance	\$ 15,500	11,344	\$ 4,156	73.19%
72810	208	Dental Insurance	\$ 410	307	\$ 103	74.99%
72810	211	Local Retirement	\$ -	-	\$ -	#DIV/0!
72810	212	Medicare	\$ 1,021	677	\$ 344	66.27%
72810	217	Retirement - Hybrid Stabilization	\$ 740	755	\$ (15)	102.09%
72810	320	Dues and memberships	\$ -	50	\$ (50)	#DIV/0!
72810	355	Travel Public Relations	\$ 2,000	-	\$ 2,000	0.00%
72810	399	Contracted Services Public Relations	\$ 11,000	11,294	\$ (294)	102.67%
72810	435	Office Supplies Public Relations	\$ 1,500	-	\$ 1,500	0.00%
72810	499	Other Supplies & Materials-Public Relations	\$ 4,200	1,752	\$ 2,448	41.72%
72810	524	In-service Staff Development - Public Relations	\$ 4,200	2,909	\$ 1,291	69.26%
72810	599	Other Charges Public Relations	\$ 2,000	1,122	\$ 878	56.08%
72810	709	Data Processing Equipment Public Relations	\$ 3,000	-	\$ 3,000	0.00%
		<b>Total Public Relations</b>	<b>\$ 126,077</b>	<b>\$ 90,047</b>	<b>\$ 36,031</b>	<b>71.42%</b>
		<b>COMMUNITY SERVICE</b>				
73300	105	Supervisor/Director	\$ 309,500	230,890	\$ 78,610	74.60%
73300	166	Custodial Personnel	\$ 22,000	18,469	\$ 3,531	83.95%
73300	189	Other Salaries and Wages	\$ 690,500	512,118	\$ 178,382	74.17%
73300	201	Social Security	\$ 63,200	46,610	\$ 16,590	73.75%
73300	204	Retirement	\$ 12,200	12,531	\$ (331)	102.71%
73300	206	Life Insurance	\$ 290	219	\$ 71	75.46%
73300	207	Medical Insurance	\$ 18,480	17,948	\$ 532	97.12%
73300	208	Dental Insurance	\$ 730	509	\$ 221	69.67%
73300	211	Local Retirement	\$ 9,330	50	\$ 9,280	0.53%
73300	212	Medicare	\$ 14,778	10,901	\$ 3,878	73.76%
73300	217	Hybrid Stabilization	\$ -	1,628	\$ (1,628)	#DIV/0!
73300	307	Communications	\$ 2,400	488	\$ 1,912	20.34%
73300	355	Travel	\$ 5,200	-	\$ 5,200	0.00%
73300	399	Other Contracted Services	\$ 9,550	10,085	\$ (535)	105.60%
73300	422	Food Supplies	\$ 46,143	11,577	\$ 34,566	25.09%
73300	429	Instructional Supplies and Materials	\$ -	142	\$ (142)	#DIV/0!
73300	499	Other Supplies	\$ 56,221	19,585	\$ 36,636	34.84%
73300	509	Refunds	\$ 1,150	1,235	\$ (85)	107.35%
73300	524	Staff Development	\$ 4,900	1,165	\$ 3,735	23.78%
73300	599	Other Charges	\$ 25,550	10,062	\$ 15,488	39.38%
73300	790	Other Equipment	\$ 12,000	8,627	\$ 3,373	71.89%
		<b>Total Community Services</b>	<b>\$ 1,304,122</b>	<b>\$ 914,838</b>	<b>\$ 389,284</b>	<b>70.15%</b>
		<b>EARLY CHILDHOOD EDUCATION</b>				
73400	105	Supervisor/Director	\$ 21,500	29,486	\$ (7,986)	137.14%
73400	116	Teachers	\$ 191,745	120,918	\$ 70,827	63.06%
73400	163	Educational Assistants	\$ 19,500	11,903	\$ 7,597	61.04%
73400	189	Other Salaries & Wages	\$ 226,700	123,765	\$ 102,935	54.59%
73400	201	Social Security	\$ 27,433	17,284	\$ 10,150	63.00%
73400	204	Retirement	\$ 16,588	9,518	\$ 7,070	57.38%
73400	206	Life Insurance	\$ 457	235	\$ 222	51.41%



JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended March 31, 2024						
						75.00%
			<b>Amended</b>	<b>Actual</b>	<b>Budget Amount</b>	<b>Percentage</b>
			<b>Budget</b>	<b>Amounts</b>	<b>Remaining</b>	<b>of Budget to Date</b>
73400	207	Medical Insurance	\$ 44,144	7,534	\$ 36,610	17.07%
73400	208	Dental Insurance	\$ 1,230	464	\$ 766	37.72%
73400	211	Local Retirement	\$ 425	-	\$ 425	0.00%
73400	212	Medicare	\$ 7,038	4,042	\$ 2,996	57.44%
73400	217	Retirement - Hybrid Stabilization	\$ 874	1,343	\$ (469)	153.66%
73400	307	Communications	\$ 50	32	\$ 18	64.00%
73400	356	Tuition	\$ -	-	\$ -	#DIV/0!
73400	399	Other Contracted Services	\$ 900	1,800	\$ (900)	200.00%
73400	422	Food Supplies	\$ -	1,981	\$ (1,981)	#DIV/0!
73400	429	Instructional Supplies	\$ -	6,564	\$ (6,564)	#DIV/0!
73400	499	Other Supplies & Materials	\$ 8,500	969	\$ 7,531	11.40%
73400	509	Refunds	\$ 800	150	\$ 650	18.75%
73400	524	Staff Development	\$ 2,000	-	\$ 2,000	0.00%
73400	599	Other Charges	\$ 3,000	386	\$ 2,614	12.86%
73400	790	Other Equipment	\$ 2,000	-	\$ 2,000	0.00%
		<b>Total Early Childhood Education</b>	<b>\$ 574,884</b>	<b>\$ 338,374</b>	<b>\$ 236,510</b>	<b>58.86%</b>
		<b>CAPITAL OUTLAY</b>				
76100	314	Architectural Services	\$ -	22,959	\$ (22,959)	#DIV/0!
76100	599	Summer Painting and Improvement (510)	\$ 10,000	-	\$ 10,000	0.00%
76100	599	Non-Capital Building Improvements	\$ 60,000	-	\$ 60,000	0.00%
76100	707	Building Improvements	\$ 190,000	24,129	\$ 165,871	12.70%
76100	707	Building Improvements - Special Budget Requests	\$ 695,500	-	\$ 695,500	0.00%
76100	707	Reserved For Capital Outlay	\$ 507,396	247,877	\$ 259,519	48.85%
76100	707	SHHS Classroom Renovation Project	\$ 1,206,860	835,944	\$ 370,916	69.27%
76100	707	Access Control	\$ 143,835	-	\$ 143,835	
76100	707	Reserved for Encumbrances	\$ 64,556	64,556	\$ -	100.00%
76100	790	Other Equipment	\$ -	19,990	\$ (19,990)	#DIV/0!
76100	799	Other Capital Outlay	\$ 1,128,000	48,007	\$ 1,079,993	4.26%
76100	799	Other Capital Outlay - Special Budget Requests	\$ 165,000	40,980	\$ 124,020	24.84%
76100	799	Other Capital Outlay - Reserved for Encumbrances	\$ 3,817	-	\$ 3,817	0.00%
		<b>Total Capital Outlay</b>	<b>\$ 4,174,964</b>	<b>\$ 1,304,442</b>	<b>\$ 2,870,522</b>	<b>31.24%</b>
		<b>DEBT SERVICE</b>				
82130	601	Sales Tax Trust Fund	\$ 1,924,510	1,551,665	\$ 372,845	80.63%
82130	601	ESG Bond Principal Payments	\$ 477,000	-	\$ 477,000	0.00%
82130	601	ESG Bond Principal Payments 2017 Issue	\$ 390,000	-	\$ 390,000	0.00%
82230	603	ESG Bond Interest Payments	\$ 14,310	13,344	\$ 966	93.25%
82230	603	ESG Bond Interest Payments - 2017 Issue	\$ 158,900	-	\$ 158,900	0.00%
82230	699	ESG Bond Other Services/Fees Payments	\$ 9,000	2,562	\$ 6,438	28.47%
		<b>Total Debt Service</b>	<b>\$ 2,973,720</b>	<b>\$ 1,567,572</b>	<b>\$ 1,406,148</b>	<b>52.71%</b>
		<b>TRANSFERS</b>				
99100	590	Operating Transfers (CSH, PREK, HOMELESS)	\$ 52,739	2,985	\$ 49,754	5.66%
99100	590	Operating Transfer - SRO Overtime	\$ 10,000	2,273	\$ 7,727	22.73%
		<b>Total Transfers</b>	<b>\$ 62,739</b>	<b>\$ 5,258</b>	<b>\$ 57,481</b>	<b>8.38%</b>
		<b>TOTAL EXPENDITURES</b>	<b>\$ 102,962,951</b>	<b>\$ 69,356,216</b>	<b>\$ 33,603,061</b>	<b>67.36%</b>
		<b>NET CHANGE IN FUND BALANCE</b>	<b>\$ (7,507,225)</b>	<b>\$ 6,142,517</b>	<b>\$ (13,646,067)</b>	

JOHNSON CITY SCHOOLS					
Statement of Revenues, Expenditures, and Changes in Fund Balance					
For the Period Ended March 31, 2024					
					75.00%
		<b>Amended</b>	<b>Actual</b>	<b>Budget Amount</b>	<b>Percentage</b>
		<b>Budget</b>	<b>Amounts</b>	<b>Remaining</b>	<b>of Budget to Date</b>
<b>NET CHANGE IN FUND BALANCE BREAKDOWN</b>					
<b>UNDESIGNATED</b>					
	One-Time Special Budget Requests	\$ 1,113,152	\$ 174,506	\$ 938,646	
	22-23 Year-End Reserves	\$ 3,291,229	\$ 1,309,831	\$ 1,981,398	
	Technology Equipment	\$ 1,260,000	\$ 456,846	\$ 803,154	
	Indian Trail Field Improvements	\$ 1,100,000	\$ -	\$ 1,100,000	
	SHHS Classroom Renovation Project	\$ 41,942	\$ -	\$ 41,942	
	Access Controls	\$ 22,698	\$ -	\$ 22,698	
	Textbooks	\$ 500,221	\$ 109,211	\$ 391,010	
	<b>Total Undesignated Fund Balance</b>	<b>\$ 7,329,242</b>	<b>\$ 2,050,395</b>	<b>\$ 5,278,847</b>	
	<b>EDUCARE</b>	<b>\$ 177,983</b>	<b>\$ 156,642</b>	<b>\$ 21,341</b>	
	<b>Total Net Change in Fund Balance</b>	<b>\$ 7,507,225</b>	<b>\$ 2,941,206</b>	<b>\$ 4,566,019</b>	

Locality	2018 Rate	Increase	2019 Rate	Increase	2020 Rate	Increase	2021 Rate	Increase	2022 Rate	Residents	Increase	2023 Rate	Residents
										Combined Rate			Combined Rate
Washington County	\$ 2.3798	\$ (0.2298)	\$ 2.1500	\$ -	\$ 2.1500	\$ -	\$ 2.1500	\$ -	\$ 2.1500	\$ 2.1500	\$ -	\$ 2.1500	\$ 2.1500
Watauga	\$ 0.7000	\$ -	\$ 0.7000	\$ -	\$ 0.7000	\$ (0.1300)	\$ 0.5700	\$ -	\$ 0.5700	\$ 2.7200	\$ -	\$ 0.5700	\$ 2.7200
Jonesborough	\$ 1.3105	\$ (0.1105)	\$ 1.2000	\$ -	\$ 1.2000	\$ -	\$ 1.2000	\$ -	\$ 1.2000	\$ 3.3500	\$ 0.2500	\$ 1.4500	\$ 3.6000
Johnson City	\$ 1.8900	\$ (0.1800)	\$ 1.7100	\$ -	\$ 1.7100	\$ 0.0200	\$ 1.7300	\$ -	\$ 1.7300	\$ 3.8800	\$ 0.2500	\$ 1.9800	\$ 4.1300
Unicoi County	\$ 2.6838	\$ -	\$ 2.6838	\$ 0.1700	\$ 2.8538	\$ -	\$ 2.8538	\$ (0.5033)	\$ 2.3505	\$ 2.3505	\$ 0.2600	\$ 2.6105	\$ 2.6105
Erwin	\$ 1.4620	\$ 0.4000	\$ 1.8620	\$ -	\$ 1.8620	\$ -	\$ 1.8620	\$ (0.3108)	\$ 1.5512	\$ 3.9017	\$ -	\$ 1.5512	\$ 4.1617
Sullivan County	\$ 2.5500	\$ 0.0200	\$ 2.5700	\$ -	\$ 2.5700	\$ (0.1638)	\$ 2.4062	\$ -	\$ 2.4062	\$ 2.4062	\$ -	\$ 2.4062	\$ 2.4062
Bluff City	\$ 1.2800	\$ -	\$ 1.2800	\$ -	\$ 1.2800	\$ (0.1010)	\$ 1.1790	\$ -	\$ 1.1790	\$ 3.5852	\$ 0.1210	\$ 1.3000	\$ 3.7062
Bristol	\$ 2.1612	\$ -	\$ 2.1612	\$ -	\$ 2.1612	\$ (0.1749)	\$ 1.9863	\$ -	\$ 1.9863	\$ 4.3925	\$ -	\$ 1.9863	\$ 4.3925
Johnson City	\$ 1.8400	\$ 0.1100	\$ 1.9500	\$ -	\$ 1.9500	\$ (0.4000)	\$ 1.5500	\$ -	\$ 1.5500	\$ 3.9562	\$ 0.2500	\$ 1.8000	\$ 4.2062
Kingsport	\$ 1.9750	\$ 0.0893	\$ 2.0643	\$ -	\$ 2.0643	\$ (0.1860)	\$ 1.8783	\$ 0.1200	\$ 1.9983	\$ 4.4045	\$ -	\$ 1.9983	\$ 4.4045
Carter County	\$ 2.4700	\$ -	\$ 2.4700	\$ -	\$ 2.4700	\$ (0.4400)	\$ 2.0300	\$ -	\$ 2.0300	\$ 2.0300	\$ 0.1500	\$ 2.1800	\$ 2.1800
Elizabethton	\$ 1.7900	\$ 0.0600	\$ 1.8500	\$ -	\$ 1.8500	\$ (0.2800)	\$ 1.5700	\$ -	\$ 1.5700	\$ 3.6000	\$ 0.0800	\$ 1.6500	\$ 3.8300
Johnson City	\$ 1.8400	\$ (0.0100)	\$ 1.8300	\$ -	\$ 1.8300	\$ (0.2800)	\$ 1.5500	\$ -	\$ 1.5500	\$ 3.5800	\$ 0.2500	\$ 1.8000	\$ 3.9800
Watauga	\$ 0.7000	\$ -	\$ 0.7000	\$ -	\$ 0.7000	\$ (0.1300)	\$ 0.5700	\$ -	\$ 0.5700	\$ 2.6000	\$ -	\$ 0.5700	\$ 2.7500
Greene County	\$ 2.0145	\$ -	\$ 2.0145	\$ -	\$ 2.0145	\$ -	\$ 2.0145	\$ -	\$ 2.0145	\$ 2.0145	\$ (0.3645)	\$ 1.6500	\$ 1.6500
Greene County for City Residents	\$ 1.8551	\$ 0.1294	\$ 1.9845	\$ -	\$ 1.9845	\$ -	\$ 1.9845	\$ -	\$ 1.9845	\$ 4.1620	\$ (0.3445)	\$ 1.6400	\$ 3.3471
Greeneville City	\$ 2.1775	\$ -	\$ 2.1775	\$ -	\$ 2.1775	\$ -	\$ 2.1775	\$ -	\$ 2.1775	\$ 4.1620	\$ (0.4704)	\$ 1.7071	\$ 3.3471
Hawkins County	\$ 2.5323	\$ -	\$ 2.5323	\$ -	\$ 2.5323	\$ (0.3646)	\$ 2.1677	\$ 0.1500	\$ 2.3177	\$ 2.3177	\$ 0.0070	\$ 2.3247	\$ 2.3247
Rogersville City	\$ 1.6700	\$ -	\$ 1.6700	\$ -	\$ 1.6700	\$ (0.1835)	\$ 1.4865	\$ -	\$ 1.4865	\$ 3.8042	\$ -	\$ 1.4865	\$ 3.8112
Bulls Gap	\$ 0.7000	\$ 0.0200	\$ 0.7200	\$ -	\$ 0.7200	\$ (0.0636)	\$ 0.6564	\$ 0.0036	\$ 0.6600	\$ 2.9777	\$ 0.2000	\$ 0.8600	\$ 3.1847
Church Hill	\$ 1.1034	\$ -	\$ 1.1034	\$ -	\$ 1.1034	\$ (0.1418)	\$ 0.9616	\$ -	\$ 0.9616	\$ 3.2793	\$ -	\$ 0.9616	\$ 3.2863
Kingsport	\$ 1.9750	\$ (0.0850)	\$ 1.8900	\$ -	\$ 1.8900	\$ (0.0117)	\$ 1.8783	\$ 0.1200	\$ 1.9983	\$ 4.3160	\$ -	\$ 1.9983	\$ 4.3230
Mount Carmel	\$ 1.6700	\$ -	\$ 1.6700	\$ -	\$ 1.6700	\$ (0.2803)	\$ 1.3897	\$ -	\$ 1.3897	\$ 3.7074	\$ 0.2000	\$ 1.5897	\$ 3.9144
Surgoinsville	\$ 1.2000	\$ -	\$ 1.2000	\$ -	\$ 1.2000	\$ (0.2370)	\$ 0.9630	\$ 0.0033	\$ 0.9663	\$ 3.2840	\$ -	\$ 0.9663	\$ 3.2910

**CITY OF JOHNSON CITY, TENNESSEE**  
**WORKERS COMPENSATION FUND**  
**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - YTD**  
**For the Nine Months Ended March 31, 2024**

**(NOT PUBLISHED)**

**Revenues:**

Local Government:		
Employer Contribution	\$ 902,670	
Other-Refunds	-	
Total Revenues - Local Government		902,670
Schools:		
Employer Contribution	403,032	
Total Revenues - Schools		403,032
Total Revenues		1,305,702

**Expenditures:**

Local Government:		
Claims	299,782	
Other Professional Services	45,246	
Other Insurance	176,233	
Wages and Employee Benefits	93,163	
Surety Bond	4,480	
Total Expenditures - Local Government		618,903
Schools:		
Claims	114,193	
Other Professional Services		
Other Insurance	60,109	
Surety Bond	1,492	
Total Expenditures - Schools		175,794
Total Expenditures		794,697
Excess of Revenues Over Expenditures before Other Income		511,005
Other Income (Expense):		
Interest - Local Government		8,527
Interest - Schools		890
Total Other Income (Expense)		9,417
Excess of Revenues Over Expenditures		520,422

<b>Beginning Fund Balance, AUDITED</b>	<u>98,454</u>	change to Audited after audit
--	---------------	-------------------------------

New Beginning Fund Balance	<u>\$ 98,454</u>
Ending Fund Balance	618,876
Fund Balance - Local Government	\$ 292,294
Fund Balance - Schools	326,582
Total	<u>\$ 618,876</u>

**CITY OF JOHNSON CITY, TENNESSEE**  
**LIABILITY RETENTION FUND**  
**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - YTD**  
**For the Nine Months Ended March 31, 2024**  
**(NOT PUBLISHED)**

**Revenues:**

Local Government:		
Employer Contribution	<u>\$ 648,976</u>	
Total Revenues - Local Government		648,976
Schools:		
Employer Contribution	<u>89,952</u>	
Total Revenues - Schools		<u>89,952</u>
Total Revenues		738,928

**Expenditures:**

Local Government:		
Claims	634,975	
Other Insurance	230,888	
Other Professional Services		
Wages and Employee Benefits	<u>53,347</u>	
Total Expenditures - Local Government		919,210
Schools:		
Claims	6,701	
Other Professional Services		
Total Expenditures - Schools		<u>6,701</u>
Total Expenditures		<u>925,910</u>
Excess of Revenues Over Expenditures before Other Income		(186,983)
Other Income (Expense):		
Interest - Local Government		(7,215)
Interest - Schools		<u>35,106</u>
Total Other Income (Expense)		27,891
Excess of Revenues Over Expenditures		(159,092)

<b>Beginning Fund Balance, AUDITED</b>	<u>794,045</u>	change to Audited after audit
New Beginning Fund Balance	<u>\$ 794,045</u>	
Ending Fund Balance	\$ 634,953	
Fund Balance - Local Government	\$ (277,449)	
Fund Balance - Schools	<u>912,402</u>	
Total	<u>\$ 634,953</u>	

Acct	Acct	AMOUNT
A	Asset	
11130	CASH IN BANK	25,197,596.54
11131	FOOD SERVICE CASH	0.00
11133	RETAINAGE ESCROW ACCOUNT	304,243.67
11200	INVENTORIES	57,811.99
11300	INVESTMENTS	856,075.37
11410	ACCOUNTS RECEIVABLE	1,358.12
11420	DUE FROM WASHINGTON CO GASB 33	18,860,957.00
11430	DUE FROM OTHER GOVERNMENTS	5,853,779.88
11440	DUE FROM OTHER FUNDS	0.00
11460	DUE FROM CITY GENERAL FUND	0.00
48610	DONATIONS	0.00
71100	REGULAR INSTRUCTION PROGRAM	0.00
-----	Asset	51,131,822.57
		=====

L	Liability	
21100	ACCOUNTS PAYABLE	-897.16
21200	ACCRUED PAYROLL	-3,102,606.40
21310	INCOME TAX WITHHELD AND UNPAID	-372,510.21
21311	STATE INCOME TAX	25.33
21320	SOCIAL SECURITY TAX	-782,717.06
21325	EMPLOYEE MEDICARE DEDUCTION	-183,745.35
21330	RETIREMENT CONTRIBUTIONS	-206,397.37
21331	THE TRUST COMPANY	-8,726.01
21332	GREAT WEST DC PLAN	-660.66
21340	FAMILY HEALTH INSURANCE	0.00
21341	MEDICAL INSURANCE	31,722.68
21342	SECTION 125	-27,964.35
21344	PAYROLL DEDUCTIONS	-569.42
21345	JCEA	0.00
21346	NTA	0.00
21347	NAS INC	0.00
21348	DENTAL INSURANCE	9,261.84
21350	TAX SHELTER ANNUITIES	-22,277.66
21351	HEALTH SAVINGS ACCOUNT	-1,955.02
21360	GARNISHMENTS AND LEVIES	0.00
21370	EXTENSION SERVICE PAYROLL DEDU	0.00
21390	OTHER PAYROLL DEDUCTIONS	-3,802.12
21410	CONSTRUCTION RETAINAGE PAYABLE	-177,208.47
21500	DUE TO OTHER FUNDS	0.00
21518	DEFERRED REVENUE	-18,861,312.02
21520	DUE TO FOOD SERVICE	-353,781.97
21521	REVTRAK CLEARING ACCOUNT	-191,237.83
21540	DUE TO DEBT SERVICE FUND 1/4 C	-531,691.10
21555	DUE TO OTHER GOVERNMENTS	0.00
-----	Liability	-24,789,050.33
		=====

Acct	Acct	AMOUNT
Q	Equity	
34110	RESERVED FOR ENCUMBRANCES - CU	-1,330,679.17
34130	RESERVED FOR CHROMEBOOKS	-67,260.52
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	-73,263.04
34170	RESERVED FOR PROJECT SMILE	0.00
34179	LOCAL EXTENDED CONTRACTS	-47,071.26
34180	RESERVED FOR SUMMER SCHOOL	0.00
34181	RESERVED FOR LOCAL DONATIONS	-17,402.55
34379	RESERVED FOR EXTENDED CONTRACT	0.00
34380	RESERVED FOR CAREER LADDER PRO	4,054.74
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	-1,672,314.17
34394	RESERVE FOR HVAC	0.00
34395	RESERVE FOR SPECIAL BUDGET REQ	-156,500.00
34400	RESERVED FOR COMPENSATED ABSEN	-82,405.51
34450	RESERVED FOR GOLLONG	0.00
35110	DESIGNATED FOR 0.03 FUND BALAN	-2,783,872.44
35120	DESIGNATED FOR STIMULUS RECOVE	0.00
39000	UNDESIGNATED FUND BALANCE	-20,116,058.32
-----	Equity	-26,342,772.24
		=====
-----		0.00
	Grand Asset Totals	51,131,822.57
	Grand Liability Totals	-24,789,050.33
	Grand Equity Totals	-26,342,772.24
	Grand Totals	0.00

Number of Accounts: 439

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

Fnd Acct	Acct	AMENDED BUDGET	MONTH-TO-DATE COLLECTIONS	YEAR-TO-DATE COLLECTIONS	UNCOLLECTED REVENUES	PERCENT COLLECTED	
40000							
141	40110	CURRENT PROPERTY TAX	12,412,095.00	3,867,457.99	11,818,453.86	593,641.14	95.22%
141	40120	TRUSTEE'S COLLECTIONS - PRIOR	354,555.00	20,817.30	178,222.75	176,332.25	50.27%
141	40130	CIRCUIT CLERK/CLERK & MASTER C	100,000.00	3,978.74	44,551.93	55,448.07	44.55%
141	40140	INTEREST AND PENALTY	150,000.00	5,473.58	42,268.23	107,731.77	28.18%
141	40150	PICK-UP TAXES	5,500.00	3,973.24	4,172.67	1,327.33	75.87%
141	40162	PAYMENTS IN LIEU OF TAXES - LO	215,000.00	0.00	231,634.89	-16,634.89	107.74%
141	40163	PAYMENTS IN LIEU OF TAXES - OT	18,000.00	1,997.41	12,530.59	5,469.41	69.61%
141	40210	LOCAL OPTION SALES TAX	19,545,087.00	2,152,615.12	15,913,433.68	3,631,653.32	81.42%
141	40270	BUSINESS TAX	443,000.00	48,629.58	247,269.23	195,730.77	55.82%
141	40275	MIXED DRINK TAX	3,500.00	6.44	67.01	3,432.99	1.91%
141	40320	BANK EXCISE TAX	80,000.00	0.00	0.00	80,000.00	0.00%
141	40350	INTERSTATE TELECOMMUNICATIONS	0.00	0.00	0.00	0.00	0.00%
141	40390	OTHER STATUTORY LOCAL TAXES	0.00	0.00	0.00	0.00	0.00%
141	40---		33,326,737.00	6,104,949.40	28,492,604.84	4,834,132.16	85.49%
41000							
141	41110	MARRIAGE LICENSE	1,500.00	59.74	1,305.08	194.92	87.01%
141	41---		1,500.00	59.74	1,305.08	194.92	87.01%
43000							
141	43511	TUITION - REGULAR DAY STUDENTS	250,000.00	13,754.01	180,711.60	69,288.40	72.28%
141	43512	TUITION - ADULT EDUCATION	0.00	0.00	0.00	0.00	0.00%
141	43513	TUITION - SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00%
141	43517	TUITION - ONLINE LEARNING	0.00	2,600.00	5,400.00	-5,400.00	0.00%
141	43581	COMMUNITY SERVICE FEES-CHILDRE	1,408,800.00	170,111.64	952,160.55	456,639.45	67.59%
141	43990	OTHER CHARGES FOR SERVICES	41,000.00	2,293.00	71,907.24	-30,907.24	175.38%
141	43---		1,699,800.00	188,758.65	1,210,179.39	489,620.61	71.20%
44000							
141	44110	INTEREST EARNED	0.00	0.00	0.00	0.00	0.00%
141	44120	LEASE / RENTALS	0.00	0.00	0.00	0.00	0.00%
141	44146	E-RATE FUNDING	0.00	0.00	0.00	0.00	0.00%
141	44160	RETIREEES' INSURANCE PAYMENTS	15,000.00	165.06	15,698.10	-698.10	104.65%
141	44170	MISCELLANEOUS REFUNDS	0.00	2,826.46	13,141.63	-13,141.63	0.00%
141	44530	SALE OF EQUIPMENT	0.00	0.00	0.00	0.00	0.00%
141	44570	CONTRIBUTIONS	10,000.00	59,349.89	97,723.99	-87,723.99	977.24%
141	44990	OTHER LOCAL REVENUES	1,000.00	34.28	268.56	731.44	26.86%
141	44---		26,000.00	62,375.69	126,832.28	-100,832.28	487.82%
46000							
141	46510	TISA	45,712,251.00	4,499,743.88	36,755,295.01	8,956,955.99	80.41%
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%



Fnd Acct	Acct	AMENDED BUDGET	MONTH-TO-DATE COLLECTIONS	YEAR-TO-DATE COLLECTIONS	UNCOLLECTED REVENUES	PERCENT COLLECTED
46000						
141	46530	0.00	0.00	0.00	0.00	0.00%
141	46550	9,000.00	0.00	0.00	9,000.00	0.00%
141	46590	0.00	0.00	0.00	0.00	0.00%
141	46592	0.00	0.00	0.00	0.00	0.00%
141	46610	89,279.00	0.00	44,100.01	45,178.99	49.40%
141	46612	0.00	0.00	0.00	0.00	0.00%
141	46615	0.00	0.00	0.00	0.00	0.00%
141	46690	0.00	0.00	0.00	0.00	0.00%
141	46850	0.00	0.00	0.00	0.00	0.00%
141	46980	0.00	0.00	0.00	0.00	0.00%
141	46990	0.00	0.00	97,221.04	-97,221.04	0.00%
141	46---	45,810,530.00	4,499,743.88	36,896,616.06	8,913,913.94	80.54%
47000						
141	47304	0.00	0.00	0.00	0.00	0.00%
141	47590	0.00	0.00	0.00	0.00	0.00%
141	47640	55,000.00	6,879.80	51,051.59	3,948.41	92.82%
141	47---	55,000.00	6,879.80	51,051.59	3,948.41	92.82%
48000						
141	48610	0.00	0.46	1.38	-1.38	0.00%
141	48---	0.00	0.46	1.38	-1.38	0.00%
49000						
141	49800	0.00	0.00	0.00	0.00	0.00%
141	49810	14,536,159.00	672,460.34	8,720,142.03	5,816,016.97	59.99%
141	49---	14,536,159.00	672,460.34	8,720,142.03	5,816,016.97	59.99%
Grand Revenue Totals		95,455,726.00	11,535,227.96	75,498,732.65	19,956,993.35	79.09%

Number of Accounts: 176

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

Fnd	Acct	Acct	AMENDED BUDGET	MONTH-TO-DATE	YEAR-TO-DATE	OUTSTANDING	2023-24 FYTD	Percent of
			AMOUNT	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	Unencumbered Bal	Budget Remaining
141	71100	REGULAR INSTRUCTION PROGRAM	50,734,612.33	3,716,577.17	35,874,536.60	31,042.98	14,829,032.75	29.23
141	71150	ALTERNATIVE INSTRUCTION PROGRA	1,205,792.00	129,270.10	1,071,372.42	0.00	134,419.58	11.15
141	71200	SPECIAL EDUCATION PROGRAM	5,834,040.00	502,543.37	4,151,573.74	0.00	1,682,466.26	28.84
141	71300	VOCATION EDUCATION PROGRAM	2,316,661.00	219,932.14	1,687,043.55	4,957.73	624,659.72	26.96
141	71600	ADULT EDUCATION PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00
141	72110	ATTENDANCE	335,839.59	29,746.10	364,083.01	0.00	-28,243.42	-8.41
141	72120	HEALTH SERVICES	1,039,194.00	92,989.57	720,958.76	13,114.28	305,120.96	29.36
141	72130	OTHER STUDENT SUPPORT	3,460,906.00	292,368.51	2,405,229.26	0.00	1,055,676.74	30.50
141	72210	REGULAR INSTRUCTION PROGRAM	4,988,934.00	464,781.31	3,866,211.53	25,287.49	1,097,434.98	22.00
141	72215	ALTERNATIVE INSTRUCTION PROGRA	57,519.00	5,206.62	44,629.54	0.00	12,889.46	22.41
141	72220	SPECIAL EDUCATION PROGRAM	683,755.00	65,522.33	617,187.39	868.09	65,699.52	9.61
141	72230	VOCATION EDUCATION PROGRAM	365,905.00	24,745.56	259,632.26	88,998.72	17,274.02	4.72
141	72250	TECHNOLOGY	2,467,989.52	183,168.96	1,694,442.33	4,685.58	768,861.61	31.15
141	72260	ADULT PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00
141	72310	BOARD OF EDUCATION	1,274,054.00	624,806.06	1,107,963.85	250.00	165,840.15	13.02
141	72320	OFFICE OF THE SUPERINTENDENT	481,859.00	34,064.54	311,247.04	1,496.60	169,115.36	35.10
141	72410	OFFICE OF THE PRINCIPAL	6,319,710.00	547,358.55	4,775,799.34	0.00	1,543,910.66	24.43
141	72510	FISCAL SERVICES	643,956.00	99,851.93	487,286.37	1,152.73	155,516.90	24.15
141	72520	HUMAN RESOURCES	253,383.00	20,085.68	174,010.23	0.00	79,372.77	31.33
141	72610	OPERATION OF PLANT	5,603,817.00	446,316.62	3,886,773.60	0.00	1,717,043.40	30.64
141	72620	MAINTENANCE OF PLANT	2,303,430.61	195,172.00	1,571,007.40	41,544.83	690,878.38	29.99
141	72710	TRANSPORTATION	3,375,086.00	12,685.53	64,697.06	0.00	3,310,388.94	98.08
141	72810	CENTRAL AND OTHER	126,077.00	8,631.32	90,046.50	1,145.60	34,884.90	27.67
141	73300	COMMUNITY SERVICES	1,304,122.29	113,957.93	914,837.74	6,162.41	383,122.14	29.38
141	73400	EARLY CHILDHOOD EDUCATION	574,884.00	42,491.49	338,373.95	603.10	235,906.95	41.04
141	76100	REGULAR CAPITAL OUTLAY	4,174,963.90	54,665.04	1,304,441.90	147,652.30	2,722,869.70	65.22
141	82130	PRINCIPAL	2,791,510.00	209,808.68	1,551,665.32	0.00	1,239,844.68	44.41
141	82230	INTEREST	182,210.00	3,153.53	15,906.61	0.00	166,303.39	91.27
141	99100	TRANSFERS TO OTHER FUNDS	62,739.00	-1,176.00	5,258.35	0.00	57,480.65	91.62
Grand Expense Totals			102,962,949.24	8,138,724.64	69,356,215.65	368,962.44	33,237,771.15	32.28

Number of Accounts: 6160

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

**SCHOOL BOARD AGENDA ITEM  
MAY 2024 MEETING**

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

**BACKGROUND INFORMATION:**

PEP – Sales Tax Acct:

Sales Tax deposits for March consisted of \$246,011 for the City portion (January Sales) and \$209,809 for the School portion (December Sales). Collections received for the year are \$42,232 above 2022-2023 (1% increase).

Interest earnings for January and February were transferred into the account in March totaling \$6,446.

Disbursements for March consisted of the monthly interest payment for the 2010 Series VII-I-1 Bond and annual bank service charges.

As of March 31, 2024, the Educational Facilities bank account had a balance of \$7813,807.

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

**RESPECTFULLY SUBMITTED:** *Leia Valley*

**PEP Sales Tax Account (Educational Facilities Trust)**  
**March 31, 2024**

	<b>FY24 Budget</b>	<b>March, 2024</b>	<b>February, 2024</b>	<b>January, 2024</b>	<b>2nd Quarter</b>	<b>1st Quarter</b>	<b>Current Year to Date</b>	<b>% of Budget</b>	<b>Previous Year to Date</b>
<b>Beginning Bank Balance</b>		<b>\$ 7,430,176.80</b>	<b>\$ 6,999,372.14</b>	<b>\$ 8,516,137.98</b>	<b>\$ 7,490,625.46</b>	<b>\$ 6,843,433.73</b>	<b>\$ 6,843,433.73</b>		<b>\$ 6,453,533.32</b>
<b>Revenues</b>									
City Sales Tax	\$ 3,342,000.00	\$ 246,011.32	\$ 366,919.22	\$ 284,210.67	\$ 809,849.56	\$ 844,379.52	\$ 2,551,370.29	76.34%	\$ 2,470,102.62
School Sales Tax	1,900,000.00	209,808.68	167,906.49	163,469.80	478,789.25	531,691.10	\$ 1,551,665.32	81.67%	\$ 1,590,701.25
ADA Adjustment	-				-	-	\$ -	#DIV/0!	\$ 42,237.30
Interest	4,000.00	6,446.25		6,972.05	6,375.45	11,493.36	\$ 31,287.11	782.18%	\$ 10,502.49
<b>Total Revenues</b>	<b>5,246,000.00</b>	<b>462,266.25</b>	<b>534,825.71</b>	<b>454,652.52</b>	<b>1,295,014.26</b>	<b>1,387,563.98</b>	<b>4,134,322.72</b>	<b>78.81%</b>	<b>4,113,543.66</b>
<b>Expenditures</b>									
2010 Series VII-I-1 Principal	1,790,000.00				-	-	-	0.00%	-
2010 Series VII-I-1 Interest	705,150.00	78,569.37	102,753.55	68,770.43	269,468.91	250,216.86	769,779.12	109.17%	515,242.28
2019 GO Bond Library Roof- Principal	-				-	-	-	#DIV/0!	-
2019 Library Roof GO Bond - Interest	-				-	-	-	#DIV/0!	1,875.00
2019 GO Refunding Principal	-				-	-	-	#DIV/0!	-
2019 GO Refunding Interest	-				-	177,108.48	177,108.48	#DIV/0!	6,875.00
2020 Refunding Principal	-				-	-	-	#DIV/0!	-
2020 GO Refunding Interest	-				-	-	-	#DIV/0!	41,528.91
2020 GO - Elem Additions Principal	1,540,000.00			1,540,000.00	-	-	1,540,000.00	100.00%	-
2020 GO - Elem Additions Interest	523,550.00			261,774.99	-	268,796.91	530,571.90	101.34%	631,675.00
2022 GO Bond - Principal	60,000.00			60,000.00	-	-	60,000.00	100.00%	-
2022 GO Bond - Interest	84,250.00		1,267.50	40,857.50	-	44,250.00	86,375.00	102.52%	28,600.00
Bank Services Charges	9,000.00	67.01		15.44	32.83	-	115.28	1.28%	767.33
<b>Total Expenditures</b>	<b>4,711,950.00</b>	<b>78,636.38</b>	<b>104,021.05</b>	<b>1,971,418.36</b>	<b>269,501.74</b>	<b>740,372.25</b>	<b>3,163,949.78</b>	<b>67.15%</b>	<b>1,226,563.52</b>
<b>Total Net</b>	<b>\$ 534,050.00</b>	<b>\$ 383,629.87</b>	<b>\$ 430,804.66</b>	<b>\$ (1,516,765.84)</b>	<b>\$ 1,025,512.52</b>	<b>\$ 647,191.73</b>	<b>\$ 970,372.94</b>		<b>\$ 2,886,980.14</b>
<b>Ending Balance</b>		<b>\$ 7,813,806.67</b>	<b>\$ 7,430,176.80</b>	<b>\$ 6,999,372.14</b>	<b>\$ 8,516,137.98</b>	<b>\$ 7,490,625.46</b>	<b>\$ 7,813,806.67</b>		<b>\$ 9,340,513.46</b>
<b>Statement Balance</b>		7,813,806.67	7,430,176.80	\$ 6,991,029.64					
<b>Difference</b>		\$ -	\$ -	\$ (8,342.50)					



# JOHNSON CITY SCHOOLS

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

To: Dr. Steven Barnett, Superintendent of Schools  
Johnson City Board of Education  
From: Leia Valley, Supervisor of Finance  
Subject: City of Johnson City Annual Comprehensive Financial Report  
(2022-2023 Audit Report)  
Date: April 29, 2024

## 2022-2023 City of Johnson City Audit

The school system, as a part of the City of Johnson City, has undergone an annual audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. The school funds had no findings.

Johnson City Schools audited fund balance (all reserves and fund balances) for the General Purpose School Fund as of June 30, 2023 was \$20,200,255.

Included are pages from the audit that pertain to Schools. The complete can be found on the City of Johnson City's website, [johnsoncitytn.org](http://johnsoncitytn.org). If you would like a copy of the complete report please let me know.



## BOARD OF EDUCATION

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

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



CITY OF JOHNSON CITY, TENNESSEE  
BALANCE SHEET  
GOVERNMENTAL FUNDS  
June 30, 2023

	General Fund	General Purpose School Fund	Debt Service Fund	Educational Facilities Debt Service Fund	Capital Project Fund	Nonmajor Governmental Funds	Total Governmental Funds
<b>ASSETS</b>							
Cash and Cash Equivalents	\$ -	17,690,089	-	6,847,826	2,597,782	8,160,484	35,296,181
Investments	50,835,748	-	-	-	-	-	50,835,748
Accounts Receivable, Net	1,793,860	79,864	-	-	140,272	29,515	2,043,511
Lease Receivable	510,300	-	-	-	-	-	510,300
Notes Receivable	-	-	-	-	-	4,093	4,093
Due from Other Funds	5,347	21,413	711	531,691	-	7	559,169
Taxes Receivable	44,738,727	-	-	-	-	-	44,738,727
Less: Estimated Uncollectible	(764,286)	-	-	-	-	-	(764,286)
Due from Federal Government	-	-	-	-	-	411,880	411,880
Due from State of Tennessee	2,254,749	6,801,312	-	-	458,085	3,369,525	12,883,671
Due from Washington County	5,181,266	18,860,957	-	564,979	-	-	24,607,202
Due from Local Governments	-	-	-	-	-	23,118	23,118
Deposits	5,050	-	-	-	-	-	5,050
Inventories	130,997	73,263	-	-	-	324,700	528,960
Restricted Cash and Cash Equivalents	-	-	-	87,774	-	-	87,774
Restricted Investments	11,489,313	856,075	-	-	34,718,047	-	47,063,435
Total Assets	\$ 116,181,071	44,382,973	711	8,032,270	37,914,186	12,323,322	218,834,533

(Continued)

**CITY OF JOHNSON CITY, TENNESSEE**  
**BALANCE SHEET**  
**GOVERNMENTAL FUNDS**  
**June 30, 2023**

	General Fund	General Purpose School Fund	Debt Service Fund	Educational Facilities Debt Service Fund	Capital Project Fund	Nonmajor Governmental Funds	Total Governmental Funds
<b>LIABILITIES</b>							
Accounts Payable	\$ 1,370,429	364,308	-	-	5,538,529	1,481,737	8,755,003
Accrued Payroll Expenditures	1,755,319	4,230,809	-	-	-	1,423,426	7,409,554
Accrued Expenditures	4,535	-	-	-	-	20,318	24,853
Due to State of Tennessee	60,784	-	-	-	-	14,000	74,784
Due to Other Funds	6,549	550,726	-	-	-	14,864	572,139
Retainages Payable	-	175,565	-	-	1,537,472	-	1,713,037
Unearned Revenue	-	-	-	-	-	512,082	512,082
Contractor Deposits	166,928	-	-	-	-	-	166,928
Total Liabilities	3,364,544	5,321,408	-	-	7,076,001	3,466,427	19,228,380
<b>DEFERRED INFLOWS OF RESOURCES</b>							
Deferred - Current Property Taxes	43,312,741	18,861,312	-	-	-	-	62,174,053
Deferred - American Rescue Plan	10,835,459	-	-	-	-	-	10,835,459
Deferred Revenue - Other	53,350	-	-	-	-	-	53,350
Lease Related	484,445	-	-	-	-	-	484,445
Unavailable Revenue - Property Taxes	552,047	-	-	-	-	-	552,047
Total Deferred Inflows of Resources	55,238,042	18,861,312	-	-	-	-	74,099,354
<b>FUND BALANCES</b>							
Nonspendable	130,997	73,263	-	-	-	324,700	528,960
Restricted	21,303,159	856,075	711	8,032,270	30,838,185	7,985,600	69,016,000
Committed	6,843,678	1,893,288	-	-	-	-	8,736,966
Assigned	4,725,820	17,377,627	-	-	-	546,595	22,650,042
Unassigned	24,574,831	-	-	-	-	-	24,574,831
Total Fund Balances	57,578,485	20,200,253	711	8,032,270	30,838,185	8,856,895	125,506,799
Total Liabilities, Deferred Inflows of Resources, and Fund Balances	\$ 116,181,071	44,382,973	711	8,032,270	37,914,186	12,323,322	218,834,533

The notes to the financial statements are an integral part of this statement.

**CITY OF JOHNSON CITY, TENNESSEE**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES**  
**GOVERNMENTAL FUNDS**  
**For the Fiscal Year Ended June 30, 2023**

	General Fund	General Purpose School Fund	Debt Service Fund	Educational Facilities Service Fund	Capital Project Fund	Nonmajor Governmental Funds	Total Governmental Funds
<b>Revenues</b>							
Taxes	\$ 87,202,991	35,629,445	-	3,298,357	-	-	126,130,793
Licenses and Permits	1,163,405	1,683	-	-	-	-	1,165,088
Intergovernmental Revenues	16,212,422	36,493,560	134,890	-	5,142,668	21,043,126	79,026,666
Charges for Services	1,924,560	1,960,582	-	-	-	1,038,564	4,923,706
Fines and Forfeitures	578,769	-	-	-	-	237,247	816,016
Revenue from Use of Property	2,434,306	195	-	-	-	1,874,249	4,308,750
Investment Earnings	895,957	50,949	64,436	37,776	1,633,135	1,035	2,683,288
Miscellaneous	1,155,256	268,428	-	-	1,537,864	2,940,288	5,901,836
<b>Total Revenues</b>	<b>111,567,666</b>	<b>74,404,842</b>	<b>199,326</b>	<b>3,336,133</b>	<b>8,313,667</b>	<b>27,134,509</b>	<b>224,956,143</b>
<b>Expenditures</b>							
<b>Current</b>							
General Government	24,048,308	-	-	-	-	-	24,048,308
Public Safety	31,512,897	-	-	-	-	513,613	32,026,510
Public Works	16,842,054	-	-	-	-	-	16,842,054
Parks, Recreation, Culture and Leisure	8,262,875	-	-	-	-	2,684,348	10,947,223
City Services	-	-	-	-	-	1,136,180	1,136,180
Education	-	79,311,474	-	-	-	16,205,161	95,516,635
Capital Outlay	2,681,573	1,841,131	-	-	37,687,728	6,746,124	48,956,556
Debt Service	-	-	-	-	-	-	-
Principal Retirement	227,500	220,759	7,538,190	3,165,822	254,577	15,879	11,422,727
Interest and Fiscal Charges	71,993	-	4,148,821	1,449,826	82,923	-	5,753,563
Other Fees	-	-	51,761	43,939	-	-	95,700
<b>Total Expenditures</b>	<b>83,647,200</b>	<b>81,373,364</b>	<b>11,738,772</b>	<b>4,659,587</b>	<b>38,025,228</b>	<b>27,301,305</b>	<b>246,745,456</b>

(Continued)



**CITY OF JOHNSON CITY, TENNESSEE**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES**  
**GOVERNMENTAL FUNDS**  
**For the Fiscal Year Ended June 30, 2023**

	General Fund	General Purpose School Fund	Debt Service Fund	Educational Facilities Debt Service Fund	Capital Project Fund	Nonmajor Governmental Funds	Total Governmental Funds
Excess (Deficiency) of Revenues Over (Under) Expenditures	27,920,466	(6,968,522)	(11,539,446)	(1,323,454)	(29,711,561)	(166,796)	(21,789,313)
Other Financing Sources (Uses)							
Transfers from Other Funds	3,278,970	12,087,838	11,085,865	2,113,475	3,912,471	164,776	32,643,395
Transfers to Other Funds	(28,194,630)	(2,855,836)	-	-	-	(866,838)	(31,917,304)
Proceeds from Sale of Real Estate and Equipment	3,611	-	-	-	-	-	3,611
Lease Issuance	48,359	-	-	-	-	-	48,359
Subscription Issuance	1,567,764	621,803	-	-	2,764,106	271,034	5,224,707
Total Other Financing Sources (Uses)	(23,295,926)	9,853,805	11,085,865	2,113,475	6,676,577	(431,028)	6,002,768
Net Change in Fund Balances	4,624,540	2,885,283	(453,581)	790,021	(23,034,984)	(597,824)	(15,786,545)
Fund Balances, July 1, 2022	52,953,945	17,314,970	454,292	7,242,249	53,873,169	9,360,252	141,198,877
Prior Period Adjustments	-	-	-	-	-	94,467	94,467
Fund Balances, July 1, 2022 Adjusted	52,953,945	17,314,970	454,292	7,242,249	53,873,169	9,454,719	141,293,344
Fund Balances, June 30, 2023	\$ 57,578,485	20,200,253	711	8,032,270	30,838,185	8,856,895	125,506,799

The notes to the financial statements are an integral part of this statement.

**CITY OF JOHNSON CITY, TENNESSEE**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -**  
**BUDGET AND ACTUAL**  
**GENERAL PURPOSE SCHOOL FUND**  
**For the Fiscal Year Ended June 30, 2023**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
Revenues				
Taxes				
Local Sales Tax	\$ 18,155,388	18,155,388	21,657,577	3,502,189
Local Liquor Tax	-	-	4,240	4,240
County Property Tax	12,513,604	12,513,604	13,133,091	619,487
Interest and Penalty	188,000	188,000	62,197	(125,803)
Business Tax	385,000	385,000	517,414	132,414
In Lieu - Local Utilities	215,000	215,000	254,926	39,926
Total Taxes	<u>31,456,992</u>	<u>31,456,992</u>	<u>35,629,445</u>	<u>4,172,453</u>
Licenses and Permits				
Marriage Licenses	1,500	1,500	1,683	183
Intergovernmental Revenues				
State of Tennessee				
Basic Education Program	35,883,000	36,325,000	36,232,267	(92,733)
Career Ladder Program	97,500	97,500	95,490	(2,010)
Bank Excise Tax	80,000	80,000	95,818	15,818
Other State of Tennessee Funds	9,000	9,000	11,221	2,221
Total State of Tennessee	<u>36,069,500</u>	<u>36,511,500</u>	<u>36,434,796</u>	<u>(76,704)</u>
Federal				
ROTC Reimbursement	-	-	58,764	58,764
Total Intergovernmental Revenues	<u>36,069,500</u>	<u>36,511,500</u>	<u>36,493,560</u>	<u>(17,940)</u>
Charges for Services				
School Tuition	250,000	278,500	264,214	(14,286)
Educare Revenue	1,364,660	1,364,660	1,696,368	331,708
Total Charges for Services	<u>1,614,660</u>	<u>1,643,160</u>	<u>1,960,582</u>	<u>317,422</u>
Investment Earnings				
Investment Income (Loss)	-	-	50,949	50,949
Revenue From Use of Property				
Rents from Buildings and Equipment	-	-	195	195
Miscellaneous				
Refunds and Reimbursements	15,000	166,945	208,918	41,973
Other Local Revenue	52,000	52,000	59,510	7,510
Total Miscellaneous	<u>67,000</u>	<u>218,945</u>	<u>268,428</u>	<u>49,483</u>
Total Revenues	<u>69,209,652</u>	<u>69,832,097</u>	<u>74,404,842</u>	<u>4,572,745</u>

(Continued)

**CITY OF JOHNSON CITY, TENNESSEE**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -**  
**BUDGET AND ACTUAL**  
**GENERAL PURPOSE SCHOOL FUND**  
**For the Fiscal Year Ended June 30, 2023**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
<b>Expenditures</b>				
<b>Instruction</b>				
Regular Education				
Capital Outlay	891,463	1,003,713	351,210	652,503
Other	122,209	122,209	115,916	6,293
Personnel Services	40,554,569	42,600,852	42,312,677	288,175
Purchased Services	443,149	472,510	471,682	828
Supplies	1,082,271	1,727,002	1,257,617	469,385
<b>Total Regular Education</b>	<b>43,093,661</b>	<b>45,926,286</b>	<b>44,509,102</b>	<b>1,417,184</b>
Special Education				
Capital Outlay	-	4,000	3,056	944
Personnel Services	5,417,747	5,393,572	5,116,438	277,134
Purchased Services	-	50	50	-
Supplies	17,650	17,975	17,883	92
<b>Total Special Education</b>	<b>5,435,397</b>	<b>5,415,597</b>	<b>5,137,427</b>	<b>278,170</b>
Vocational Education				
Capital Outlay	4,175	3,775	1,998	1,777
Personnel Services	3,501,980	2,153,149	2,047,459	105,690
Purchased Services	1,538	1,538	1,538	-
Supplies	40,328	40,728	36,248	4,480
<b>Total Vocational Education</b>	<b>3,548,021</b>	<b>2,199,190</b>	<b>2,087,243</b>	<b>111,947</b>
Alternative Education				
Capital Outlay	11,897	12,897	12,800	97
Personnel Services	1,131,394	1,130,394	1,055,529	74,865
Purchased Services	5,028	5,028	5,028	-
Supplies	17,656	17,656	17,656	-
<b>Total Alternative Education</b>	<b>1,165,975</b>	<b>1,165,975</b>	<b>1,091,013</b>	<b>74,962</b>
<b>Total Instruction</b>	<b>53,243,054</b>	<b>54,707,048</b>	<b>52,824,785</b>	<b>1,882,263</b>
<b>Support Services</b>				
Health Services				
Capital Outlay	500	500	-	500
Other	1,800	1,800	312	1,488
Personnel Services	762,401	523,651	387,591	136,060
Purchased Services	8,320	8,320	420	7,900
Supplies	19,280	19,280	18,086	1,194
<b>Total Health Services</b>	<b>792,301</b>	<b>553,551</b>	<b>406,409</b>	<b>147,142</b>

(Continued)

**CITY OF JOHNSON CITY, TENNESSEE**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -**  
**BUDGET AND ACTUAL**  
**GENERAL PURPOSE SCHOOL FUND**  
**For the Fiscal Year Ended June 30, 2023**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
<b>Expenditures (Continued)</b>				
<b>Support Services (Continued)</b>				
<b>Student Support</b>				
Capital Outlay	2,500	-	-	-
Other	-	-	1,411	(1,411)
Purchased Services	143,000	156,000	155,915	85
Personnel Services	2,073,089	2,075,339	1,977,448	97,891
<b>Total Student Support</b>	<b>2,218,589</b>	<b>2,231,339</b>	<b>2,134,774</b>	<b>96,565</b>
<b>Regular Education</b>				
Capital Outlay	35,000	58,421	55,135	3,286
Other	60,500	104,377	330,542	(226,165)
Personnel Services	2,758,209	3,671,984	3,355,573	316,411
Purchased Services	709,900	672,600	201,848	470,752
Supplies	87,630	100,145	90,460	9,685
<b>Total Regular Education</b>	<b>3,651,239</b>	<b>4,607,527</b>	<b>4,033,558</b>	<b>573,969</b>
<b>Alternative Education</b>				
Personnel Services	63,095	63,095	49,189	13,906
Supplies	-	-	2,264	(2,264)
<b>Total Alternative Education</b>	<b>63,095</b>	<b>63,095</b>	<b>51,453</b>	<b>11,642</b>
<b>Special Education</b>				
Capital Outlay	-	3,300	-	3,300
Other	5,000	6,000	17,887	(11,887)
Personnel Services	621,576	635,976	621,237	14,739
Purchased Services	12,500	12,500	11,281	1,219
Supplies	5,000	6,100	5,851	249
<b>Total Special Education</b>	<b>644,076</b>	<b>663,876</b>	<b>656,256</b>	<b>7,620</b>
<b>Vocational Education</b>				
Capital Outlay	-	1,500	1,345	155
Personnel Services	217,247	209,247	186,299	22,948
Purchased Services	41,000	42,500	42,929	(429)
Supplies	110,147	129,147	128,493	654
Other	147	1,147	200	947
<b>Total Vocational Education</b>	<b>368,541</b>	<b>383,541</b>	<b>359,266</b>	<b>24,275</b>
<b>Board of Education</b>				
Fixed Charges	502,837	502,837	502,831	6
Other	556,680	631,680	609,138	22,542
Personnel Services	19,920	63,920	20,508	43,412
Purchased Services	55,600	55,600	47,983	7,617
Supplies	2,000	2,000	510	1,490
<b>Total Board of Education</b>	<b>1,137,037</b>	<b>1,256,037</b>	<b>1,180,970</b>	<b>75,067</b>

(Continued)

**CITY OF JOHNSON CITY, TENNESSEE**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -**  
**BUDGET AND ACTUAL**  
**GENERAL PURPOSE SCHOOL FUND**  
**For the Fiscal Year Ended June 30, 2023**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
<b>Expenditures (Continued)</b>				
<b>Support Services (Continued)</b>				
<b>Office of Director of Schools</b>				
Capital Outlay	2,000	17,000	15,384	1,616
Other	25,000	13,000	10,426	2,574
Personnel Services	305,828	307,328	302,991	4,337
Purchased Services	127,657	124,657	88,482	36,175
Supplies	7,000	7,000	4,869	2,131
<b>Total Office of Director of Schools</b>	<b>467,485</b>	<b>468,985</b>	<b>422,152</b>	<b>46,833</b>
<b>Office of Principal</b>				
Capital Outlay	-	6,766	6,476	290
Other	4,663	5,163	4,681	482
Personnel Services	5,377,029	5,606,429	5,585,489	20,940
Purchased Services	108,341	104,341	96,700	7,641
Supplies	22,006	22,006	5,134	16,872
<b>Total Office of Principal</b>	<b>5,512,039</b>	<b>5,744,705</b>	<b>5,698,480</b>	<b>46,225</b>
<b>Fiscal Services</b>				
Capital Outlay	3,000	3,000	2,832	168
Other	4,500	8,500	8,948	(448)
Personnel Services	535,287	528,437	508,749	19,688
Purchased Services	49,250	54,250	53,239	1,011
Supplies	8,750	10,350	9,273	1,077
<b>Total Fiscal Services</b>	<b>600,787</b>	<b>604,537</b>	<b>583,041</b>	<b>21,496</b>
<b>Operation of Plant</b>				
Capital Outlay	-	18,000	16,174	1,826
Other	-	-	287	(287)
Personnel Services	2,500,908	2,281,533	2,226,822	54,711
Purchased Services	2,495,000	2,708,500	2,712,571	(4,071)
Supplies	155,000	200,000	183,237	16,763
<b>Total Operation of Plant</b>	<b>5,150,908</b>	<b>5,208,033</b>	<b>5,139,091</b>	<b>68,942</b>
<b>Maintenance of Plant</b>				
Capital Outlay	40,000	22,500	17,452	5,048
Other	3,000	3,000	-	3,000
Personnel Services	1,690,835	1,578,085	1,541,735	36,350
Purchased Services	160,525	198,208	180,742	17,466
Supplies	240,000	379,550	378,783	767
<b>Total Maintenance Of Plant</b>	<b>2,134,360</b>	<b>2,181,343</b>	<b>2,118,712</b>	<b>62,631</b>
<b>Preschool</b>				
Capital Outlay	5,000	5,000	94	4,906
Other	4,700	4,700	2,410	2,290
Personnel Services	359,990	385,328	372,424	12,904
Purchased Services	1,000	1,850	1,848	2
Supplies	13,000	12,150	3,060	9,090
<b>Total Preschool</b>	<b>383,690</b>	<b>409,028</b>	<b>379,836</b>	<b>29,192</b>

(Continued)

**CITY OF JOHNSON CITY, TENNESSEE**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -**  
**BUDGET AND ACTUAL**  
**GENERAL PURPOSE SCHOOL FUND**  
**For the Fiscal Year Ended June 30, 2023**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
<b>Expenditures (Continued)</b>				
<b>Support Services (Continued)</b>				
Transportation				
Capital Outlay	140,000	132,670	-	132,670
Personnel	36,095	36,325	35,774	551
Purchased Services	2,444,715	2,442,215	12,093	2,430,122
Supplies	54,000	63,600	60,649	2,951
<b>Total Transportation</b>	<b>2,674,810</b>	<b>2,674,810</b>	<b>108,516</b>	<b>2,566,294</b>
Other Support				
Capital Outlay	3,000	8,000	7,068	932
Other	4,000	4,450	4,545	(95)
Personnel Services	93,061	103,561	97,126	6,435
Purchased Services	11,000	11,000	10,404	596
Supplies	5,700	5,700	3,166	2,534
<b>Total Other Support</b>	<b>116,761</b>	<b>132,711</b>	<b>122,309</b>	<b>10,402</b>
Community Services				
Capital Outlay	40,000	40,000	19,913	20,087
Other	34,050	34,550	16,556	17,994
Personnel Services	1,064,929	1,083,679	1,059,373	24,306
Purchased Services	6,700	16,200	13,572	2,628
Supplies	103,400	95,399	58,860	36,539
<b>Total Community Services</b>	<b>1,249,079</b>	<b>1,269,828</b>	<b>1,168,274</b>	<b>101,554</b>
Technology				
Capital Outlay	30,000	30,000	626,147	(596,147)
Other	4,000	4,000	7,514	(3,514)
Personnel Services	1,506,186	1,522,686	1,494,719	27,967
Purchased Services	229,200	247,200	473,439	(226,239)
Supplies	514,725	635,856	38,349	597,507
<b>Total Technology</b>	<b>2,284,111</b>	<b>2,439,742</b>	<b>2,640,168</b>	<b>(200,426)</b>
Other Capital Outlay				
Capital Outlay	218,000	2,493,558	703,136	1,790,422
Purchased Services	-	30,000	-	30,000
Other	70,000	-	-	-
Personnel Services	-	-	29,734	(29,734)
<b>Total Other Capital Outlay</b>	<b>288,000</b>	<b>2,523,558</b>	<b>732,870</b>	<b>1,790,688</b>

(Continued)

**CITY OF JOHNSON CITY, TENNESSEE**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -**  
**BUDGET AND ACTUAL**  
**GENERAL PURPOSE SCHOOL FUND**  
**For the Fiscal Year Ended June 30, 2023**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
Expenditures (Continued)				
Support Services (Continued)				
Human Resources				
Capital Outlay	1,250	1,250	911	339
Other	1,000	500	2,878	(2,378)
Personnel Services	247,129	247,004	241,068	5,936
Purchased Services	900	2,400	1,935	465
Supplies	1,000	2,000	1,846	154
Total Human Resources	<u>251,279</u>	<u>253,154</u>	<u>248,638</u>	<u>4,516</u>
Attendance				
Personnel Services	-	33,831	30,936	2,895
Purchased Services	46,000	118,000	112,111	5,889
Total Attendance	<u>46,000</u>	<u>151,831</u>	<u>143,047</u>	<u>8,784</u>
Total Support Services	<u>30,034,187</u>	<u>33,821,231</u>	<u>28,327,820</u>	<u>5,493,411</u>
Debt Service				
Principal Retirement	-	-	220,759	(220,759)
Total Debt Service	<u>-</u>	<u>-</u>	<u>220,759</u>	<u>(220,759)</u>
Total Expenditures	<u>83,277,241</u>	<u>88,528,279</u>	<u>81,373,364</u>	<u>7,154,915</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(14,067,589)</u>	<u>(18,696,182)</u>	<u>(6,968,522)</u>	<u>11,727,660</u>
Other Financing Sources (Uses)				
Transfer from General Fund	14,056,451	14,056,451	11,626,736	(2,429,715)
Transfer from Federal and Special Project Funds	-	-	461,102	461,102
Transfer to Educational Facilities Debt Service	-	-	(2,113,475)	(2,113,475)
Transfer to General Fund	-	-	(4,773)	(4,773)
Transfer to School Federal and Special Project Funds	(95,179)	(495,179)	(164,776)	330,403
Transfer to Debt Service	(2,825,197)	(3,225,197)	(572,812)	2,652,385
Subscription Issuance	-	-	621,803	621,803
Total Other Financing Sources (Uses)	<u>11,136,075</u>	<u>10,336,075</u>	<u>9,853,805</u>	<u>(482,270)</u>
Net Change in Fund Balance	<u>(2,931,514)</u>	<u>(8,360,107)</u>	<u>2,885,283</u>	<u>11,245,390</u>
Fund Balance, July 1, 2022	<u>17,314,970</u>	<u>17,314,970</u>	<u>17,314,970</u>	<u>-</u>
Fund Balance, June 30, 2023	<u>\$ 14,383,456</u>	<u>8,954,863</u>	<u>20,200,253</u>	<u>11,245,390</u>

The notes to the financial statements are an integral part of this statement.

CITY OF JOHNSON CITY, TENNESSEE  
 REQUIRED SUPPLEMENTARY INFORMATION  
 SCHEDULE OF JOHNSON CITY SCHOOLS' PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET)  
 TEACHER LEGACY PENSION PLAN OF TCRS  
 Last Fiscal Year Ended June 30

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Proportion of the Net Pension Liability (Asset)	0.837679%	0.854321%	0.885149%	0.910234%	0.903097%	0.951120%	0.957665%	0.984528%	0.991035%
Proportionate Share of the Net Pension Liability (Asset)	\$ (136,119)	349,959	5,531,694	(297,812)	(3,177,921)	(9,779,223)	(7,302,904)	(42,465,052)	(12,154,108)
Covered Payroll	\$ 32,878,832	31,981,537	31,952,106	32,175,829	31,623,553	31,892,411	31,873,560	33,031,524	33,179,974
Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	(0.41)%	1.09%	17.31%	(0.93)%	(10.05)%	(30.66)%	(22.91)%	(131.40)%	-36.63%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	100.08%	99.81%	97.14%	100.14%	101.49%	104.28%	103.09%	116.13%	104.42%

GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from TCRS GASB website for prior years' data, if needed.

See Independent Auditors' Report.



CITY OF JOHNSON CITY, TENNESSEE  
 REQUIRED SUPPLEMENTARY INFORMATION  
 SCHEDULE OF JOHNSON CITY SCHOOLS' CONTRIBUTIONS  
 TEACHER LEGACY PENSION PLAN OF TCRS  
 Last Fiscal Year Ended June 30

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Contractually Required Contribution Contributions in relation to the	\$ 2,919,640	2,891,131	2,888,471	2,908,739	2,871,415	3,335,946	3,387,769	3,318,636	3,359,278	2,998,185
Contractually Required Contribution	2,919,640	2,891,131	2,888,471	2,908,739	2,871,415	3,335,946	3,387,769	3,318,636	3,359,278	2,998,185
Contribution Deficiency (Excess)	\$ -	-	-	-	-	-	-	-	-	-
Covered Payroll	\$ 32,878,832	31,981,537	31,952,106	32,175,829	31,623,553	31,892,411	31,873,560	33,031,524	33,179,974	34,501,580
Contributions as a Percentage of Covered Payroll	8.88%	9.04%	9.04%	9.04%	9.08%	10.46%	10.63%	10.05%	10.12%	8.69%

*Changes of assumptions:* In 2021, the following assumptions were changed: decreased inflation rate from 2.50 percent to 2.25 percent; decreased the investment rate of return from 7.25 percent to 6.75 percent; decreased the cost-of-living adjustment from 2.25 percent to 2.125 percent; and modified mortality assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

See Independent Auditors' Report.

CITY OF JOHNSON CITY, TENNESSEE  
 REQUIRED SUPPLEMENTARY INFORMATION  
 SCHEDULE OF JOHNSON CITY SCHOOLS' PROPORTIONATE  
 SHARE OF THE NET PENSION LIABILITY (ASSET)  
 TEACHER RETIREMENT PLAN OF TCRS  
 Last Fiscal Year Ended June 30

	2015	2016	2017	2018	2019	2020	2021	2022
Proportion of the Net Pension Liability (Asset)	0.452832%	0.577005%	0.607724%	0.623820%	0.616697%	0.581549%	0.592153%	0.591041%
Proportionate Share of the Net Pension Liability (Asset)	\$ (18,217)	\$ (60,068)	\$ (160,341)	\$ (282,920)	\$ (348,117)	\$ (330,693)	\$ (641,427)	\$ (179,041)
Covered Payroll	\$ 940,871	\$ 2,538,856	\$ 3,989,233	\$ 5,451,440	\$ 6,525,893	\$ 7,338,673	\$ 8,410,610	\$ 10,093,347
Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	-1.94%	-2.37%	-4.02%	-5.19%	-5.33%	-4.51%	-7.63%	-1.77%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability (Asset)	127.46%	121.88%	126.81%	126.97%	123.07%	116.52%	121.53%	104.55%

GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from TCRS GASB website for prior years' data, if needed.

See Independent Auditors' Report.

CITY OF JOHNSON CITY, TENNESSEE  
 REQUIRED SUPPLEMENTARY INFORMATION  
 SCHEDULE OF JOHNSON CITY SCHOOLS' CONTRIBUTIONS  
 TEACHER RETIREMENT PLAN OF TCRS  
 Last Fiscal Year Ended June 30

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Contractually Required Contribution	\$ 37,635	101,556	159,549	88,899	126,603	146,998	172,631	202,874	362,984
Contributions in relation to the									
Contractually Required Contribution	37,635	101,556	159,549	218,057	126,603	146,998	172,631	202,874	362,984
Contribution Deficiency (Excess)	\$ -	-	-	(129,158)	-	-	-	-	-
Covered Payroll	\$ 940,871	2,538,856	3,989,233	5,451,440	6,525,893	7,338,673	8,410,610	10,093,347	12,647,503
Contributions as a Percentage of									
Covered Payroll	4.00%	4.00%	4.00%	4.00%	1.94%	2.00%	2.05%	2.01%	2.87%

GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from TCRS GASB website for prior years' data, if needed.

*Changes of assumptions:* In 2021, the following assumptions were changed: decreased inflation rate from 2.50 percent to 2.25 percent; decreased the investment rate of return from 7.25 percent to 6.75 percent; decreased the cost-of-living adjustment from 2.25 percent to 2.125 percent; and modified mortality assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

See Independent Auditors' Report.

**CITY OF JOHNSON CITY, TENNESSEE**  
**REQUIRED SUPPLEMENTARY INFORMATION**  
**SCHEDULE OF JOHNSON CITY SCHOOLS' CONTRIBUTIONS**  
**TEACHER RETIREMENT PLAN OF TCRS - STABILIZATION TRUST**  
**Last Fiscal Year Ended June 30**

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Contractually Required Contribution	\$ 126,567	137,686	162,724	178,568	129,884
Contributions in relation to the					
Contractually Required Contribution	<u>126,567</u>	<u>137,686</u>	<u>162,724</u>	<u>178,568</u>	<u>129,884</u>
Contribution Deficiency (Excess)	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Covered Payroll	\$ 6,525,893	7,338,773	8,546,043	10,093,347	12,647,503
Contributions as a Percentage of					
Covered Payroll	1.94%	1.88%	1.90%	1.77%	1.03%

GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from TCRS GASB website for prior years' data, if needed.

See Independent Auditors' Report.

**CITY OF JOHNSON CITY, TENNESSEE**  
**REQUIRED SUPPLEMENTARY INFORMATION**  
**SCHEDULE OF CHANGES IN JOHNSON CITY'S OPEB LIABILITY**  
**AND RELATED RATIOS**  
**Last Fiscal Year Ended June 30**

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
<b>Total OPEB Liability</b>						
Service Cost	\$ 783,156	786,206	918,964	1,239,276	865,112	702,879
Interest	791,621	849,199	821,804	584,728	447,659	667,860
Difference between Expected and Actual Experience	-	(332,984)	-	(3,274,044)	8,366	2,634,560
Changes in Assumptions	(467,714)	1,384,675	2,291,710	(2,509,227)	(1,585,023)	(4,960,325)
Benefit Payments	<u>(1,321,573)</u>	<u>(1,237,070)</u>	<u>(1,328,655)</u>	<u>(1,420,563)</u>	<u>(1,379,131)</u>	<u>(1,486,413)</u>
<b>Net Change in Total OPEB Liability</b>	<u>(214,510)</u>	<u>1,450,026</u>	<u>2,703,823</u>	<u>(5,379,830)</u>	<u>(1,643,017)</u>	<u>(2,441,439)</u>
<b>Total OPEB Liability - Beginning</b>	<u>21,989,958</u>	<u>21,775,448</u>	<u>23,225,474</u>	<u>25,929,297</u>	<u>20,549,467</u>	<u>18,906,450</u>
<b>Total OPEB Liability - Ending</b>	<u>\$ 21,775,448</u>	<u>23,225,474</u>	<u>25,929,297</u>	<u>20,549,467</u>	<u>18,906,450</u>	<u>16,465,011</u>
<b>Covered-Employee Payroll</b>	\$ 33,000,000	37,400,000	38,900,000	39,600,000	41,000,000	52,100,000
<b>Total OPEB Liability as a Percentage of Covered-Employee Payroll</b>	65.99%	62.10%	66.66%	51.89%	46.11%	31.60%

**Notes to Schedule:**

No assets are accumulated in a trust that meets the criteria in GASB Statement No. 75, paragraph 4 to pay related benefits.

*Changes in Assumptions*

In fiscal year 2023, discount rates changes from 3.54 percent at June 30, 2022 to 3.86 percent at June 30, 2023.

GASB 75 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 75. The information in this schedule is not required to be presented retroactively prior to the implementation date. Fiscal years will be added to this schedule in future fiscal years until 10 fiscal years of information is available.

See Independent Auditors' Report.

**CITY OF JOHNSON CITY, TENNESSEE**  
**REQUIRED SUPPLEMENTARY INFORMATION**  
**SCHEDULE OF CHANGES IN JOHNSON CITY SCHOOLS PROPORTIONATE SHARE OF**  
**COLLECTIVE OPEB LIABILITY AND RELATED RATIOS - TEACHER GROUP OPEB PLAN**  
**Last Fiscal Year Ended June 30**

	<b>2023</b>
<b>Total OPEB Liability</b>	
Service Cost	\$ 457
Interest	159
Change in benefit terms	23,175,873
Benefit Payments	23,176,489
<b>Net Change in Total OPEB Liability</b>	6,899
<b>Total OPEB Liability - Beginning</b>	\$ 23,183,388
<b>Total OPEB Liability - Ending</b>	
Nonemployer Contributing Entities Proportionate Share of the Collective Total OPEB Liability	\$ 5,587,822
Employer's Proportionate Share of the Collective Total OPEB Liability	\$ 17,595,566
<b>Covered-Employee Payroll</b>	\$ 58,927,486
<b>Total OPEB Liability as a Percentage of Covered-Employee Payroll</b>	29.86%

**Notes to Schedule:**

There are no assets accumulating, in a trust that meets the criteria in paragraph 4 of GASB Statement No. 75, related to this OPEB plan.

The amounts reported for each fiscal year were determined as of the prior fiscal year-end.

This schedule is intended to display ten years of information. Additional years will be displayed as they become available.

See Independent Auditors' Report.

**CITY OF JOHNSON CITY, TENNESSEE**  
**REQUIRED SUPPLEMENTARY INFORMATION**  
**SCHEDULE OF CHANGES IN JOHNSON CITY SCHOOLS PROPORTIONATE SHARE OF**  
**COLLECTIVE OPEB LIABILITY AND RELATED RATIOS - CLOSED TENNESSEE PLAN**  
**Last Fiscal Year Ended June 30**

	<b>2023</b>
<b>Total OPEB Liability</b>	
Service Cost	\$ -
Interest	-
Difference between Expected and Actual Experience	-
Change in benefit terms	990,129
Changes in Assumptions	-
Benefit Payments	-
<b>Net Change in Total OPEB Liability</b>	<b>990,129</b>
<b>Total OPEB Liability - Beginning</b>	<b>-</b>
<b>Total OPEB Liability - Ending</b>	<b>\$ 990,129</b>
Nonemployer Contributing Entities Proportionate Share of the Collective Total OPEB Liability	\$ 990,129
Employer's Proportionate Share of the Collective Total OPEB Liability	\$ -
<b>Covered-Employee Payroll</b>	<b>\$ 36,543,602</b>
<b>Total OPEB Liability as a Percentage of Covered-Employee Payroll</b>	<b>0.00%</b>

**Notes to Schedule:**

There are no assets accumulating, in a trust that meets the criteria in paragraph 4 of GASB Statement No. 75, related to this OPEB plan.

The amounts reported for each fiscal year were determined as of the prior fiscal year-end.

This schedule is intended to display ten years of information. Additional years will be displayed as they become available.

See Independent Auditors' Report.

**CITY OF JOHNSON CITY, TENNESSEE**  
**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -**  
**BUDGET AND ACTUAL**  
**EDUCATIONAL FACILITIES DEBT SERVICE FUND**  
**For the Fiscal Year Ended June 30, 2023**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
Revenues				
Taxes	\$ 2,915,000	2,915,000	3,298,357	383,357
Investment Earnings	4,000	4,000	37,776	33,776
<b>Total Revenues</b>	<b>2,919,000</b>	<b>2,919,000</b>	<b>3,336,133</b>	<b>417,133</b>
Expenditures				
Debt Service				
Principal Retirement	3,165,822	3,165,822	3,165,822	-
Interest and Fiscal Charges	1,450,475	1,450,475	1,449,826	649
Other Fees	3,000	3,000	43,939	(40,939)
<b>Total Debt Service</b>	<b>4,619,297</b>	<b>4,619,297</b>	<b>4,659,587</b>	<b>(40,290)</b>
<b>Total Expenditures</b>	<b>4,619,297</b>	<b>4,619,297</b>	<b>4,659,587</b>	<b>(40,290)</b>
Excess (Deficiency) of Revenues Over (Under) Expenditures	(1,700,297)	(1,700,297)	(1,323,454)	376,843
Other Financing Sources (Uses)				
Transfer In	1,700,000	1,700,000	2,113,475	413,475
<b>Total Other Financing Sources (Uses)</b>	<b>1,700,000</b>	<b>1,700,000</b>	<b>2,113,475</b>	<b>413,475</b>
<b>Net Change in Fund Balance</b>	<b>(297)</b>	<b>(297)</b>	<b>790,021</b>	<b>790,318</b>
Fund Balance, July 1, 2022	7,242,249	7,242,249	7,242,249	-
<b>Fund Balance, June 30, 2023</b>	<b>\$ 7,241,952</b>	<b>7,241,952</b>	<b>8,032,270</b>	<b>790,318</b>

See Independent Auditors' Report.



**CITY OF JOHNSON CITY, TENNESSEE**  
**COMBINING BALANCE SHEET**  
**SCHOOL FUNDS**  
**June 30, 2023**

	School Federal Projects Fund	Special School Projects Fund	School Food Service Fund	Internal School Fund	Total School Funds
<b>ASSETS</b>					
Cash and Cash Equivalents	\$ 1	1	3,746,116	1,528,459	5,274,577
Accounts Receivable	-	-	4,174	24,462	28,636
Due from Other Funds	-	-	7	-	7
Due from State of Tennessee	2,168,823	854,839	324,696	-	3,348,358
Inventories	-	-	324,700	-	324,700
<b>Total Assets</b>	<b>\$ 2,168,824</b>	<b>854,840</b>	<b>4,399,693</b>	<b>1,552,921</b>	<b>8,976,278</b>
<b>LIABILITIES</b>					
Accounts Payable	\$ 1,171,625	13,711	106,021	19,327	1,310,684
Accrued Payroll Expenditures	648,452	741,157	161	-	1,389,770
Due to State of Tennessee	14,000	-	-	-	14,000
Due to Other Funds	-	-	5,693	-	5,693
<b>Total Liabilities</b>	<b>1,834,077</b>	<b>754,868</b>	<b>111,875</b>	<b>19,327</b>	<b>2,720,147</b>
<b>FUND BALANCES</b>					
Nonspendable	-	-	324,700	-	324,700
Restricted	334,747	99,972	3,954,261	1,533,594	5,922,574
Assigned	-	-	8,857	-	8,857
<b>Total Fund Balances</b>	<b>334,747</b>	<b>99,972</b>	<b>4,287,818</b>	<b>1,533,594</b>	<b>6,256,131</b>
<b>Total Liabilities and Fund Balances</b>	<b>\$ 2,168,824</b>	<b>854,840</b>	<b>4,399,693</b>	<b>1,552,921</b>	<b>8,976,278</b>

See Independent Auditors' Report.

**CITY OF JOHNSON CITY, TENNESSEE**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES,**  
**AND CHANGES IN FUND BALANCES**  
**SCHOOL FUNDS**  
**For the Fiscal Year Ended June 30, 2023**

	School Federal Projects Fund	Special School Projects Fund	School Food Service Fund	Internal School Fund	Total School Funds
<b>Revenues</b>					
Federal Government	\$ 15,033,629	-	3,234,632	-	18,268,261
State of Tennessee	-	1,478,470	38,232	-	1,516,702
Charges for Services	-	-	1,038,564	-	1,038,564
Investment Earnings	-	-	868	-	868
Miscellaneous	-	-	36,677	2,099,915	2,136,592
<b>Total Revenues</b>	<b>15,033,629</b>	<b>1,478,470</b>	<b>4,348,973</b>	<b>2,099,915</b>	<b>22,960,987</b>
<b>Expenditures</b>					
<b>Current</b>					
Education	8,787,025	1,484,463	-	2,154,938	12,426,426
School Food Service	-	-	3,778,735	-	3,778,735
Capital Outlay	6,529,830	38,099	103,179	-	6,671,108
Debt Service	15,879	-	-	-	15,879
<b>Total Expenditures</b>	<b>15,332,734</b>	<b>1,522,562</b>	<b>3,881,914</b>	<b>2,154,938</b>	<b>22,892,148</b>
<b>Excess (Deficiency) of Revenues Over (Under) Expenditures</b>	<b>(299,105)</b>	<b>(44,092)</b>	<b>467,059</b>	<b>(55,023)</b>	<b>68,839</b>
<b>Other Financing Sources (Uses)</b>					
Transfers In	29,392	135,384	-	-	164,776
Transfers Out	(461,102)	-	-	-	(461,102)
Subscription Issuance	271,034	-	-	-	271,034
<b>Total Other Financing Sources (Uses)</b>	<b>(160,676)</b>	<b>135,384</b>	<b>-</b>	<b>-</b>	<b>(25,292)</b>
<b>Net Change in Fund Balances</b>	<b>(459,781)</b>	<b>91,292</b>	<b>467,059</b>	<b>(55,023)</b>	<b>43,547</b>
Fund Balances, July 1, 2022	794,528	8,680	3,726,292	1,588,617	6,118,117
Purchase Method Inventory Adjustment	-	-	94,467	-	94,467
Fund Balances, July 1, 2022 Adjusted	794,528	8,680	3,820,759	1,588,617	6,212,584
Fund Balances, June 30, 2023	<b>\$ 334,747</b>	<b>99,972</b>	<b>4,287,818</b>	<b>1,533,594</b>	<b>6,256,131</b>

See Independent Auditors' Report.

**CITY OF JOHNSON CITY, TENNESSEE**  
**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -**  
**BUDGET AND ACTUAL**  
**SCHOOL FEDERAL PROJECTS FUND**  
**For the Fiscal Year Ended June 30, 2023**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
Revenues				
Federal Government	\$ 21,704,241	18,822,568	15,033,629	(3,788,939)
Total Revenues	<u>21,704,241</u>	<u>18,822,568</u>	<u>15,033,629</u>	<u>(3,788,939)</u>
Expenditures				
Education				
Other	1,160,548	312,627	148,112	164,515
Personnel Services	9,912,546	9,763,200	7,501,478	2,261,722
Purchased Services	46,368	618,954	507,799	111,155
Supplies	845,713	915,479	629,636	285,843
Total Education	<u>11,965,175</u>	<u>11,610,260</u>	<u>8,787,025</u>	<u>2,823,235</u>
Capital Outlay	<u>9,739,066</u>	<u>7,212,308</u>	<u>6,529,830</u>	<u>682,478</u>
Debt Service - Principal	-	-	15,879	(15,879)
Total Expenditures	<u>21,704,241</u>	<u>18,822,568</u>	<u>15,332,734</u>	<u>3,489,834</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>-</u>	<u>-</u>	<u>(299,105)</u>	<u>(299,105)</u>
Other Financing Sources (Uses)				
Transfer In	-	-	29,392	29,392
Transfer Out	-	-	(461,102)	(461,102)
Subscription Issuance	-	-	271,034	271,034
Total Other Financing Sources (Uses)	<u>-</u>	<u>-</u>	<u>(160,676)</u>	<u>(160,676)</u>
Net Change in Fund Balance	-	-	(459,781)	(459,781)
Fund Balance, July 1, 2022	<u>794,528</u>	<u>794,528</u>	<u>794,528</u>	<u>-</u>
Fund Balance, June 30, 2023	<u>\$ 794,528</u>	<u>794,528</u>	<u>334,747</u>	<u>(459,781)</u>

See Independent Auditors' Report.

**CITY OF JOHNSON CITY, TENNESSEE**  
**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -**  
**BUDGET AND ACTUAL**  
**SPECIAL SCHOOL PROJECTS FUND**  
**For the Fiscal Year Ended June 30, 2023**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
Revenues				
State of Tennessee	\$ 643,623	2,757,225	1,478,470	(1,278,755)
<b>Total Revenues</b>	<b>643,623</b>	<b>2,757,225</b>	<b>1,478,470</b>	<b>(1,278,755)</b>
Expenditures				
Education				
Other	2,000	143,263	1,639	141,624
Personnel Services	554,333	1,874,495	1,363,231	511,264
Purchased Services	50,600	148,233	64,461	83,772
Supplies	2,119	61,940	55,132	6,808
<b>Total Education</b>	<b>609,052</b>	<b>2,227,931</b>	<b>1,484,463</b>	<b>743,468</b>
Capital Outlay	86,550	581,273	38,099	543,174
<b>Total Expenditures</b>	<b>695,602</b>	<b>2,809,204</b>	<b>1,522,562</b>	<b>1,286,642</b>
Excess (Deficiency) of Revenues Over (Under) Expenditures	(51,979)	(51,979)	(44,092)	7,887
Other Financing Sources (Uses)				
Transfer In	51,979	51,979	135,384	83,405
<b>Total Other Financing Sources (Uses)</b>	<b>51,979</b>	<b>51,979</b>	<b>135,384</b>	<b>83,405</b>
<b>Net Change in Fund Balance</b>	<b>-</b>	<b>-</b>	<b>91,292</b>	<b>91,292</b>
Fund Balance, July 1, 2022	8,680	8,680	8,680	-
<b>Fund Balance, June 30, 2023</b>	<b>\$ 8,680</b>	<b>8,680</b>	<b>99,972</b>	<b>91,292</b>

See Independent Auditors' Report.

**CITY OF JOHNSON CITY, TENNESSEE**  
**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -**  
**BUDGET AND ACTUAL**  
**SCHOOL FOOD SERVICE FUND**  
**For the Fiscal Year Ended June 30, 2023**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
<b>Revenues</b>				
Federal Government	\$ 3,866,450	3,866,450	3,234,632	(631,818)
State of Tennessee	35,000	35,000	38,232	3,232
Charges for Services	704,850	704,850	1,038,564	333,714
Investment Earnings	500	500	868	368
Miscellaneous	4,500	4,500	36,677	32,177
<b>Total Revenues</b>	<b>4,611,300</b>	<b>4,611,300</b>	<b>4,348,973</b>	<b>(262,327)</b>
<b>Expenditures</b>				
School Food Service				
Other	73,000	73,000	309,439	(236,439)
Personnel Services	1,974,904	1,974,904	1,632,382	342,522
Purchased Services	398,000	398,000	314,571	83,429
Supplies	1,821,896	1,821,896	1,522,343	299,553
<b>Total School Food Service</b>	<b>4,267,800</b>	<b>4,267,800</b>	<b>3,778,735</b>	<b>489,065</b>
Capital Outlay	343,500	343,500	103,179	240,321
<b>Total Expenditures</b>	<b>4,611,300</b>	<b>4,611,300</b>	<b>3,881,914</b>	<b>729,386</b>
<b>Net Change in Fund Balance</b>	<b>-</b>	<b>-</b>	<b>467,059</b>	<b>467,059</b>
Fund Balance, July 1, 2022	3,726,292	3,726,292	3,726,292	-
Purchase Method Inventory Adjustment	-	-	94,467	94,467
<b>Fund Balance, July 1, 2022 Adjusted</b>	<b>3,726,292</b>	<b>3,726,292</b>	<b>3,820,759</b>	<b>94,467</b>
<b>Fund Balance, June 30, 2023</b>	<b>\$ 3,726,292</b>	<b>3,726,292</b>	<b>4,287,818</b>	<b>561,526</b>

See Independent Auditors' Report.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING  
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL  
STATEMENTS PERFORMED IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS**

To the Honorable Mayor and Board of Commissioners  
City of Johnson City, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the City of Johnson City, Tennessee (the City), as of and for the fiscal year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the City's basic financial statements and have issued our report thereon dated February 27, 2024. In addition, we have audited the discretely presented component units of the City. This report does not include the results of the testing of internal control over financial reporting or compliance and other matters that are reported in those separately issued audit reports for the Johnson City Public Library and Johnson City Development Authority.

The financial statements of City of Johnson City, Tennessee's School's Internal School Fund were not audited in accordance with *Government Auditing Standards*, and accordingly, this report does not include reporting on internal control over financial reporting or compliance and other matters associated with the City of Johnson City, Tennessee's School's Internal School Fund or that are reported separately by those auditors who audited the financial statements of the City of Johnson City, Tennessee's School's Internal School Fund.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the City's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the City's internal control. Accordingly, we do not express an opinion on the effectiveness of the City's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. However, as described in the accompanying schedule of findings and questioned costs, we identified certain deficiencies in internal control that we consider to be material weaknesses and a significant deficiency.

City of Johnson City, Tennessee  
Independent Auditors' Report on  
Internal Control over Financial Reporting  
and on Compliance and Other Matters

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the City's financial statements will not to be prevented, or detected and corrected, on a timely basis. We consider the deficiencies described in the accompanying schedule of findings and questioned costs as items 2023-001 and 2023-002 to be material weaknesses.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiency described in the accompanying schedule of findings and questioned costs as item 2023-003 to be a significant deficiency.

### **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the City's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questions costs as items 2023-001 through 2023-003.

### **City of Johnson City, Tennessee's Response to Findings**

*Government Auditing Standards* requires the auditor to perform limited procedures on the City's response to the findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The City's response and management's corrective action plan were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the City's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the City's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Blackburn, Childers + Steagall, PC*

BLACKBURN, CHILDERS & STEAGALL, PLC  
Johnson City, Tennessee

February 27, 2024

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH  
MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE  
REQUIRED BY THE UNIFORM GUIDANCE**

To the Honorable Mayor and Board of Commissioners  
City of Johnson City, Tennessee

**Report on Compliance for Each Major Federal Program**

***Opinion on Each Major Federal Program***

We have audited the City of Johnson City, Tennessee's (the City) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the City's major federal programs for the fiscal year ended June 30, 2023. The City's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the City, complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the fiscal year ended June 30, 2023.

***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the City and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the City's compliance with the compliance requirements referred to above

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the City's federal programs.



City of Johnson City, Tennessee  
Independent Auditors' Report on  
Compliance for Each Major Program  
and on Internal Control over Compliance

***Auditors' Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the City's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the City's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the City's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the City's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the City's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

**Report on Internal Control Over Compliance**

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

City of Johnson City, Tennessee  
Independent Auditors' Report on  
Compliance for Each Major Program  
and on Internal Control over Compliance

*A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Blackburn, Childers + Steagall, PC*

BLACKBURN, CHILDERS & STEAGALL, PLC  
Johnson City, Tennessee

February 27, 2024

**CITY OF JOHNSON CITY, TENNESSEE**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**For the Fiscal Year Ended June 30, 2023**

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**SECTION I - SUMMARY OF AUDITORS' RESULTS**

1. The auditors' report expresses an unmodified opinion on the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the City of Johnson City, Tennessee (the City).
2. Two material weaknesses are reported. There is one significant deficiency reported relating to the audit of the financial statements.
3. There were instances of noncompliance material to the financial statements of the City, which are required to be reported in accordance with *Government Auditing Standards*, and disclosed during the audit.
4. No material weaknesses in internal control over major federal award programs are disclosed during the audit of the City.
5. The auditors' report on compliance for the major federal award programs for the City expresses an unmodified opinion on all major federal programs.
6. There are no audit findings relative to the major federal award programs that are required to be disclosed in accordance with Title 2 U.S. CFR section 200.516(a) of the Uniform Guidance.
7. The programs tested as major programs were as follows:

<u>Program</u>	<u>Federal Assistance Number</u>
Child Nutrition Cluster	10.553 / 10.555
Assistance to Firefighters Grant	97.044
COVID 19 – Coronavirus State and Local Fiscal Recovery Funds	21.027
Federal Transit Cluster	20.507
COVID 19 – Elementary and Secondary School Emergency Relief	84.425D
COVID 19 – ARP Homeless	84.425W

8. The threshold for distinguishing Types A and B programs was \$803,238.
9. The City was determined to not be a low-risk auditee.

**CITY OF JOHNSON CITY, TENNESSEE**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**For the Fiscal Year Ended June 30, 2023**

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**SECTION II - FINANCIAL STATEMENT FINDINGS**

**Current Fiscal Year Findings**

***2023-001: Material Weakness – Bank Reconciliations***

- **Criteria:** Monthly bank reconciliations should be performed on all bank accounts in a timely manner.
- **Condition:** During review of cash, auditors noted that bank reconciliations were not performed timely during the current year, therefore, reconciliations were not readily available. The cash balances presented as of June 30, 2023 on the trial balance received for the audit testwork varied significantly from the cash balances reported as the adjusted balance on the cash reconciliation.
- **Cause:** Bank reconciliations were not performed in a timely manner.
- **Effect:** The June 30, 2023 cash balances reported on the trial balance were not accurate and were not adjusted properly due to the failure to perform the cash reconciliation in a timely manner. Final client provided adjusting entries were received in February 2024 to record in the June 30, 2023 ending balances.
- **Recommendation:** It is recommended that bank reconciliations be performed in a timely manner for all cash accounts held by the City and be readily available for review.
- **City of Johnson City, Tennessee Management's Response:** Accounting continued to be overburdened with the implementation of the new software system which began in a previous fiscal year. Key elements of the bank reconciliation process were incorrectly set up in the system causing the automated reconciliation process not to work. A manual bank reconciliation process was developed and implemented until the automated process is in place. Other mitigating cash controls are in place to insure deposits are reconciled with individual cashier activity and discrepancies are investigated timely. Weekly reconciliation of cash receipts to the bank have been implemented and are being maintained by a Staff Accountant. Bank reconciliations are being completed with a monthly timeline for completion developed and implemented to ensure timely completion of the bank reconciliations.

***2023-002: Material Weakness – Accurate Financial Reporting***

- **Criteria:** Timely and accurate financial reporting is essential for proper oversight and decision making within the City. All trial balance amounts should be properly reconciled to subsidiary ledgers, underlying accounting data, and reconciliations. Additionally, the State of Tennessee Audit Manual requires that accounting records be closed within sixty days after fiscal year end.
- **Condition:** Many fund level trial balances were not properly and timely adjusted during the year end close due to the lack of supporting financial reporting information available from the accounting software. Major areas affected include cash, payroll, utility billings, grant reporting, and capital assets.

**CITY OF JOHNSON CITY, TENNESSEE**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**For the Fiscal Year Ended June 30, 2023**

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**SECTION II - FINANCIAL STATEMENT FINDINGS (CONTINUED)**

***2023-002: Material Weakness – Accurate Financial Reporting (Continued)***

- ***Cause:*** Implementation issues with the new software conversion process were not timely addressed and corrected in order to allow for accurate financial reporting for the year ended June 30, 2023. Errors were noted in report generation, reconciliations to the subsidiary ledgers, and software integration.
- ***Effect:*** A significant number of journal entries, both client prepared and auditor proposed, were necessary in order to properly reflect the financial accounting position of the City at June 30, 2023. Client prepared journal entries were finalized in February 2024.
- ***Recommendation:*** We recommend that the City continue to work with their programmer and software liaison to improve the software integration features. We further recommend that the City continue to conduct manual reviews and reconciliations of major areas until the software reporting issues have been fully resolved.
- ***City of Johnson City, Tennessee Management’s Response:*** The implementation of a new software system, which began in a previous fiscal year, created hardships for the accurate and timely reporting of financial data. Accounting and IT continue to work extensively with the implementation team and software support to correct the flaws identified after implementation. Staff has implemented manual processes that allow the reconciliation and adjustment of fund financial data in a timely manner, thus providing more accurate and timely information to be available to end users. Manual processes will continue to be performed until such a time that implementation flaws have been corrected and the software allows for accurate and timely financial reporting.

***2023-003: Significant Deficiency – Cash Disbursements and Purchasing***

- ***Criteria:*** Cash disbursement documentation should include proper evidence of approval, invoice, purchase order, receipt form, and any additional information available.
- ***Condition:*** During the testing of cash disbursements and purchase card purchases, it was noted that several of the disbursements' documentation occurring after the software change did not have a purchase order when over the threshold noted in the purchasing policy, receipt of goods/services form, or reference to a fund and account number charged. This was noted on purchases by the City and the Public Building Authority. It was also noted that purchases had been split up so they would not have to be approved before being obtained via the purchase card.
- ***Cause:*** Proper cash disbursement documentation was not obtained and/or retained for every purchase. The City approved purchasing policies were not always followed.

**CITY OF JOHNSON CITY, TENNESSEE**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**For the Fiscal Year Ended June 30, 2023**

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**SECTION II - FINANCIAL STATEMENT FINDINGS (CONTINUED)**

***2023-003: Significant Deficiency – Cash Disbursements and Purchasing (Continued)***

- ***Effect:*** The effect of these issues causes certain purchases to not be in compliance with the internal control procedures for cash disbursements as prescribed by the City's purchasing and purchase card policy. It further indicates that the nonconforming transactions were not identified through the City's internal review processes.
  
- ***Recommendation:*** We recommend the purchasing procedures, as adopted by the City and illustrated in the purchasing policy, be followed for all cash disbursements. We further recommend that the City implement controls to ensure the policies are followed and review procedures are adequate to identify nonconforming transactions. It is recommended that cash disbursement evidence be obtained and be readily available.
  
- ***City of Johnson City, Tennessee Management's Response:*** The City underwent changes to processes beginning with the implementation of new software in a prior fiscal year. Due to continued issues and additional steps required with the new software, the purchasing and disbursement process can take longer than it previously did. Consequently to lessen the turnaround time, some nonconforming purchases were made by departments which did not adhere to the City's purchasing and procurement policy. All departments are aware of the importance of the purchasing procedures and policy and are expected to adhere to them. Additional procedures and training are being implemented to track and address any nonconforming purchases which do not follow the proper purchasing channels or procedures. Staff have been reminded of the importance of an adequate review of all required documentation prior to authorizing a disbursement.

**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

None Reported.

**CITY OF JOHNSON CITY, TENNESSEE  
SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS  
For the Fiscal Year Ended June 30, 2023**

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**Financial Statement Findings**

<b>Original Finding Number</b>	<b>Prior Fiscal Year Finding Number</b>	<b>Finding Title</b>	<b>Status / Current Fiscal Year Finding Number</b>
2021-001	2022-001	Material Weakness - Johnson City Food Service Inventory	Corrected
2021-002	2022-002	Material Weakness - Bank Reconciliations	Not Corrected; Repeated as 2023-001
2022-003	2022-003	Material Weakness - Accurate Financial Reporting	Not Corrected; Repeated as 2023-002
2022-004	2022-004	Significant Deficiency - Cash Disbursements and Purchasing	Not Corrected; Repeated as 2023-003

**Federal Award Findings and Questioned Costs**

None Reported.

February 27, 2024

Blackburn, Childers & Steagall, PLC  
P. O. Box 3745  
Johnson City, Tennessee 37602

**RE: Management's Corrective Action Plan June 30, 2023**

**Name of Contact Person**

Stephanie Laos, Finance Director

Signature: 

**2023-001: Bank Reconciliations**

- Accounting continued to be overburdened with the implementation of the new software system which began in a previous fiscal year. Key elements of the bank reconciliation process were incorrectly set up in the system causing the automated reconciliation process not to work. A manual bank reconciliation process was developed and implemented until the automated process is in place. Other mitigating cash controls are in place to insure deposits are reconciled with individual cashier activity and discrepancies are investigated timely. Weekly reconciliation of cash receipts to the bank have been implemented and are being maintained by a Staff Accountant. Bank reconciliations are being completed with a monthly timeline for completion developed and implemented to ensure timely completion of the bank reconciliations.

**Anticipated Completion Date**

July 1, 2024

**2023-002: Accurate Financial Reporting**

- The implementation of a new software system, which began in a previous fiscal year, created hardships for the accurate and timely reporting of financial data. Accounting and IT continue to work extensively with the implementation team and software support to correct the flaws identified after implementation. Staff has implemented manual processes that allow the reconciliation and adjustment of fund financial data in a timely manner, thus providing more accurate and timely information to be available to end users. Manual processes will continue to be performed until such a time that implementation flaws have been corrected and the software allows for accurate and timely financial reporting.

**Anticipated Completion Date**

July 1, 2024



### **2023-003: Cash Disbursements and Purchasing**

- The City underwent changes to processes beginning with the implementation of new software in a prior fiscal year. Due to continued issues and additional steps required with the new software, the purchasing and disbursement process can take longer than it previously did. Consequently, to lessen the turnaround time, some nonconforming purchases were made by departments which did not adhere to the City's purchasing and procurement policy. All departments are aware of the importance of the purchasing procedures and policy and are expected to adhere to them. Additional procedures and training are being implemented to track and address any nonconforming purchases which do not follow the proper purchasing channels or procedures. Staff have been reminded of the importance of an adequate review of all required documentation prior to authorizing a disbursement.

#### **Anticipated Completion Date**

May 31, 2024



## **Johnson City Board of Education Regular Meeting**

April 1, 2024

The Johnson City Board of Education met in regular session on April 1, 2024, at 6:00 PM in the Board Room at the Central Office.

### **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 ITMS

### **2. RECOGNITIONS**

### **3. ADOPTION OF AGENDA**

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

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

### **4. CORRESPONDENCE, DELEGATIONS AND COMMUNICATIONS**

### **5. REPORTS FROM SUPERINTENDENT AND STAFF**

- A. Building Projects Update
- B. TSBA SCOPE Conference Report 2024 Update

C. Financial Report for February 29, 2024

- Motion to approve the Financial Report for February 29, 2024, as submitted by Ms. Leia Valley. With a motion by Mrs. Beth Simpson and a second by Mr. Jonathan Kinnick, the motion passed.

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

YES: 7, NO: 0

D. Update on Sales Tax - PEP

**6. UNFINISHED BUSINESS**

**7. CONSENT AGENDA**

- Motion to approve the Consent Agenda. Mrs. Paula Treece pulled #7. G. With a motion by Mr. Jonathan Kinnick and a second by Dr. Ginger Carter, the motion passed.

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

YES: 7, NO: 0

A. Approval of Minutes

B. Tuition Rates for 2024 - 2025 SY

C. Proposed Fundraiser Activities

D. Overnight Field Trip Requests

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

F. Second Reading - 6.312, Use of Personal Communication Devices in School

G. Request to approve the new ESL curriculum, K-12

- Funded by TISA Outcomes

After clarification, Motion to approve #7. G. Request to approve the new ESL curriculum, K-12. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

H. Code of Conduct 2024-2025 SY

I. Request to Transfer Funds

**8. RECOMMENDATIONS FROM THE SUPERINTENDENT FOR ACTION**

A. Available Spaces for In Zone Transfers

- Motion to approve the recommendation for Available Spaces for In Zone Transfers. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Beth Simpson, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

B. Tuition Schools for 2024-2025 School Year

- Motion to approve the recommendation for Science Hill as a Tuition School for 2024-2025 School Year. (The elementary and middle schools will be considered at the June BOE meeting after the window for Zone Transfers closes) With a motion by Mr. Jonathan Kinnick and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

C. Proposed Calendar 25-26 SY

- Motion to approve the recommendation for the Proposed Calendar 25-26 SY with the snow date changed from February 9 to February 16. With a motion by Mrs. Paula Treece and a second by Mr. Jonathan Kinnick, the motion passed.

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

YES: 7, NO: 0

D. First Reading - Sections Two & Six

- Motion to approve First Reading - Sections Two & Six. (excludes policy 6.411). With a motion by Dr. Ginger Carter and a second by Mrs. Paula Treece, the motion passed.

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

YES: 7, NO: 0

**9. NEW BUSINESS**

- A. Resolution about Community Support
- B. Communications Update
  - o Resolution
  - o Community Event with Architects - April 25

**10. INFORMATION ITEMS**

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

**11. COMMITTEE REPORTS**

**12. BOARD UPDATES AND DISCUSSION**

**13. MEETING DATES**

**14. ADJOURNMENT**

7:12 PM

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Chairman

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Board Secretary



## **Johnson City Board of Education Special Meeting**

April 1, 2024

The Johnson City Board of Education met in regular session on April 1, 2024, at 5:00 PM in the Board Room at the Central Office.

### **1. CALL TO ORDER AND PURPOSE OF MEETING**

#### **A. Policy Review - Sections Four and Five**

1. 4.100 - Instructional Goals and Philosophy
2. 4.101 - Instructional Standards
3. 4.201 - Basic Program
4. 4.202 - Special Education
5. 4.210 - Educational Research
6. 4.300 - Extracurricular Activities
7. 4.302 - Field Trips
8. 4.400 - Instructional Resources and Materials
9. 4.4031 - Library Materials
10. 4.406 - Use of the Internet
11. 4.407 - Web Pages
12. 4.603 - Promotion and Retention
13. 4.604 - Accelerated and Credit
14. 4.605 - Graduation Requirements
15. 4.606 - Graduation Activities
16. 4.801 - Controversial Materials
17. 5.102 - Classification and Qualifications
18. 5.103 - Job Descriptions
19. 5.104 - Equal Opportunity Employment
20. 5.106 - Application and Employment
21. 5.108 - Supervision
22. 5.110 - Compensation Guides & Contracts
23. 5.117 - Procedure for Granting Tenure
24. 5.202 - Separation Practices for Non-Certified Classified Employees
25. 5.302 - Sick Leave
26. 5.303 - Personal and Professional Leave
27. 5.402 - Hepatitis B (HBV) & Other Blood-Borne Pathogens
28. 5.403 - Drug & Alcohol Testing of Employees
29. 5.500 - Discrimination/Harassment of Employees (Sexual, Racial, Gender, Ethnic Religious)

30. 5.403 - Employee Complaints and Grievances
31. 5.502 - Complaints About School Personnel
32. 5.604 - Overtime Pay of Non-Exempt Personnel
33. 5.701 - Substitute Teachers & Interim Teachers
34. 5.803 - Evaluation of the Superintendent of Schools
35. 5.305 - Family and Medical Leave
36. 6.3071- Student Drug and Alcohol Testing
37. 6.500 - Special Education Students

**2. ADJOURNMENT**

5:50 PM

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Chairman

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Board Secretary

**Science Hill High School  
PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Liberty Bell Middle School Golf

Proposed Fundraising Activity: Cash Calendar for helping students purchase golf gear and whatever is left over will be used for the banquet.

Dates for Proposed Activity: 1-1-25 through 1-20-25

Proposed Uses of Funds Raised: \_\_\_\_\_

Expected Student Involvement (school-wide or specific school organization):  
Only the Liberty Bell Golf Team will be involved.

Method By Which School Will Receive Profit: Cash or check

Requested By: Justin Snyder Date: 4-17-2024

Name  
Teacher/Golf coach  
Title

Approved By: Kelsey B. Walin Date: 4/18/24

Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_

Date of Meeting \*\*

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

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



# PROPOSED FUNDRAISING ACTIVITY

School: Liberty Bell Middle School

Fund/Club/Class/Account Name: LBMS cheer

Proposed Fundraising Activity: May calendar

Families post the month of May to get people to "buy" certain days.

Dates for Proposed Activity: May 1 - 31

Proposed Uses of Funds Raised: New uniforms for school team

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

cheer

Method By Which School Will Receive Profit: Funds will be turned in by each athlete.

Requested By: Kaitlyn Greenwell (coach) Date: 4/11/24  
(Name & Title)

Approved By: Kelsey B. Walker Date: 4/11/24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent\*

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

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

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

# PROPOSED FUNDRAISING ACTIVITY

School: Liberty Bell Middle School

Fund/Club/Class/Account Name: LBMS Dance

Proposed Fundraising Activity: May Calendar - Families

post the month of May to get people to "buy" days from the calendar.

Dates for Proposed Activity: May 1-31

Proposed Uses of Funds Raised: New uniforms and equipment

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

Dance team

Method By Which School Will Receive Profit: Funds will be turned in by each athlete.

Requested By: Kaitlyn Greenwell (sponsor) Date: 4/11/24  
(Name & Title)

Approved By: Kelsey B. Walker Date: 4/11/24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent\*

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

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

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

Science Hill High School  
PROPOSED FUNDRAISING ACTIVITY

Fund / Club / Class Account Name: Cross Country

Proposed Fundraising Activity: Cross Country Meet Sponsorships

Dates for Proposed Activity: ~~5/10-8/10~~<sup>to</sup> 5/10-6/20

Proposed Uses of Funds Raised: Cross Country expenses

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

Method By Which School Will Receive Profit: cash or check

Requested By: Adam McElroy Date: 4-15-24  
Name

Head XC coach  
Title

Approved By: [Signature] Date: 4.17.24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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

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

**E-MAILED**  
APR 19 2024

Science Hill High School  
**PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Cross Country

Proposed Fundraising Activity: Cross Country Meet Sponsorships

Dates for Proposed Activity: ~~5/10-8/10~~ 7/11-8/10

Proposed Uses of Funds Raised: Cross Country expenses

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

Method By Which School Will Receive Profit: cash or check

Requested By: Adam McElroy Date: 4-15-24  
Name  
Head XC coach  
Title

Approved By: [Signature] Date: 4.17.24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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



# SCIENCE HILL CROSS COUNTRY

Dear Future Sponsor,

Science Hill Cross-Country has a successful track record of individual and team accomplishments. With three state titles and five state runner-up titles, our program takes pride in producing talented athletes like Jenna Hutchins, a multi-time state champion. Our current team is young and enthusiastic, looking to build on the momentum of last season to achieve even greater success in the future.

This year, we are seeking sponsors for our upcoming home cross meets to cover costs associated with timing, awards, and meet equipment. Your support will greatly benefit these young athletes as they strive to make Science Hill one of the top cross-country teams in the region.

We appreciate your consideration in sponsoring our team. Enclosed is a sponsorship form that can be sent back to Science Hill. All checks should be made out to Science Hill HS- Cross Country. Thank you for supporting the Science Hill Cross Country team.

Sincerely,

Adam McElroy  
Head Cross Country Coach  
Science Hill High School



Science Hill Cross Country  
Expect the Best!



**Science Hill High School  
PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Science Hill Cross Country

Proposed Fundraising Activity: Cross Country Skills Camp

Dates for Proposed Activity: July 15<sup>th</sup> through July 19<sup>th</sup>

Proposed Uses of Funds Raised: Cross country expenses

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

Method By Which School Will Receive Profit: Cash or check

Requested By: Adam McElroy Date: 4-15-24  
Name

Head XC coach  
Title

Approved By: [Signature] Date: 4-17-24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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

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

**E-MAILED**  
APR 19 2024

**Science Hill High School**  
**PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Library 92000

Proposed Fundraising Activity: Collect donations for school-wide reading competitions

Dates for Proposed Activity: School year 2024-2025

Proposed Uses of Funds Raised: purchase prizes for students for reading competition

Expected Student Involvement (school-wide or specific school organization):  
Students will not be involved in soliciting donations, but all students will have an opportunity to compete for prizes.

Method By Which School Will Receive Profit: donations of cash, check, or items / 100% will be used for student prizes

Requested By: Anne Timbs Date: 4/1/24  
Name

Librarian  
Title

Approved By: [Signature] Date: 4/1/24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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

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



**Science Hill High School**  
**PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Science Hill Volleyball  
L95014

Proposed Fundraising Activity: Volleyball tournament

Dates for Proposed Activity: August 31, 2024

Proposed Uses of Funds Raised: Raise money for volleyball program to fund travel & equipment

Expected Student Involvement (school-wide or specific school organization):  
35+

Method By Which School Will Receive Profit: Participating teams pay an entry fee. Cash + Checks

Requested By: Laura Cook Date: 4-2-24  
Name  
Coach  
Title

Approved By: [Signature] Date: 4.3.24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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

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





**Science Hill High School**  
**PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Science Hill Volleyball  
L95014

Proposed Fundraising Activity: Summer Camp  
\$ 75.00 Camper fee

Dates for Proposed Activity: July 29-31, 2024

Proposed Uses of Funds Raised: Raise money for volleyball  
program to fund travel & equipment

Expected Student Involvement (school-wide or specific school organization):  
35+

Method By Which School Will Receive Profit: Camper fee  
Cash + Checks

Requested By: Laura Cook Date: 4-2-24  
Name  
Coach  
Title

Approved By: [Signature] Date: 4/3/24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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

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



**Science Hill High School**  
**PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Topper Robotics L 80126

Proposed Fundraising Activity: Soliciting donations from individuals and  
companies

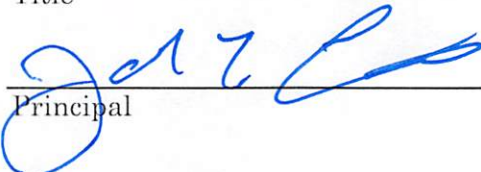
Dates for Proposed Activity: August 1, 2024 to July 31, 2025

Proposed Uses of Funds Raised: To pay for parts and tools to construct our competition  
Robot. Also to pay for travel to competitions.

Expected Student Involvement (school-wide or specific school organization):  
Students in the robotics club will participate with teacher supervision to ask for donations.

Method By Which School Will Receive Profit: Monies will be deposited in the  
Topper Robotics Account.

Requested By: Jeffrey Kleven Date: 4/2/24  
Name  
Automotive Technology Instructor, Robotics Team coach  
Title

Approved By:  Date: 4/31/24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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

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

Science Hill High School  
PROPOSED FUNDRAISING ACTIVITY

Fund / Club / Class Account Name: Boys Basketball  
L95001

Proposed Fundraising Activity: Topper Basketball Camp  
Camp fee \$90<sup>00</sup>

Dates for Proposed Activity: May 28-30<sup>th</sup>

Proposed Uses of Funds Raised: For Travel Expenses &  
Team Uniforms

Expected Student Involvement (school-wide or specific school organization):  
(~~8~~ <sup>9</sup> Players will be Camp Instructors)  
Any Child K-8 can be involved in the Camp.

Method By Which School Will Receive Profit: Checks + Cash

Requested By: Jon Higgins Date: 8-2-24  
Name  
Head boys basketball Coach  
Title

Approved By: [Signature] Date: 4/3/24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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

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

**Science Hill High School**  
**PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Girls Basketball  
L95002

Proposed Fundraising Activity: Lady Topper <sup>Kids</sup> Basketball Camp

Dates for Proposed Activity: June 3rd-5th

Proposed Uses of Funds Raised: To help raise money  
to support the girls basketball team.

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

Method By Which School Will Receive Profit: Cost of camp is \$90.00  
per camper.

Requested By: David S. Whaley Date: 4/2/24  
Name  
Head Girls Basketball Coach  
Title

Approved By: [Signature] Date: 4/3/24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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

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

**Science Hill High School**  
**PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Varsity Cheer  
LS1000

Proposed Fundraising Activity: Business sponsors

Dates for Proposed Activity: May 2024 - June 7<sup>th</sup> 2024

Proposed Uses of Funds Raised: cheer camp & cheer expenses

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

Method By Which School Will Receive Profit: Cash/check

Requested By: Lauren Pees Date: 3/28/24  
Name  
Head cheer coach  
Title

Approved By: [Signature] Date: 3/29/24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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

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

Received 3-28-24

**Science Hill High School  
PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Varsity Cheer

L 81000

Proposed Fundraising Activity: Future Toppers Kid's Cheer  
camp and apparel sale (old uniforms, poms, etc)

Dates for Proposed Activity: June 3-4

Proposed Uses of Funds Raised: cheer expenses

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

Method By Which School Will Receive Profit: cash + checks

Requested By: Laura Pees Date: 3/28/24  
Name  
Head Cheer Coach  
Title

Approved By: [Signature] Date: 3/28/24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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

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

Received 3-28-24



**Science Hill High School**  
**PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Science Hill Weightlifting Club

Account #: 80139

Proposed Fundraising Activity: Lift-A-Thon

Dates for Proposed Activity: Saturday, May 18th 2024

Proposed Uses of Funds Raised: \_\_\_\_\_  
Weightlifting Equipment and Athlete Competition Registrations Fees

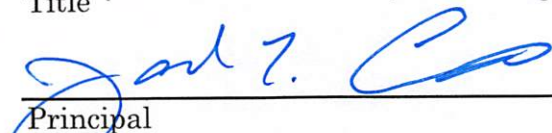
Expected Student Involvement (school-wide or specific school organization):

The Science Hill Weightlifting Club will be the only participants. They will find sponsors to donate money based on how much they lift at the event.

Method By Which School Will Receive Profit: Cash and Check delivered to Cashier.

Requested By: Jackson Rhudy Date: 3/21/24  
Name

Strength coach + weightlifting club sponsor  
Title

Approved By:  Date: 3/21/24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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

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

Science Hill High School  
PROPOSED FUNDRAISING ACTIVITY

Fund / Club / Class Account Name: STHS Varsity Dance

Proposed Fundraising Activity: Dance camp for grades K-8.

Dates for Proposed Activity: July 8 & July 9

Proposed Uses of Funds Raised: Funds will be used to purchase gear for the 2024-2025 season.

Expected Student Involvement (school-wide or specific school organization):  
STHS Varsity dance team members.

Method By Which School Will Receive Profit:  
Community involvement and mentorship to elementary students

Requested By: Elizabeth Bennett Date: 4-19-24  
Name  
Chemistry teacher & Dance coach  
Title

Approved By: [Signature] Date: 4/22  
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 school.  
\*\*Fundraising must not occur prior to Board of Education approval.

**E-MAILED**  
4-22-24





**Science Hill High School  
PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Future Business Leaders of America  
80122

Proposed Fundraising Activity: Cash Calendar

Dates for Proposed Activity: ~~8-10-24 through 4-1-25~~ August 2024

Proposed Uses of Funds Raised: Fundraiser will help students pay for their FBLA dues, registration fees and hotel cost for competitions.

Expected Student Involvement (school-wide or specific school organization):  
Only FBLA members will be participating

Method By Which School Will Receive Profit: The program will receive 100% profit.

Requested By: Justin Snyder Date: 4-5-2024  
Name  
FBLA Advisor  
Title

Approved By: [Signature] Date: 4/5/24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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

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



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**Science Hill High School  
PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: STEM Class account # 70112

Proposed Fundraising Activity: Appalachian Fair

Competition for Prize Money

Dates for Proposed Activity: August 2024

Proposed Uses of Funds Raised: Classroom materials

Expected Student Involvement (school-wide or specific school organization):  
Students design the projects

Method By Which School Will Receive Profit: Check

Requested By: Brad Gentry Date: 4-8-24  
Name

Teacher  
Title

Approved By: [Signature] Date: 4/8/24  
Principal

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools \*

Approved By the Board of Education: \_\_\_\_\_  
Date of Meeting \*\*

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

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





## School Request Form

### Board Approval to issue Checks over \$5,000

School: Cherokee Elementary School

From: Bookkeeper - Danielle Bowling

Date: March 27<sup>th</sup> 2024

Check Amount: \$5,956.61

Vendor: Johnson City Schools

Reason/Purpose: Educare Sweep for the month of March

Check Amount: \_\_\_\_\_

Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_

Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_

Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_



### School Request Form

### Board Approval to issue Checks over \$5,000

School: Fairmont

From: Beth Baldwin

Date: 3-26-24

Check Amount: 11,709.45

Vendor: Johnson City Schools

Reason/Purpose: March Educare Sweep

Check Amount: \_\_\_\_\_

Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_

Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_

Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_



## School Request Form

### Board Approval to issue Checks over \$5,000

School: Lake Ridge Elementary

From: Dr. Renee' Wood

Date: 03/27/2024

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Check Amount: \$ 28,887.70 Vendor: Johnson City Schools

Reason/Purpose: March Educare/ECLC sweep.

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Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

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Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

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Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

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**School Request Form**

**Board Approval to issue Checks over \$5,000**

School: Mountain View Elementary School

From: Dr. Chelsea Lee *CL* Date: 04/18/2024

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Check Amount: \$ 4,158.25 Vendor: Johnson City Schools  
Reason/Purpose: We request permission to write a check for Educare  
MARCH sweep for approximately \$4,158.25.

Check Amount: \$ 5,162.85 Vendor: Johnson City Schools  
Reason/Purpose: We request permission to write a check for Educare  
APRIL sweep for approximately \$5,126.85.

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_  
Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_  
Reason/Purpose: \_\_\_\_\_



## School Request Form

### Board Approval to issue Checks over \$5,000

School: North Side Elementary

From: Sarah Fried

Date: 04/09/2024

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Check Amount: \$ 9,000.00 Vendor: Johnson City Schools

Reason/Purpose: We request Board approval to issue a check over \$5000.00 for the May Educare sweep.

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

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## School Request Form

### Board Approval to issue Checks over \$5,000

School: South Side Elementary

From: Leah Knotts

Date: 04/25/2024

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Check Amount: \$ 14,164.60 Vendor: Johnson City Schools

Reason/Purpose: Request Board Approval to cut Educare sweep check for April 2024 for \$14,164.60

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

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## School Request Form

### Board Approval to issue Checks over \$5,000

School: South Side Elementary

From: Leah Knotts

Date: 04/18/2024

Check Amount: \$ 7,604.46 Vendor: Scholastic

Reason/Purpose: Request Board Approval to cut check in the amount of \$7,604.46 for Scholastic Spring Book Fair

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_



## School Request Form

### Board Approval to issue Checks over \$5,000

School: South Side Elementary

From: Leah Knotts

Date: 03/26/2024

---

Check Amount: \$ 11,007.80 Vendor: Johnson City Schools

Reason/Purpose: Request Board Approval to cut Educare sweep check for March 2024 for \$11,007.80

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

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**School Request Form Board Approval to issue check over \$5,000**

**School/Program:** Towne Acres

**From:** Josh Simmons / Hunter Tester

**Date:** 4/15/2024

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**Check Amount:** \$11,417.89

**Vendor:** Johnson City Schools

**Reason / Purpose:**

March 2024 Educare Sweep

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**School Request Form**

**Board Approval to issue Checks over \$5,000**

School: Woodland Elementary School

From: Brenda Tipton, Bookkeeper

Date: 04/22/2024

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Check Amount: \$ 7,663.00 Vendor: Johnson City Schools

Reason/Purpose: ECLC Sweep for February 2024

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Check Amount: \$ 5,593.40 Vendor: Johnson City Schools

Reason/Purpose: Topper Tots Sweep for February 2024

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Check Amount: \$ 11,135.00 Vendor: Johnson City Schools

Reason/Purpose: ECLC Sweep for March 2024

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Check Amount: \$ 5,849.60 Vendor: Johnson City Schools

Reason/Purpose: Topper Tots Sweep for March 2024

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## School Request Form

### Board Approval to issue Checks over \$5,000

School: Indian Trail Middle School

From: Alice A. Goodman

Date: 04/09/2024

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Check Amount: \$ 10,973.51 Vendor: Strawbridge Studios, Inc.

Reason/Purpose: To purchase the 2023-2024 yearbooks.

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Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

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Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

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Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

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School Request Form

Board Approval to issue Checks over \$5,000

School: LIBERTY BELL MIDDLE SCHOOL

From: Kelsey Walker/Heather Lonon

Date: 04/04/2024

*Kelsey Walker*  
4/5/24

Check Amount: \$ 12,606.17

Vendor: Shutterfly/Lifetouch

Reason/Purpose: Yearbooks

Check Amount: \$ 17,061.30

Vendor: New Vision Fundraising

Reason/Purpose: Band popcorn fundraiser

Check Amount: \_\_\_\_\_

Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

Check Amount: \_\_\_\_\_

Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_



School Request Form

Board Approval to issue Checks over \$5,000

School: SCIENCE HILL HIGH SCHOOL

From: S. MCINTURFF

Date: April

Check Amount: 8336.45 Vendor: BSN

Reason/Purpose: Polis - Keith Turner

Check Amount: 5,500.00 Vendor: Rocky Top Tours

Reason/Purpose: Bus rental for THSSDL State Tourney "Drama"

Check Amount: 11,375.00 Vendor: Fungoman, LLC

Reason/Purpose: Self feeding pitching machine - Turner

Check Amount: 5,658.28 Vendor: BSN

Reason/Purpose: Women's Basketball uniforms

**E-MAILED**  
APR 16 2024



School Request Form

Board Approval to issue Checks over \$5,000

School: SCIENCE HILL HIGH SCHOOL

From: S. MCINTURFF

Date: March / April

Check Amount: 5,638.00 Vendor: GC Schools

Reason/Purpose: Educare Deposit Sweeps

Check Amount: 5,700.00 Vendor: GC Schools

Reason/Purpose: Online course fee sweep

Check Amount: 7,742.24 Vendor: BSN

Reason/Purpose: Baseball uniforms + supplies

Check Amount: \_\_\_\_\_ Vendor: \_\_\_\_\_

Reason/Purpose: \_\_\_\_\_

**E-MAILED**  
APR 16 2024





**FROM THE DESK OF KELSEY WALKER, PRINCIPAL  
LIBERTY BELL MIDDLE SCHOOL**

April 9<sup>th</sup>, 2024

To: Dr. Steve Barnett, Superintendent Johnson City Schools  
Johnson City School's Board of Education

Liberty Bell Middle School requests permission to transfer \$1000.00 from Fee Waiver (L71100535) to Copier (L71100399).

Your consideration is greatly appreciated.

Respectfully Submitted,



Kelsey Walker, Principal  
Liberty Bell Middle School



**FROM THE DESK OF KELSEY WALKER, PRINCIPAL  
LIBERTY BELL MIDDLE SCHOOL**

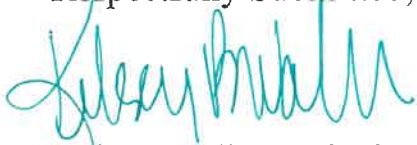
April 12th, 2024

To: Dr. Steve Barnett, Superintendent Johnson City Schools  
Johnson City School's Board of Education

Liberty Bell Middle School requests permission to transfer \$158.27 from Alternative Center equipment (L71150.722) to Alternative Center other supplies and materials (L71150499).

Your consideration is greatly appreciated.

Respectfully Submitted,



Kelsey Walker, Principal  
Liberty Bell Middle School



# JOHNSON CITY SCHOOLS

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

Dr. Steve Barnett, Superintendent of Schools

## Field Trip Request Form 4.302

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

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

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

### GENERAL INFORMATION:

School Indian Trail MS Teacher Monte Hale  
 Grade/Class/Club Participating 8 Golf Team  
 Destination Nashville  
 Purpose of Trip State Golf Tournament  
 Names of Chaperones Monte Hale

### TRANSPORTATION INFORMATION

Number of students attending 1 Date of Trip 5/14/24 Day(s) of Week Tuesday  
 Cost per child 0 Means of Transportation personal Transit confirmation \_\_\_\_\_  
 Expected Time of Departure 5pm 5/13 Expected time of return 10pm 5/14

### CURRICULUM

- To what subject area of the curriculum does this trip relate?  
Athletics
- What are pupils expected to gain from the trip? (Be specific)  
Competition against Tennessee's best junior golfers
- What follow up activities will be used to evaluate and supplement the field trip?  
Awards, recognition

### APPROVAL

Teacher Monte Hale Date 4/19/24 Principal [Signature] Date 4-19-24  
 Superintendent (If required) \_\_\_\_\_ Date \_\_\_\_\_  
 Nurse notified Jayek Date 4/19/24 Transit notified \_\_\_\_\_ Date \_\_\_\_\_  
 Cafeteria notified \_\_\_\_\_ Date \_\_\_\_\_ Permission slips sent-Date \_\_\_\_\_

**Extra Questions for Overnight Field Trips:**

In addition to cost per student:

Is it self-funded from student? what percentage?

*Cost to student \$0*

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.

*One - One potential qualifier*



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### GENERAL INFORMATION:

School SHHS Teacher Whaley  
 Grade/Class/Club Participating Girls Basketball  
 Destination Maryville TN  
 Purpose of Trip To participate in the Maryville Christmas Classic  
 Names of Chaperones Whaley, Smith, Hauldren, May

### TRANSPORTATION INFORMATION

Number of students attending 14 Date of Trip 12/27-12/28/24 Day(s) of Week Fri + Sat  
 Cost per child 50.00 Means of Transportation Activities Transit confirmation \_\_\_\_\_  
 Expected Time of Departure 12/27 9:00 am Expected time of return 12/28 5:00 pm  
 DRIVER: SCOTTIE WHALEY

### CURRICULUM

- To what subject area of the curriculum does this trip relate?  
Sport Psychology
- What are pupils expected to gain from the trip? (Be specific)  
Improve team dynamics, team cohesion, and team development.
- What follow up activities will be used to evaluate and supplement the field trip?  
Small and large group discussion and reflection.

### APPROVAL

Teacher Whaley Date 4/18/24 Principal J Vanthournout Date 4-18-24  
 Superintendent (If required) \_\_\_\_\_ Date \_\_\_\_\_  
 Nurse notified Upon Approval Date \_\_\_\_\_ Transit notified N/A Date \_\_\_\_\_  
 Cafeteria notified N/A Date \_\_\_\_\_ Permission slips sent-Date 11/1/24

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

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

0

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

Yes, money dolly, golf tournament, banner sales.

Number of Eligible Students for Field Trip

14

Number of Student Attending the Field Trip

14

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

Booster club will provide funds to make sure everyone who made the team can go.



# JOHNSON CITY SCHOOLS

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### GENERAL INFORMATION:

School SHHS Teacher Whaley  
 Grade/Class/Club Participating Girls Basketball  
 Destination Knoxville TN  
 Purpose of Trip Recruit me Thanksgiving tournament at Ferris at HS.  
 Names of Chaperones Whaley, Havelock, Smith, May

### TRANSPORTATION INFORMATION

Number of students attending 14 Date of Trip 11/29/24 Day(s) of Week Fri  
 Cost per child 50.00 Means of Transportation Activity Bus Transit confirmation \_\_\_\_\_  
 Expected Time of Departure 9:00 AM Expected time of return 11/30/24 @ 5:00 PM

### CURRICULUM

**DRIVER: SCOTTIE WHALEY**

- To what subject area of the curriculum does this trip relate?  
Sport Psychology
- What are pupils expected to gain from the trip? (Be specific)  
Improve team dynamics, team cohesion, and team development.
- What follow up activities will be used to evaluate and supplement the field trip?  
Team discussion and reflection in small group and large group discussions.

### APPROVAL

Teacher David Whaley Date 4/17/24 Principal J Vanthournout Date 4-18-24  
 Superintendent (If required) \_\_\_\_\_ Date \_\_\_\_\_  
 Nurse notified Upon Approval Date \_\_\_\_\_ Transit notified N/A Date \_\_\_\_\_  
 Cafeteria notified - Date \_\_\_\_\_ Permission slips sent-Date 11/1/24

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

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

0

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility and, if so, what was the opportunity? *yes, money dolly, golf tournament, banner sales.*

Number of Eligible Students for Field Trip

14

Number of Student Attending the Field Trip

14

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

*Booster club will provide funds  
to make sure everyone who made  
the team can go.*





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### GENERAL INFORMATION:

School SHHS Teacher Whaley  
 Grade/Class/Club Participating Girls Basketball  
 Destination Pigeon Forge  
 Purpose of Trip TO participate in the Pigeon Forge Christmas Classic  
 Names of Chaperones Whaley, Hauldren, Smith, May

### TRANSPORTATION INFORMATION

Number of students attending 14 Date of Trip 12/19-21 Day(s) of Week Th, Fri, Sat  
 Cost per child \$75.00 Means of Transportation Activity Bus Transit confirmation —  
 Expected Time of Departure 12/19/24 Expected time of return 12/21/24  
3:00pm 7:00pm  
 DRIVER: SCOTTIE WHALEY

### CURRICULUM

- To what subject area of the curriculum does this trip relate?  
Sport Psychology
- What are pupils expected to gain from the trip? (Be specific)  
Improve team dynamics, team cohesion, and team development.
- What follow up activities will be used to evaluate and supplement the field trip?  
Small and large group team discussion and reflection.

### APPROVAL

Teacher Whaley Date 4/17/24 Principal J Vanthournout Date 4-18-24  
 Superintendent (If required) \_\_\_\_\_ Date \_\_\_\_\_  
 Nurse notified Upon Approval Date \_\_\_\_\_ Transit notified N/A Date \_\_\_\_\_  
 Cafeteria notified Upon Approval Date \_\_\_\_\_ Permission slips sent-Date 11/1/24

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

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

0

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility and, if so, what was the opportunity? *yes, money club, golf tournament, banner sales.*

Number of Eligible Students for Field Trip

14

Number of Student Attending the Field Trip

14

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

*Booster club will provide funds to make sure everyone who made the team can go.*



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## Field Trip Request Form 4.302

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### GENERAL INFORMATION:

School Science Hill High School Teacher Laura Cook  
 Grade/Class/Club Participating Volleyball  
 Destination Louisville, KY - University of Louisville  
 Purpose of Trip Volleyball Team Camp - UofL VB staff  
 Names of Chaperones Laura Cook, Wendy Ratliff, Brittany Hensley

### TRANSPORTATION INFORMATION

Number of students attending 16 Date of Trip July 9-12, 2024 Day(s) of Week Tues-Fri  
 Cost per child \$300<sup>00</sup> Means of Transportation rent bus/vans Transit confirmation n/A  
 Expected Time of Departure 11:00am Expected time of return 9:00pm

### CURRICULUM

- To what subject area of the curriculum does this trip relate?  
Sport Psychology, Competition, Skill Development, team travel, team bonding
- What are pupils expected to gain from the trip? (Be specific)  
Education of participation itself - team work, goal setting, competition, sportsmanship - learning from final four top team
- What follow up activities will be used to evaluate and supplement the field trip?  
Implement drills & team/game strategies. Coaching staff in nation. Learned from camp into practices & game competition - Journal & reflection

### APPROVAL

Teacher Laura Cook Date 4-19-24 Principal J Vanthournout Date 4-22-24  
 Superintendent (If required) \_\_\_\_\_ Date \_\_\_\_\_  
 Nurse notified \_\_\_\_\_ Date \_\_\_\_\_ Transit notified \_\_\_\_\_ Date \_\_\_\_\_  
 Cafeteria notified \_\_\_\_\_ Date \_\_\_\_\_ Permission slips sent-Date \_\_\_\_\_

**Addendum**

**Overnight Field Trip Request Form 4.302**

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

What percentage of the activity is self-funded from student? <sup>0</sup> spending money

Per Diem, Transportation, Hotel, camper fee Paid by VB Boosters

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

Camps, Banners, Tournaments, concessions

Number of Eligible Students for Field Trip 16

Number of Student Attending the Field Trip 16

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

Boosters will help any player with financial needs participate.



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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 Laura Cook  
 Grade/Class/Club Participating Volleyball  
 Destination Knoxville, TN - VB tournament  
 Purpose of Trip Compete against top teams in Tennessee  
 Names of Chaperones Laura Cook, Wendy Ratliff, Brittany Hensley

### TRANSPORTATION INFORMATION

Number of students attending 24 Date of Trip August 23-24, 2024 Day(s) of Week Fri-Sat  
 Cost per child 100<sup>00</sup> Means of Transportation Van/activity bus Transit confirmation N/A  
 Expected Time of Departure 1:00 pm Expected time of return 9:00 pm  
 ACTIVITY BUS DRIVER: WENDY RATLIFF

### CURRICULUM

- To what subject area of the curriculum does this trip relate?  
Sport Psychology, team, travel & bonding  
Competing against top teams in TN & SE Region
- What are pupils expected to gain from the trip? (Be specific)  
Education of participation, team work, goal setting & sportsmanship, mental toughness, confidence
- What follow up activities will be used to evaluate and supplement the field trip?  
HUDL - video technology review & stat breakdown  
Group - team discussion, goal reflection

### APPROVAL

Teacher Laura Cook Date 4-19-24 Principal T Vanthournout Date 4-22-24  
 Superintendent (If required) \_\_\_\_\_ Date \_\_\_\_\_  
 Nurse notified \_\_\_\_\_ Date \_\_\_\_\_ Transit notified \_\_\_\_\_ Date \_\_\_\_\_  
 Cafeteria notified \_\_\_\_\_ Date \_\_\_\_\_ Permission slips sent-Date \_\_\_\_\_

**Addendum**

**Overnight Field Trip Request Form 4.302**

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

What percentage of the activity is self-funded from student? 0 Spending money

Per Diem, transportation, Hotel paid by VB Boosters

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

Camps, Banners, tournaments, concessions

Number of Eligible Students for Field Trip

24

Number of Student Attending the Field Trip

24

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

Boosters will help any player with financial needs participate.



# JOHNSON CITY SCHOOLS

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

Dr. Steve Barnett, Superintendent of Schools

## Field Trip Request Form 4.302

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

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

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

### GENERAL INFORMATION:

School Science Hill High School Teacher Laura Cook  
 Grade/Class/Club Participating Volleyball  
 Destination Simpsonville, SC - VB tournament  
 Purpose of Trip Compete against top teams in South Carolina  
 Names of Chaperones Laura Cook, Wendy Ratliff, Brittany Hensley

### TRANSPORTATION INFORMATION

Number of students attending 16 Date of Trip Sept. 6-7, 2024 Day(s) of Week Fri-Sat  
 Cost per child 100<sup>00</sup> Means of Transportation vans, activities bus Transit confirmation n/A  
 Expected Time of Departure 4:00pm Expected time of return 9:00pm  
 DRIVER: WENDY RATLIFF

### CURRICULUM

- To what subject area of the curriculum does this trip relate?  
Sport Psychology - team travel, team bonding  
compete against top teams in SC.
- What are pupils expected to gain from the trip? (Be specific)  
Education of participation - team work, goal setting  
Sportsmanship - mental toughness - confidence
- What follow up activities will be used to evaluate and supplement the field trip?  
HUDL video technology review & Stat breakdown -  
Group - team discussion, goal setting, self reflection

### APPROVAL

Teacher Laura Cook Date 4-19-24 Principal J Vanthournout Date 4-22-24  
 Superintendent (If required) \_\_\_\_\_ Date \_\_\_\_\_  
 Nurse notified \_\_\_\_\_ Date \_\_\_\_\_ Transit notified \_\_\_\_\_ Date \_\_\_\_\_  
 Cafeteria notified \_\_\_\_\_ Date \_\_\_\_\_ Permission slips sent-Date \_\_\_\_\_

**Addendum**

**Overnight Field Trip Request Form 4.302**

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

What percentage of the activity is self-funded from student? 0 Spending money

Per Diem, Transportation, Hotel paid by VB Booster Club

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

Camps, Bannels, Tournaments, Concessions

Number of Eligible Students for Field Trip

16

Number of Student Attending the Field Trip

16

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

Boosters will help any player with financial needs participate.





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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 Laura Cook  
 Grade/Class/Club Participating Volleyball  
 Destination Lexington, KY - VB tournament  
 Purpose of Trip Compete against top teams in KY  
 Names of Chaperones Laura Cook, Wendy Ratliff, Brittany Hunsley

### TRANSPORTATION INFORMATION

Number of students attending 16 Date of Trip Sept. 20<sup>21</sup>, 20<sup>24</sup> Day(s) of Week Fri-Sat  
 Cost per child 100<sup>00</sup> Means of Transportation Van, Activity bus Transit confirmation N/A  
 Expected Time of Departure \_\_\_\_\_ Expected time of return \_\_\_\_\_

*DRIVER: WENDY RATLIFF*

### CURRICULUM

- To what subject area of the curriculum does this trip relate?  
Sport Psychology - team travel - team bonding  
Compete against top teams in KY.
- What are pupils expected to gain from the trip? (Be specific)  
Education of participation - team work, goal setting  
sportsmanship - mental toughness - confidence
- What follow up activities will be used to evaluate and supplement the field trip?  
HUDL video technology review & stat breakdown  
Group/team discussion, goal setting, self reflection

### APPROVAL

Teacher Laura Cook Date 4-19-24 Principal J Vanthournout Date 4-22-24

Superintendent (If required) \_\_\_\_\_ Date \_\_\_\_\_

Nurse notified \_\_\_\_\_ Date \_\_\_\_\_ Transit notified \_\_\_\_\_ Date \_\_\_\_\_

Cafeteria notified \_\_\_\_\_ Date \_\_\_\_\_ Permission slips sent-Date \_\_\_\_\_

**Addendum**

**Overnight Field Trip Request Form 4.302**

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

What percentage of the activity is self-funded from student? <sup>UB</sup> Spending money

Per Diem, Transportation, Hotel paid by Booster Club

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

Camps, Banners, Tournaments, Concessions

Number of Eligible Students for Field Trip 16

Number of Student Attending the Field Trip 16

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

Boosters will help any player with financial needs participate.



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Dr. Steve Barnett, Superintendent of Schools

## Field Trip Request Form 4.302

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

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

### GENERAL INFORMATION:

School Science Hill HS Teacher McElroy  
 Grade/Class/Club Participating Cross Country team  
 Destination Hogan State, NC  
 Purpose of Trip Cross Country meet  
 Names of Chaperones Adam McElroy and TBO assistant coaches

### TRANSPORTATION INFORMATION

Number of students attending 60+ Date of Trip 10/4-10/5 Day(s) of Week Friday-Saturday  
 Cost per child \$20 Means of Transportation Activity bus Transit confirmation \_\_\_\_\_  
 Expected Time of Departure 10/4-1:00pm Expected time of return 10/5-5:00pm

### CURRICULUM

DRIVER: ADAM MCELROY

**Female Chaperons - TBD**

- To what subject area of the curriculum does this trip relate?  
Athletics - elite compet. 4 in. - team bonding
- What are pupils expected to gain from the trip? (Be specific)  
experience in racing against top teams in NC
- What follow up activities will be used to evaluate and supplement the field trip?  
athlete feedback will be used to adjust training to improve race performance

### APPROVAL

Teacher Adam McElroy Date 9-15-24 Principal J. Vanthorn Date 9/17/24  
 Superintendent (If required) \_\_\_\_\_ Date \_\_\_\_\_  
 Nurse notified will be on 8/5 Date \_\_\_\_\_ Transit notified \_\_\_\_\_ Date \_\_\_\_\_  
 Cafeteria notified will be on 8/5 Date \_\_\_\_\_ Permission slips sent-Date 8/5/24

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

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

0% - 10%

- Athletes will need money for lunch and snacks.

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

Xc Boosters is covering hotel and team meals

Xc Booster fundraisers

Number of Eligible Students for Field Trip

60+

Number of Student Attending the Field Trip

50+

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

Xc Booster Club is paying for the hotel and team meals. Booster club will provide per diem for lunch for any athlete that needs it



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Dr. Steve Barnett, Superintendent of Schools

## Field Trip Request Form 4.302

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### GENERAL INFORMATION:

School Science Hill HS Teacher McElroy  
 Grade/Class/Club Participating Cross Country  
 Destination Charlotte, NC  
 Purpose of Trip Elite invitational meet and team trip to Carawinds or USA whitewater center  
 Names of Chaperones Adam McElroy and assistant coaches

### TRANSPORTATION INFORMATION

Number of students attending 60+ Date of Trip 9/20-9/21 Day(s) of Week Friday-Saturday  
 Cost per child \$70 Means of Transportation Activity bus Transit confirmation \_\_\_\_\_  
 Expected Time of Departure 9/20-11:00am Expected time of return 9/21-10:00pm

### CURRICULUM

DRIVER: Adam McElroy  
**Female Chaperons - TBD**

- To what subject area of the curriculum does this trip relate?  
athletics - elite competition - team bonding
- What are pupils expected to gain from the trip? (Be specific)  
experience in racing against top teams in Southeastern USA and team bonding
- What follow up activities will be used to evaluate and supplement the field trip?  
athlete feed back will be used to adjust training to improve race performance

### APPROVAL

Teacher AM McElroy Date 9-15-24 Principal J. Barnett Date 4/17/2024  
 Superintendent (If required) \_\_\_\_\_ Date \_\_\_\_\_  
 Nurse notified will be on 8/5 Date \_\_\_\_\_ Transit notified \_\_\_\_\_ Date \_\_\_\_\_  
 Cafeteria notified will be on 8/5 Date \_\_\_\_\_ Permission slips sent-Date 8/5/24

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

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

0% to 100%      \$70 for either Carwinds or USA whitewater center

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

Xc Boosters Fundraisers

Number of Eligible Students for Field Trip

60+

Number of Student Attending the Field Trip

50+

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

Xc booster will be hosting fundraisers to help offset the costs. Athletes who are unable to pay will be covered by the booster club



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Dr. Steve Barnett, Superintendent of Schools

## Field Trip Request Form 4.302

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### GENERAL INFORMATION:

School Science Hill HS Teacher McEvey

Grade/Class/Club Participating Cross Country team

Destination Hendersonville, TN

Purpose of Trip Cross Country Meet

Names of Chaperones McEvey + TBD assistant coaches

### TRANSPORTATION INFORMATION

Number of students attending 60+ Date of Trip 8/24-8/25 Day(s) of Week Saturday-Sunday

Cost per child \$20 Means of Transportation Activity bus Transit confirmation \_\_\_\_\_

Expected Time of Departure 8/24-8:00am Expected time of return 8/25-2:00pm

DRIVER: Adam McEvey

### CURRICULUM

**Female Chaperons - TBD**

- To what subject area of the curriculum does this trip relate?  
Athletics - elite competition - team bonding
- What are pupils expected to gain from the trip? (Be specific)  
experience in racing against top teams in TN and on the state course
- What follow up activities will be used to evaluate and supplement the field trip?  
athlete feedback will be used to adjust training to improve racing performance

### APPROVAL

Teacher ASH McEvey Date 9-15-24 Principal J Vallant Date 9-17-24

Superintendent (If required) \_\_\_\_\_ Date \_\_\_\_\_

Nurse notified will be on 8/15 Date \_\_\_\_\_ Transit notified \_\_\_\_\_ Date \_\_\_\_\_

Cafeteria notified will be on 8/15 Date \_\_\_\_\_ Permission slips sent-Date 8/15/24

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

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

0% - 10% - Athletes will need to cover their lunch and snacks  
XC Boosters is paying for hotel and team meals

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

XC Booster fundraisers

Number of Eligible Students for Field Trip

60+

Number of Student Attending the Field Trip

50+

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

XC Booster club is paying for hotel and team meals. Booster club will cover any athletes who need per diem money for lunch on the way back





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## Field Trip Request Form 4.302

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### GENERAL INFORMATION:

School Science Hill HS Teacher Adam McElroy  
 Grade/Class/Club Participating Cross Country team  
 Destination Eastern Mennonite University - Harrisonburg, VA  
 Purpose of Trip Cross Country Camp  
 Names of Chaperones Adam McElroy

### TRANSPORTATION INFORMATION

Number of students attending 10-15 Date of Trip 7/21-7/26 Day(s) of Week Sunday - Friday  
 Cost per child \$655 Means of Transportation Activity bus Transit confirmation \_\_\_\_\_  
 Expected Time of Departure 7/21-8:00am Expected time of return 7/26-5:00pm

### CURRICULUM

DRIVER: Adam McElroy

Female Chaperons - TBD

1. To what subject area of the curriculum does this trip relate?

Sports Psychology - team bonding

2. What are pupils expected to gain from the trip? (Be specific)

team work, goal setting, sportsmanship, new drills and training techniques

3. What follow up activities will be used to evaluate and supplement the field trip?

implement drills and strategies learned at camp into daily practice

### APPROVAL

Teacher Adam McElroy Date 4-15-24 Principal J. Vetter Date 4-17-24

Superintendent (If required) \_\_\_\_\_ Date \_\_\_\_\_

Nurse notified will be notified 7/1 Date \_\_\_\_\_ Transit notified \_\_\_\_\_ Date \_\_\_\_\_

Cafeteria notified \_\_\_\_\_ Date \_\_\_\_\_ Permission slips sent-Date 4/29/24

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

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

50% - 100%

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

Xc Boosters fundraisers

Number of Eligible Students for Field Trip

60+

Number of Student Attending the Field Trip

10+

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

Xc Boosters will offer fundraisers to help athletes raise money for camp.

Multiple team bonding opportunities are being offered to athletes over the summer to allow for increased participation and improved training.

THIS IS OPTIONAL CAMP, AND ATTENDANCE WILL NOT IMPACT STATUS ON THE TEAM.



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### GENERAL INFORMATION:

School Science Hill High School Teacher Richard Marshall

Grade/Class/Club Participating Science Hill High School Showstoppers

Destination Des Moines, Iowa

Purpose of Trip Attend National Speech and Debate Association's National Tournament

Names of Chaperones Richard Marshall and Hunter Graybeal

### TRANSPORTATION INFORMATION

Number of students attending 3 Date of Trip 6/16 - 6/21/24 Day(s) of Week Sunday - Friday

Cost per child \$2,200 Means of Transportation Flights/Car Transit confirmation When approved

Expected Time of Departure 12:00 p.m. Expected time of return 10:00 p.m.

### CURRICULUM

- To what subject area of the curriculum does this trip relate?  
Theater
- What are pupils expected to gain from the trip? (Be specific)  
National Qualifiers for the National Speech and Debate Association's National Tournament
- What follow up activities will be used to evaluate and supplement the field trip?  
Continued Competition

### APPROVAL

Teacher [Signature] Date 3/7/24 Principal [Signature] Date 5/21/24

Superintendent (If required) \_\_\_\_\_ Date \_\_\_\_\_

Nurse notified [Signature] Date 3/7/24 Transit notified \_\_\_\_\_ Date \_\_\_\_\_

Cafeteria notified \_\_\_\_\_ Date \_\_\_\_\_ Permission slips sent-Date \_\_\_\_\_

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

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

**80 to 100%, unless we can get some funding assistance through Central Office**

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

**Yes, performances and the Showstopper Invitational Tournament provide funds for transportation to Showstopper tournaments, but this is an additional tournament that these three (3) students have qualified for in June.**

Number of Eligible Students for Field Trip 3

Number of Student Attending the Field Trip 3

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

**All students are allowed to participate in the National Speech and Debate Association's Qualifying Tournament, but these are the only three (3) students that qualified by placing at the top of their respective events.**



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Dr. Steve Barnett, Superintendent of Schools

In addition, to the copy of the grant allocations for the FY2025 Consolidated Funding Application, please review the following overview listing CFA grant categories and expenditures when considering board approval:

The Consolidated Funding Application (CFA) must be completed by each local educational agency (LEA) and approved by the local board of education. The due date to submit this grant is usually May 1; however, due to the state's recent, required allocation adjustments, the FY 2025 CFA must be submitted by May 10. The CFA includes funding awards for the following federal programs:

- Title I, Part A (The JCS has 6 Title I school wide projects—CH, FA, MV, NS, SS, WO; each school submits a Title I budget with expenditure of funds aligned to each school's SIP.)
- Title I, Part C—Migrant (no funds accepted in this area.)
- Title I, Part D—(These funds support the program at the Juvenile Detention Center.)
- Title II, Part A—Professional Development (The majority of these funds currently support the teacher center staff, one ESL coach, and one science coach.)
- Title III, Part A —(These funds provide support for the ESL program and also fund a community engagement liaison.)
- Title IV, Part A —Well rounded education and safety (These funds are currently going to support students attending Topper Academy.)
- Title V, Part B, Subpart 2—Rural and Low-Income Schools (No funds received in this area.)
- IDEA (Part B, Section 611 and Section 619)—special education programming and special education preschool

The CFA must be reviewed and approved by the state education agency (SEA), the Tennessee Department of Education (the department). The CFA is embedded in the department's online grants management system, ePlan (<https://eplan.tn.gov>). Remember, CFA funds must always supplement, not supplant funding required by the LEA. In preparing this year's CFA, we followed the on-line guide which provided instructions and best practices for the accurate completion to ensure the availability of federal funds by July 1, 2024.



## BOARD OF EDUCATION

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

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



Johnson City (901) Public District - FY 2025 - Consolidated - Rev 0 - Allocations

Allocation Type	(1) ESEA Con. Admin (2)	Title I-A (3) School-wide Pool (4) Title I-A Neglected (5)	Title I-C (6)	Title I-D LEA (7)	Title I-D SA (8)	Title I-A (9)	Title III (10)	Title IV (11)	Title V (12) IDEA Part B (13) IDEA Preschool	Total		
	CFDA: 84.010A	CFDA: 84.010A	CFDA: 84.010A	CFDA: 84.010A	CFDA: 84.013A	CFDA: 84.387A	CFDA: 84.385A	CFDA: 84.424A	CFDA: 84.385A	CFDA: 84.027A	CFDA: 84.175A	
Original	\$0.00	\$1,972,242.32	\$0.00	\$15,815.58	\$0.00	\$383,721.80	\$51,070.22	\$153,231.03	\$0.00	\$1,897,146.00	\$54,374.00	\$4,509,588.74
Incoming Carryover	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Outgoing Carryover	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Reallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,404.41	\$0.00	\$3,628.83	\$0.00	\$0.00	\$0.00	\$7,233.24
Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Consortium	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Special Award	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FER Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$1,972,242.32	\$1,907.79	\$15,815.58	\$0.00	\$387,126.21	\$51,070.22	\$157,059.86	\$0.00	\$1,897,146.00	\$54,374.00	\$4,516,741.98

Allocation Transfers	(1) ESEA Con. Admin (2)	Title I-A (3) School-wide Pool (4) Title I-A Neglected (5)	Title I-C (6)	Title I-D LEA (7)	Title I-D SA (8)	Title I-A (9)	Title III (10)	Title IV (11)	Title V (12) IDEA Part B (13) IDEA Preschool	Total		
	CFDA: 84.010A	CFDA: 84.010A	CFDA: 84.010A	CFDA: 84.010A	CFDA: 84.013A	CFDA: 84.387A	CFDA: 84.385A	CFDA: 84.424A	CFDA: 84.385A	CFDA: 84.027A	CFDA: 84.175A	
From Title I-A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
From Title I-A Neglected	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
From Title I-C	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
From Title I-D LEA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
From Title I-A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
From Title III	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
From Title IV	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
From Title V	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
From IDEA, Part B	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total	\$0.00	\$1,972,242.32	\$1,907.79	\$15,815.58	\$0.00	\$387,126.21	\$51,070.22	\$157,059.86	\$0.00	\$1,897,146.00	\$54,374.00	\$4,516,741.98

# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>School Support Organizations</b>	Descriptor 2.404	Issue Date 12/2/2008
		Rescinds 4.503	Issued 6/2/2008

1 Only a group or organization that has entered into a written cooperative agreement with the Board **of**  
 2 **Education** may use the name, mascot or logo of a school or the school district to solicit or raise money,  
 3 materials, property, securities, services, or other things of value.<sup>1</sup>

4  
 5 A civic organization operating concessions or parking at school-sponsored events is not a school support  
 6 organization subject to this policy.

7  
 8 **REPORTING AND RECORDS**

9  
 10 The Superintendent or the Superintendent’s designee shall annually post a list of organizations that are  
 11 recognized as school support organizations on the school district’s web site.

12  
 13 Any forms, annual reports, or financial statements submitted shall be open to public inspection as a public  
 14 record.

15  
 16 **PROCEDURES**

17  
 18 The Superintendent shall create procedures to oversee the relationship between the Board and any school  
 19 support organization. These procedures shall include, at a minimum, the following:

- 20  
 21 1. Any agreement between the Board and a school support organization shall be in writing and signed by  
 22 the Superintendent or the Superintendent’s designee and an authorized agent of the school support  
 23 organization seeking authorization. This agreement shall contain, at a minimum, the following  
 24 provisions:
- 25 a. An agreement to abide by any policies and procedures regarding school support organizations;
  - 26 b. An agreement to indemnify the Board, the Superintendent and all other agents of the local  
 27 education agency for the actions of the school support organization; and
  - 28 c. An agreement to maintain an adequate comprehensive liability insurance policy that names the  
 29 Johnson City School System as an additional insured.
- 30  
 31 2. Prior to entering into any agreement, a school support organization shall submit the following to the  
 32 Superintendent or the Superintendent’s designee:
- 33 a. Documentation confirming the school support organization’s status as a nonprofit organization,  
 34 foundation, or a chartered member of a nonprofit organization or foundation;
  - 35 b. A written statement of the goals and objectives of the group or organization;
  - 36 c. The principal contact telephone and address, as well as the telephone number, address, and  
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1 position of each officer of the group or organization; and,

2  
3 d. A copy of the school support organization's written policy specifying reasonable procedures  
4 for accounting, controlling, and safeguarding any money, materials, property, securities,  
5 services, or other things of value collected or disbursed by it.

6  
7 3. The Superintendent shall designate a date prior to the beginning of the regular school year for the  
8 school support organization to submit a form to the Superintendent or the Superintendent's designee  
9 which verifies the information previously provided by the school support organization is correct or, if  
10 the information is no longer correct, that date shall be the deadline for any corrections.

11  
12 **4. The school support organization will participate in annual training on all Federal, State and**  
13 **local laws, ordinances, regulations, and Board policies regarding the operation of the**  
14 **organization.**

15  
16 ~~4-5.~~ The school support organization shall abide by all applicable Federal, State and local laws, ordinances,  
17 regulations and Board of Education policies in its activities.

18  
19 ~~5-6.~~ The school support organization shall maintain a copy of its charter, bylaws, minutes, and  
20 documentation of its recognition as a nonprofit organization.

21  
22 ~~6-7.~~ The school support organization shall maintain financial records for a period of at least four (4) years.

23  
24 ~~7-8.~~ The school support organization shall operate within the applicable standards and guidelines set by a  
25 related state association, if applicable, and shall not promote, encourage or acquiesce in any violation  
26 of student or team eligibility requirements, conduct codes or sportsmanship standards.

27  
28 ~~8-9.~~ The school support organization's officers shall ensure that school support organization funds are  
29 safeguarded and are spent only for purposes related to the stated goals and objectives of the  
30 organization.

31  
32 ~~9-10.~~ The school support organization shall obtain the approval of the Superintendent or the  
33 Superintendent's designee before undertaking any fundraising activity. The Superintendent or the  
34 Superintendent's designee shall consider, at a minimum, the following when approving or denying a  
35 request by a school support organization to engage in a fundraising activity:

36  
37 a. Whether the fundraising activity, as scheduled, conflicts with the fundraising activity of the  
38 school district or an individual school within that district; and,

39  
40 b. Whether the fundraising activity is consistent with the goals and mission of the school or  
41 school district.

42  
43 ~~10-11.~~ The school support organization shall provide access to all books, records, and bank account  
44 information for the school support organization to officials of the local school board, local school  
45 principal, or auditors of the office of the comptroller of the treasury upon request. In order for the  
46 Board of Education, including any school, to accept monetary contributions in an amount greater than  
47 \$15,000 per year from a school support organization the organization must conduct a full financial  
48 review of all books and records relating to finances once each year by a public accountant or public  
49 accounting firm or a committee of members versed in accounting procedures and supply a financial  
50 statement to the Board and to their members. Such auditors or committee members may not be related  
51 to the treasurer of the school support organization;



~~11~~12. A school representative cannot act as a treasurer or bookkeeper for a school support organization, or be a signatory on the checks for a school support organization. A majority of the voting members of any school support organization board should not be composed of school representatives.

~~12~~13. The school support organization must clearly indicate that any activity undertaken by such organization is not sponsored by the System or any school and supervise any organization activity.

The Superintendent may enact procedures to suspend or revoke the authorization of any school support organization for a failure to abide by the policies and procedures regarding school support organizations.

## **OPERATION OF A SCHOOL BOOKSTORE**

The principal of a school may enter into an agreement with a recognized school support organization for the operation of a bookstore located on school grounds, which makes direct sales to students and faculty, pursuant to procedures promulgated by the Superintendent. These procedures shall provide, at a minimum, the following:

1. One hundred percent (100%) of the profits of the operation of the bookstore are used for support of the school; and
2. The school support organization provides the school with the relevant collection documentation that would have been required pursuant to the provisions of the manual produced under TCA 49-2-110 for student activity funds.

The Superintendent may provide such other procedures and forms as he deems necessary.

## **CONCESSIONS AND PARKING**

The principal of a school may agree to allow an authorized school support organization to operate and collect money for a concession stand or parking at a related school academic, arts, athletic, or social event on school property without the prior approval of the Superintendent or Superintendent's designee. Any money payable to the school pursuant to the agreement with the principal will be considered school support group funds and not student activity funds if the school support organization provides the school with the relevant collection documentation required by the student activity funds manual produced by the State.

### **Contracts Between the Board of Education and school support organization**

1. A school support organization may contract with the System to fund curriculum-based classes. These classes may be scheduled during such times at the Superintendent deems appropriate for student benefit. Such classes may not be a replacement for services currently provided by any school employee. Such classes can be scheduled during normal school hours for activities that are not available after school, are not funded by the System's budget and are an enhancement to current programs. Funds for such classes must be paid to the System and must be in an amount sufficient to cover salaries for staffing and any other needs related to the class. The school support organization that funds such classes will be allowed to have a representative participate in the hiring of any staff needed for the class and will be allowed to participate in the design of curriculum, if necessary. Any staff hired pursuant to this provision will be subject to the same policies and procedures as other similarly situated staff.
2. The school support organization may contract with professional individuals through personal services contracts approved by the Superintendent of Schools for the staff hired to provide enhancement. The

Board will not be responsible for the compensation of any staff or the payment of any sums under such personal services contracts and the Superintendent of Schools will have final authority to terminate such personal services contracts.

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Legal References

- 1. TCA 49-2-601, et seq

Cross References

- Use of Copyrighted Materials, Mascots and Logos  
4.404

# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Commercial Crime Insurance</b>	Descriptor 2.600	Issue Date 2/5/2007
		Rescinds 2.600	Issued 5/1/2006

1 **Johnson City** School system employees with direct access or signature authority to available school system  
2 funds shall be covered by a Commercial Crime Insurance Policy purchased by the system.<sup>1</sup> Coverage shall be  
3 for a minimum of \$200,000.  
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Legal References:

- 20  
21 1. TCA 8-19-101 through 103; TCA 49-2-110(a)(1)  
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# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Accounting System</b>	Descriptor 2.700	Issue Date 4/3/2023
		Rescinds 2.700	Issued 2/7/2017

1  
2 **CENTRAL OFFICE**

3  
4 The Superintendent of Schools shall maintain a system of accounting, arranged according to the regulations  
5 prescribed by the Commissioner of Education, which provide a detailed and accurate account of all receipts  
6 and disbursements of the schools.<sup>1</sup>

7  
8 **GENERAL FUNDS**

9  
10 Through appropriations by the City Commission, the school system annually receives budgeted funds for  
11 operation purposes. Those funds shall be accounted for in accordance with the City of Johnson City Finance  
12 Department Regulations and in accordance with the State of Tennessee finance accounting codes. The  
13 Annual Public School Financial Report shall be filed and certified in accordance with Department of  
14 Education regulations and submitted to the State.

15  
16 All school accounts shall be audited on an annual basis by an independent auditor selected by the City. The  
17 auditor shall be required to provide to the Board of Education a detailed breakdown of audit adjustments.  
18 When administering the budget, the Superintendent of Schools shall strive to hold expenditures within the  
19 budgeted amounts thus making the actual financial report comply as much as possible with the budget which  
20 was approved by the Johnson City Board of Education. The total budgeted amount shall not be exceeded  
21 without the approval of an amended budget by the Board and the City Commission. The undesignated fund  
22 balance cannot be expended without prior approval of the Board.

23  
24 **FEDERAL FUNDS**

25  
26 Each individual federal fund will have a supervisor appointed by the Superintendent of Schools. That  
27 supervisor will be responsible for assuring that the fund is administered according to the following:

- 28  
29
1. Fund application as approved;
  2. Purchasing procedures of the Johnson City School System;
  3. Expense accounts not exceeding the federal funds budgeted;
  4. The Federal Government Educational Department of General Administrative Regulations; and
  5. Year-end completion reports completed accurately and submitted in a timely manner.
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35 **INTERNAL ACTIVITY FUNDS**

36  
37 The Board authorizes each respective school under its jurisdiction to receive activity and other internal  
38 funds, such as athletic ticket money, school lunch funds and school class funds.<sup>2</sup>

39  
40 The Board shall hold each principal responsible for the management of all internal accounts under his  
41 jurisdiction in accordance with the *Tennessee Internal School Funds Uniform Accounting Policy Manual*.<sup>3</sup>  
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Legal References:

1. TCA 49-2-301(b)(1)(D);TCA 49-3-316(a)(1)
2. TCA 49-2-110(a)
3. TCA 49-2-110(c) and (d)

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Cross References:

- Petty Cash 2.801  
Student Activity Funds Management 2.900  
Expenditure of Funds 2.800

# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Financial Reports and Records</b>	Descriptor 2.701	Issue Date 4/6/2015
		Rescinds 2.701	Issued 4/3/2006

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The Executive Committee shall submit to the Board of Education at each regular Board meeting a report of all business transacted since the last regular meeting.<sup>1</sup>

A report indicating all receipts and expenditures of the General Purpose School Fund will be given no less often than quarterly to the City Commission.<sup>2</sup> Each report will show the amount of the annual appropriation, the amount expended by account to date, the amount encumbered and the free balance in each account.

The Superintendent of Schools shall submit monthly financial reports to the Board and to state and federal agencies as required.<sup>3</sup> The reports shall include current expenditures, encumbrances and financial status as related to the approved budget for the year.

Each principal shall complete and post at the end of each calendar month the receipts, expenditures and cash balance of all accounts under his jurisdiction and make them available to the Superintendent of Schools. These reports shall be made available to the Board at its request.

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Legal References:

1. TCA 49-2-206(b)(5)
2. TCA 49-2-301(b)(1)(S)
3. TCA 49-2-301(b)(1)(V)and (W)

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Cross Reference:

School Board Records 1.407

# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Inventories</b>	Descriptor 2.702	Issue Date 4/3/2023
		Rescinds 2.702	Issued 10/6/2008

The Superintendent of Schools shall establish an accurate inventory procedure for all school real and personal (e.g., material and equipment) property, and this system shall be implemented at each school facility. Equipment is defined as all tangible personal property (machinery, tools, furniture, vehicles and other apparatus) with a unit cost of \$500.00 or more and a minimum useful life expectancy of one year. Administrative personnel shall ensure that a physical count of all such property is taken at the end of each school year, and this inventory shall be properly entered on the appropriate records for accounting purposes.<sup>1</sup>

Each school shall maintain a complete inventory of text books and library materials ~~with a duplicate maintained in the central office~~ and enter into the school system's inventory management system.

The annual inventories will be conducted at the end of each school year in accordance with the following criteria:

## 1. EQUIPMENT AND TEXTBOOKS

One hundred percent (100%) inventory will be conducted on the following categories:

- a. All **capital assets and sensitive minor** equipment ~~purchased with a value~~ as established in the ~~Tennessee~~ Internal School **Funds** Manual.
- b. ALL textbooks.
- c. Other items of lesser value at the principal's discretions.

## 2. MEDIA CENTERS

Media center materials and supplies will have a **physical inventory of** at least a twenty percent (20%) inventory annually with a one hundred percent (100%) inventory every FIVE years.

## 3. FURNITURE

An inventory of furniture (desks, tables, chairs, etc.) and other fixtures shall be maintained for insurance purposes. This inventory shall be updated annually by principals/administrators/designees.

## EQUIPMENT PROCURED WITH FEDERAL DOLLARS

The Superintendent shall establish procedures for administrators to follow which meet all federal accountability guidelines, including guidelines for the purchasing, inventorying, security and disposition of all equipment purchased with federal funds.<sup>2</sup>

Legal Reference:

1. ~~Tennessee Internal School Funds Uniform Accounting Policy Manual~~; Section 4-13 21
2. EDGAR 43 Subtitle A Part 80.334; CFR 80.3-522

# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Audits</b>	Descriptor 2.703	Issue Date 1/4/2018
		Rescinds 2.703	Issued 4/5/2016

An audit of all fiscal accounts, including accounts and records of all school student activity funds, shall be made by a certified public accountant following the end of each fiscal year.<sup>1</sup> A Request For Proposal for audit services shall be obtained every five (5) years or as otherwise directed by the Board of Education.

Internal activity funds shall be audited in accordance with the ~~Tennessee~~ Internal School **Funds Financial Accounting** Manual as a separate audit from the General Purpose School Fund Account. Based upon the recommendation of the Executive Committee, a contract for the audit shall be negotiated with estimated costs and approved by the Board of Education on an annual basis.

Appropriated school funds shall be audited in accordance with State and Federal Regulations pertaining to use of State and Federal Funds. The school department section of the city audit is the official appropriated fund audit. The cafeteria funds and the special grant federal funds shall be audited as separate funds in the city audit.

The Superintendent of Schools shall furnish or make copies of the audit available to the proper authorities as prescribed by law.<sup>2</sup>

The Board of Education shall review all audits annually, in accordance with the ~~Tennessee~~ Internal School **Funds Financial** Manual and shall approve or reject all official audits.

When a personnel change occurs in an administrative position during the fiscal year and the position is responsible for the expenditure of funds, an internal audit of accounts involved shall be conducted. The internal audit shall be as extensive as the Board may direct.

## AUDIT FINDINGS<sup>3</sup>

A corrective action plan shall be developed to address any findings on the annual audit. The plan shall include the following:

1. Name(s) of the individual responsible for implementing the plan;
2. The correct action taken or planned; and
3. Anticipated completion date.

The plan shall be submitted to the Office of the Comptroller of the Treasury

### Legal References:

1. TCA 49-2-112(a)(1); TCA 49-2-110(a); TCA 6-36-112
2. TCA 49-2-112(d)(2); TRR/MS 0520-1-.13(3)(d)
3. Public Acts of 2017, Pub Chp. 383

### Cross References:

- Student Activity Fund Management 2.900  
 Student Solicitations/Fund-Raising 6.701



# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Expenditure of Funds</b>	Descriptor 2.800	Issue Date 4/4/2022
		Rescinds 2.800	Issued 2/2/2009

1 *Central Office*

2  
3 All expenditures shall be approved by the Board **of Education**. No expenditure may be authorized or made  
4 which exceeds the appropriation for any fund of the budget as adopted or amended. Employees of this system  
5 will not create or authorize creation of a deficit in any fund. Expenditures or encumbrances will not be  
6 authorized, made or incurred in excess of any fund balance. Line item changes within a major category of an  
7 approved budget do not require Board approval.  
8

9 *Individual Schools*

10  
11 Internal activity funds shall not be expended without written approval by the principal or designee. All such  
12 expenses shall be in accordance with the *Tennessee Internal School Funds Uniform Accounting Policy*  
13 *Manual*. Restricted account expenditures require the account sponsor's approval prior to expense. No checks  
14 will be written to employees from the internal school activity fund account except as a reimbursement for  
15 adequately documented expenses. Any supplemental compensation owed to the Board for extracurricular  
16 activities must be processed through the Superintendent of Schools' office in the same manner as salary and  
17 other payroll payments. The Board will invoice the school for reimbursement. Substitute teachers' salaries  
18 related to restricted class and club accounts will be paid by the Board and shall be reimbursed by the school  
19 from the appropriate class or club account.<sup>1</sup> Negative balance accounts are not authorized.  
20

21 Employees who authorize or contract for any obligation in violation of this policy shall assume personal  
22 responsibility for the payment of the obligation, shall be subject to dismissal from employment and shall be  
23 subject to applicable civil and criminal proceedings. Any obligation, authorization for expenditure or  
24 expenditure made in violation of the law and this policy shall be illegal and void.<sup>2</sup>  
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34 Legal Reference:

- 35  
36 1. *Tennessee Internal School Funds Uniform Accounting*  
37 *Policy Manual*, Section 5-22 **18**  
38 2. *Tennessee Internal School Funds Uniform Accounting*  
39 *Policy Manual*, Section 5-17 **14**  
40  
41  
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Cross Reference:

- Line Item Transfer 2.201  
Purchasing 2.805

# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Salary Deductions</b>	Descriptor 2.803	Issue Date 5/7/2018
		Rescinds 2.803	Issued 4/14/2014

1 The Board **of Education** shall approve all payroll deduction categories. Upon appropriate written  
2 authorization, the Director of Finance shall make deductions from the salary of the employee.

3  
4 Tax-sheltered annuity deductions will be made only after the employee and annuity company representative  
5 complete appropriate School System Forms.

6  
7 An employee may change or terminate any salary deduction by following the procedures set by the Finance  
8 Department. Changes to deductions for pre-tax items must meet IRS regulations.

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10 It may take up to one calendar month for changes to deductions to become effective.  
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32 Cross Reference:

33 Insurance Management 3.600

34 **Tuition 2.400**  
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# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Travel Expenses and Reimbursements</b>	Descriptor 2.804	Issue Date 1/6/2014
		Rescinds 2.804	Issued 2/2/2009

1 The Superintendent of Schools shall develop appropriate procedures for reimbursement.

## 2 3 **SCHOOL PERSONNEL**

4  
5 School personnel who incur expenses in carrying out their authorized duties will be reimbursed upon  
6 submission of an approved request for reimbursement and supporting receipts.

7  
8 Expenses for travel will be reimbursed when the travel has the authorization of the Superintendent of Schools  
9 and/or the appropriate supervisor. The federal programs supervisor must approve expenses paid under federal  
10 programs.

11  
12 Reimbursement for travel paid by grant programs will be reimbursed at the rates required by such grant. The  
13 grant supervisor must approve expenses paid under grant programs.

## 14 15 **BOARD OF EDUCATION MEMBERS**

16  
17 The members of the Board shall be paid for transportation, lodging, meals and other pertinent expenses  
18 when traveling on business for the Board. Salary and other benefits shall be determined by the local  
19 funding body.<sup>1</sup> Attendance at conventions or other educational meetings or travel for other school  
20 purposes shall be authorized by the Board.<sup>2</sup> No expenses are paid to attend in-district Board meetings.

21  
22 Expenses shall be submitted to the Superintendent of Schools' office within thirty (30) days of the date of  
23 completion of such travel.

### 24 25 26 27 28 29 30 31 32 33 34 --- Legal References:

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36 1. TCA 49-2-202(d)  
37 2. TCA 49-2-2001  
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# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Bids and Quotations</b>	Descriptor 2.806	Issue Date 4/3/2023
		Rescinds 2.806	Issued 4/13/2020

1 All purchases of supplies, materials, equipment, and contractual services of fifty thousand dollars (\$50,000) or  
2 more, including those of individual schools, shall be based on sealed competitive bids.<sup>1</sup> These bids shall be  
3 solicited by advertisement in a newspaper of general circulation in the district and by publication on the  
4 Internet. However, said newspaper advertisement and Internet publication may be waived by the purchasing  
5 agent in an emergency.<sup>2</sup> The purchasing agent shall advertise for bids and receive quotations. The ~~principal~~  
6 **City of Johnson City's purchasing department** shall serve as purchasing agent ~~in each school~~.

7  
8 Purchases between the amounts of twenty thousand (\$20,000) and forty-nine thousand nine hundred ninety  
9 nine (\$49,999) dollars will be solicited by the ~~e~~City of Johnson City purchasing department.

10  
11 All purchases of less than twenty thousand dollars (\$20,000), including those of individual schools, may be  
12 made in the open market without newspaper notice, but shall, whenever possible, be based on at least three (3)  
13 competitive bids. Written quotes shall be obtained for purchases between four thousand dollars (\$4,000) and  
14 nineteen thousand nine hundred ninety nine dollars and ninety nine cents (\$19,999).

15  
16 The lowest and best bid shall be accepted. The Board **of Education** reserves the right to reject any or all bids  
17 or any part of any bid and, if applicable, to accept that bid which is best as evidenced by reasons relative  
18 to the purpose of the purchase.<sup>3</sup> Any bid may be withdrawn prior to the scheduled time for the opening  
19 of bids. Any bid received after the time and date specified shall not be considered.

20  
21 The bidder to whom the award is made may be required to enter into a written contract.

22  
23 The practice of splitting an order or dividing items to be purchased in order to avoid the use of bidding  
24 or other purchasing procedures is prohibited.

25  
26 Contracts for legal services, educational consultants, and similar services by professional persons shall not be  
27 based upon competitive bids but shall be awarded on the basis of recognized competence and integrity.<sup>4</sup>  
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30

31  
32 Legal References:

- 33 1. TCA 49-2-203(a)(3)
- 34 2. TCA 49-2-203(a)(3)(A)-(C); TCA 49-2-206(b)(2)
- 35 3. TCA 49-2-203 (a)(D)(c)
- 36 4. TCA 12-3-1209; TCA 12-4-107
- 37 5. TCA 29-20-407

31  
32 Cross References:

- 33 Purchases 2.805
- 34 Consultants 1.303
- 35 Conflict of Interest 5.601

# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Student Activity Funds Management</b>	Descriptor 2.900	Issue Date 7/1/2002
		Rescinds 2.900	Issued 7/1/2000

*Individual Schools*

The activity funds of each school shall include athletic and student organization funds and any other fund belonging to any student group, class, or activity.

Whatever the source, all student activity funds shall be under the jurisdiction of the Board **of Education** and under the specific control of the school principal. Contracts with fund-raising agencies must comply with board policy and be approved in writing by the Superintendent of Schools or designee.

Principals and/or sponsors who knowingly authorize/allow unapproved fund-raising activities shall be subject to disciplinary action.<sup>+</sup>

Student activity funds shall be deposited in respective school activity accounts. Proper records of receipts and disbursements shall be maintained in accordance with the *Tennessee Internal School Uniform Accounting Policy Funds Manual*.<sup>2</sup>

Revenue raised for specific purposes must be expended for that purpose, unless otherwise authorized in writing by both the activity group sponsor and the principal.<sup>3</sup>

An annual audit of the account and records of all student activity funds shall be conducted as a part of the audit of all other district funds.<sup>4</sup>

Any unencumbered class or activity funds automatically revert to the general activity fund of the school when a class graduates or an activity is discontinued.

Funds derived from activities sponsored by parent-teacher associations, parent-teacher organizations or other support organizations are not subject to this policy, unless such funds are in sole custody of the school.<sup>5</sup>

Legal References:

1. TCA 49-2-110(c)(d)
2. *Tennessee-Internal School Uniform Accounting Policy Funds Manual*; Section 4-2624
3. *Tennessee-Internal School Uniform Accounting Policy Manual*; Section 5-2514
4. TCA 49-2-112(a)
5. TCA 49-2-110(e)

Cross References:

- Parent Organizations/Booster Clubs 4.503
- Student Solicitations/Fund-Raising 6.701
- Vendor Relations 2.809

# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Educational Research</b>	Descriptor 4.210	Issue Date 3/7/2011
		Rescinds 4.210	Issued 1/2/2006

The Johnson City School System is supportive of the development of new educational knowledge through research within the local school community. The Johnson City Schools shall cooperate to the extent possible with colleges, universities, and other agencies in promoting educational research. The Superintendent of Schools shall develop administrative procedures for approving requests for educational research projects.

Any research project must be well planned and supervised to provide the least interruption possible to the instructional program.

The Superintendent of Schools must give final approval prior to the initiation of any research project.

Any research proposal must meet the following criteria in order to be considered for approval.

1. The research should be designed so that it can be expected to produce valid and reliable results.
2. The research shall be of a nature to expect a result that will be of value to the improvement of education.
3. The research may not materially interrupt or disrupt the work of students, teachers or other employees.
4. The research shall have the approval of the appropriate college, university or agency supervising the research.
5. Prior permission of research subjects is required.
6. Detailed proposal must be submitted identifying the nature of the research, the research subjects (i.e. students or employees), the research method, and use of the results.
7. Confidentiality of subjects must be maintained at all times.
8. Questionnaires, surveys, and/or interview questions must be submitted for review in advance of distribution and must not include items which invade the areas of personal rights.

**If it is determined that students are the requested subjects of the educational research, Johnson City Schools will follow the administrative procedures outlined in Johnson City Board policy 6.4001.**

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Legal References:

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Cross References:  
**Student Surveys, Analyses, and Evaluations 6.4001**

# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Student Educational Programs</b>	Descriptor 6.100	Issued Date 4/4/2022
		Rescinds 6.100	Issued Date 4/5/2021

In order to establish an environment conducive to learning for each student, the Board **of Education** establishes the following goals for the system’s educational programs:

1. To assure all students the same educational opportunities and learning environment regardless of race, color, creed, religion, ethnic origin, sex, gender, sexual orientation or disabilities;<sup>1</sup>
2. To protect and observe the legal rights of students;
3. To enhance the self-image of each student by helping them feel respected and worthy through a learning environment which provides positive encouragement for frequent success;
4. To provide an environment in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens;
5. To ~~deal with students in matters of~~ **manage matters of student** discipline in a fair, consistent and constructive manner;
6. To provide for the safety, health and welfare of students;
7. To promote regular attendance and excellence in work; and
8. To prepare students to be healthy, productive citizens.

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Legal Reference:

1. 20 U.S.C. § 1703

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Cross References:

- School District Goals & Objectives 1.700
- Instructional Goals & Objectives 4.100
- Discrimination/Harassment 6.304

# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Compulsory Attendance Ages</b>	Descriptor 6.201	Issued Date 4/4/2022
		Rescinds 6.201	Issued 4/5/2021

Children between the ages of six (6) and seventeen (17) years, both inclusive, must attend a public or private school.<sup>1</sup> A parent or legal custodian who believes that their child is not ready to attend school at the designated age of mandatory attendance may make application to the principal of the public school which the child would attend for a one year deferral in required attendance. Any such deferral shall be reported to the Superintendent of Schools by the principal.<sup>2</sup> Under certain circumstances the Board **of Education** may temporarily excuse students from complying with the provisions of the compulsory attendance law.<sup>3</sup>

Any child residing within the city of Johnson City, who will be five (5) years of age on or before August 15 and who makes application for admission shall be enrolled in the school designated by the Board.<sup>4</sup>

If a child turns five (5) years of age after August 15<sup>th</sup> or on or before September 30, such child's parent or legal guardian may request that the child be admitted into kindergarten. Upon a request, the Superintendent of Schools/designee shall administer an evaluation and examination. If the results indicate that the child is sufficiently mature emotionally and academically, then the child may be enrolled in kindergarten. The Superintendent of Schools shall develop procedures and forms to implement the provisions of this policy.

No child shall be eligible to enter first grade without having attended an approved kindergarten program or unless otherwise provided by law.<sup>5</sup>

A child entering a special education program shall be no less than three (3) years of age.<sup>6</sup>

A person eighteen (18) years of age or older who applies for admission must have the application approved by the principal and Superintendent of Schools when:

1. The applicant fails to enroll within thirty (30) calendar days after school officially starts; or
2. The applicant has dropped out of school and wants to re-enter.

The compulsory attendance law shall not apply to the following:<sup>3</sup>

1. A student who has received a diploma or other certificate of graduation;
2. A student who is enrolled and making satisfactory progress in a course leading to a GED; or
3. A student enrolled in a home school who has reached the age of seventeen (17).

Legal References:

1. TCA 49-6-3001(c)(1);  
Covell v. State (1920), 143 Tenn. 571, 227 S.W. 41
2. TCA 49-6-3001(c)(5)
3. TCA 49-6-3005
4. TCA 49-6-3001(a); TCA 49-6-3001(b)(1)
5. TCA 49-6-201(3); TCA 49-6-201(9)(d); TRR/MS 0520-1-3-.03(10)(a)
6. 20 U.S.C. Sec. 5. 1400-1485

Cross References:

- Special Education Program 4.202
- Adult Education Program 4.208
- Special Education Students 6.500
- School Admissions 6.203



# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Home Schools</b>	Descriptor 6.202	Issued Date 4/3/2023
		Rescinds 6.202	Issued 4/4/2022

A "home school" is a school conducted or directed by parent(s) for their own children. Home schools which teach K-12 where the parents are associated with and students are enrolled in a church-related schools (*as defined by TCA §49-50-801*); which are supervised by such organization; and which administer or offer standardized achievement tests at the same time tests are given in their regular day schools are exempt from the following provisions, but must follow procedures issued by the State Department of Education.<sup>1</sup>

A parent wishing to conduct a home school shall meet the following requirements:

1. Provide notice to the Superintendent of Schools each school year of the intent to conduct a home school;
2. Submit to the Superintendent of Schools the name, age, grade level of children involved, location of the school, curriculum to be offered, proposed hours of instruction, qualifications of the parent/teacher, and a description of the courses to be taught each year;
3. Maintain attendance records, subject to inspection of the local Superintendent of Schools;
4. Submit attendance records to the Superintendent of Schools at the end of each school year;
5. Provide instruction for at least four (4) hours per day for the same number of instructional days as are required by state law for public schools;
6. Possess a high school diploma or GED, HISET or pass a high school equivalency test in order to conduct a home school.
7. Cooperate in the administration to home school students of appropriate tests as determined by the Commissioner of Education, their designee or by a professional testing service;
8. Take action, including remediation, according to state law if home school student falls behind appropriate grade level;
9. Submit proof to the Superintendent of Schools that the home school student has been vaccinated as required by law;
10. Submit proof to the Superintendent of Schools that other health services and examinations as required by law have been received by the home school student; and
11. In the event of illness or inadequacy of the home school parent-teacher to teach a specific subject, engage a tutor having the same qualifications as required of parent/teacher.

1 If one or more of these requirements are not met, the Board **of Education** authorizes the Superintendent of  
2 Schools to take  
3 formal action to bring the child into compliance with the Compulsory Attendance Law (until the child  
4 has reached age 17), either in the home school or in a public, private or church-related school.  
5

6 Johnson City school facilities shall be available for the instruction of home school students only when *all* of  
7 the following conditions exist:  
8

- 9 1. Special needs courses are being taught which require services unavailable to the home school  
10 student and these services cannot be provided through any means other than the public schools;
- 11 2. Requests for services are made known by the home school parent when notice is given to the  
12 Superintendent of Schools of the intent to conduct a home school;
- 13 3. The Superintendent of Schools investigates the request and makes recommendations to the  
14 Board;
- 15 4.. No overcrowding, additional expenses, including providing of transportation or other special  
16 situations which interfere with the normal operation of the school system, shall be incurred; and  
17
- 18 5. Approval by the Board on a case-by-case basis.  
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23 The Superintendent of Schools, through the attendance supervisor, shall have the attendance records of the  
24 home school inspected at the end of each school year in order to provide assistance in implementing the  
25 Compulsory Attendance Law.  
26

27 ~~If a home school student falls more than one (1) year behind his appropriate grade level in their compre-~~  
28 ~~hensive test score for two (2) consecutive tests, and if a certified teacher licensed to teach at the student's~~  
29 ~~grade level determines through appropriate means that the student is not learning disabled, the Superintendent~~  
30 ~~of Schools shall require the parents to enroll the child in a public, private or church-related school.~~  
31

32 Home school students are not permitted to participate in non-athletic extracurricular programs within Johnson  
33 City Schools. Students must enroll and attend schools under the supervision and control of the Johnson City  
34 Schools Board of Education to be permitted to participate in student organizations/extra-curricular activities.  
35 Home school students may participate in TSSAA athletic programs (pursuant to Article II, Section 25 of the  
36 TSSAA Bylaws) by notifying the Superintendent of Schools by August 1 of the school and the principal by  
37 August 15 of the school year.  
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43 Legal Reference:

- 44 1. TCA 49-6-3050(a)(10)(2)(A); TCA 49-50-801  
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# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>School Admissions</b>	Descriptor 6.203	Issued Date 4/4/2022
		Rescinds 6.203	Issued 1/3/2022

Any student entering a Johnson City school School System for the first time must meet the requirements of all state and federal laws applicable to school admissions.<sup>1</sup> To be enrolled a student must reside in the City of Johnson City or must meet the conditions required for a non-resident student.

Any students entering school for the first time must present:

1. ~~A birth certificate or officially acceptable evidence of date of birth at the time of registration~~ **Proof of Age Affidavit;**
2. Evidence of a current medical examination.<sup>2</sup> There shall be a complete medical examination of every student entering school for the first time. This applies to pre-K, kindergarten, first grade and other students for whom there is no health record; and
3. Evidence of state-required immunization.<sup>3</sup>

The name used on the records of a student entering school must be the same as that shown on the birth certificate unless evidence is presented that such name has been legally changed through a court as prescribed by law. If the parent does not have or cannot obtain a birth certificate, then the name used on the records of such student will be the same as that shown on documents which are acceptable to the school principal as proof of date of birth.

A child whose care, custody and support has been assigned to a resident of the district by a properly executed and valid power of attorney or order of the court shall be enrolled in school provided appropriate documentation has been filed with the district office.<sup>4</sup>

A student may transfer into the school system at any time during the year if their parent(s) makes a bona fide move and change of residence into the city limits of Johnson City.

When a student who has been judged delinquent for an offense involving murder, rape, robbery, kidnapping, aggravated assault or reckless endangerment initially enters school, or resumes attendance after suspension or expulsion, the parents, guardians, or legal custodians of such student shall notify the principal by providing the abstract of record required by law or other similar written information regarding the offense. This information shall be shared only with school employees who have responsibility for classroom instruction of the student, the school counselor, social worker or school psychologist and the school resource officer. Such information is otherwise confidential and shall not be released to others except as required by law. The written notification shall not become a part of the student's record.<sup>5</sup>

Legal References:

1. McKinney-Vento Education Assistance Improvements Act of 2001 Subtitle B § 721-725; Pub L. 114-95
2. TRR/MS 0520-1-3-.08(2)(a); TCA 49-6-5004(a)
3. TCA 49-6-5001(c)

Cross Reference:

- Homeless Students 6.503
- Student Records 6.600
- Attendance of Non-Resident Students 6.204

- 1 4. TCA 49-6-3001(c); TCA 37-1-131(a)(2)
- 2 5. TCA 49-6-3051

# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Attendance of Non-Resident Students</b>	Descriptor 6.204	Issued Date 4/3/2023
		Rescinds 6.204	Issued 4/6/2009

Students residing outside the boundaries of the school system may attend Johnson City Schools System. The following conditions shall apply to non-resident students: <sup>1</sup>

1. They must be approved by the Superintendent of Schools/designee;
2. They must pay a tuition fee established annually by the Board of Education. Tuition may not exceed per student, per annum, an amount equal to the amount of funds actually used for school purposes by the school system per student during the preceding school year minus any funds received from the state or from the student's resident system;<sup>2</sup>
3. They must make application at least two (2) weeks prior to the first day of school. The Board may choose to institute an earlier application deadline. After two (2) weeks prior to the beginning of school and thereafter during the remainder of the school year, students wishing to transfer into the system must also have the approval of the sending system; <sup>1</sup>
4. They will be assigned to city schools only when space is available after all resident students have been assigned;
5. They will be refunded any unused portion of the tuition on a pro-rata basis if they become residents of the school system;
6. They shall be excluded from future attendance until all prior and current tuition is paid, when payment is not made on all or any part of the required tuition for a previous year;
7. The parent furnishes transportation for the student. (No transportation will be provided by the school system for non-resident students.);
8. Acceptance of non-resident students is on an annual basis and acceptance one year does not guarantee subsequent years; and
9. Failure to abide by school system rules and regulations may result in loss of attendance privileges.

Tuition students may be admitted after the start of the school year on a space available basis with the approval of the Superintendent/designee.

Legal References:

1. TCA 49-63104
2. TCA 49-6-3003
3. TCA 49-6-3113

Cross Reference:

Foreign Exchange Students 6.502  
Revenues 2.400

# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Student Assignment</b>	Descriptor 6.205	Issued Date 4/4/2022
		Rescinds 6.205	Issued 4/5/2021

**TO SCHOOLS**

Kindergarten through grade 12 students are expected to attend the school to which they are assigned by virtue of their residence. Students will be enrolled in the appropriate grade at their assigned school.<sup>1</sup>

Subject to system rules parents may apply to enroll their children in any school in the school system as provided in Board **of Education** Policy.

All transfer applications must be submitted to the receiving school principal. Final approval shall reside with the Superintendent of Schools.

Pupil assignments shall be on a space available basis:

- |              |  |
|--------------|--|
| 1st Priority | In zone students   |
| 2nd Priority | Transfer students already enrolled and in good standing      |
| 3rd Priority | Siblings of enrolled transfer students                       |
| 4th Priority | New transfer students  |
| 5th Priority | Tuition students already enrolled and in good standing       |
| 6th Priority | New tuition students (Includes siblings of present students) |

Parents who are dissatisfied with the assignment of their children may, within ten (10) days after the assignment, make application to the Board for a hearing requesting a transfer to another school.<sup>2</sup>

All children of school system certified personnel will be afforded the rights of in-district priority related to applications, admissions and transfers, but will be subject to the payment of tuition when applicable.<sup>3</sup>

**TO CLASSES**

The principal shall be responsible for assigning all students to classes.

Students who enter the system from another school system are to be placed by the principal in the grade and/or level as indicated by records from the former school. If the student's placement is inappropriate in the grade or level assigned, they may be reassigned by the principal to another grade level. Parents shall be advised of placement.

Legal Reference:

1. TCA 49-6-3102 through 3103
2. TCA 49-6-3201
3. TCA 49-6-3102(h)

Cross Reference:

Transfers Within the System 6.206

# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Release During School Hours</b>	Descriptor 6.208	Issued Date 4/3/2023
		Rescinds 6.208	Issued 4/4/2019

The following procedures will be observed with regard to dismissal of students:

1. No student will leave school prior to regular dismissal hours, except with the approval of the principal/designee and parent. PreK through 8<sup>th</sup> grade students will be permitted to leave school prior to regular dismissal time only in the company of a parent, legal guardian, school employee, police officer, court officer, or a person designated in writing by the parent(s). Parents of high school students must follow the procedures set out in the school’s student handbook in regard to early dismissals.
2. No student will be sent from the school during school hours to perform an errand or act as a messenger.
3. When dental and medical appointments cannot be scheduled outside school hours, parents of PreK through 8<sup>th</sup> grade students must send a written request for dismissal or pick up the student in person. Parents of high school students must follow the procedures set out in the school’s student handbook.
4. Students will be released only upon the request of the parent whom the court holds directly responsible for the child, or who is the parent or guardian registered on the school record.
5. No principal or teacher shall permit a change in the physical custody of a child at school unless:
  - (a) The person seeking custody of the child presents the school official with a certified copy of a valid court order from a Tennessee court designating the person who has custody of the child; and
  - (b) The person seeking custody gives the school official reasonable advance notice of his intent to take custody of the child at school; <sup>1</sup>and
  - (c) The person seeking custody adequately identifies himself.
6. High school students may be released for, dual enrollment classes, jobs and approved training at centers outside their home schools under policies approved by the Board **of Education**. <sup>2</sup>
7. No students will be released during a hard lock down.

Legal References:

1. TCA 36-6-105
2. TRR/MS 0520-1-7-.03

Cross References:

Child Custody/Parental Access 6.209

# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Child Custody/Parental Access</b>	Descriptor 6.209	Issued Date 4/3/2023
		Rescinds 6.209	Issued 4/5/2021

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The Board **of Education** presumes that the person who enrolls a student in school is the student's custodial parent when there is no reasonable evidence to bring this presumption into question. Unless a Tennessee court specifies otherwise, the custodial parent shall be the one whom the school district holds responsible for the education and welfare of that child.

Parents or guardians shall have the right to receive information contained in school records concerning their minor child.<sup>1</sup> The Board, unless informed otherwise, assumes there are no restrictions regarding the non-custodial parent's right to be kept informed of the student's progress and activities. If restrictions are made relative to the rights of the non-custodial parent, the custodial parent must submit a certified copy of the court order which curtails these specific rights.

Unless there are specific court-imposed restrictions, the non-custodial parent, upon request, shall be given access to all of the student's educational records including but not limited to the student's cumulative file and the student's special education file, if applicable.<sup>2</sup>

No principal or teacher shall permit a change in the physical custody of a child at school unless:

1. The person seeking custody of the child presents the school official with a certified copy of a valid court order from a Tennessee court designating the person who has custody of the child; and
2. The person seeking custody shall give the school official reasonable advance notice of his intent to take custody of the child at school;<sup>3</sup> and
3. The person seeking custody adequately identifies himself.

Legal References:

1. 20 U.S.C. § 1232g  
(Family Educational Rights and Privacy Act of 1974)
2. TCA 49-6-902
3. TCA 36-6-105

Cross Reference:

Student Records 6.208



# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Student Code of Conduct</b>	Descriptor 6.300	Issued Date 4/3/2023
		Rescinds 6.300	Issued 4/4/2022

1 The Superintendent of Schools shall be responsible for the overall implementation and supervision of the  
2 Board **of Education**'s Student Code of Conduct and shall ensure that students at all schools are subject to a  
3 uniform and fair application of the Code. The Board shall annually review and approve the Student Code of  
4 Conduct.

5  
6 The principal of each school shall be responsible for implementation and administration in their school and  
7 shall apply the Code uniformly and fairly to each student at the school without partiality and discrimination.  
8

9 A copy of the Code shall be posted on the School System's website and school counselors shall be supplied  
10 copies for discussion with students. The code shall be referenced in all school handbooks. All teachers,  
11 administrative staff and parents shall be provided access to the Code annually.<sup>1</sup>  
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35 Legal Reference:

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37 1. Student and Employee Safe Environment Act of 1996 ; TCA 49-6-4011, et. al.  
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# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Rights and Responsibilities</b>	Descriptor 6.301	Issued Date 4/3/2023
		Rescinds 6.301	Issued 4/5/2021

The Board **of Education** expects all school staff, students and parents to assume the responsibility for appropriate behaviors in the school or at school-sponsored activities. Each student's parent/guardian will receive and sign for a copy of the Code of Conduct at the beginning of each school year.

Each student has the right to:

1. Have the opportunity for a free education in the most appropriate learning environment;
2. Be secure in their person, papers and effects against unreasonable searches and seizure;
3. Expect that the school will be a safe place;
4. Have an appropriate environment conducive to learning;
5. Not be discriminated against on the basis of sex, race, color, gender, creed, religion, national origin or disabilities<sup>1</sup>;
6. Be fully informed of school rules and regulations;
7. Freedom of speech (including the right to pray, express religious viewpoints, distribute religious literature, etc.) and assembly; and
8. Freedom to publish.

Each student has the responsibility to know and adhere to reasonable rules and regulations established by the Board and set forth in the Student Code of Conduct, including but not limited to :<sup>2</sup>

1. Respect the human dignity and worth of every other individual;
2. Refrain from libel, slanderous remarks, and obscenity in verbal, written and electronic expression;
3. Study and maintain the best possible level of academic achievement;
4. Be punctual and present in the regular school program;
5. Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty and safety;
6. Maintain and/or improve the school environment, preserve school and private property, and exercise care while using school facilities;
7. Refrain from bullying or any other behavior which would lead to physical or emotional harm or disrupts the educational process;
8. Respect the authority of school administrators, teachers and other authorized personnel in maintaining discipline in the school and at school-sponsored activities;
9. Obey the law and school rules as to the possession or the use of alcohol, illegal drugs and other unauthorized substances or materials;
10. Possess on school grounds only those materials which are acceptable under the law and accept the consequences for articles stored in one's locker or vehicle; and
11. Know and adhere to school rules regarding the distribution of literature.

Legal References:

1. 20 U.S.C. § 1703
2. TCA 49-6-3401

Cross References:

- 6.304 Student Discrimination, Harassment, Bullying
- 6.305 Student Concerns, Complaints, & Grievances
- 6.310 Dress Code

# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Interrogations and Searches</b>	Descriptor 6.303	Issued Date 4/3/2023
		Rescinds 6.303	Issued 4/5/2021

1    **INTERROGATIONS BY SCHOOL PERSONNEL**

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3    Students may be questioned by teachers and/or principals about any matter pertaining to the operation  
4    of the school and/or the enforcement of its rules. Questioning must be conducted discreetly and under  
5    circumstances which will avoid unnecessary embarrassment to the student being questioned. Any  
6    student answering falsely, evasively or refusing to answer appropriate and pertinent questions may be  
7    subject to disciplinary action, including suspension.

8

9    If a student is suspected or accused of misconduct or infraction of the Student Code of Conduct, the  
10    principal may interrogate the student, without the presence of parent(s)/guardian(s) or legal custodians  
11    and without giving the student constitutional warnings.

12

13    School personnel have a duty to report any reasonable suspicion that a student is carrying, or has  
14    carried, a weapon or is violation, or has violated, a provision of the Tennessee Drug Control Act to the  
15    principal/designee or the appropriate authorities.<sup>1</sup>

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17    **INTERROGATIONS BY POLICE (AT ADMINISTRATOR'S REQUEST)**

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19    If the principal has requested assistance by the police department to investigate a crime involving ~~his~~  
20    their school, the police shall have permission to interrogate a student suspect in school during school  
21    hours. The principal shall first attempt to notify the parent(s)/guardian(s) or legal custodians of the  
22    student of the intended interrogation, unless circumstances require otherwise. The interrogation may  
23    proceed without attendance of the parent(s)/guardian(s) or legal custodians. The principal or their  
24    designee shall be present during the interrogation. Parent(s) shall be notified within 24 hours  
25    following any interrogation, unless circumstances require otherwise.

26

27    **POLICE-INITIATED INTERROGATIONS**

28

29    If the police deem circumstances of sufficient urgency to interrogate students at school for crimes  
30    committed outside of school hours, the police department shall first contact the principal regarding the  
31    planned interrogation and inform them of the probable cause to investigate within the school. The  
32    principal shall make reasonable effort to notify the parent(s)/guardian(s) or legal custodians of the  
33    interrogation, unless circumstances require otherwise. The interrogation may proceed without  
34    attendance of the parent(s)/guardian(s) or legal custodians. The principal or their designee shall be  
35    present during the interrogation.

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1 **SEARCHES BY SCHOOL PERSONNEL**

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3 In order to ensure a safe and secure learning environment, the Superintendent of Schools shall develop  
4 procedures regarding the searching of students, lockers, vehicles, and containers which are consistent  
5 with state law. The Superintendent shall develop additional procedures to ensure compliance with all  
6 of the provisions of the School Security Act of 1981.<sup>1,2</sup>  
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Legal References 10

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| 1. TCA 49-6-4203(b)   | Traffic and Parking Controls 3.403 | 11 |
|   | Procedural Due Process 6.302       | 12 |
| 2. TCA 49-6-4201 <i>et seq.</i> ; Tenn. Op. Att’y Gen. No. 14-21<br>(February 24, 2014) | Reporting Child Abuse 6.409        | 13 |
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# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Student Discrimination/Harassment Bullying, Cyber-bullying and Intimidation</b>	Descriptor 6.304	Issued Date 4/5/2021
		Rescinds 6.304	Issued 5/7/2018

The Johnson City Board of Education has determined that a safe, civil, and supportive environment in school is necessary for students to learn and achieve high academic standards. In order to maintain that environment, acts of bullying, cyber-bullying, discrimination, harassment, hazing or any other victimization of students, based on any actual or perceived traits or characteristics, are prohibited.<sup>1</sup>

This policy shall be disseminated annually to all school staff, students, and parents. This policy shall cover employees, employees' behaviors, students and students' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop. If the act takes place off school property or outside of a school-sponsored activity, this policy is in effect only if the conduct is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process.

Building administrators are responsible for educating and training their respective staff and students as to the definition and recognition of discrimination/harassment.

## **DEFINITIONS**

Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending themselves.

Bullying/Intimidation/Harassment – can take the form of an act that substantially interferes with a student's educational benefits, opportunities, or performance, and the act has the effect of:

- Physically harming a student or damaging a student's property;
- Knowingly placing a student or students in reasonable fear of physical harm to the student or damage to the student's property;
- Causing emotional distress to a student or students; or
- Creating a hostile educational environment.

Bullying, intimidation, or harassment may also be unwelcome conduct based on a protected class (**race, color, religion, sex, gender, disabilities, national origin, or age**) that is severe, pervasive, or persistent and creates a hostile environment.

Cyber-bullying - A form of bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, text messaging, emails, social networking sites, instant messaging, videos, web sites or fake profiles.

Hazing - An intentional or reckless act by a student or group of students that is directed against any other student(s) that endangers the mental or physical health or safety of the student(s) or that induces or coerces a

1 student to endanger his/her mental or physical health or safety. Coaches and other employees of the school  
2 district shall not encourage, permit, condone or tolerate hazing activities.<sup>3</sup>

3 “Hazing” does not include customary athletic events or similar contest or competitions and is limited to those  
4 actions taken and situations created in connection with initiation into or affiliation with any organization.

## 5 **COMPLAINTS AND INVESTIGATIONS**

6 Alleged victims of the above-referenced offenses shall report these incidents immediately to a teacher,  
7 counselor or building administrator.<sup>2</sup> All school employees are required to report alleged violations of this  
8 policy to the principal/designee. All other members of the school community, including students, parents,  
9 volunteers, and visitors, are encouraged to report any act that may be a violation of this policy.

10 While reports may be made anonymously, an individual's need for confidentiality must be balanced with  
11 obligations to cooperate with police investigations or legal proceedings, to provide due process to the accused,  
12 to conduct a thorough investigation or to take necessary actions to resolve a complaint, and the identity of  
13 parties and witnesses may be disclosed in appropriate circumstances to individuals with a need to know.

14 The principal/designee at each school shall be responsible for investigating and resolving complaints. Once a  
15 complaint is received, the principal/designee shall initiate an investigation within forty-eight (48) hours of  
16 receipt of the report.<sup>4</sup> If a report is not initiated within forty-eight (48) hours, the principal/designee shall  
17 provide the Superintendent of Schools with appropriate documentation detailing the reasons why the  
18 investigation was not initiated within the required timeframe.<sup>4</sup>

19  
20 The principal/designee shall notify the parent/legal guardian when a student is involved in an act of  
21 discrimination, harassment, intimidation, bullying, or cyber-bullying. The principal/designee shall provide  
22 information on district counseling and support services. Students involved in an act of discrimination,  
23 harassment, intimidation, bullying, or cyber-bullying shall be referred to the appropriate school counselor by  
24 the principal/designee when deemed necessary.<sup>1,4</sup>

25 The principal/designee is responsible for determining whether an alleged act constitutes a violation of this  
26 policy, and such act shall be held to violate this policy when it meets one of the following conditions:

- 27 • It places the student in reasonable fear or harm for the student’s person or property;
- 28
- 29 • It has a substantially detrimental effect on the student’s physical or mental health;
- 30
- 31 • It has the effect of substantially interfering with the student’s academic performance; or
- 32
- 33 • It has the effect of substantially interfering with the student’s ability to participate in or benefit from  
34 the services, activities, or privileges provided by a school.

35 Upon the determination of a violation, the principal/designee shall conduct a prompt, thorough, and complete  
36 investigation of each alleged incident. All investigations shall be completed and appropriate intervention  
37 taken within twenty (20) calendar days from the receipt of the initial report.<sup>4</sup> If the investigation is not  
38 complete or intervention has not taken place within twenty (20) calendar days, the principal/designee shall  
39 provide the Superintendent of Schools with appropriate documentation detailing the reasons why the  
40 investigation has not been completed or the appropriate intervention has not taken place.<sup>4</sup> Within the  
41 parameters of the federal Family Educational Rights and Privacy Act (FERPA) at 20 U.S.C. § 1232g, a written  
42 report on the investigation will be delivered to the parents of the complainant, parents of the accused students  
43 and to the Superintendent of Schools.

**RESPONSE AND PREVENTION**

School administrators shall consider the nature and circumstances of the incident, the age of the violator, the degree of harm, previous incidences or patterns of behavior, or any other factors, as appropriate to properly respond to each situation.

A substantiated charge against an employee shall result in disciplinary action up to and including termination. A substantiated charge against a student may result in corrective or disciplinary action up to and including suspension/expulsion.

An employee disciplined for violation of this policy may appeal the decision by contacting a System Complaint Manager. Any student disciplined for violation of this policy may appeal the decision in accordance with disciplinary policies and procedures.

**REPORTS**

When a complaint is filed alleging a violation of this policy where there is physical harm or the threat of physical harm to a student or a student's property, the principal/designee of each school shall report the findings and any disciplinary actions taken to the Superintendent of Schools and the Chair of the Board of Education and other members of the board of education if it is determined they have a need to know.

By July 1 of each year, the Superintendent of Schools/designee shall prepare a report of all of the bullying cases brought to the attention of school officials during the prior academic year. The report shall also indicate how the cases were resolved and/or the reasons they are still pending. This report shall be presented to the Board of Education at either its July or August meeting, and it shall be submitted to the state department of education by August 1.

The Superintendent of Schools shall develop forms and procedures to ensure compliance with the requirements of this policy and TCA 49-6-4503.

**RETALIATION AND FALSE ACCUSATIONS**

Retaliation against any person who reports or assists in any investigation of an act alleged in this policy is prohibited. The consequences and appropriate remedial action for a person who engages in retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

False accusations accusing another person of having committed an act prohibited under this policy are prohibited. The consequences and appropriate remedial action for a person found to have falsely accused another may range from positive behavioral interventions up to and including suspension and expulsion.

Legal References:

Cross References:

- 1. TCA 49-6-4503
- 2. 20 USCS §§ 1681 to 1686
- 3. TCA 49-2-120
- 4. Public Acts of 2016, Chp. No. 783

Appeals to and Appearances Before the Board 1.608	36
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	40
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# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Student Concerns, Complaints and Grievances</b>	Descriptor 6.305	Issued Date 4/4/2022
		Rescinds 6.305	Issued 4/5/2021

**STUDENT CONCERNS AND COMPLAINTS**

Decisions made by school personnel - such as assistant principals, teachers, or teacher assistants - which students believe are unfair or in violation of policies of the Board **of Education** or individual school rules may be appealed orally or in writing to the school principal or a designated representative. To appeal, students or parents/guardians, must contact the principal's office in their school within five (5) days of the decision and provide their name, the issue and the reason for their appeal. The appeal will be investigated and a decision reached, preferably within five (5) school days, but no later than ten (10) school days.

If the principal does not make a decision within ten (10) school days or if the student or parent is unsatisfied with the decision of the principal, the student or parent may appeal by contacting the Superintendent of Schools or their designee. The appeal may be made in writing or orally and shall include the student's name, the school and a description of the problem and shall be filed within five (5) **school** days of receipt of the decision of the principal.

The Superintendent of Schools shall use due diligence in the investigation, and their decision shall be communicated to the school principal and student. A written copy of the decision also will be sent to the student and the principal.

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Cross References:

- Appeals To & Appearances Before the Board 1.404
- Grievances & the Americans w/ Disabilities Act 1.802
- Discrimination/Harassment of Students 6.304
- Title IX & Sexual Harassment 6.3041



# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Drug-Free Schools</b>	Descriptor 6.307	Issued Date 4/3/2023
		Rescinds 6.307	Issued 4/6/2015

In order to protect the rights of students, to safeguard the learning environment, and to contribute to a “Drug Free” community, the Board of Education’s plan for dealing with alcohol and drugs<sup>1</sup> shall include the following:

1. Appropriate ways for handling alcohol/drug-related medical emergencies;
2. Guidelines for reporting alcohol/drug incidents and illegal activities;
3. Guidelines for referral of students who may have an alcohol/drug problem and/or are considered “high risk” to agencies and other sources of appropriate help;
4. Effective working relationships with appropriate community agencies, such as alcohol/drug service providers, law enforcement agencies and judicial officials;
5. Drug testing of students.

Through the use of state guidelines the Superintendent of Schools shall be responsible for:

1. Developing and implementing an appropriate curriculum on alcohol and drug education for students;
2. Providing adequate information and training for all staff personnel as appropriate to their responsibilities;
3. Implementing the relevant portions of the Drug-Free Youth Act<sup>2</sup>;
4. Developing administrative rules and guidelines for the school system to effectively respond to alcohol and drug situations that may occur at school or school-sponsored events; and
5. Providing notification to parents and students that compliance with this policy is mandatory.

It is a violation of the Student Code of Conduct for a student to consume, possess, use, sell, distribute or be under the influence of illegal drugs or alcoholic beverages in school buildings or on school grounds at any time, in school vehicles or buses, or at any school-sponsored activity, function or event whether on or off school grounds. This includes but is not limited to abuse of inhalants and prescription drugs.<sup>3</sup>

Discipline will be imposed on students who violate standards of conduct required by this policy. Such discipline will be consistent with local, state and federal laws, up to and including suspension/expulsion as well as referral for prosecution.<sup>4</sup> Completion of an appropriate rehabilitation program may also be recommended.

Information about drug and alcohol counseling and rehabilitation programs will be made available through the school office.

Use of alcohol/drugs is within the zero tolerance provision of TCA and is punishable by one (1) year’s expulsion unless otherwise modified by the Superintendent of Schools.<sup>4</sup>

Legal References:  
  
1. TRR/MS 0520-1-3-.08(2)(d)

Cross References:  
  
Drug-Free Workplace 1.804

- 1 2. 20 USCA § 7116; 34 CFR § 86.200
- 2 3. TCA 39-17-417; TCA 39-17-715
- 3 4. TCA 49-6-4209; TCA 49-6-3401

Zero Tolerance Offenses 6.309  
Suspension/Expulsion/Remand 6.316

# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Zero Tolerance Offenses</b>	Descriptor 6.309	Issued Date 4/4/2022
		Rescinds 6.309	Issued 4/5/2021

In order to ensure a safe and secure learning environment, the following offenses will not be tolerated and will subject offenders to criminal prosecution<sup>1</sup>:

1. Bringing to school or being in unauthorized possession of a firearm on school property;<sup>2</sup>
2. Unlawful possession of any drug, including any controlled substance, controlled substance analogue, or legend drug on school grounds or at a school-sponsored event;<sup>3</sup>
3. Aggravated assault;<sup>4</sup> or
4. Assault that results in bodily injury<sup>5</sup> upon any teacher, principal, administrator, any other employee of the school, or school resource officer.
5. **Threats of mass violence on school property or at a school related activity.**<sup>6</sup>

Committing any of these offenses shall result in a student being expelled from the regular school program for at least one (1) calendar year unless modified by the Superintendent of Schools. Modification of the length of time shall be granted on a case-by-case basis. Students that commit zero tolerance offenses may be assigned to an alternative school or program at the discretion of the Superintendent of Schools.<sup>7</sup>

When it is determined that a student has violated this policy, the principal shall notify the student's parent(s)/guardian(s) and the criminal justice or juvenile delinquency system as required by law.<sup>7</sup>

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Legal References

1. TCA 49-6-3401(g)
2. 18 USCA § 921(a)(3); 20 USCA § 7961
3. TCA 39-17-454; TCA 53-10-101
4. TCA 39-13-102
5. TCA 39-13-101(a)(1)
6. **TCA 39-16-517; Public Acts of 2023, Chapter No. 299**
7. TCA 49-6-3401(g)(2); TCA 49-6-3402
8. TCA 49-6-4209; TCA 39-17-1312; 20 USCA § 7961(h)(1)

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Cross References

- Code of Conduct 6.300
- Drug-Free Schools 6.307
- Suspension 6.316
- Student Disciplinary Hearing Authority 6.317
- Alternative Education 6.319
- Safe Relocation of Students 6.4081

# Johnson City Board of Education

	Descriptor Term: <b>Title IX &amp; Sexual Harassment</b>	Descriptor Code: <b>6.3041</b>	Issued Date: <b>4/3/2023</b>
		Rescinds: <b>6.3041</b>	Issued: <b>4/4/2022</b>

1 *General*

2 In order to maintain a safe, civil, and supportive learning environment, all forms of sexual harassment  
3 and discrimination on the basis of sex are prohibited.<sup>1</sup> This policy shall cover employees, employees'  
4 behaviors, students, and students' behaviors while on school property, at any school-sponsored activity,  
5 on school-provided equipment or transportation, or at any official school bus stop in accordance with  
6 federal law. This policy shall be disseminated annually to all school staff, students, and  
7 parent(s)/guardian(s).<sup>2</sup> The Title IX Coordinator as well as any personnel chosen to facilitate the  
8 grievance process shall not have a conflict of interest against any party of the complaint.<sup>3</sup> These  
9 individuals shall receive training as to how to promptly and equitably resolve student and employee  
10 complaints.<sup>3</sup>

11 All employees shall receive training on complying with this policy and federal law.<sup>4</sup>

12 **TITLE IX COORDINATOR<sup>5</sup>**

13 The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of  
14 sexual harassment. They shall be kept informed by school-level personnel of all investigations and  
15 shall provide input on an ongoing basis as appropriate.

16 Any individual may contact the Title IX Coordinator at any time using the information below:

17 **Students:**

18 Title: ~~Dr. Robbie Anderson~~ **Ms. Tammy Pearce**

19 Email: ~~andersonr~~ **pearcet@jcschools.org**

20

21 Phone number: 423-434-5200

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

**Employees:**

Title: ~~Dr. Robbie Anderson~~ **Ms. Amber Forbes**

Email: ~~andersonr~~ **hr-info@jcschools.org**

20

21 Phone number: 423-434-5200

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

23 **DEFINITIONS<sup>4</sup>**

24 “Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual  
25 harassment.

26 “Respondent” is an individual who is reported to be the perpetrator of conduct that could constitute  
27 sexual harassment.

28 “Sexual harassment” is conduct on the basis of sex that satisfies one or more of the following:<sup>3</sup>

- 1 1. A school district employee conditioning an aid, benefit, or service of an education program or  
2 activity on an individual's participation in unwelcome sexual conduct;
- 3
- 4 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and  
5 objectively offensive that it effectively denies a person equal access to the education program  
6 or activity; or
- 7 3. Sexual assault,<sup>6</sup> dating violence,<sup>7</sup> domestic violence,<sup>8</sup> or stalking<sup>9</sup> as defined in state and federal  
8 law.

9 Behaviors that constitute sexual harassment may include, but are not limited to:

- 10 1. Sexually suggestive remarks;
- 11
- 12 2. Verbal harassment or abuse;
- 13
- 14 3. Sexually suggestive pictures;
- 15
- 16 4. Sexually suggestive gesturing;
- 17
- 18 5. Harassing or sexually suggestive or offensive messages that are written or electronic;
- 19
- 20 6. Subtle or direct propositions for sexual favors; and
- 21
- 22 7. Touching of a sexual nature.
- 23
- 24 8. Repeated unwanted contact either in person or electronically.

25 Sexual harassment may be directed against a particular person or persons, or a group, whether of the  
26 opposite sex or the same sex.

27 "Supportive measures" are non-disciplinary, non-punitive, individualized services and shall be offered  
28 to the complainant and the respondent, as appropriate. These measures may include, but are not limited  
29 to, the following:

- 30 1. Counseling;
- 31
- 32 2. Course modifications;
- 33
- 34 3. Schedule changes; and
- 35
- 36 4. Increased monitoring or supervision.

37 The measures offered to the complainant and the respondent shall remain confidential to the extent that  
38 maintaining such confidentiality would not impair the ability of the school district to provide the  
39 supportive measures.

## 1 **GRIEVANCE PROCESS**

2 Upon learning of an instance of alleged sexual harassment, even if no formal complaint is filed, the  
3 Title IX Coordinator shall:

- 4 1. Promptly contact the complainant to discuss the availability of supportive measures;
- 5
- 6 2. Consider the complainant's wishes with respect to supportive measures;
- 7
- 8 3. Inform the complainant of the availability of supportive measures; and
- 9
- 10 4. Explain the process for filing a formal complaint.<sup>10</sup>

11 While the school district will respect the confidentiality of the complainant and the respondent as much  
12 as possible, some information may need to be disclosed to appropriate individuals. All disclosures shall  
13 be consistent with the school district's legal obligations and the necessity to investigate allegations of  
14 harassment and take disciplinary action.

15 Disciplinary consequences or sanctions shall not be initiated against the respondent until the grievance  
16 process has been completed. Unless there is an immediate threat to the physical health or safety of any  
17 student arising from the allegation of sexual harassment that justifies removal, the respondent's  
18 placement shall not be changed.<sup>11</sup> If the respondent is an employee, they may be placed on  
19 administrative leave during the pendency of the grievance process.<sup>12</sup> The Title IX Coordinator shall  
20 keep the Superintendent of Schools informed of any employee respondents so that they can make any  
21 necessary reports to the State Board of Education in compliance with state law.<sup>13</sup>

## 22 **Complaints**

23 Any individual who has knowledge of behaviors that may constitute a violation of this policy shall  
24 immediately report such information to the Title IX Coordinator, however, nothing in this policy  
25 requires a complainant to either report or file a formal complaint within a certain timeframe. If the  
26 complaint involves the Title IX Coordinator, the complaint shall be filed with the Superintendent of  
27 Schools.

28 If a complaint involves allegations of child abuse, including child abuse on school grounds, appropriate  
29 notification shall be made per the board policy on reporting child abuse.

30 Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:<sup>14</sup>

- 31 1. Provide written notice of the allegations, and the grievance process to all known parties to give  
32 the respondent time to prepare a response before an initial interview;
- 33
- 34 2. Inform the parties of the prohibition against making false statement or knowingly submitting  
35 false information;
- 36
- 37 3. Inform the parties that they may have an advisor present during any subsequent meetings; and
- 38

1           4. Offer supportive measures in an equitable manner to both parties.

2           If the Title IX Coordinator dismisses a complaint, written notice, including the reasons for dismissal,  
3 shall be provided to both parties simultaneously.<sup>15</sup>

#### 4           **Investigations**<sup>16</sup>

5           The Title IX Coordinator shall serve as the investigator and be responsible for investigating complaints  
6 in an equitable manner that involves an objective evaluation of all relevant evidence. The burden for  
7 obtaining evidence sufficient to reach a determination regarding responsibility rests on the school  
8 district and not the complainant or respondent.

9           Once a complaint is received, the investigator shall initiate an investigation within forty-eight (48)  
10 hours of receipt of the complaint. If an investigation is not initiated within forty-eight (48) hours, the  
11 investigator shall provide the Title IX Coordinator with appropriate documentation detailing the  
12 reasons why the investigation was not initiated within the required timeframe.

13           All investigations shall be completed within twenty (20) calendar days from the receipt of the initial  
14 complaint. If the investigation is not complete within twenty (20) calendar days, the investigator shall  
15 provide the Title IX Coordinator with appropriate documentation detailing the reasons why the  
16 investigation has not been completed.

17           All investigations shall:

- 18           1. Provide an equal opportunity for the parties to present witnesses and evidence;
- 19
- 20           2. Not restrict the ability of either party to discuss the allegations under investigation or gather  
21 and present relevant evidence;
- 22
- 23           3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that  
24 seek disclosure of information protected under a legally recognized privilege unless such  
25 privilege has been waived;<sup>17</sup>
- 26
- 27           4. Provide the parties with the same opportunities to have others present during any grievance  
28 proceeding;
- 29
- 30           5. Provide to parties whose participation is requested written notice of the date, time, location,  
31 participants, and purpose of all investigative interviews, or other meetings, with sufficient time  
32 for the party to prepare to participate;
- 33
- 34           6. Provide both parties an equal opportunity to inspect and review any evidence directly related to  
35 the allegations in the formal complaint; and
- 36
- 37           7. Result in the creation of an investigative report that fairly summarizes relevant evidence.
- 38
- 39           a. Prior to the completion of the investigative report, the investigator shall send to each  
40 party the evidence subject to inspection and review. All parties shall have at least ten

1 (10) days to submit a written response which shall be taken into consideration in  
2 creating the final report.

3 Within the parameters of the federal Family Educational Rights and Privacy Act,<sup>18</sup> the Title IX  
4 Coordinator shall keep the complainant and the respondent informed of the status of the investigation  
5 process. At the close of the investigation, a written final report on the investigation will be delivered to  
6 the parent(s)/guardian(s) of the complainant, parent(s)/guardian(s) of the respondent, and to the  
7 Superintendent of Schools.

#### 8 **Determination of Responsibility**<sup>19</sup>

9 The respondent is presumed not responsible for the alleged conduct until a determination regarding  
10 responsibility is made at the conclusion of the grievance process.<sup>20</sup> The preponderance of the evidence  
11 standard shall be used in making this determination.<sup>21</sup>

12 The Title IX Coordinator shall act as the decision-maker. They shall receive the final report of the  
13 investigation and allow each party the opportunity to submit written questions that he/she wants asked  
14 of any party or witness prior to the determining responsibility.

15 The decision-maker shall make a determination regarding responsibility and provide the written  
16 determination to the parties simultaneously along with information about how to file an appeal.

17 A substantiated charge against a student may result in corrective or disciplinary action up to and  
18 including expulsion. A substantiated charge against an employee shall result in disciplinary action up  
19 to and including termination.

20 After a determination of responsibility is made, the Title IX Coordinator shall work with the  
21 complainant to determine if further supportive measures are necessary. The Title IX Coordinator shall  
22 also determine whether any other actions are necessary to prevent reoccurrence of the harassment.

#### 23 **APPEALS**<sup>22</sup>

24 Either party may appeal from a determination of responsibility based on a procedural irregularity that  
25 affected the outcome, new evidence that was not reasonably available at the time of the determination  
26 that could affect the outcome, or an alleged conflict of interest on the part of the Title IX Coordinator  
27 or any personnel chosen to facilitate the grievance process. Appeals shall be submitted to the Title IX  
28 Coordinator within ten (10) days of a determination of responsibility.

29 Upon receipt of an appeal, the Title IX Coordinator shall:

- 30 1. Assign an impartial hearing officer within five (5) days of receipt of the appeal; and
- 31 31
- 32 2. Notify the parties in writing.

33 During the appeal process, the parties shall have a reasonable, equal opportunity to submit written  
34 statements. Within ten (10) calendar days, the hearing officer shall issue a written decision describing  
35 the result of the appeal and the rationale for the result. The written decision shall be provided  
36 simultaneously to both parties.



## 1 RETALIATION<sup>23</sup>

- 2 Retaliation against any person who makes a report or complaint or assists, participates, or refuses to  
3 participate in any investigation of an act alleged in this policy is prohibited.

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### Legal References

1. 34 CFR § 106.1
2. 34 CFR § 106.8(b),(c)
3. 34 CFR § 106.45(b)(1)(iii); 34 CFR § 106.45(b)(10)(D)
4. 34 CFR § 106.30(a)
5. 34 CFR § 106.8(a)
6. 20 USCA 1092(f)(6)(A)(v); TCA 36-3-601(10); TCA 71-6-302
7. 34 USCA 12291(a)(10)
8. 34 USCA 12291(a)(8); TCA 40-14-109
9. 34 USCA 12291(a)(30); TCA 39-17-315; TCA 36-3-601(11)
10. 34 CFR § 106.44(a)
11. 34 CFR § 106.44(c)
12. 34 CFR § 106.44(d)
13. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c)
14. 34 CFR § 106.45(b)(2)
15. 34 CFR § 106.45(b)(3)
16. 34 CFR § 106.45(b)(5); 34 CFR § 106.45(b)(1)(v)
17. 34 CFR § 106.45(b)(1)(x)
18. 20 USCA § 1232g
19. 34 CFR § 106.45(b)(7)
20. 34 CFR § 106.45(b)(1)(iv)
21. 34 CFR § 106.45(b)(1)(vii)
22. 34 CFR § 106.45(b)(8)
23. 34 CFR § 106.71

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### Cross References

- Section 504 and ADA Grievance Procedures 1.802  
 Discrimination/Harassment of Employees (Sexual, Racial,  
 Ethnic, Religious) 5.500  
 Complaints and Grievances 5.501  
 Staff-Student Relations 5.610  
 Code of Conduct 6.300  
 Student Discrimination, Harassment, Bullying, Cyber-  
 bullying, and Intimidation 6.304  
 Student Concerns 6.305  
 Reporting Child Abuse 6.409



# Johnson City Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term: <b>Fundraising Activities</b>	Descriptor Code: <b>2.6011</b>	Issued Date: <b>4/3/2023</b>
		Rescinds: <b>2.6011</b>	Issued: <b>12/09/19</b>

1 *General*

2 The following guidelines shall be followed:<sup>1</sup>

- 3 1. Fundraising activities shall be authorized by the Board and shall be for the purpose of  
4 supplementing funds for established school programs and not for replacing funds which are the  
5 responsibility of the Board.
- 6 2. Fundraising companies and other salespersons shall obtain permission in writing from the  
7 Superintendent of Schools' office in order to visit the schools.
- 8 3. Any commission payable by companies shall be paid in the form of reduced prices to the  
9 students or paid into the activity fund of the school for use by the school. No school employee  
10 shall personally benefit from any fundraising activity.
- 11 4. The principal shall obtain written approval from the Superintendent of Schools/designee for all  
12 fundraising activities, including online fundraising activities, which involve the participation of  
13 the general student population in the marketing process of the fundraising effort. All other  
14 fundraising activities, including online fundraising activities, shall have written approval from  
15 the principal and comply with all administrative procedures issued by the Superintendent of  
16 Schools. The authorization request shall contain the following information:<sup>2</sup>
- 17 a. A list of the proposed fundraising activities;
- 18 b. **Type of fundraising activity;**
- 19 c. Purpose of the fundraising activity;
- 20 d. Proposed uses of funds raised;
- 21 e. Expected student involvement in fundraising activity (school-wide, individual class, or  
22 club); and
- 23 f. Margin of profit and how it is to be paid to the school.
- 24 5. The Superintendent of Schools shall determine whether or not the activity will benefit the  
25 school, contribute to the welfare of the student body, and supplement, not replace, funds  
26 necessary to fulfill the Board's required contributions.

1       6. Students shall not be excused from a regular class to participate in a fundraising activity. No  
2       grade in a subject or course shall be affected by a student's participation in a fundraising  
3       activity.

4       7. No quotas shall be imposed on students involved, and their efforts shall be voluntary. Students  
5       who do not participate in fundraising activities shall not be punished or discriminated against in  
6       any way.

7       This policy shall not be construed as preventing a teacher from using instructional or informational  
8       materials even though the materials might include reference to a brand, a product, or a service.

## 9       **LOTTERIES**

10      Any fundraising activity which distributes prizes or makes awards to winners from among purchasers  
11      of chances by means of tickets through a random selection process must comply with all relevant  
12      laws.<sup>3</sup>

## 13      ~~ONLINE FUNDRAISING CROWDFUNDING~~<sup>4</sup>

14      **Crowdfunding is the practice of fundraising via the internet.** Individual schools may establish  
15      school-wide online fundraising accounts. **The number of crowdfunding vendors and the number of**  
16      **authorized users should be limited.** The accounts shall meet all fundraising requirements established  
17      by the Board and the *Tennessee Internal School Funds Uniform Accounting Policy Manual*. The  
18      principal/designee of each school shall have access to the established fundraising account to ensure all  
19      funds are properly accounted for, and the information is recorded in the school's accounting records by  
20      the designated personnel. **Donations are property of the school and should be directly deposited**  
21      **into the school's bank account.** Online fundraising shall not be used on behalf and for the benefit of  
22      an outside party.

23      An employee shall not engage in online fundraising for educational purposes in his/her official  
24      capacity as a district employee or make any reference to non-school sponsored fundraisers, online or  
25      otherwise, that would lead another to believe such activity is an approved school fundraiser.

## 26      ~~FUNDRAISING FOR NONEDUCATIONAL PURPOSES~~<sup>4</sup>

27      ~~On approval of the principal, an employee may be authorized to raise funds from district employees~~  
28      ~~and use those funds for the following noneducational purposes:~~

29           1. ~~Bereavement support;~~

30

31           2. ~~Award recognition;~~

32

33           3. ~~Employee morale;~~

34

35           4. ~~Banquets; or~~

36

- 1        ~~5. Other situations at the principal's discretion.~~
- 2        ~~These funds shall be derived from vending machine revenue or donations.~~
- 3        ~~The Superintendent of Schools shall develop administrative procedures regarding the receipt,~~  
 4        ~~disbursement, accounting, and auditing of these noneducational funds. The Superintendent of Schools~~  
 5        ~~shall ensure that the procedures are consistent with board policy and state law and disseminate them to~~  
 6        ~~all employees.~~

---

 Legal References

1. ~~Tennessee Internal School Funds Uniform Accounting Policy Manual, Section 4-3027, 4-3128~~
2. ~~Tennessee Internal School Funds Uniform Accounting Policy Manual, Section 4-32-29~~
3. **TCA § 3-17-106 et. seq.**
4. ~~TCA 49-2-134-Internal School Funds Manual, Section 4-30~~

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 Cross References

Revenues 2.400  
 School Support Organization 2.404  
 Audits 2.703  
 Vendor Relations 2.809  
 Student Activity Funds Management 2.900  
 Staff Gifts and Solicitations 5.605



# JOHNSON CITY SCHOOLS

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

To: Board Members  
From: Dr. David Timbs, Supervisor of Secondary and Instructional Technology  
Date: April 29, 2024  
Re: Board Approval for Contract Approval for ParentSquare

After a Request for Proposal (RFP) process and a vetting of vendors from the Communications Committee, we recommend the approval of a three-year contract with ParentSquare as the new messaging platform for Johnson City Schools.

Attached is the proposal received through the RFP process. The platform will be funded by those funds previously earmarked for SchoolMessenger and Bloomz. The annual cost, per the proposal, will be \$31,200 and an initial onboarding cost of \$4,000.



## BOARD OF EDUCATION

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

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



# Parent Communication Platform

RFP# 6746

Prepared for:

## Johnson City Schools

Dr. David Timbs, Supervisor of Secondary and Instructional Technology  
209 Water Street  
Johnson City, TN 37601

Prepared by:

## ParentSquare

Ben Craft, Regional Director

PHONE: 704.942.7410

EMAIL: [ben.craft@parentsquare.com](mailto:ben.craft@parentsquare.com)

February 8, 2024

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## Cover Letter

Dr. David Timbs  
Supervisor of Secondary and Instructional Technology  
Johnson City Schools  
209 Water Street  
Johnson City, TN 37601

Dear David,

ParentSquare is pleased to present our proposal to Johnson City Schools for a Parent Communication Platform (RFP# 6746).

### What is ParentSquare?

ParentSquare is a fully unified product that unifies every family with school communications and communications-based services—all the way from the district admin and site admin to the classroom teacher, and all in one place.

Schools know who's *not* being reached, and have the reports and tools to improve contactability and communications equity while maintaining privacy and security.

Our customers say that ParentSquare is where their school, district, and parent communities come together— just like the town square used to be where people came together to meet and share information.

We welcome and encourage you to take a closer look at our innovative approach to K-12 communications via video conference or an on-site presentation at your convenience.

Sincerely,



**Ben Craft, Regional Director**  
**ParentSquare**  
**PHONE:** 704.942.7410  
**EMAIL:** [ben.craft@parentsquare.com](mailto:ben.craft@parentsquare.com)

## Introduction and Executive Summary

ParentSquare (PSQ) is pleased to provide a response to Johnson City Schools (JCS) Request for Proposals (RFP# 6746) entitled “Parent Communication Platform.” ParentSquare is the leading provider of parental and community communications and engagement services delivered via our award-winning platform. More schools across the US utilize the ParentSquare platform to facilitate broad engagement with all constituencies including parents, guardians, teachers, administrators, and community members.



Through this RFP, Johnson City aims to improve connection and engagement with parents, guardians, and community members by implementing a unified communications system. This platform should provide a single, simplified conduit for all constituencies, delivering a consolidated communication application. The platform should integrate with existing technologies and provide appropriate levels of training and ongoing support for parents, guardians, educators, and the community.

ParentSquare is uniquely positioned to provide JCS with a unified communications and engagement system. Our proprietary platform includes communications and engagement tools and capabilities, with a simple, elegant, and familiar user interface that allows for a single, unified communication forum that integrates with your existing tools and applications.

Our services are designed to create an engaged community, extending the reach of educators, and allowing parents to stay informed, involved, and aware. As a partner for our clients, we seek to deliver comprehensive programs tailored to the unique needs, workflows, and approaches you are using to extend engagement and ultimately help improve outcomes for students.

### The Challenge of Delivering Simplified, Unified Communications Tools for Parents

At ParentSquare, we have long understood how difficult it was for LEAs to facilitate communications and engage parents due to several factors including:

- Utilization of a host of applications to perform specific functions – emergency alerts, communications, forms, etc.
- Lack of appropriate and consistent outreach to parents and guardians.
- Inability to connect with parents and guardians in a meaningful fashion.
- Complexity in integrating new applications with existing legacy technology.

Local education agencies are also limited in their resources and staffing, making it arduous to assign a staff member for the sole purpose of facilitating parent outreach. Too often, schools are forced to use a disparate set of tools and applications for engaging parents. In turn, parents must download and manage these different tools to get the information they need. All this leads to frustration from parents and guardians, increased work for school staff to send notifications and communications through multiple applications and channels, a lack of consistent engagement with the community, and the inability to integrate and centralize these communications

## Why ParentSquare?

ParentSquare was conceived, engineered, and developed to address the issue of centralized communications and engagement between schools and the community. The platform The idea behind the solution came from a parent who when confronted with managing multiple communications applications, thought there must be a better way - and in doing so, envisioned a single platform that would be:

- Simple
- Unified
- Integrated

## A Solution for Johnson City Schools

ParentSquare delivers communications, engagement, and website tools focused on providing a singular, unified, and integrated experience for schools. Our powerful platform provides a singular mechanism for communications, alerts, critical forms, website development and hosting, and other relevant functions to support the needs of parents, guardians, community members, teachers, and administrators. Our platform includes reporting and management tools as well as comprehensive ongoing support.

## Company Qualifications

For more than a decade, ParentSquare has been providing local and state education agencies (LEAs and SEAs) with our powerful engagement, communications, and website development and hosting platforms to allow these entities to connect and engage with parents, guardians, and members of the community to improve communications, facilitate filing essential forms and paperwork, increase awareness, improve promotion and online presence, and ultimately promote increased student achievement.



**Anu Vaid**  
*Founder & President/  
Chief Product Officer*

The idea for ParentSquare was born in 2011 when Anu Vaid, a computer engineer, felt firsthand the pressing demands of keeping up with school and classroom communications. Like many of the other parents of school-age children, Anu found herself tasked with managing an influx of emails, printed forms, newsletters, and more – each catering to different communication needs and areas within the district.

**This is when Anu thought to herself, what if there was a better way?**

### *What if...*

Families could find all the information, updates, and requests that were sent home in one convenient place?

Teachers could effortlessly organize school-to-home messages and confidently connect with every family, regardless of language or technology preferences.

Administrators could reduce the amount of tools they need to manage and instead use one platform for all communication, engagement, and website needs.

These questions have set the foundation for ParentSquare's remarkable journey.

Scan this QR code  
to hear the full story  
from Anu Vaid,  
Founder &  
President/Chief  
Product Officer



Fast forward to last year, the “ParentSquare By The Numbers” below shows just how far-reaching the ParentSquare community is nationwide. We're thrilled about your interest in joining this thriving community and are confident you'll discover it to be a rewarding experience for your team, students, and families.

[Click Here To Watch The Full Story](#)

## ParentSquare By The Numbers



**50**  
States



**18MM**  
Students



**130+**  
Languages  
Supported



**99%+**  
Customer  
Retention



**97%**  
CSAT



**1060**  
spot on the  
Inc. 5000 list



**ESSA Level III**  
certification earned  
in 2023

*“ParentSquare and StudentSquare have made our communications, according to teachers ‘better than ever!’ With the single tool for all teacher, school, and district communications, families are well-informed about what is happening in their child's schooling. During recent winter weather delays, one middle school principal told me, ‘Kirsten, I did not receive even ONE question from parents regarding the delay this morning. ParentSquare got the word out. Amazing!’”*

—Kirsten Fitterer, Chief Communications Officer, Yakima School District (Washington)

## Video: ParentSquare Introduction & Product Tour

We welcome and encourage you to take a closer look at our innovative approach to K-12 communications via video conference or an on-site presentation.

In the meantime, please follow the link below or scan the QR code for a recorded demo of the ParentSquare platform.

### Video Guide

- Modernizing Parent Engagement (0:20)
- The District Challenge (1:01)
- The Parent Challenge (1:56)
- The ParentSquare Story (2:45)
- How Is ParentSquare Different? (3:44)
- Product Tour (5:47)
- Posts (7:26)
- Direct Messages (10:53)
- Alerts & Notices (12:49)
- Analytics & Dashboards (14:16)
- Appointment Sign-ups (15:52)

Scan this QR code to hear the ParentSquare Introduction and Product Tour from Bill Frenzel, Vice President, Sales



Link to Video or Scan the QR code: [ParentSquare Demo](#)



#### Bill Frenzel

*Vice President, Sales – Western Region*

As an accomplished EdTech sales executive, Bill possesses extensive Sales Leadership experience, spanning ground-floor start-ups to global market leaders. With a versatile background in sales, marketing, client retention, operations, and product development he fosters trust and loyalty within his team through a hands-on approach to goal achievement. Driven by a deep passion for EdTech, Bill actively follows emerging companies and infuses an entrepreneurial spirit into his role at ParentSquare. This commitment fuels innovation and fortifies enduring client connections. Bill holds a Master's Degree from USC and a BA from UCLA.



## Completed Specification Checklist

Please refer to the following pages for ParentSquare's completed specification checklist.

# RFP# 6746 - Parent Communication Platform

## City of Johnson City, Tennessee School System

### REQUIREMENTS CHECKLIST

#### General Information:

Johnson City Schools is requesting proposals for a **Parent Communication Platform for grades K-12** as per the below areas of emphasis. The program will be implemented at eleven schools sites, as well as the communication tool for the district.

The provisions contained herein describe the minimum requirements of the Johnson City School System and any omission shall not relieve the vendor of furnishing a user-friendly program in a timely manner. **Any variances or exceptions to these specifications must be clearly identified; otherwise, full compliance is understood.**

Vendor must complete and return these forms for the proposal to be considered responsive. A check mark (✓) shall be placed in the areas of specification agreement. A check mark indicates compliance. Variances must be clearly identified in the vendor's column or on a separate sheet. Failure to comply with any part of these specifications will not remove that proposal from consideration but will indicate a variance on which the Johnson City School System alone will determine the importance to the overall performance of the program and suitability for the intended purpose. Any omission from these specifications shall not relieve the vendor from the responsibility of furnishing a program ready for use.

CITY'S SOFTWARE REQUIREMENTS	PROPOSER COMPLIES (✓)	PROPOSED EXCEPTIONS (use separate sheet if necessary)
Proposed System:	✓	
The solution must provide the capability for designated users (District, school administrators, and teachers) to send communications with the choice of one or more modalities including voice, email, and SMS/text from a web portal and/or a mobile application.	✓	
Solution must be able to send SMS/text messages of no less than 300 characters or more	✓	
Full messages can be received and viewed through app, text or email	✓	
Integrates with PowerSchool	✓	
Includes Classroom Calendar	✓	

Company Name: ParentSquare, Inc.



## RFP# 6746 - Parent Communication Platform

<b>CITY'S SOFTWARE REQUIREMENTS</b>	<b>PROPOSER COMPLIES</b> (√)	<b>PROPOSED EXCEPTIONS</b> (use separate sheet if necessary)
Has Automatic Language Translation	✓	
Unlimited Storage	✓	
Vendor must be willing to sign Johnson City Schools privacy agreement	✓	
Solution must have the option to allow messages to be sent only or send and receive messages per the sender's preference.	✓	
Allows users to sign up for calendar appointments or select from a list of time slots with the option to cancel and/or reschedule such appointments.	✓	
Solution allows for sharing of relevant communications to social media feeds and have a feed that can be embedded on the district and school's websites.	✓	
District administrators must be able to curate communications from across the District to share as District, School or person.	✓	
Installation timeframe (Specify)	✓	A typical ParentSquare implementation can be completed in 4 to 6 weeks. ParentSquare seamlessly integrates with Clever and PowerSchool.

Company Name: ParentSquare, Inc.

**COMPLETE AND RETURN WITH PROPOSAL PACKAGE**

## Notes and Deviations

We have provided our Notes and Deviations from the Terms and Conditions in the following pages.

## ***Notes and Deviations from Terms and Conditions:***

ParentSquare, Inc., respectfully submits the following notes and deviations from the City of Johnson City School System (hereinafter “Johnson City School System”) **RFP # 6746, Parent Communication Platform**. In compliance with the second paragraph of the SCOPE (at page 2 of the RFP # 6746 document), ParentSquare identifies select sections below where notes and deviations are set out in **showing changes/redline format** reflecting requested changes against the original text of the RFP document.

### **Notes and Deviations from Requirements for Bids, Requests for Proposals, and Contracts Between the City of Johnson City and Other Parties** (starting at Page 13 of the RFP)

#### **Section 3** [Limitation of Liability]

##### Original text:

Section 3. The City shall not in any event waive or limit any claims for damages including but not limited to consequential damages in any contract for any reason or purpose.

##### Revised Text:

3. The City and/or Contractor shall not be liable for any special, incidental, consequential, exemplary or punitive damages of any kind arising out of or in any way connected with the use of the services or anything provided in connection with the contract, the delay or inability to use the services or anything otherwise arising from this contract, and in no event will either party’s maximum aggregate liability arising from or relating to this contract, regardless of the cause of action (whether in contract, tort, breach of warranty or otherwise), exceed fees paid or payable to contractor by Johnson City School System in the twelve (12) month period immediately preceding the event giving rise to liability. To the extent the foregoing exclusion of liability is not permitted under applicable law, contractor’s liability in such a case will be limited to the greatest extent permitted by law. ~~in any event waive or limit any claims for damages including but not limited to consequential damages in any contract for any reason or purpose.~~

#### **Section 7** [Assignment of Contract]

##### Original text:

7. The City shall exercise its sole discretion before agreeing to any assignments of any contracts or subcontracts regarding any project in which the City is involved. No contract with the City shall be assignable without the City’s sole, discretionary, absolute consent.

##### Revised Text:

7. The City shall exercise its sole discretion before agreeing to any assignments of any contracts or subcontracts regarding any project in which the City is involved. No contract with the City shall be assignable without the City’s sole, discretionary, absolute consent except in the event of an assignment of the contract in connection with a merger, acquisition, sale of assets or similar change of control transaction.

#### **Section 9** [Termination of Contract]

##### Original text:

9. The City shall not waive any claims it has in the making of final payment in any project in which it is involved. The City shall have the right to terminate any agreement to which this document is attached at any time in its sole discretion with or without cause. In the event the City terminates with or without cause any agreement to which this document is attached, then in such event the City shall be liable only for the actual work and costs that have accrued at or

before the date of the City's termination. In no event shall the City be liable for lost profits, consequential damages or incidental damages in the event it terminates a contract with or without cause.

Revised Text:

9. The City shall not waive any claims it has in the making of final payment in any project in which it is involved. The City shall have the right to terminate any agreement to which this document is attached at any time in its sole discretion with ~~or without cause~~ or without cause anytime following 180 days from the contract effective date. In the event the City terminates with or without cause any agreement to which this document is attached, then in such event the City shall be liable only for the actual work and costs that have accrued at or before the date of the City's termination. City acknowledges and agrees that any prepaid subscriptions fees are non-refundable. In no event shall the City be liable for lost profits, consequential damages or incidental damages in the event it terminates a contract with or without cause.

**Section 14 [Warranty and Disclaimer of Warranty]**

Original text:

14. As to acts or failures to act or any causes of action by any party to a contract, whether that party be the architect, owner, contractor, City, etc., a cause of action shall accrue according to Tennessee law. No contract provision shall shorten the statutes of limitations, statutes of repose, or the accrual of any causes of action which the City might have against another party or entity. No contract provision shall waive any warranties, express or implied, nor shall any contract limit the standard of care for any particular service or undertaking to that of the locality where those services or undertakings are performed.

Revised Text:

14. As to acts or failures to act or any causes of action by any party to a contract, whether that party be the architect, owner, contractor, City, etc., a cause of action shall accrue according to Tennessee law. No contract provision shall shorten the statutes of limitations, statutes of repose, or the accrual of any causes of action which the City might have against another party or entity. No contract provision ~~shall waive any warranties, express or implied, nor shall any contract~~ limit the standard of care for any particular service or undertaking to that of the locality where those services or undertakings are performed. Notwithstanding the foregoing, the Services provided by contractor are based on an Internet-based software platform and, as such, may experience periods of downtime, including scheduled maintenance and third-party service outages. Accordingly, the services are provided "AS IS" and without warranty of any kind, whether express, implied, statutory, or otherwise, and contractor disclaims and excludes, to the maximum extent permitted by law, all other warranties, whether express, implied, statutory, or otherwise, including non-infringement of third-party rights, fitness for a particular purpose, merchantability, title, and satisfactory quality.

**New Section 21 to be Added to Contract:**

**Section 21 [Ownership]**

As between the parties and except for the right to use the software-as-a-service granted by the contract, (a) Johnson City School System retains all right, title, and interest, including all related intellectual property rights, in and to school data, and (b) contractor retains all right, title and interest, including all related intellectual property rights, in and to the services. Contractor retains all rights not expressly granted to Johnson City School System in the contract.

## References

Vendor must provide a minimum of three (3) user references of proposed software program initiated within the last three (3) years. Each reference shall have the company or government entity name, address, contact person, and telephone number. A program demonstration may also be required, at the City’s request.

### Lenoir City Schools (Tennessee, ~2,500 students)

<b>Entity Name</b>	Lenoir City Schools
<b>Address</b>	200 E. Broadway Street Lenoir City, TN 37771
<b>Contact Person</b>	Dr, Chris Smallen Chief Technology Officer
<b>Telephone Number</b>	865.988.1934

### Knox County Schools (Tennessee, ~60,000 students)

<b>Entity Name</b>	Knox County Schools
<b>Address</b>	400 W. Summit Hill Drive Knoxville, TN 37902
<b>Contact Person</b>	Theresa Nixon Executive Director of Academic Supports
<b>Telephone Number</b>	865.594.1800

### Catawba County Schools (North Carolina, ~15,490 students)

<b>Entity Name</b>	Catawba County Schools
<b>Address</b>	2285 N Anderson Ave. Newton, NC 28658
<b>Contact Person</b>	Marty Sharpe, CETL Chief Technology Officer
<b>Telephone Number</b>	828.464.8333

## Warranty, Service, Training Information (if applicable)

### Description of Customer Success and Tech Teams

Johnson City Schools will benefit from our Customer Success team (pictured below), which comprises ~62 individuals who bring decades of combined experience in implementing technology products in K-12 school districts.



The ParentSquare Customer Success team has earned an excellent reputation among school districts for delivering an onboarding experience that consistently reaches the highest quality and service levels.

### Customer Success Statistics

The evidence below from 2023 provides a snapshot of our performance regarding Customer Success.

- <1 hour for first reply time during business hours
- <2 minute wait on chat
- 97% Customer Satisfaction Score



Customer Success office hours are 6:00 am - 11:00 pm EST. Support requests sent over the weekend via email are monitored and flagged in the event of an emergency within a district.

### Training Model

ParentSquare provides a variety of training models for all end-users/stakeholders of the product. We will work with your districts to customize the training plan to meet your needs best.

Our training generally consists of live virtual training, synchronous and asynchronous assets, train-the-trainer, and ongoing professional development.

Admins, teachers, and staff will have unlimited access to digital training opportunities, including:

- Pre-scheduled live webinars with Q&A designed for each end user. Multiple offerings of scaffolded content based on experience and expertise on the product.
- Self-paced training modules designed for each end user. Multiple offerings of scaffolded content based on experience and expertise on the product.

## **Extensive Training Curriculum for New and Existing Users**

From the tech-shy novice to superusers, ParentSquare offers a curriculum of courses for new and existing customers that empowers them to use the platform to its full capacity.

- Our comprehensive training program for newcomers focuses on courses for district administrators, site admin/principals, attendance clerks, teachers, and parents.
- Existing users have ongoing training opportunities, including recurring webinars, digital training modules, and videos.

## **Train the Trainer Option**

ParentSquare also maintains a robust train-the-trainer program, with some districts creating a custom teaching/learning role in ParentSquare designed for an internal trainer.

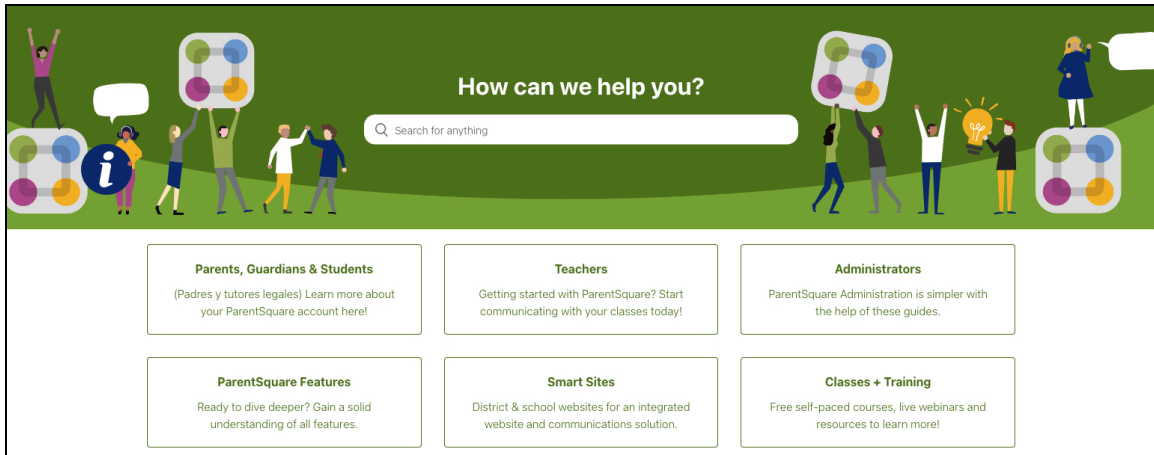
Our seasoned trainers can respond to sophisticated questions from highly motivated superusers as they learn every function in ParentSquare, equipping them with best practices that will benefit their community.

## **Access to Recordings of Live Trainings**

All live trainings are recorded and provided to the district for absentee usage. On-demand training webinars and self-paced modules with certification are available to teachers and admins.

## **Web Self-Serve Help Materials**

All users also have 24/7 access to a well-maintained and easily accessible library of Help Documents, troubleshooting guides, FAQs, and self-service training courses. These resources are available via the mobile or web versions of ParentSquare.



## Contextual Help in the Platform, Help Library, and Help Videos

Some common workflows have contextual help options in ParentSquare. Enhancements, changes, and fixes are maintained in our monthly change log and available in the app and our blog.

## Technical Support

ParentSquare’s customer support includes the following: email, chat, and phone support; maintenance updates; online help articles; and training modules for users.

Our support agents use help-desk services such as phone, email, support tickets, and live chat, all accessible via the web and mobile versions of ParentSquare.

Admins and staff at the district may place support requests within the following timeframes:

- by email at support@parentsquare.com or online via ParentSquare’s support ticket system 6:00 am - 11:00 pm EST
- by chat from 6:00 am - 11:00 pm EST Monday through Friday (excluding holidays)
- by telephone from 6:00 am - 11:00 pm EST Monday through Friday (excluding holidays)

Outside of these times, ParentSquare provides a hotline number for key admins for urgent needs.



## Descriptive Literature on System Proposed and Report Examples

### Why are K-12 schools migrating from traditional mass notification systems to the ParentSquare unified engagement platform?

ParentSquare has re-imagined every aspect of K-12 school-to-home communications.

We built ParentSquare around a unique approach to engagement, which takes the schools and districts we serve beyond the traditional functions of alerts, notifications, or school websites.

Our founders knew that no one else in the industry had achieved success in allowing schools to issue communications to an audience and have them respond back in a secure, organized manner.

This innovative step forward reversed the trend for disparate, one-way communication that was keeping parents as “spectators” to their child's education.

### Your users will feel at home with ParentSquare because our functionality was designed and built together, rather than being pieced together.

All of our features are built in-house rather than acquired and bolted on, so everything remains intuitive and consistent—if you've used one feature in ParentSquare you can use them all!

### Our powerful reporting metrics show districts drastically improving contactability rates from 67% to 98%.

ParentSquare supports other programs in your community by default— research indicates that when schools succeed in involving families, every other metric improves.

### We view parents as our customers and built the ParentSquare platform around the parent experience.

We support parents with a delightful user experience, to increase parent engagement levels, which is core to our mission.

### We are just as passionate about engaging parents today as we were on day one.

We invest a third (33%) of our revenue into Research & Development efforts, which means our developers are constantly innovating and updating the ParentSquare platform according to best practices in family engagement.

### Our response meets your requirements and offers so much more.

We look forward to showing you how easy it is to have complete oversight over all your communications, and why school districts across the country are switching to ParentSquare.

**We respectfully ask for the opportunity to formally present the ParentSquare solution to the Johnson City Schools committee.**

Our presentations have been enlightening for districts. We will share research and trends in communications that continue to inform our development.

We are excited to provide you with valuable insights that will help Johnson City Schools make the very best decision for its community.

We have successfully implemented our **award-winning solution** in the following large school districts, and are currently working cohesively with them to optimize the full adoption of ParentSquare.

For each of the following customers, we delivered unified K-12 communications including mass notifications, classroom communications, and school services.

- Charlotte-Mecklenburg Schools (North Carolina, 140,000 students)
- Cobb County School District (Georgia, 112,000 students)
- Knox County School District (Tennessee, 59,200 students)
- Virginia Beach City Public Schools (Virginia, 64,000)
- Cherokee County School District (Georgia, 41,300 students)
- Santa Ana Unified School District (California, 46,700 students)
- Garden Grove Unified School District (California, 43,300 students)
- San Bernardino City School District (California, 48,755 students)
- Salem-Keizer School District (Washington, 41,800 students)
- Sevier County School System (Tennessee, 14,140 students)
- Collierville Schools (Tennessee, 9,043 students)
- White County Schools (Tennessee, 3,698 students)
- Anderson County Schools (Tennessee, 6,222 students)
- Oak Ridge Schools (Tennessee, 4,643 students)
- Tullahoma City Schools (Tennessee, 3,622 students)
- Hardeman County Schools (Tennessee, 3,342 students)
- Lenoir City Schools (Tennessee, 2,509 students)

## Project Completion Timeline

**ParentSquare is poised to support every aspect of customer success in implementation, training, and customer support.**

The onboarding information in the following pages reflects our standard implementation practices before collaborating with Johnson City Schools; the results would be included and outlined in a custom partnership plan.

**We are ready for a complete district roll-out of ParentSquare next year.**

A ParentSquare implementation takes four to six weeks for a complete onboarding experience. Based on our discussion during the discovery call, we can refine this timeline based on district needs.

**We will accommodate any timeline the district requires.**

Our team will contact JCS within two business days of the contract award to schedule a discovery call.



### Sample Strategic Plan and Implementation Timeline (ParentSquare Platform and Mobile App)

The following milestones represent a tentative timeline for implementing a district’s ParentSquare instance and can be adjusted according to the district’s unique needs.

Please know that while we offer a highly structured Implementation Plan as outlined below, it remains malleable based on information learned during the Discovery phase of our engagement.

#### 1. Set Up and Data Load

- Create the district’s sites
- Establish your SIS integration. ParentSquare includes out-of-the-box integration with your SIS.
- Import students, parents, class rosters, and staff

- Set up special site groups
- Enable all relevant features
- Identify champion(s)

## **2. District Admin Training**

- Train District Admin on critical features
- Training will be held live over Zoom
- Interactive training allows for all questions to be answered

## **3. Site Admin Training (Can run simultaneously with Teacher Training)**

- Train administrators on key ParentSquare features (can be adjusted based on interest)
- Training will be held live over Zoom
- Interactive training allows for all questions to be answered
- Individuals who cannot make this date will be offered the training module and additional training opportunities later.

## **4. Additional Staff and Teacher Training**

- Live webinar training for Site Admins
- Attendance clerk overview - training module
- Teacher training - training module
- Teacher training - training video if desired

## **5. ParentSquare Launch**

- Invite all students, parents, staff and teachers
- Welcome post by school
- Use ParentSquare resources for social media, banners, flyers, etc.
- Teachers post to their class the first week of school
- Back to School Night - show parent video

## **6. Admin and Teacher Survey (TBD)**

- ParentSquare Survey (recommended). ParentSquare provides the Google Form.
- Review feedback on practical training, rollout, and overall perception by admin and teachers
- Determine if additional training or support is needed and work with ParentSquare on the next step

## **Status Reports and Weekly Meetings**

We will set a regular cadence of meetings in partnership with the central champions or points of contact within the School District. During these diagnostic calls, we will ensure your goals are met, and ParentSquare is effectively leveraged and used across the district. We can also provide status reports to the district as desired. You can obtain reports from the portal at any time.

## Cost Proposal Sheet including Renewal Costs

In compliance with the RFP, we have provided our Fee Proposal Form in the following pages.

# RFP# 6746 - Parent Communication Platform

## JOHNSON CITY SCHOOL SYSTEM

### FEE PROPOSAL FORM

The undersigned proposes and agrees, if their Proposal is accepted, to contract with the City of Johnson City to furnish all software and service described herein that meets the requirements of this solicitation.

Provide detailed cost information as per below:

ANNUAL COST \$ 24,000 /YR  
(years 1 through 3)

Additional renewals : \$4,000  
\$ (onboarding) /YR

Any other costs involved: \$ Please review the optional upgrades.


Name of Firm: ParentSquare, Inc.

Address: 6144 Calle Real, Suite 200A  
Goleta, CA 93117

Telephone: (888 ) 496-3168

Email address: sash.sreetharan@parentsquare.com

Printed Name and Title: Sashangar Sreetharan, Chief Financial Officer

Signature: 

Date: February 7, 2024

**THIS FORM MUST BE SIGNED TO BE CONSIDERED**



**Year 1**

Product	Description	Unit	Quantity	Price	JCS Price	Total
ParentSquare's Classroom Communication Solution	<ul style="list-style-type: none"> <li>• Mobile App &amp; Web Portal</li> <li>• Language Translation</li> <li>• Analytics, Reporting &amp; Archiving</li> <li>• SIS Integrations, SSO (API, SFTP, other)</li> <li>• Social Media &amp; Website Share</li> <li>• Posts &amp; Newsletters</li> <li>• Two-way Direct Messaging</li> <li>• Directory</li> <li>• Volunteering &amp; Sign Ups</li> <li>• StudentSquare</li> <li>• Calendar &amp; Event RSVP</li> <li>• Forms &amp; Permission Slips (includes Surveys)</li> </ul>	per student	8,000	\$3.50	\$3.00	\$24,000.00
Onboarding	<ul style="list-style-type: none"> <li>• Coordination between ParentSquare Implementation Team and Points of Contact</li> <li>• Creation &amp; configuration of the ParentSquare site</li> <li>• Data migration and review of Staff, Student, Parent and Roster data</li> <li>• Digital training opportunities including recurring webinars, digital training modules, and videos</li> <li>• Access to "Resource Kit" and Best Practice materials to support Launch</li> <li>• Ongoing help and support for Admins via email, chat, and voice</li> <li>• Discovery call with Implementation Manager</li> <li>• District walkthrough videos w/ Q&amp;A option</li> <li>• 1 hour of training or CS consultation (Engagement Team)</li> <li>• Launch check in meeting</li> <li>• Ongoing engagement with Customer Success Team</li> </ul>	per unit	1	\$6,000.00	\$4,000.00	\$4,000.00
					Total	\$28,000.00

**Year 2**

Product	Description	Unit	Quantity	Price	JCS Price	Total
ParentSquare's Classroom Communication Solution	<ul style="list-style-type: none"> <li>• Mobile App &amp; Web Portal</li> <li>• Language Translation</li> <li>• Analytics, Reporting &amp; Archiving</li> <li>• SIS Integrations, SSO (API, SFTP, other)</li> <li>• Social Media &amp; Website Share</li> <li>• Posts &amp; Newsletters</li> <li>• Two-way Direct Messaging</li> <li>• Directory</li> <li>• Volunteering &amp; Sign Ups</li> <li>• StudentSquare</li> <li>• Calendar &amp; Event RSVP</li> <li>• Forms &amp; Permission Slips (includes Surveys)</li> </ul>	per student	8,000	\$3.50	\$3.00	\$24,000.00
					Total	\$24,000.00

**Year 3**

Product	Description	Unit	Quantity	Price	JCS Price	Total
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<i>ParentSquare's Classroom Communication Solution</i>	<ul style="list-style-type: none"> <li>• Mobile App &amp; Web Portal</li> <li>• Language Translation</li> <li>• Analytics, Reporting &amp; Archiving</li> <li>• SIS Integrations, SSO (API, SFTP, other)</li> <li>• Social Media &amp; Website Share</li> <li>• Posts &amp; Newsletters</li> <li>• Two-way Direct Messaging</li> <li>• Directory</li> <li>• Volunteering &amp; Sign Ups</li> <li>• StudentSquare</li> <li>• Calendar &amp; Event RSVP</li> <li>• Forms &amp; Permission Slips (includes Surveys)</li> </ul>	per student	8,000	\$3.50	\$3.00	\$24,000.00
					<b>Total</b>	<b>\$24,000.00</b>
<b>Total 3-year Cost of Ownership</b>						<b>\$76,000.00</b>
<b>Optional - Training and Development</b>						
<b>Product</b>	<b>Description</b>	<b>Unit</b>	<b>Quantity</b>	<b>JCS Price</b>		
<i>Enhanced ParentSquare's Family Engagement Platform (above functionality + Mass Communications)</i>	<ul style="list-style-type: none"> <li>• Smart &amp; Urgent Alerts</li> <li>• Social Media &amp; Website Share</li> <li>• Attendance &amp; Auto Notices (includes lunch balances)</li> </ul>	per student	8,000	\$1.25		
<i>Secure Document Delivery</i>	Deliver documents with identifiable data such as report cards, IEPs, etc. to parents directly through the platform. Delivery can occur flexibly including but not limited to email, text, app notifications.	per student	8000	\$1.00		
<i>Virtual Training (beyond what's included in Onboarding)</i>	<i>Customized Training specific for Johnson City Schools</i>	per hour	TBD	\$350.00		
<i>Onsite Training</i>	<i>Customized Training specific for Johnson City Schools Onsite (Full Day)</i>	per day	TBD	\$3,500.00		







# Communication Platform Program Specifications

## 1. Communication Platform:

**A digital communication platform that can be utilized in Johnson City Schools from the classroom, school and district level while also being able to support internal communication for athletic teams, after school clubs and other school organizations.**

ParentSquare offers JCS the most comprehensive and widely-used communications platform available for local and state education agencies linking the wider community at the classroom, school and district level while also supporting internal communications for athletics, clubs, and other similar school organizations.

 <p><b>Mass Notifications</b> Maximize engagement and consistency <a href="#">Learn More →</a></p>	 <p><b>Classroom Comms</b> Empower teachers to reach every family <a href="#">Learn More →</a></p>	 <p><b>School Services</b> Send forms, documents and sign-ups <a href="#">Learn More →</a></p>	 <p><b>School Websites</b> Engage your community and make your brand stand out <a href="#">Learn More →</a></p>
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## Communication Type

The solution must provide the capability for designated users (District, school administrators, and teachers) to send communications with the choice of one or more modalities including voice, email, and SMS/text from a web portal and/or a mobile application.

### Smart Alerts

JCS can share Smart Alerts or Urgent Alerts with every family in their community via multiple modalities (app, email, mobile phone text, voice call, web portal, or social).

We designed Smart Alerts to text first, and if the delivery fails, send the notification via phone. ParentSquare gives you extensive reports for every communication channel.

### Smart Alerts vs. Urgent Alerts

- **Smart Alerts** are non-emergency alerts sent with a user-selected delivery method (text, email, voice, app). Users can also choose to send their messages via all delivery methods.
- **Urgent Alerts** are built for speed and emergencies at the building or school closing. These messages automatically notify the recipient (parent, guardian, student, etc.) via voice message (if there is no answer, then a voicemail is left), text, and app notification.

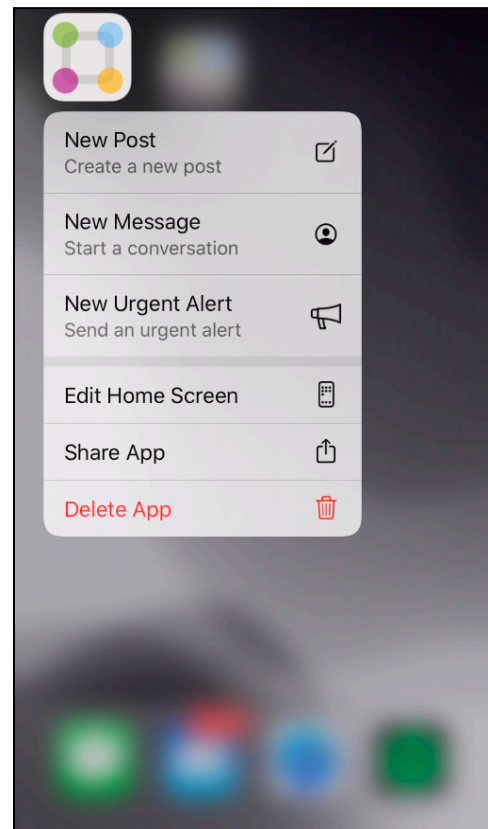
In an emergency, permitted users can send an Urgent Alert from a smartphone (or device) or the web in just three taps.

Urgent alerts can also be sent immediately to all modalities. Urgent alerts override parent preferences for notifications.

### Emergency Notifications

In ParentSquare, urgent alerts are built for speed and emergencies at the building or school closing. These messages automatically notify the recipient (parent, guardian, student, etc.) via voice message (if there is no answer, then a voicemail is left), text, and app notification.

Urgent alerts override parent preferences for notifications.



## Restricted Notifications

ParentSquare also offers Restricted Notifications (RN), valid for lockdown situations where no one can create any post except for the determined RN-permitted users. Your districts can use this if an urgent event occurs (i.e., Lockdown) and the district wants to control the community messaging with a coordinated voice.

## Send Mass Notification via App

Permitted users can send messages directly from the ParentSquare iOS or Android app. Notifications can also be sent from the district, school, or groups.

In an emergency, permitted users can send an Urgent Alert from a smartphone (or device) or the web.

## Create an Urgent Message in Less Than Ten Seconds

In addition, permitted users can generate an urgent alert by holding and pressing the ParentSquare app icon on their mobile device. This will prompt them with New Post, New Message (DM), and New Urgent Alert options.

### **Solution must be able to send SMS/text messages of at least 300 characters or more.**

Mass alerts sent from ParentSquare via shortcode have a 300-character limit. Direct messages sent via SMS do not have a character limit; they will show a portion of the message and have a link to the full text.

### **Solution should provide 24/7 customer service for both teachers and district administrators.**

## Customer Technical Support

ParentSquare's customer support includes the following, at no additional cost to the district: email, chat, and phone support; maintenance updates; online help articles; and training modules for users.

Our support agents use help-desk services such as phone, email, support tickets, and live chat, all of which are accessible via the web and mobile versions of ParentSquare.

Admins and staff at the district may place support requests within the following timeframes:

- by email at support@parentsquare.com or online via ParentSquare's support ticket system 6:00am - 11:00pm EST
- by chat from 6:00am - 11:00pm EST Monday through Friday (excluding holidays)

- by telephone from 6:00am - 11:00pm EST Monday through Friday (excluding holidays)

Outside of these times, ParentSquare provides a hotline number for key admins for urgent needs.

**The solution must allow teachers and parents to interact the following ways:**

**Solution must have the option to allow messages to be sent only or send and receive messages per the sender’s preference.**

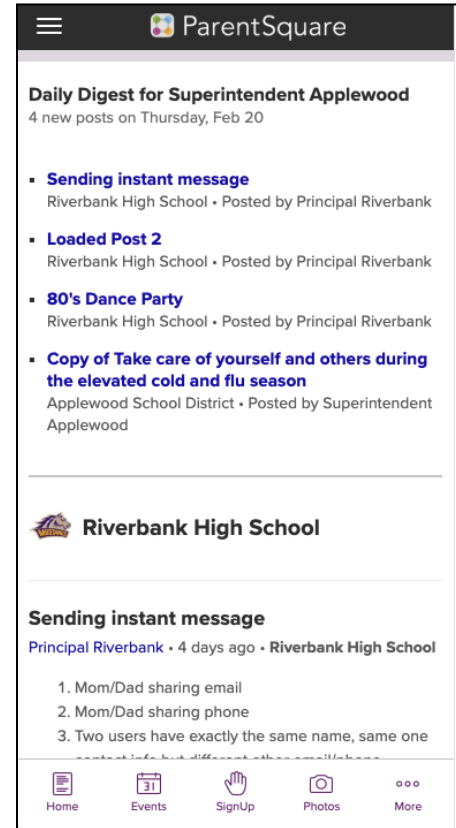
### Advanced Notification Settings

Users can fine-tune their notification settings for both school and notification types. For parents with children at multiple schools, users can select to receive text from one school and email from another.

### A Setting to Help Manage Message Fatigue

Parents can also get a digest of email or text notifications instead of receiving them instantly as they are posted. Our digest options for texts and push notifications were created to counter “Message Fatigue” that can overwhelm recipients and negatively impact the effectiveness of your communications.

Urgent alerts override parent preferences for notifications.

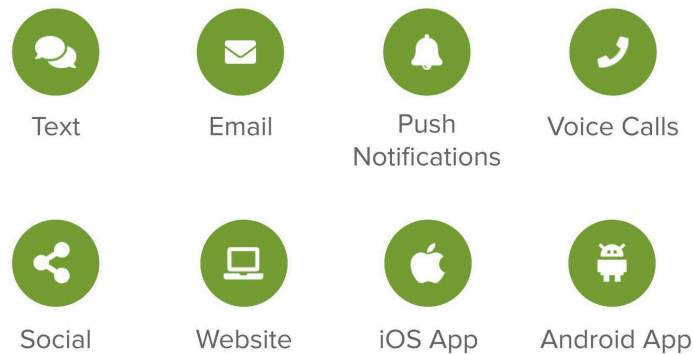


**The solution must provide the capability for teachers to send a communication to parents/guardians of the teacher's individual classrooms.**

### **ParentSquare Messaging (Two-way Communications)**

With ParentSquare, JCS can engage every family in their community via multiple modalities (voice, text, app, email, two-way translated communication, Facebook, Twitter posts, and web portal).

These methods and modalities can engage in two-way communication across the district, school, and classroom.



### **Sharing Everyday Activities: Forms, Surveys, Conferences and More**

When it comes to everyday classroom communication, teachers can communicate frequently and effectively with two-way group messaging and private conversations. Families can also RSVP and sign up to volunteer directly from the platform.

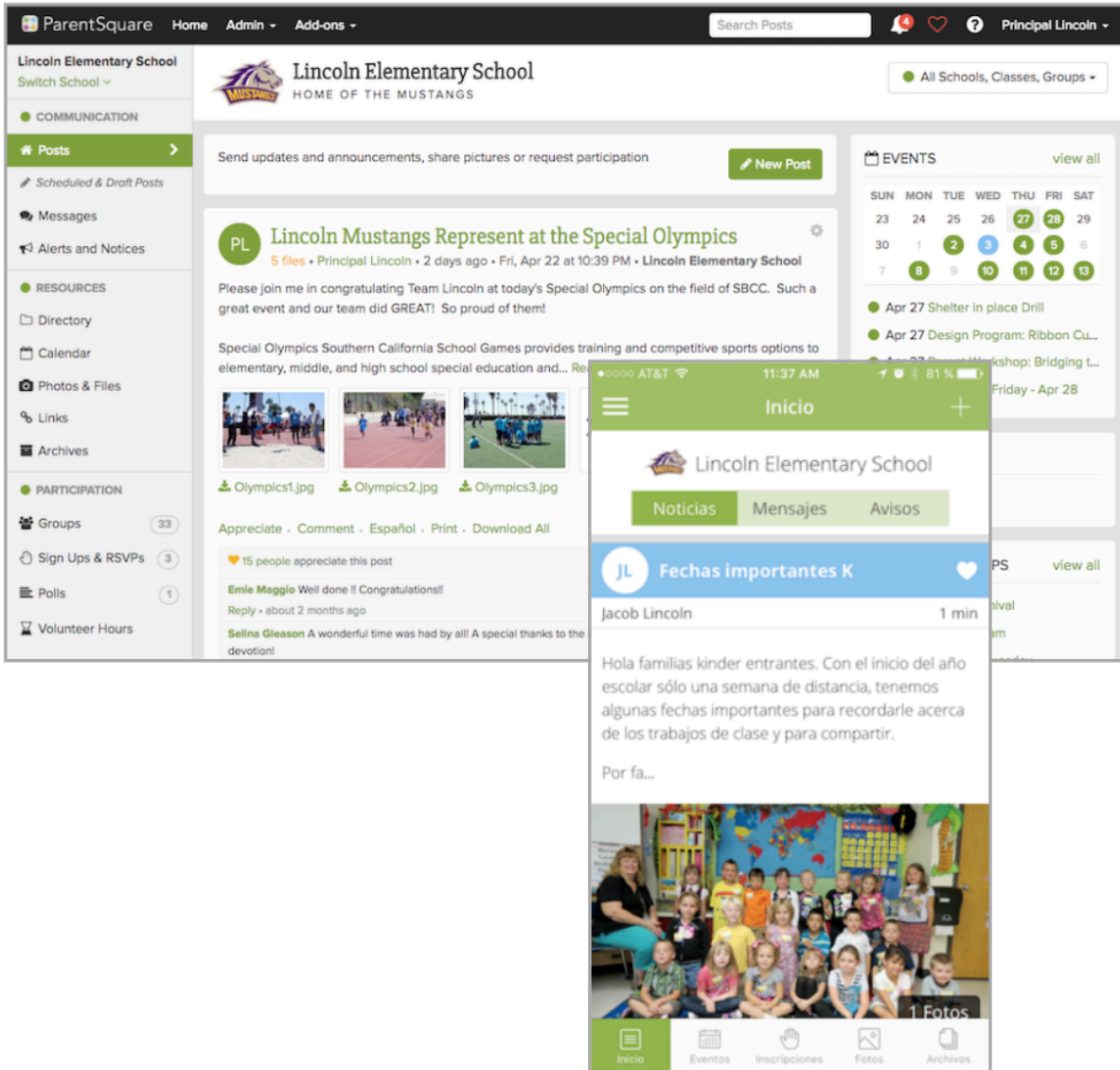
With ParentSquare, teachers have one place to post everything for parents and students: reminders and pictures, congratulatory notes and behavior messages, volunteer and supplies requests, conference sign-ups, answers to questions, and more. Parents can easily find all the information and participate in everything happening at school from one convenient place.

ParentSquare empowers teachers to reach every family with the tools and channels they need at their fingertips.

Teachers can send parents forms electronically with student and parent information auto-populated in ParentSquare. Parents can sign permission slips from the ease of their phone.

ParentSquare also administers surveys using the web and mobile versions. For notices like attendance messaging, families can excuse their child from the app (or text or email) – anytime, anywhere.

An online conference sign-up can be created in under five minutes. Parents receive an email, a text, or an app notification and can sign up for an open conference slot from their smartphone or desktop. Families are automatically reminded the day before their conference.

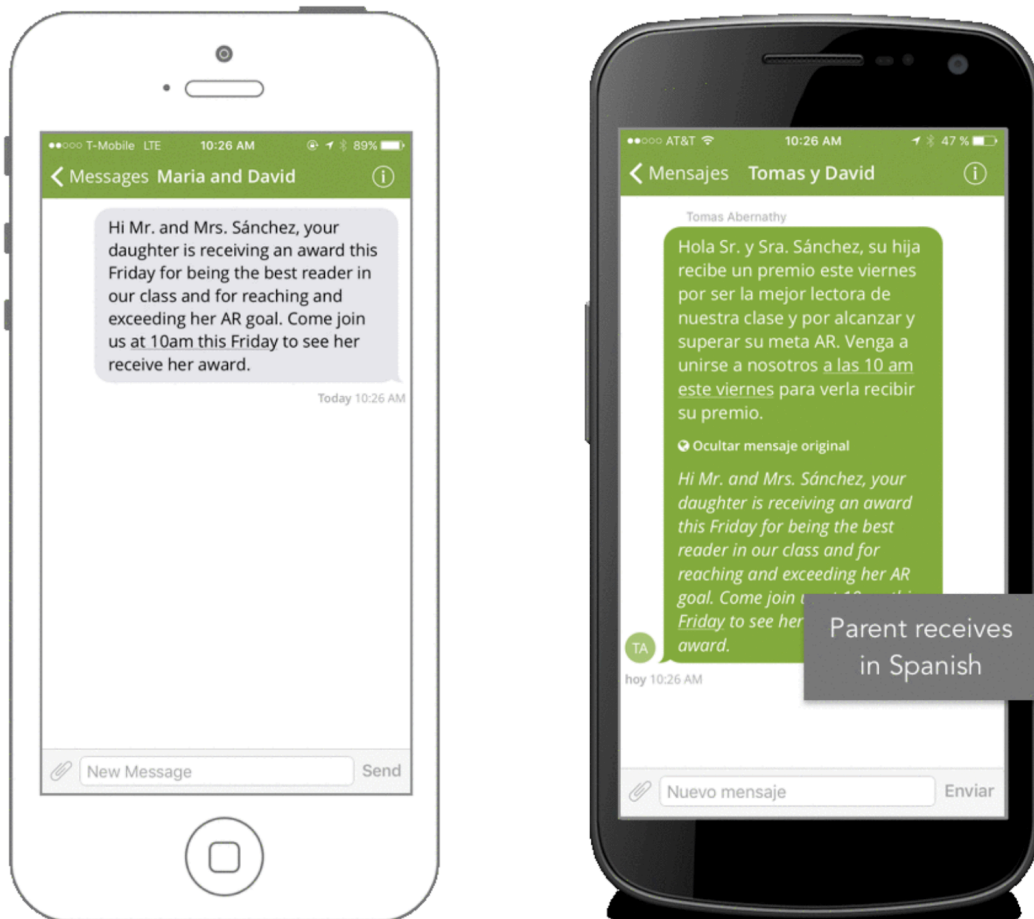


## Reach People the Way They Prefer in the Language They Want

All messages are two-way translated. A teacher can write a message in English, which will be delivered in Spanish and vice-versa. ParentSquare supports real-time language translation with over 120 languages supported using Google and NMT.

ParentSquare uses the most sophisticated and up-to-date version of Google Neural translation. Our technologies first interpret and then contextualize text before translating. The focus on content and phrasing, specific to education vs. word-for-word translations, contributes to accuracy.

ParentSquare includes the original English version with every translated DM, email, post, and newsletter. The accompanying English version compensates for any nuances in the translation so parents can easily discern meaning.



**The solution must have the option for District administrators to select the modality of communications that teachers will be allowed to send.**

District Admins can select whether or not teachers can send voice calls by enabling or disabling a teacher’s ability to send a Smart Alert.

Teachers by default, can send posts to their classrooms and groups. They can also send direct messages to their students and group members.

**The solution must allow teachers to send a communication to a select group of parents/guardians of the teacher's students.**

### Two-way Communication Platform (Group and 1:1 Messaging)

Teachers can access 1:1 or group direct messaging in ParentSquare.

Parents can choose how and when they want to receive messages. One message from a teacher can go out to parents via app notifications, text messages, and email.

#### Instant Real-Time Chat

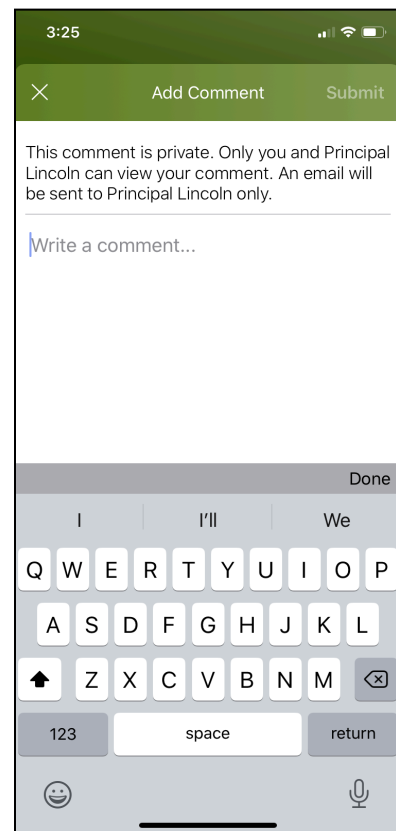
Send and receive direct instant messages over text, email, web, or app.

#### Send Privately or as a Group

Send a single message privately to all recipients (BCC) or hold a group conversation, for instance, with parents, teachers, and counselors.

#### Quickly Select Recipients

Teachers can easily select all parents associated with a student by picking student names. You can also search by name, email, or phone number to add a recipient.



**The solution must allow groups as small as one parent.**

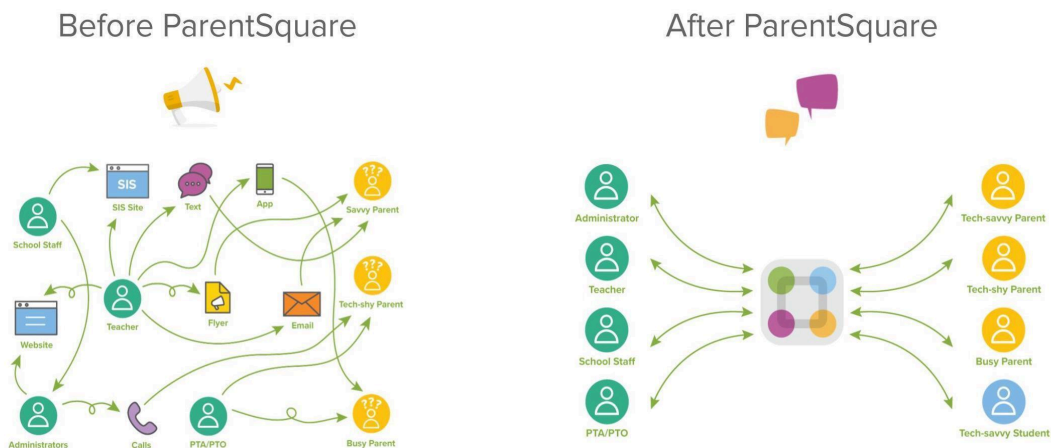
Yes. ParentSquare allows groups to be as small as one parent. Direct Messages also allow users to message individuals directly without the need for a one-parent group.



**The solution must provide the capability for school-based administrators or designated individuals to send a communication to staff who work at the school, including employees whose school is not the staff member’s home school.**

ParentSquare unifies all communication tools from the district to the classroom - with oversight throughout and powerful reporting metrics.

The district can use ParentSquare to communicate with every adult and student in the district, as well as community members that the district allows. Along with communication with families, ParentSquare also supports staff communication and communication with community members.



**The solution must have the option so that District administrators may select the modality of communications that school staff will be allowed to send.**

District Admins can select whether or not staff can send voice calls by enabling or disabling a staff’s ability to send a Smart Alert. Admin can give and revoke specific staff users' permissions to post if they are not a teacher or group owner.

By default, staff cannot send notifications. If they are a group owner, then the staff can send posts to their groups and direct messages to their group members.

**The solution must allow school staff to send a communication to a select group of staff who work at the school.**

With ParentSquare, staff can notify all or a subset of staff within the district and all schools. School and district staff can also belong to one or more staff groups that sync from your SIS and are contactable in all modalities. These can be various groups of teachers, school staff, transportation staff, and more.

**Solution must have the option for messages to be one-way or two-way per the sender’s preference.**

Yes. Alerts are by design one-way.

Posts can be two-way if comments are enabled. For any post, comments can be private for post authors only, public so recipients can interact with others, or disabled (one-way).

**The solution must provide the capability for school-based administrators or designated individuals to send a communication to parents of the students who are enrolled in the school.**

Yes. ParentSquare integrates with PowerSchool nightly, adding, updating, and removing students to communicate with based on the most recent changes to student data in the SIS. Admins can feel confident that any message sent to any school reaches all enrolled students.

**The solution must have the option for District administrators to select the modality of communications that school staff would be allowed to send.**

District Admins can select whether or not staff can send voice calls by enabling or disabling a staff's ability to send a Smart Alert. Admin can give and revoke specific staff users' permissions to post if they are not a teacher or group owner.

By default, staff cannot send notifications. If they are a group owner, then the staff can send posts to their groups and direct messages to their group members.

**The solution must allow school staff to send a communication to a select group of parents/guardians of the students who are enrolled in the school.**

Yes. With the ParentSquare website and mobile app, district and school administrators, teachers, and permitted staff may send notifications to personalized groups via email, text, and push notifications. The district can build robust, flexible lists configured with your PowerSchool integration to reach targeted groups. This allows teachers, administrators, and other school officials to connect helpful information to specific cohorts of people.

**The solution must allow for use of attachments.**

Yes. Photos and files can be added to a post. When the post is sent, the attached files appear as attachments to the post, similar to an email.

With ParentSquare, you can also create folders with names of your choosing and upload files individually or en masse via drag and drop.

## Scheduling of Messaging/Communications

**The solution must provide the capability for message senders to view a list of messages scheduled for future dates and times.**

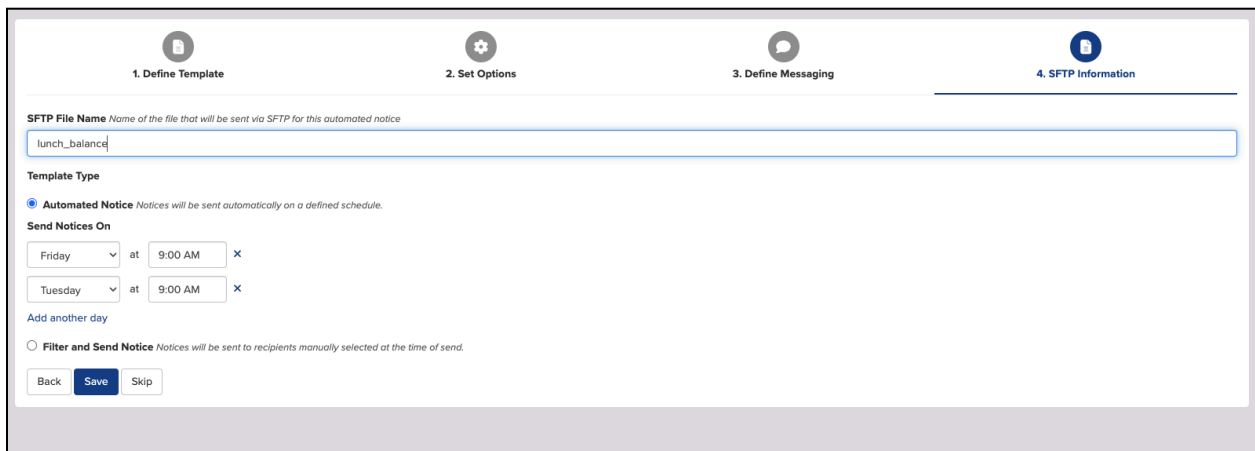
Yes. Users can view a list of scheduled messages, including alerts and posts.

**The solution must provide the capability for message senders to edit or delete a message scheduled for a future date and time.**

Yes. Users can edit or delete a scheduled message before it's sent.

**The solution must provide the capability for message senders to schedule a message as a recurring communication with the flexibility to choose different days and times of day for each day of the week.**

Yes. Senders can schedule recurring communication and have the flexibility to notify users on different daily schedules.



The screenshot displays a web form for scheduling a message. At the top, there are four navigation tabs: '1. Define Template', '2. Set Options', '3. Define Messaging', and '4. SFTP Information'. The 'SFTP File Name' field contains the text 'lunch\_balance'. Below this, the 'Template Type' section has 'Automated Notice' selected, with a sub-note: 'Notices will be sent automatically on a defined schedule.' The 'Send Notices On' section shows two entries: 'Friday' at '9:00 AM' and 'Tuesday' at '9:00 AM', each with a close button (X). There is an 'Add another day' link and an unselected radio button for 'Filter and Send Notice' (with sub-note: 'Notices will be sent to recipients manually selected at the time of send.'). At the bottom, there are 'Back', 'Save', and 'Skip' buttons.

**The solution must provide the capability to create and store messages to use at a future date.**

Yes. Posts and alerts can be saved as a draft and sent, edited, or deleted later.

**The solution must provide a method for system administrators to pause content/messages for all users.**

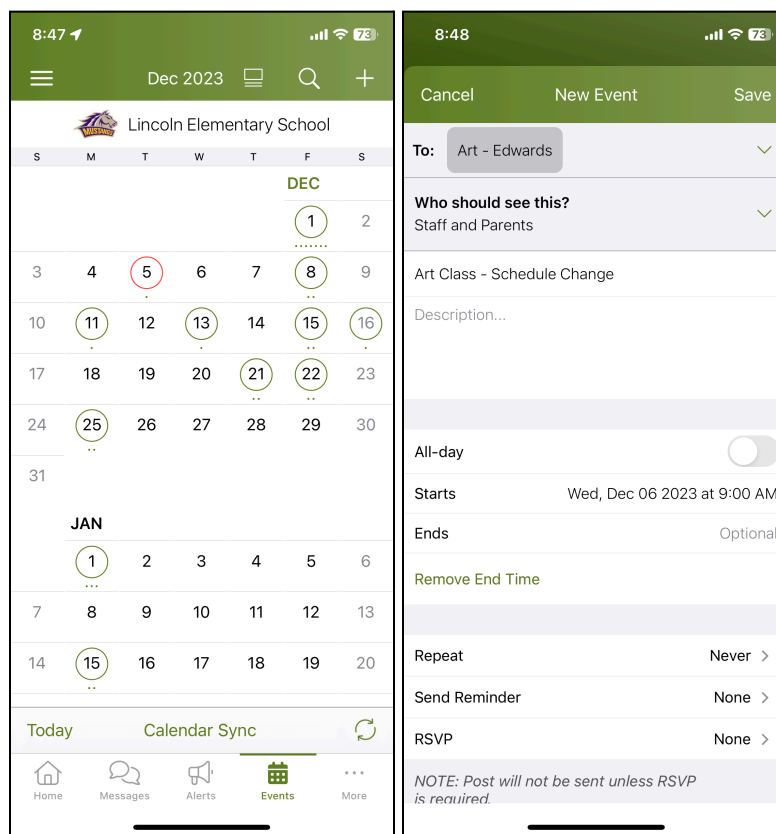
## Restricted Notifications

ParentSquare also offers Restricted Notifications (RN), valid for lockdown situations where no one can create any post except for the determined RN-permitted users. Your districts can use this if an urgent event occurs (i.e., Lockdown) and the district wants to control the community messaging with a coordinated voice.

**The solution should provide Calendar and RSVP, Cancel/Reschedule policy, SMS notifications, booking confirmation, school website integration, automatic reminders based on set criteria, follow ups.**

With ParentSquare, users can integrate their Google, iCal, or Outlook calendar and RSVP for events directly from the platform. In the same post announcing an event, users can set up an event reminder, ask parents to complete a form for parent input, and update the school website calendar. Teachers can form electronically with student and parent information auto-populated in ParentSquare, and parents can sign permission slips from the ease of their phone.

Calendars allow you to keep track of all school-related events in one place. You can have multiple calendars in ParentSquare for your groups, classes, and entire school.



**The solution should provide the capability for message senders to create a set of time slots or calendar appointments for message recipients to sign up.**

ParentSquare simplifies the process of scheduling appointments, including parent-teacher conferences and other events such as scheduling on-campus pick-ups and drop-offs, COVID-19 testing, vaccinations, or food pick-ups.

Pick appointment dates and times to generate a post with sign ups.  
*You can delete extra appointment slots on the next page.*

**Date**

Tuesday, 03/08/2022	Remove
Wednesday, 03/09/2022	Remove

Add Another Day

**Start Time** *Time when first appointment starts e.g. 12:30 PM*

**End Time** *Time when last appointment ends e.g. 4:00 PM*

**Recess** *For two sets of appointments in one day*

**Appointment Duration** *e.g. 20 minutes*

25	minutes
----	---------

**Break between Appointments** *e.g. 5 minutes*

5	minutes
---	---------

**Hide names of users who sign up**

**Limit to 1 appointment per user across all time slots**

Next

An online conference sign-up can be created in under five minutes. Parents receive an email, a text, or an app notification and can sign up for an open conference slot from their smartphone or desktop. Families are automatically reminded the day before their conference.

**The solution should provide the capability for message recipients to sign up for calendar appointments or select from a list of time slots with the option to cancel and/or reschedule such appointments.**

Yes. Users can cancel or reschedule an appointment after signing up for an appointment or select a list of time slots.

**The solution should provide the capability to configure when reminders will be sent. This feature should be a school-by-school/site-by-site setting.**

For each RSVP/event, a 1-3 day reminder before the event date can be sent.

## Use Of Student And Staff Data In Communications

The solution must provide the capability to allow the message sender to create messages with data/field substitution such that data points can be substituted into the message body to personalize the message sent about the student or staff member.

### Send Automated, Customized Notices Home with Student-Specific Information

Yes. With ParentSquare’s auto notices, the District can send automated, customized notices home with student-specific information.


Auto Notices are triggered automatically from events in PowerSchool or other systems, such as lunch balances and transportation. Staff, parents, and students can receive messages via email, voice message, text, or app notification.

Messages can be focused on any purpose, such as bus delays or change notifications, cafeteria balance, tardies, honor roll recognition, student-athlete physicals, iPad programs, etc.

With ParentSquare’s Auto Notices Technology, you can:

- Integrate with PowerSchool and other school systems
- Create auto notices with an easy single-page setup
- Build templates and save them for later
- Translate the message into languages spoken in your parent community
- Ensure privacy by only sending student-specific information to each corresponding guardian
- Track the delivery status of notices with robust reporting metrics

**Create Auto Notice Template**



**1. Define Template**

---

**Title for this Notice** This title is used externally

**Who should receive this?** Auto Notices can be sent to Staff only or to Parents only.

Parents

**Notice Type** Select a Notice type/category

- Attendance
- Grade Notification
- Lunch Balance
- Health
- Transportation
- Custom

**CSV File** Provide a sample file that has all the merge fields you need. The file must have a column with student IDs.

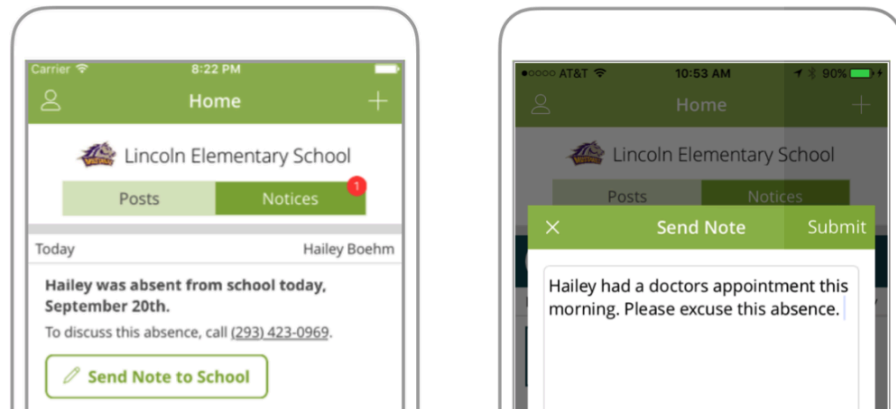
Upload CSV File

[See an example file](#)

Next

## Attendance Auto Notices

With our auto notices feature, ParentSquare can automate any attendance notification.



### San Marcos High School

---

Jordan was absent from 3rd period today, October 20th. Call 805-967-4581 to discuss this notice or click <https://psqr.io/yeRch9Dnas> to send a note to explain the absence.

Please disregard this message if you have already contacted the school office.

---

ParentSquare automatically alerts parents when their child is absent – either in a single or multiple periods or for the entire day – and gives them the option to excuse their child straight from their app (or text or email) – anytime, anywhere. Administrators can also enact threshold-based rules around when to generate and send truancy letters home.

## Customizable Settings

You can choose when you would like the attendance calls to go out to parents, whether once or multiple times a day. Admins can change their attendance settings, such as the attendance email and the times that attendance goes out.

## Attendance Notes

We also allow parents to submit attendance notes on ParentSquare to reduce the number of calls back to attendance clerks. These attendance notes are compiled into a single report along with Student ID to make it easy for attendance clerks.

## Each building can have its attendance schedule.

The District could have varying schedules within one building from one day to the next. For example, on Monday, Wednesday, and Friday, the attendance calls could go out at 9:15 am; on Tuesday and Thursday, alerts could go out at 10:00 am.

**Attendance Settings**

**Enabled**
Yes Pause

**Notification Codes**

Note: These are your school's codes for either Absent or Tardy. Each code requires its own entry.

UA

Absent ⌵ ✕

T

Tardy ⌵ ✕

Add Code

**Message Type**

Day ⌵

**Attendance Notes**

Enabled

**Integration Mode**

SFTP

**Report Emails**

Note: These are the emails that receive daily reports and excuse notes if enabled

sally@lUSD.k12.ab.us ✕

Add Email

**Phone Number**

Note: This is the number parents can call to excuse absence

805-555-1111

123

**Delivery Methods**

- Email
- Text
- Voice

Save

## Daily Attendance & Period Attendance

We offer both daily attendance and period-wise attendance. In addition, the period-wise attendance is cumulative, so it will tell parents how many periods their child missed.



## Reporting

### Live updating analytics for usage

### ParentSquare is made for family engagement, communications equity, and district oversight.

Our analytics dashboard allows administrators and teachers to view per-user data on parent reach and participation and aggregate data on participation and engagement.

School leaders can also compare engagement across different grade levels within the school.

The dashboard displays a school's parental involvement data using intuitive graphs available on the web or mobile version of ParentSquare.

- **All Schools at your Fingertips:** Want to communicate to all parents in your district? Or just one particular site? Our district dashboard makes sending urgent alerts or general communications simple and easy.
- **Transparency & Communication:** ParentSquare allows district administrators to click into each school and see specifics of what is being communicated. Never be in the dark again about what is being messaged at your schools.
- **Measure Successful Engagement:** Easily measure and improve parent engagement by monitoring participation levels at each school. Each message (post, text, phone call) sent with ParentSquare can be reviewed for failed delivery, bounced emails, invalid emails, and invalid phone numbers.

ParentSquare also provides a report for a school/district to see a count of users who will not receive a message and correct these issues before a message goes out.

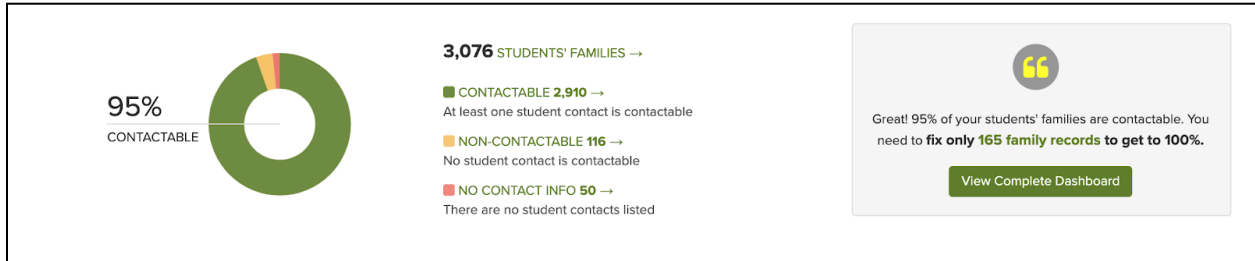
### Measure & Improve Contactability

The district can see how many parents receive messages via email, text, or app notification and ensure 100 percent deliverability with ParentSquare's reports on contactable vs. non-contactable vs. no contact info for individual students.

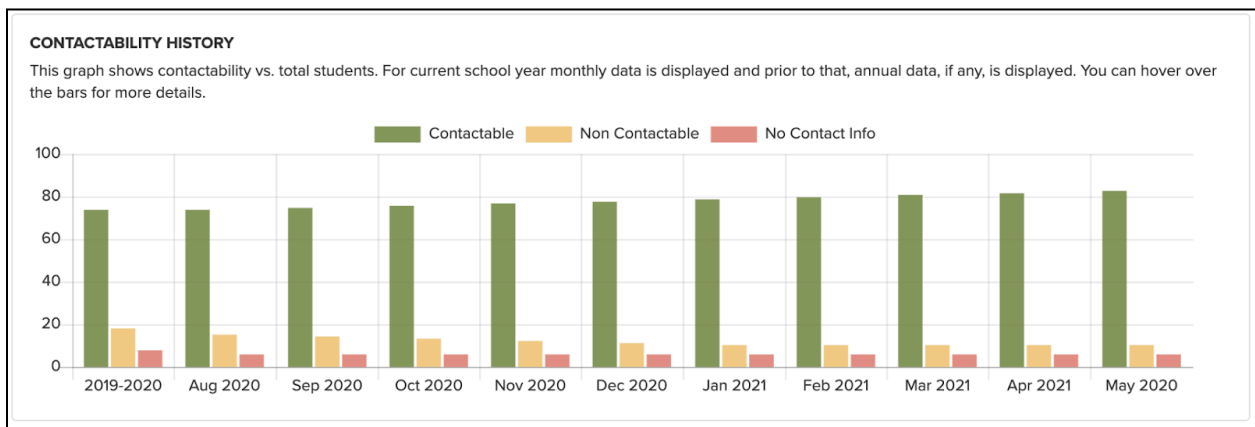
JCS can also quickly toggle to the history of this data in one click, with views into numbers from previous years.

## Sample Reporting & Analytics Dashboard Views

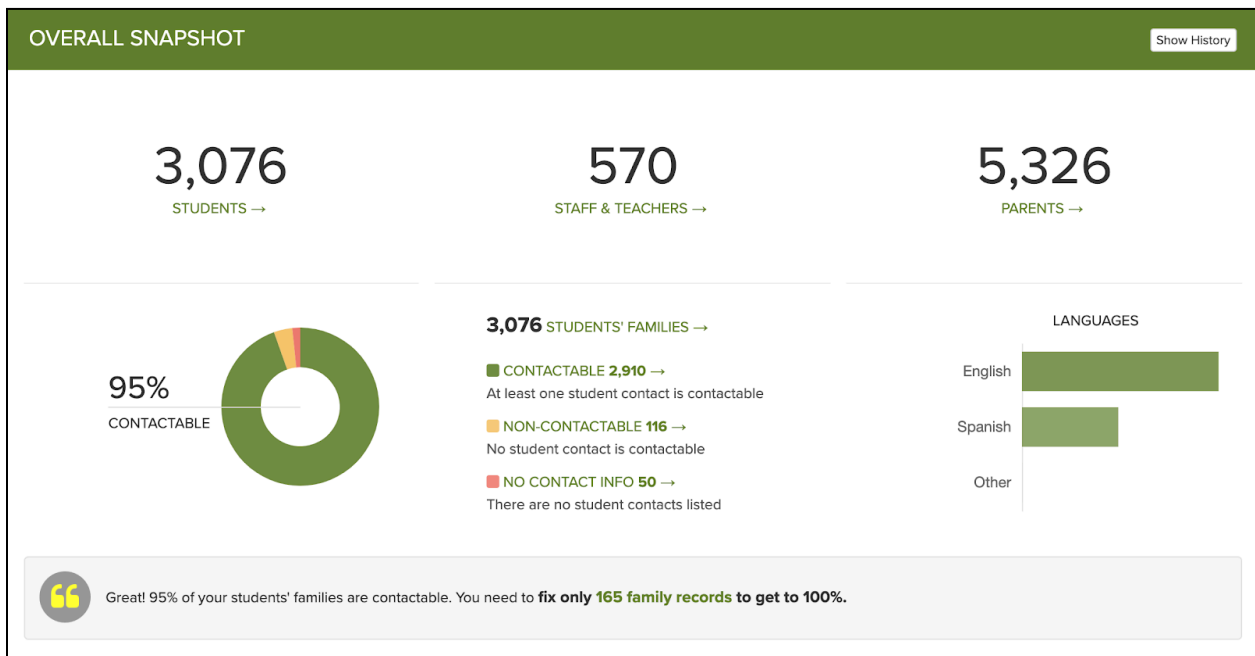
### Contactable / Non-contactable (Administrator Dashboard)



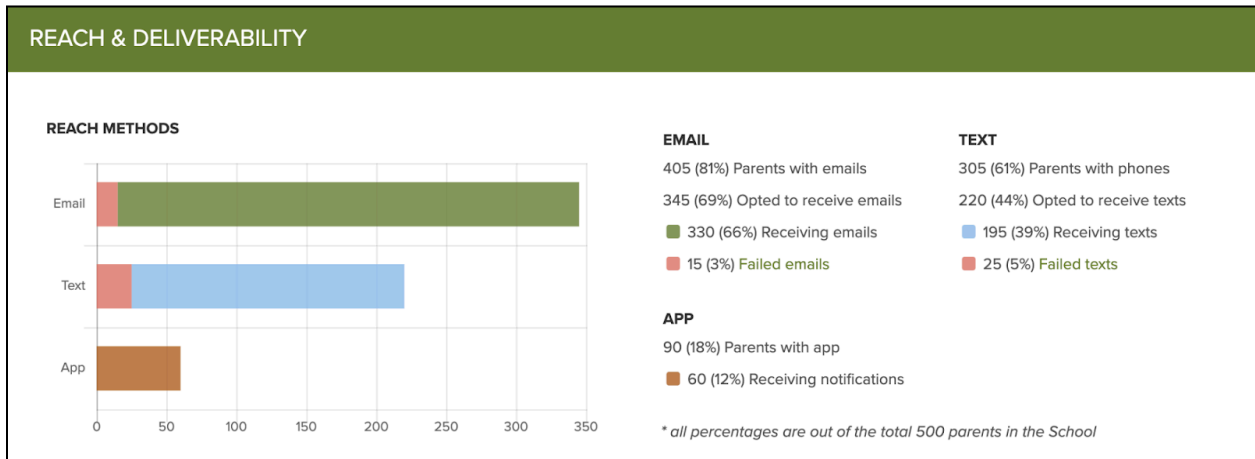
### Contactability History (Administrator Dashboard)



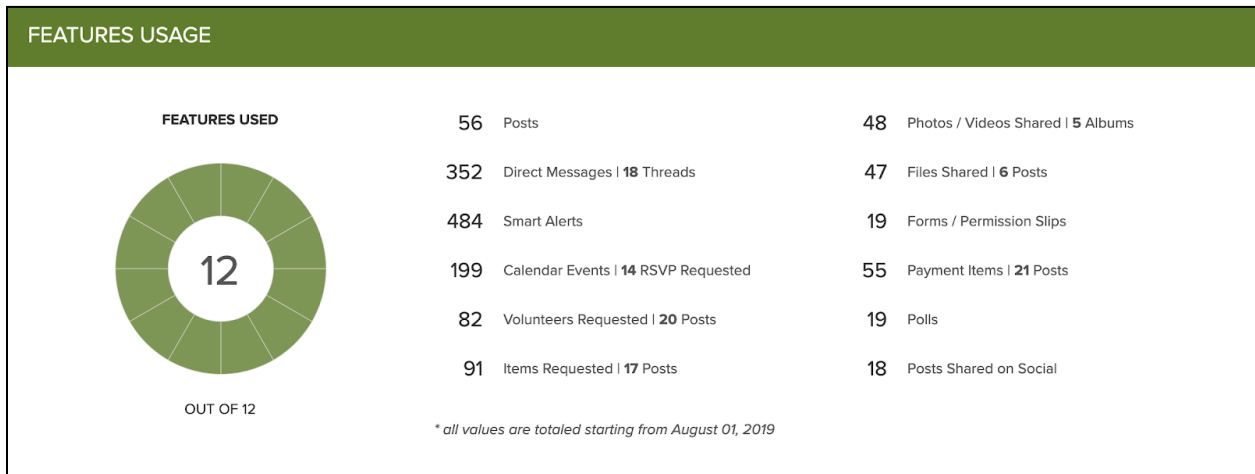
### Overall Snapshot (Administrator Dashboard)



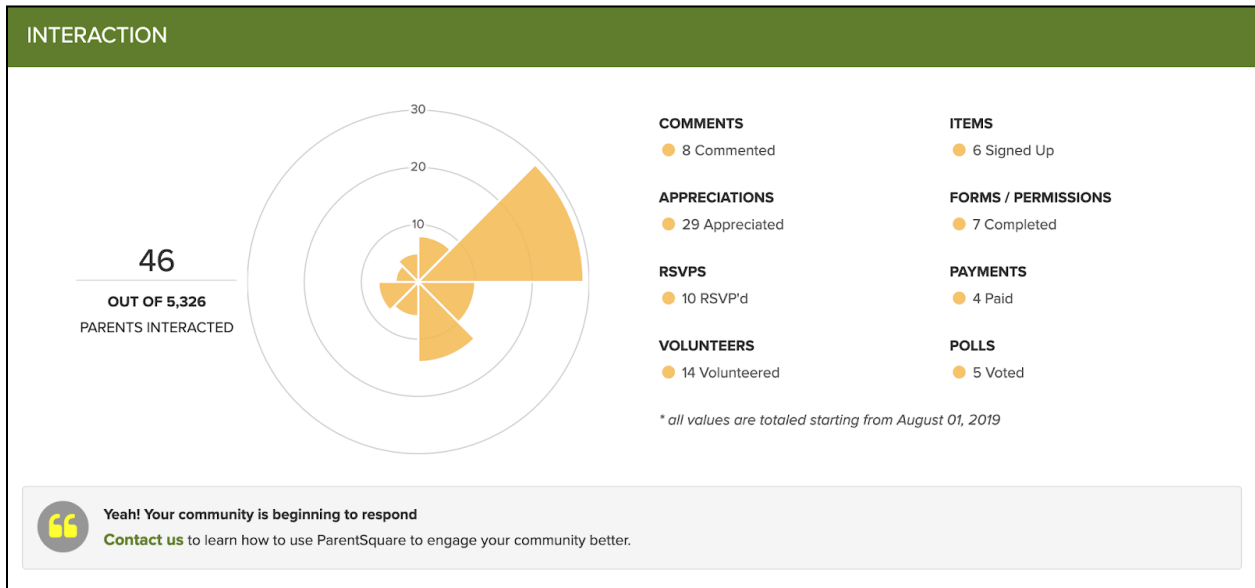
### Reach & Deliverability (Administrator Dashboard)



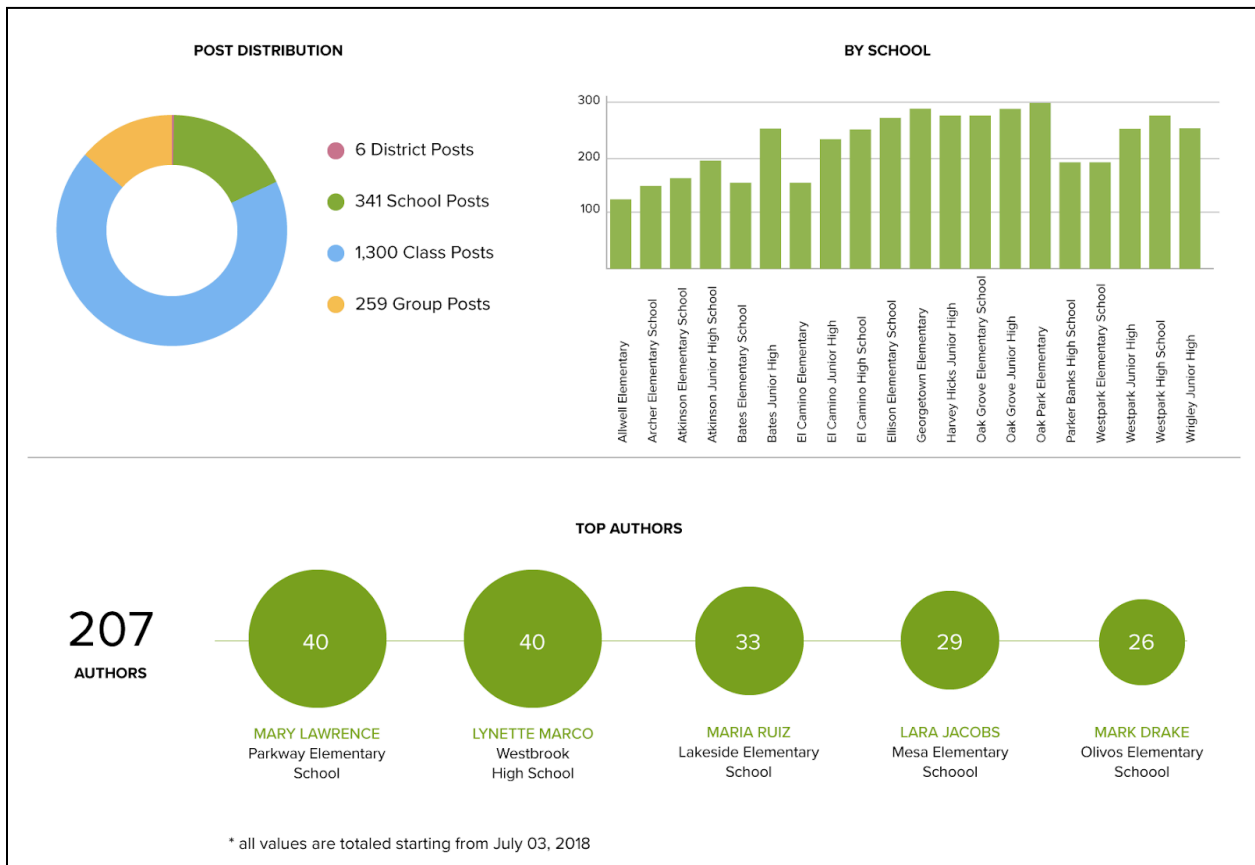
### Features Usage (Administrator Dashboard)



### Interaction (Administrator Dashboard)



### Distribution (Administrator Dashboard)



## Data-Driven Analytics

- **Track Individual Groups:** Track how your schools or each group, like ELL, FRL, and language group, interact with the messages you send home.
- **Easy Tips:** For each analytic, see recommendations and tips for improvement.

### Ability to export analytical data to CSV file

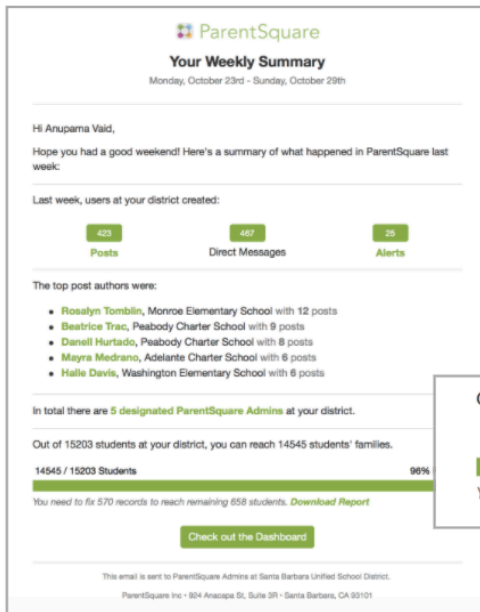
Yes. Analytic data from our dashboards can be exported to a CSV file

- **Get True Reach:** See which student families are contactable, which ones are not contactable (you cannot reach any parent via email or phone), and which students you do not have contact info.

### Ability to automate on a schedule

## Weekly Admin Snapshot

Administrators can also receive a weekly email snapshot summarizing data-driven insights regarding communication at the district or a school.

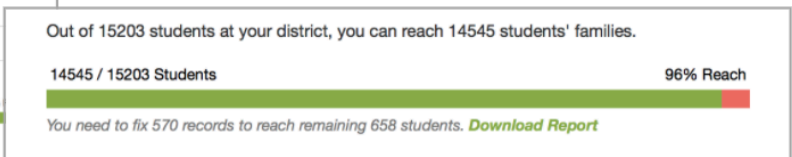


### Weekly Admin Snapshot

Stay informed with a weekly insight into communication at your district or school.

### Gain Deeper Understanding

Drill down into each category for detailed description.



### Ability to view when users opt-out of communications

Yes. With ParentSquare, you can see direct reporting, updated daily, on what users are not contactable due to bad contact data or their preference to opt out of communications.

### Ability to filter and sort by: 1. Location, 2. Message type, 3. Language, 4. Demographics

### Usage Dashboards

We also have compelling usage dashboards for Schools Usage, Staff and Teacher Usage, and Recipients Info.

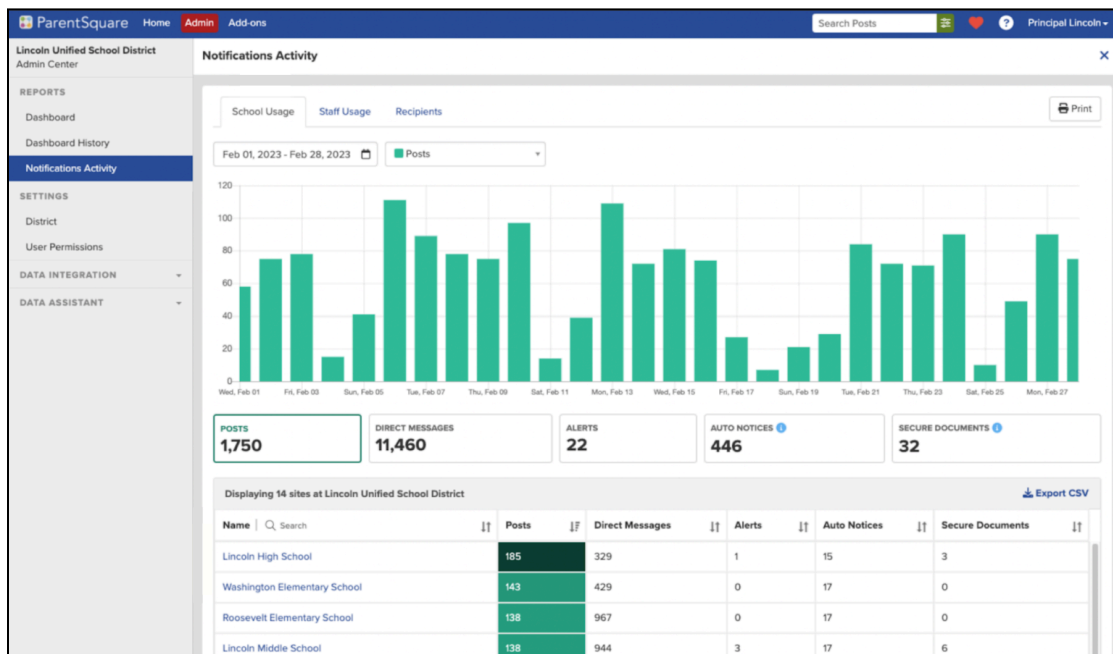
### Notifications Activity Dashboard

The Notifications Activity dashboard is for schools and districts to monitor all communications sent to staff, parents, and students. “Message Fatigue” is a common concern for districts and families alike.

On this dashboard, administrators can view what is being sent out, who is sending them, how many notifications families receive on average, and more.

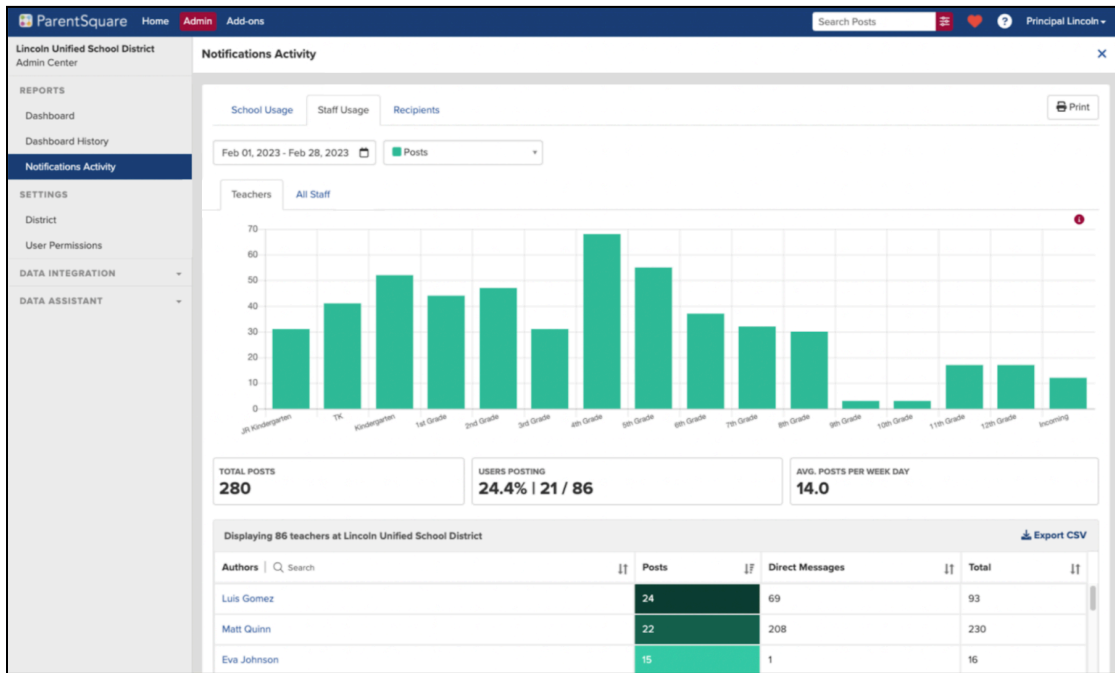
### School Usage

This tab displays the usage of several main features: Posts, Direct Messages, Alerts, Auto Notices (if enabled), and Secure Documents (if enabled).



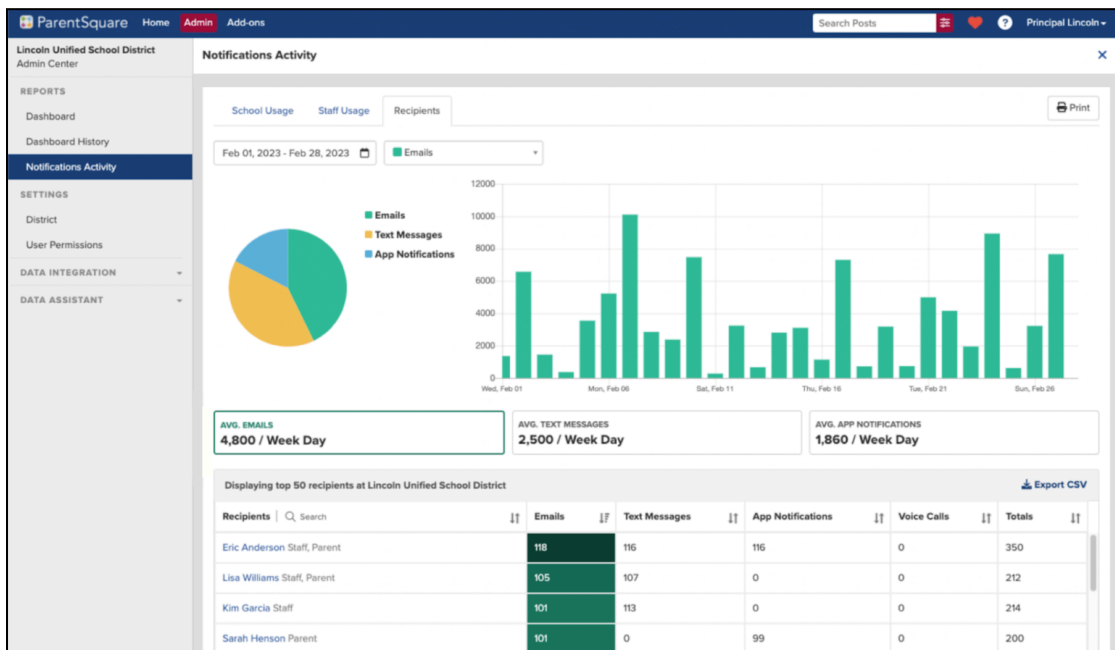
## Staff Usage

This tab displays the top authors who create Posts and Direct Messages.



## Recipients

This tab displays the total notifications received due to feature usage – emails, text messages, app notifications, and voice messages.



**The solution shall include the ability to show the ‘open’ rate of emails sent.**

ParentSquare does not show the open rate of emails sent.

**The solution must include the ability to track ‘click-through’ rate of links in message content.**

ParentSquare doesn’t track the click-through rate of links in message content.

**The solution must allow the District to monitor the contactability of families via a dashboard for each school, and the District as a whole**

### Flagging Bad Contact Data

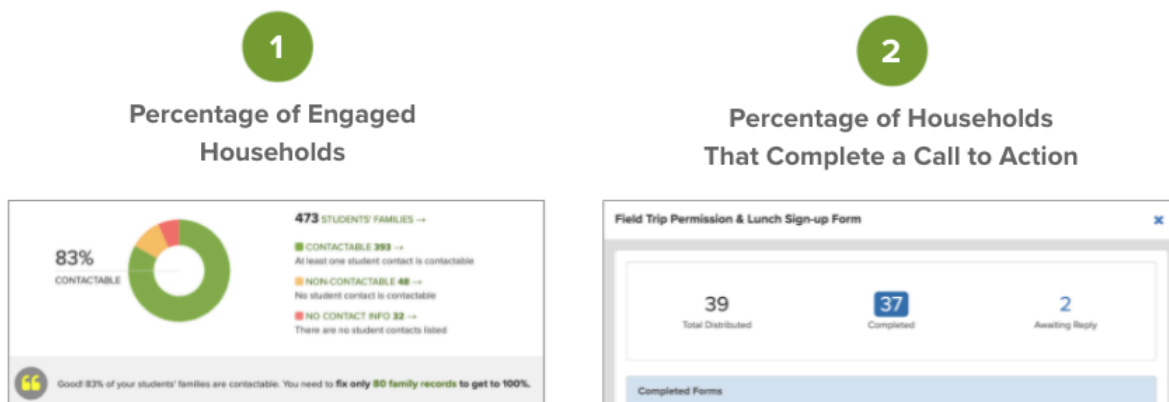
Using ParentSquare to flag lousy contact data, districts can achieve parent contactability of 97-100%, increase the number of contacts per family, and increase the number of people contactable by email and text (not just phone and USPS mail).

### When Deployed, ParentSquare Districts See Immediate, Sustained Improvement in Two Overarching Metrics

Districts can see improvement in:

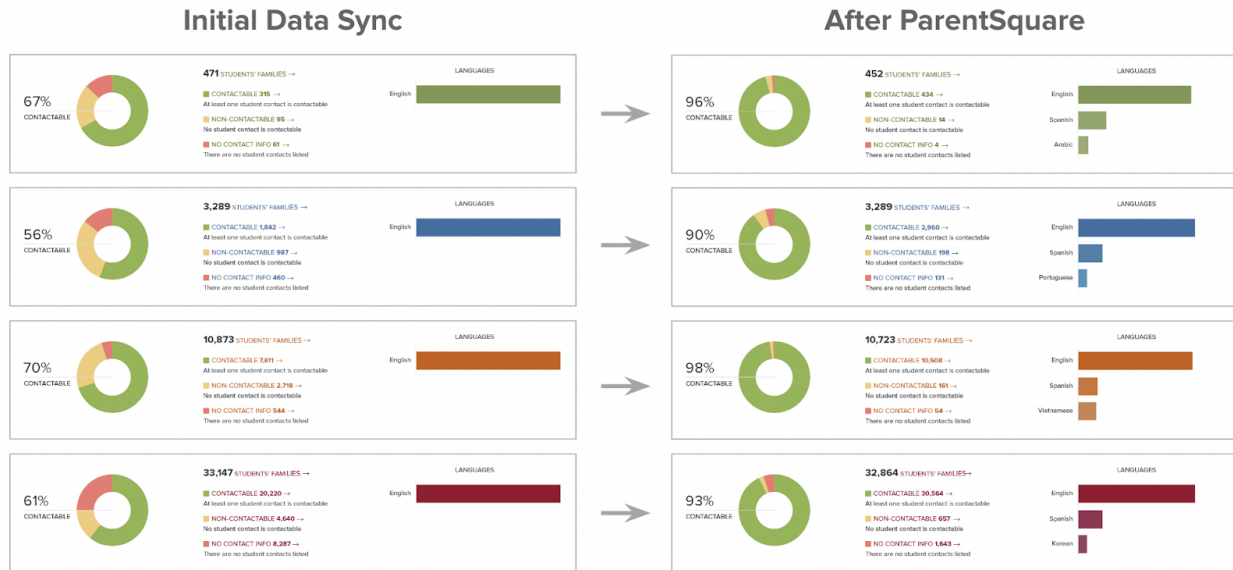
1. Percentage of engaged households
2. Percentage of households that complete a call to action

School leaders have better contact information—and know who’s *not* being reached—to increase contactability for communications equity and improved engagement.





**Our robust reporting metrics show districts drastically improving contactability rates from 67% to 98%.**



*"The metrics and dashboards in ParentSquare make it simple to understand which schools, principals, staff, and teachers are communicating with our parents. Even more valuable is the ability to track how many parents open messages and how they respond. Having a district-wide view is invaluable."*

—John Karstetter, Multimedia Communications, Carrollton-Farmers Branch ISD (Texas)

## Language

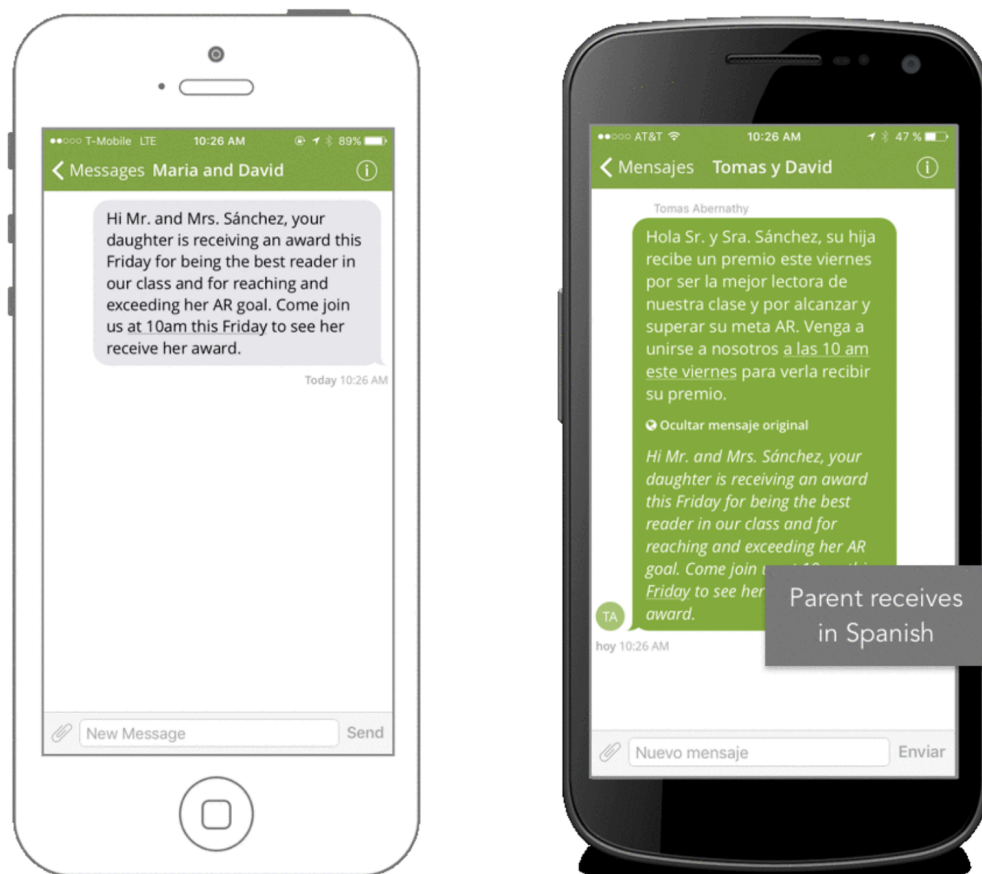
The solution must be able to translate outgoing and incoming messages into all languages that are used by District families. Which shall include but not be limited too: translations available in Spanish, Mandarin, German, Arabic, Russian

### Reach People the Way They Prefer in the Language They Want

Yes. All messages are two-way translated. A teacher can write a message in English, and it will be delivered in Spanish and vice versa. ParentSquare supports real-time language translation with over 120 languages supported using Google and NMT.

ParentSquare uses the most sophisticated and up-to-date version of Google Neural translation. Our technologies first interpret and then contextualize text before translating. The focus on content and phrasing, specific to education vs. word-for-word translations, contributes to accuracy.

ParentSquare includes the original English version with every translated DM, email, post, and newsletter. The accompanying English version compensates for any nuances in the translation so parents can easily discern meaning.



## Spanish Translation within ParentSquare Header

Users can easily translate content on any page by selecting "Español" within the header. This provides a fully translated ParentSquare experience for Spanish-speaking families.

## Set Default Language Preference via your PowerSchool Integration

The user-preferred language can be synced from your SIS of choice, or parents can update their language settings on their User Account page.

### **Solution must be compliant with the Americans with Disabilities Act.**

ParentSquare facilitates compliance with The Americans with Disabilities Act and reporting requirements. ParentSquare is built with accessibility in mind from the outset and facilitates ongoing compliance. Our team also generates ADA-compliant code and delivers an ADA-compliant site. Websites, messages, and services provided by ParentSquare comply with WCAG AA.

## Platform, Data Protection Security, Secure Documents

### **Solution must be compatible with all modern operating systems.**

ParentSquare supports multiple versions of the operating systems:

- Windows
- macOS
- Linux
- Chrome OS
- Android
- iOS

As long as the user has access to browser software or an iOS/Android smartphone, ParentSquare can support the user.

### **Solution must be compatible with all modern web browsers.**

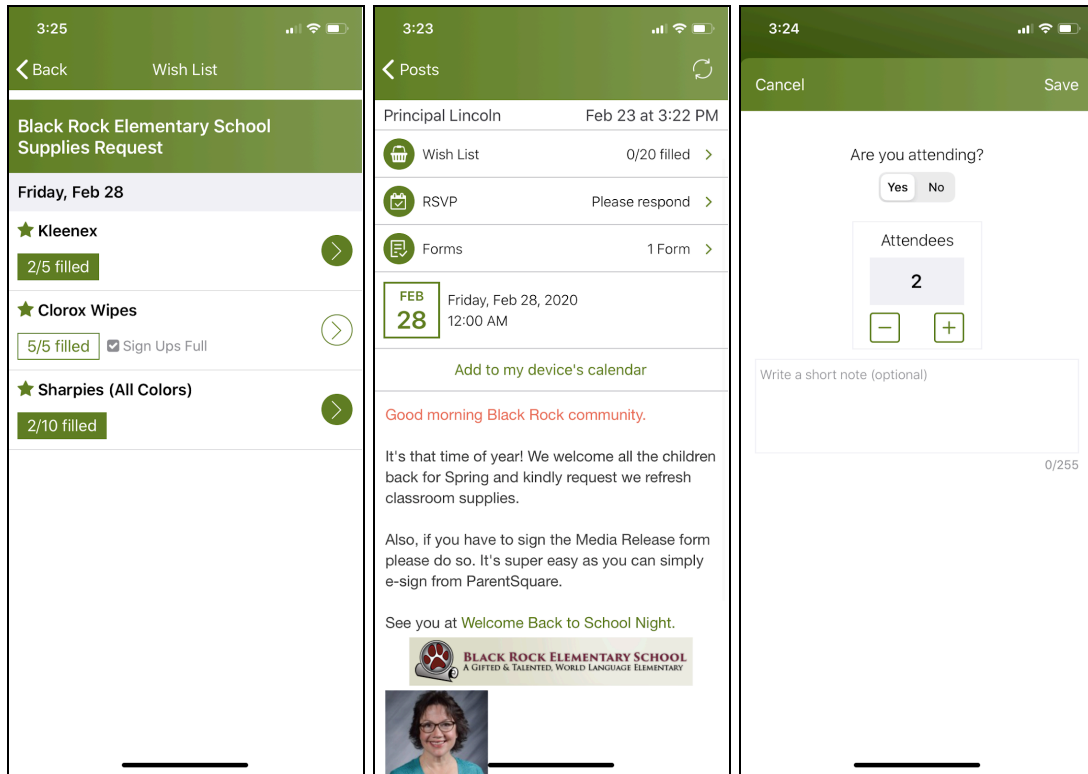
Yes. ParentSquare functions on any standard web browser, including but not limited to Google Chrome, Apple Safari, Firefox, and Internet Explorer & Edge.

ParentSquare also has free, easy-to-use apps for iOS and Android phones that can be downloaded from the Apple App Store or Google Play store.

### **Solution must offer an administrative sender application/interface, communication receiver application/interface, and be scalable to smaller screens on web-based or other devices.**

ParentSquare has free, easy-to-use apps for iOS and Android phones that can be downloaded from the Apple App Store or Google Play Store.

Your community will benefit from the mobile sharing capabilities in ParentSquare, which allow contributors to share updates, news, photos, or other helpful information with targeted audiences from anywhere, at any time. Navigating the native iOS and Android apps is as easy as tapping the plus button to share content immediately.



The ParentSquare platform is the primary content source for the ParentSquare app, and all content can be accessed from any computer with internet access. We can accept calendar feeds, host files, videos, and links to any external applications needed.

ParentSquare also includes the option to sync calendar feeds, so calendar content is updated on the app when added or changed on the school or district calendar.

Your community will benefit from the mobile sharing capabilities in ParentSquare, which allows contributors to share updates, news, photos, or other helpful information with targeted audiences from anywhere.

**The solution must not have communications marked as spam.**

Yes. We use the leading email provider, SendGrid, which has best practices built into its infrastructure and uses various methods to get the best deliverability rates.

**District data must be stored and transmitted in an encrypted format.**

Yes. We've attached our Security Policy as an attachment for further details.

**The solution and Contractor must be FERPA, COPPA, CIPA, and PPRA compliant.**

Yes. We've attached our Security Policy as an attachment for further details.

**The solution must sign the Johnson City Schools' Privacy Agreement**

We are willing to agree to the district's Privacy Agreement after incorporating our suggested modifications.

**The solution should provide the capability to securely send documents embedded in an email or attached to the email.**

JCS can securely deliver important documents like report cards and progress reports to parents electronically.

Please refer to the following pages for a description of Secure Document Delivery.

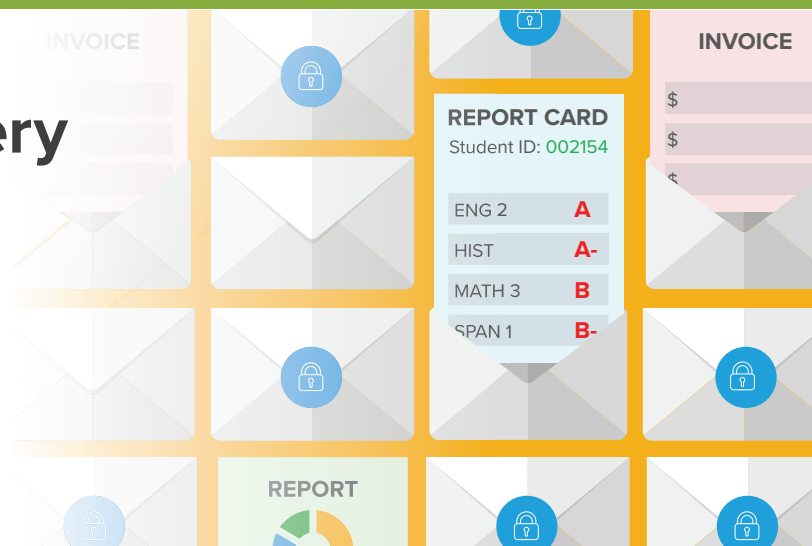
**The security of the message should be such that only the sender and recipient are able to view the email. An example of a document to deliver securely to parents/guardians would be a student's report card.**

Yes. With Secure Documents, users must sign in again to view a secure document from their email.

## Secure Document Delivery

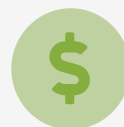
Report cards, Progress Reports & More!

Save time, thousands of dollars, and countless sheets of paper!



### Securely deliver important documents to parents electronically:

- Save thousands of dollars in printing, mailing, employee, equipment & facilities costs
- Free up time spent stuffing envelopes
- Help your office go green
- No more papercuts!



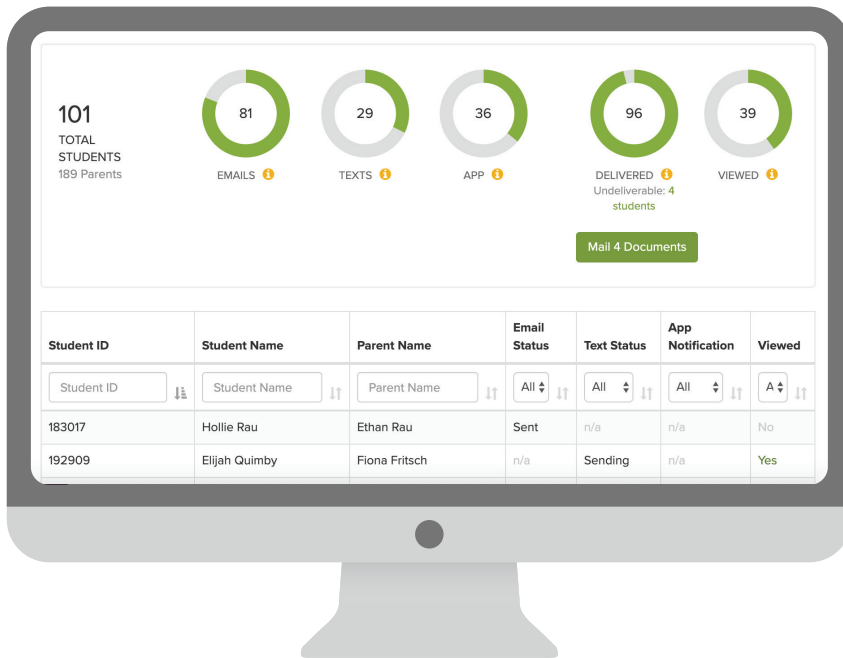
Save over \$1 per document mailed!

All you have to do is upload a master file of all student documents, and our smart technology will split up each document by Student ID, even for documents of varying length. **Minimal work, major benefits!**

### ParentSquare's Secure Document Delivery is the only existing technology that:

- Allows variable length documents in the master file
- Lets you define your own templates
- Includes text, app and email notifications - reaching families in their preferred modality and language
- Generates a separate PDF file of documents for parents who did not receive them
- Lets you print & mail these "missed" documents yourself - ensuring 100% deliverability and equity

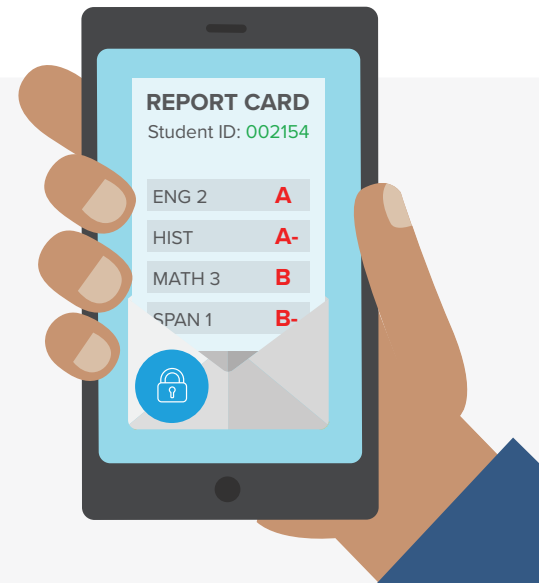
## How It Works:



1. Create your own template\*, or let us do it for you  
\*allows transparent student ID
2. Upload a file of student documents
3. Write your own message\* to accompany the documents, or use a canned message  
\*supports multiple languages
4. Send or schedule your document blast!

## What Parents See:

1. Parents receive an email, text or app notification with a secure link to their individual document
2. Upon clicking their link, parents are prompted to enter their ParentSquare password or use Touch ID or Face ID
3. Now parents have their student's document. It's that easy!



## Request a Demo Today

### About ParentSquare

ParentSquare unifies all communication tools from the district to the classroom - with oversight throughout and powerful reporting metrics. With multi-directional communication, translation to 100+ languages and access via app, email, text, voice, and web portal, ParentSquare's platform helps you engage all your families, regardless of language or socioeconomic barriers.



## Social Media Including Website, Twitter and Facebook

**The solution must allow for sharing of relevant communications to social media feeds and have a feed that can be embedded on the district and school's websites.**

ParentSquare allows posts from administrators, teachers, coaches, and other key stakeholders to inform parents, students, and community members. Our platform creates an internal social media platform for your district. Comments can be turned off by post or enabled to receive immediate feedback from your constituents. A live data feed can be accessed through the ParentSquare App, website, push notifications, text messages, etc.

ParentSquare allows approved administrative users to create content and publish it everywhere. Our system allows posting within one click to news, all social media feeds, voice, text, and email, saving time and the hassle of multiple logins. ParentSquare integrates with Facebook and Twitter, allowing Posts and Alerts to be shared beyond the ParentSquare environment.

**The solution must be configurable to limit users who have access to this feature.**

Yes. ParentSquare can limit which users can post content on social media and the district's website.

**District administrators must be able to curate communications from across the District to share.**

Yes. ParentSquare complies with this requirement.

**The solution must provide the capability for designated message senders to share communications to the District and school websites and social media feeds such as, but not limited to, Twitter and Facebook.**

Yes, ParentSquare integrates with Facebook and Twitter, allowing Posts and Alerts to be shared beyond the ParentSquare environment

**The solution must provide the capability for District System Administrators to manage which users are given this ability.**

Yes. ParentSquare can limit which users can post content on social media and the district's website.

**The solution must provide the capability for District System Administrators to curate communications from across the District to share as needed across District and school websites and social media.**

Yes. District admins can post to school and district websites and social media.

## Technical Specifications

**Instructional tools that are web-based, should include a website which has the capacity to Johnson City Schools' student population of approximately 8,000 students. The system must be able to interface with both the District's PowerSchool SMS. Clever integration for both rostering and SSO is highly preferred. The system must make downloadable raw data files available to school staff in a format that is easily imported to excel or statistical software like SAS or SPSS (e.g., already in Excel, or a comma- or tab-delimited file).**

Yes. We have a direct API integration with PowerSchool and have a registered Clever app for the easy setup of data integration with our databases. From either, users can SSO into ParentSquare, and admins can trust that rosters and account provisions occur in the nightly data sync.

Once configured, the sync with the either runs seamlessly behind the scenes daily with no user intervention. Still, these data sets can be brought in via .csv. Imported data can be exported to a .csv for further analysis.

### Data Integrators

- Clever (SSO, Rostering)
- ClassLink (SSO)
- OneRoster (Rostering)



**Must be able to explain or give detail description on Data Integration services to your system for a District Student Management System (PowerSchool SMS). In all cases, Clever integration for rostering and SSO is highly preferred, and ability or inability to integrate via Clever should be addressed.**

Yes. JCS can import school data from PowerSchool and Clever. In addition, admins can also import parents and staff manually at any point in time.

### API Integration with PowerSchool

We have an API integration with PowerSchool. This makes it easy to transfer data into ParentSquare without ongoing administration.

### Nightly Sync with PowerSchool

ParentSquare syncs nightly with PowerSchool, meaning there's no additional administrative work for teachers.



As students enroll or parents update their contact information, it will be updated the next day in ParentSquare. This way, your classes and rosters are always accurate.

## ParentSquare is a part of the PowerSchool ISV partner program.

Our seamless integration offers:

- Simple direct connection via API to PowerSchool for an easy flow of data
- Fully automated attendance notifications and reply notes
- Single sign-on so you don't have to log into multiple systems

## Set Default Language Preference via PowerSchool Integration

The user's preferred language can be synced from PowerSchool, or parents can update their language settings on their User Account page.

## Setting Up the Integration with PowerSchool

During the first implementation stage, ParentSquare will establish an integration with PowerSchool and other systems in the district.

Single Sign-on is available using PowerSchool, SAML, Google, Clever, One Roster, Classlink, ADFS, Azure AD, and others.

## Automatically Created and Maintained Staff and Teacher Groups

ParentSquare sets up all your schools, classrooms, and groups, such as ELL and FRL, in advance, so all you and your teachers have to do is start posting.

Users across multiple sites can be organized from the SIS into flexible lists to reach targeted groups. This allows teachers, administrators, and other school officials to connect helpful information to specific cohorts of people.

Staff users outside PowerSchool can also be imported nightly with a secondary staff CSV file sent to a personalized SFTP server.

**Please provide a list of ALL the browsers with version information that your system will support (both PC and Mac and Chromebook) if applicable.**

### Browsers

ParentSquare functions on any standard web browser, including but not limited to Google Chrome, Apple Safari, Firefox, and Internet Explorer & Edge.

- Safari > v9
- Chrome > v80.0
- Edge > v79

- EdgeHTML > 15
- FireFox > v50
- IE > v8

**Program should include an online data management system that is available 24 hours per day, seven days per week.**

### **Availability SLA**

ParentSquare guarantees that the Service will be available to its End Users at least 99.8% of the time calculated on a monthly basis, excluding any Excused Downtime (the “Availability SLA”). For the avoidance of doubt, this means that ((the total of Excused Downtime plus Unexcused Downtime (in minutes)) is subtracted from total number of minutes in one month) and divided by (total minutes in one month minus Excused Downtime). The resulting number is multiplied by 100. The result is the percentage uptime.

**The solution must have the ability to group students by bus for emergency contact situations.**

Yes. ParentSquare can sync bus and transportation groups in the nightly sync.

**The solution must have the ability to communicate with parents of students who are remotely/cross enrolled at multiple campuses and/or are enrolled in special programs.**

Yes. As long as students are enrolled or scheduled at a campus, and their data is available in the API integration or SFTP files, admins can communicate with such students and their parents.

**The solution must have the ability to create configurable, generic user accounts for sending different types of communications.**

### **Custom roles allow JCS to set up new staff members quickly and easily.**

Admins can set permissions for any custom role on the fly and assign people to that role. Customized roles can be applied consistently across schools.

For example, one of our district partners has a teaching/learning role designed for an internal trainer. Other custom roles include librarians, Assistant Superintendents, Business Administration (payments/invoices), and Data Admins.

**The solution must have a single sign on option for District and school message senders. Must be able to explain or give detail description on Data Integration services to your system for a District Student Management System (PowerSchool SMS). In all cases, Clever integration for rostering and SSO is highly preferred, and ability or inability to integrate via Clever should be addressed.**

Single Sign-on is available using PowerSchool, Google, Azure AD, SAML, ADFS, Clever, One Roster, Classlink, and others.

We can deliver an SSO or non-SSO experience.

- **SSO with SAML 2.0:** We provide SSO using SAML 2.0 or with any system capable of acting as a SAML IDP. Some of our SAML integrations include Azure AD, ADFP, OneLogin, and RapidOne Identity.
  - ParentSquare can be set up to act as SAML IDP, which allows other applications to achieve SSO with a user’s ParentSquare account.
- **SSO with OAuth:** ParentSquare also provides SSO using OAuth. We’ve integrated with OAuth using Google SSO and SIS providers.
- **SSO with SIS Providers:** We also have completed custom SSO integrations with SIS providers using JWT.

We have a direct API integration with PowerSchool and have a registered Clever app for the easy setup of data integration with our databases. From either, users can SSO into ParentSquare, and admins can trust that rosters and account provisions occur in the nightly data sync.

Once configured, the sync with the either runs seamlessly behind the scenes daily with no user intervention. Still, these data sets can be brought in via .csv. Imported data can be exported to a .csv for further analysis.

## Data Integrators

- Clever (SSO, Rostering)
- ClassLink (SSO)
- OneRoster (Rostering)



## API Integration with PowerSchool

We have an API integration with PowerSchool. This makes it easy to transfer data into ParentSquare without ongoing administration.

## Nightly Sync with PowerSchool

ParentSquare syncs nightly with PowerSchool, meaning there’s no additional administrative work for teachers.



As students enroll or parents update their contact information, it will be updated the next day in ParentSquare. This way, your classes and rosters are always accurate.

**The solution must restrict parent and student accounts to SSO only.**

ParentSquare has this on our timeline to complete for the 2024-2025 school year.

**The solution must allow for information to be pulled from multiple sources. For example, SIS, HR systems, etc.**

Yes. ParentSquare can import essential data from another source and additional staff from existing HR databases. If desired, staff data from HR systems can be sent via SFTP and imported into ParentSquare if it meets our file specifications.

## User Training

**Vendor shall provide full details of user training offered, including free and fee-based options, as well as virtual and in-person options.**

### Training Model

ParentSquare provides a variety of training models for all end-users/stakeholders of the product. We will work with your districts to customize the training plan to meet your needs best.

Our training generally consists of live virtual training, synchronous and asynchronous assets, train-the-trainer, and ongoing professional development.

Admins, teachers, and staff will have unlimited access to digital training opportunities, including:

- Pre-scheduled live webinars with Q&A designed for each end user. Multiple offerings of scaffolded content based on experience and expertise on the product.
- Self-paced training modules designed for each end user. Multiple offerings of scaffolded content based on experience and expertise on the product.

### Extensive Training Curriculum for New and Existing Users

From the tech-shy novice to the superuser, ParentSquare offers a curriculum of courses for new and existing customers that empowers them to use the platform to its full capacity.

- Our comprehensive training program for newcomers focuses on courses for district administrators, site admin/principals, attendance clerks, teachers, and parents.
- Existing users have ongoing training opportunities, including recurring webinars, digital training modules, and videos.

### Train the Trainer Option

ParentSquare also maintains a robust train-the-trainer program, with some districts creating a custom teaching/learning role in ParentSquare designed for an internal trainer.

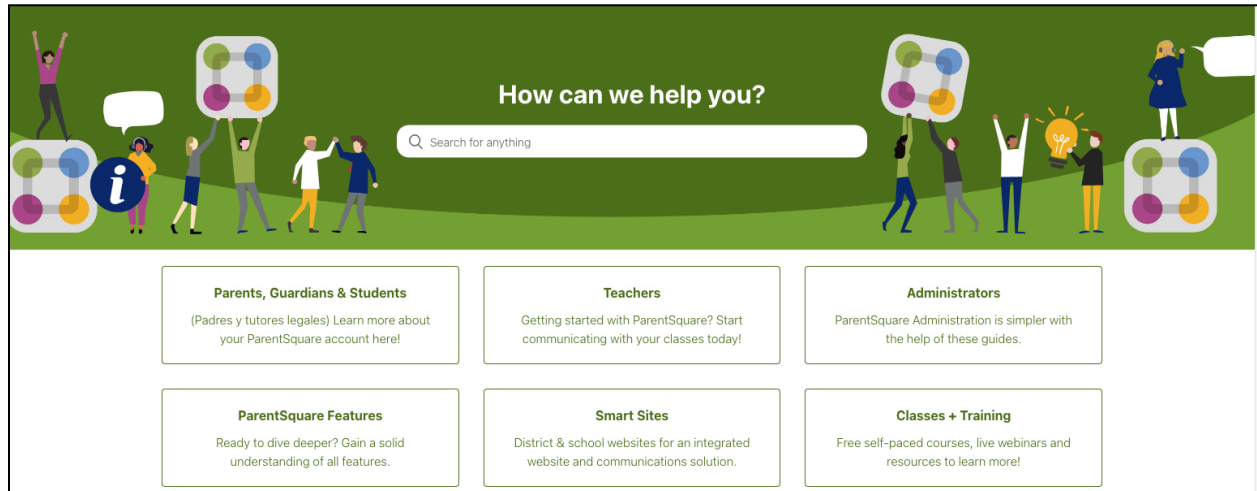
Our seasoned trainers can respond to sophisticated questions from highly motivated superusers as they learn every function in ParentSquare, equipping them with best practices that will benefit their community.

### Access to Recordings of Live Trainings

All live trainings are recorded and provided to the district for absentee usage. On-demand training webinars and self-paced modules with certification are available to teachers and admins.

## Web Self-Serve Help Materials

All users also have 24/7 access to a well-maintained and easily accessible library of Help Documents, troubleshooting guides, FAQs, and self-service training courses. These resources are available via the mobile or web versions of ParentSquare.



## Contextual Help in the Platform, Help Library, and Help Videos

Some common workflows have contextual help options in ParentSquare. Enhancements, changes, and fixes are maintained in our monthly change log and available in the app and our blog.

## Training Programs

ParentSquare understands your unique training needs, and our training catalog offers weekly virtual training webinars, self-paced training resources, and custom training sessions, which can be held remotely or on-site.

The virtual offerings are diverse and cater to different levels of expertise and roles within the education system. The training sessions vary in duration, typically ranging from 30 minutes to 1 hour.

## Navigate ParentSquare

A beginner-level course covering the basics of ParentSquare, including basic navigation, account settings, posts, direct messages, and live Q&A sessions.

## Skill-Up



Designed for those looking to enhance their abilities in ParentSquare. This 1-hour training picks up where the Navigate training ends, covering topics like groups, posts with add-ons, appointment sign-ups, and live Q&A.

### **Advanced for Admin**

This is a deep dive into admin-specific features on ParentSquare, covering data, directory, alerts (smart & urgent), auto notices, and live Q&A in a 1-hour session.

### **Create & Connect**

A course for admins focusing on creativity and engagement, teaching skills to create various templates in ParentSquare. Topics include newsletter and forms/permission templates, alerts library, managing calendars, and live Q&A.

Additionally, the catalog offers on-demand learning for self-paced study and custom training options tailored to specific school or district needs. These trainings cover various topics, from foundational skills for administrators to advanced management and engagement strategies, emphasizing two-way communication tools and effective use of ParentSquare's features.

## Program Timeframe

**Program shall be available for School System use within (30) days of order placement.**

Yes. ParentSquare can be available within 30 days of order placement.

**ParentSquare is poised to support every aspect of customer success in implementation, training, and customer support.**

The onboarding information in the following pages reflects our standard implementation practices before collaborating with Johnson City Schools; the results would be included and outlined in a custom partnership plan.

**We are ready for a complete district roll-out of ParentSquare next year.**

A ParentSquare implementation takes four to six weeks for a complete onboarding experience. Based on our discussion during the discovery call, we can refine this timeline based on district needs.

We will accommodate any timeline the district requires.

Our team will contact JCS within two business days of the contract award to schedule a discovery call.



### Sample Strategic Plan and Implementation Timeline (ParentSquare Platform and Mobile App)

The following milestones represent a tentative timeline for implementing a district’s ParentSquare instance and can be adjusted according to the district’s unique needs.

Please know that while we offer a highly structured Implementation Plan as outlined below, it remains malleable based on information learned during the Discovery phase of our engagement.

#### 1. Set Up and Data Load

- Create the district’s sites

- Establish your SIS integration. ParentSquare includes out-of-the-box integration with your SIS.
- Import students, parents, class rosters, and staff
- Set up special site groups
- Enable all relevant features
- Identify champion(s)

## **2. District Admin Training**

- Train District Admin on critical features
- Training will be held live over Zoom
- Interactive training allows for all questions to be answered

## **3. Site Admin Training (Can run simultaneously with Teacher Training)**

- Train administrators on key ParentSquare features (can be adjusted based on interest)
- Training will be held live over Zoom
- Interactive training allows for all questions to be answered
- Individuals who cannot make this date will be offered the training module and additional training opportunities later.

## **4. Additional Staff and Teacher Training**

- Live webinar training for Site Admins
- Attendance clerk overview - training module
- Teacher training - training module
- Teacher training - training video if desired

## **5. ParentSquare Launch**

- Invite all students, parents, staff, and teachers
- Welcome post by school
- Use ParentSquare resources for social media, banners, flyers, etc.
- Teachers post to their class the first week of school
- Back to School Night - show parent video

## **6. Admin and Teacher Survey (TBD)**

- ParentSquare Survey (recommended). ParentSquare provides the Google Form.
- Review feedback on practical training, rollout, and overall perception by admin and teachers
- Determine if additional training or support is needed and work with ParentSquare on the next step

## **Status Reports and Weekly Meetings**

We will set a regular cadence of meetings in partnership with the central champions or points of contact within the School District. During these diagnostic calls, we will ensure your goals are met, and ParentSquare is effectively leveraged and used across the district. We can also provide status reports to the district as desired. You can obtain reports from the portal at any time.

## Requirements Checklist

We have provided the [Requirements Checklist](#) on pages 10–11 of this proposal.

## Fee Proposal Form

We have provided pricing on pages 24-26 in the section titled “[Cost Proposal Sheet including Renewal Costs](#).”

# Attachment A. ParentSquare Security Policy

*Last Updated: December 2023*

ParentSquare is committed to protecting the security and privacy of personally identifiable information (PII) in accordance with FERPA, COPPA, and any other applicable state law.

ParentSquare has been independently assessed and certified by iKeepSafe, an experienced privacy protection organization, for compliance with FERPA, COPPA, California Student Privacy (including SOPIPA, Ed Code 49073.6, and Ed Code 49073.1), and the California Consumer Privacy Act (CCPA).

## Company Policies

We maintain security and privacy policies that align with industry best practices, and we review those policies at least every six months to ensure alignment.

## Security Framework

We implement internal security controls that align with the NIST Cybersecurity Framework v1.1.

## Data Storage

Our infrastructure is housed on Amazon Web Services (AWS), a highly reliable, secure, and scalable cloud platform. AWS is validated under the following compliance programs, among others: SOC 1, SOC 2, SOC 3, ISO 27001, PCI DSS Level 1, and NIST 800-53.

All data is stored within the United States, and all processing servers are based within the United States.

## Data Encryption

Data is encrypted in transit and at rest to provide protection of sensitive data at all critical points in its lifecycle. All data is transmitted over HTTPS connections to and from the ParentSquare application. All passwords are salted and hashed.

## Data Breaches

Upon becoming aware of a data breach, we would fully investigate the incident and notify the customer within two business days, including our plan to remediate the breach. The customer then makes a decision about how or if users are notified.

## Disaster Recovery

Our approach to disaster recovery anticipates business interruption risks from a range of outages and mitigates the financial, customer, and regulatory impact of these scenarios. Our partnership with AWS helps us keep our system highly available, resilient, and recoverable.

## Data Backup Strategy

We replicate databases within our production environment so that the loss of any one server does not impact our ability to serve our customers. Additionally, our databases are replicated in near real time to a set of servers located in a secondary geographic region. In a worst-case scenario where the live region becomes unavailable, no more than a few seconds of data are lost.

In addition to live data replication, we create backups of all datastores on a daily basis.

### **Cybersecurity Insurance**

We maintain errors and omissions liability insurance and cybersecurity insurance that includes but is not limited to, coverage for network security, data breaches, system failure, and fraud.

### **Employee Access to PII**

We grant access to end-user data to our employees based on assigned job responsibilities, and limit access to only those employees who require access to maintain and support the system. We perform background checks on all employees and screen all employees with I-9 verification and E-Verify.

### **Employee Security Training & Awareness**

We require all of our employees to complete our security and privacy training as part of their onboarding process and annually thereafter.

### **Employee Access to Servers**

We follow the principle of least privilege when providing our employees with access to resources. A limited number of engineers have direct access to our servers. All access to servers is logged.

### **Third-Party Service Providers**

Before we engage with a third-party service provider, we ensure that their privacy policy is at least as strict as ours. Among other requirements, we ensure that (1) they do not sell or use personally identifiable information for any commercial or marketing purpose, (2) they protect the confidentiality of personally identifiable information, (3) they have implemented safeguards based on industry standards and best practices, and (4) they permanently dispose all data upon expiration of our agreement with them.

A list of the third party services we currently use, the data that is shared, as well as links to their privacy policies, can be found here: <https://www.parentsquare.com/privacy/service-providers/>.

### **Vulnerability Testing and Disclosure**

We undertake an extensive third-party penetration test annually to ensure there are no known vulnerabilities in the system. The summary report is available upon request.

To improve our ability to detect security issues, we allow individuals to submit vulnerability reports to [security@parentsquare.com](mailto:security@parentsquare.com). We provide cash awards to those who report vulnerabilities that could lead to the compromise of sensitive data and the disruption of services.



ParentSquare™

# Johnson City Schools, TN

**Pricing Term Start Date:** May 1, 2024 | **Pricing Term End Date:** June 30, 2027 | **Quote Create Date:** April 23, 2024 | **Reference:** 20240423-125422876

**Johnson City, TN - 4702130**

P. O. Box 1517  
Johnson City, TN 37605  
United States

**Collin Brooks**

Director of Communications | Johnson City Schools  
brooks@jcschools.org  
423-218-8682

## Comments

Ben Craft - "Regional Director" ParentSquare, Inc.



## Products & Services



Item & Description	Billing Start Date	Term (Months)	Quantity	Unit Price	Total
<b>District Onboarding (5 - 14.9K)</b> <ul style="list-style-type: none"> <li>• Coordination between ParentSquare Implementation Team and Points of Contact</li> <li>• Creation &amp; configuration of the ParentSquare site</li> <li>• Data migration and review of Staff, Student, Parent and Roster data</li> <li>• Digital training opportunities including recurring webinars, digital training modules, and videos</li> <li>• Access to “Resource Kit” and Best Practice materials to support Launch</li> <li>• Ongoing help and support for Admins via email, chat, and voice</li> <li>• Discovery call with Implementation Manager</li> <li>• District walkthrough videos w/ Q&amp;A option</li> <li>• 1 hour of training or CS consultation (Engagement Team)</li> <li>• Launch check in meeting</li> <li>• Ongoing engagement with Customer Success Team</li> </ul>	May 15, 2024		1	\$4,000.00	\$4,000.00
<b>Payment due: May 15, 2024</b>					

Item & Description	Billing Start Date	Term (Months)	Quantity	Unit Price	Total
<b>Engage 2023 - Prorated</b>	May 15, 2024	2	1	\$5,200.00	\$0.00 after 100% discount for 2 months
<ul style="list-style-type: none"> <li>• Mobile App &amp; Web Portal</li> <li>• Language Translation</li> <li>• Analytics, Reporting &amp; Archiving</li> <li>• SIS Integrations, SSO (API, SFTP, other)</li> <li>• Smart &amp; Urgent Alerts</li> <li>• Posts &amp; Newsletters</li> <li>• Social Media &amp; Website Share</li> <li>• Attendance &amp; Auto Notices (includes lunch balances)</li> <li>• Direct Messaging</li> <li>• Appointments (including parent-teacher conferences)</li> <li>• Volunteering &amp; Sign Ups</li> <li>• Directory</li> <li>• StudentSquare</li> <li>• Calendar &amp; Event RSVP</li> <li>• Forms &amp; Permission Slips (includes Surveys)</li> </ul>					
<b>Payment due: May 15, 2024</b>					

Item & Description	Billing Start Date	Term (Months)	Quantity	Unit Price	Total
<b>Engage 2023</b> • Mobile App & Web Portal • Language Translation • Analytics, Reporting & Archiving • SIS Integrations, SSO (API, SFTP, other) • Smart & Urgent Alerts • Posts & Newsletters • Social Media & Website Share • Attendance & Auto Notices (includes lunch balances) • Direct Messaging • Appointments (including parent-teacher conferences) • Volunteering & Sign Ups • Directory • StudentSquare • Calendar & Event RSVP • Forms & Permission Slips (includes Surveys)	July 1, 2024	36	8,000	\$4.50 / year	\$31,200.00 / year after \$4,800.00 discount for 3 years
<b>Payment starts: July 1, 2024</b>					

Due now ..... \$0.00

### Future Payments Summary

Item	Payment
District Onboarding (5 - 14.9K)	\$4,000.00 on May 15, 2024
Engage 2023 - Prorated	\$0.00 on May 15, 2024
Engage 2023	\$31,200.00 / year starting on July 1, 2024 for 3 payments

## Signature

Before you sign this quote, an email must be sent to you to verify your identity. Find your profile below to request a verification email.

**Collin Brooks**

brooksb@jcschools.org

[ sig|req|signer1 ]

**Lindsey Fishback**

lindsey.fishback@parentsquare.com

[ sig|req|signer2 ]

**This quote expires on May 23, 2024**

### Purchase terms

District/School Agreement -- The Services are subject to the terms contained in this Order Form and School Agreement which are located at [www.parentsquare.com/agreement](http://www.parentsquare.com/agreement), and incorporated by reference into this Order Form ("ParentSquare School Agreement").

By executing this Order Form, the undersigned certifies that (i) the undersigned is a duly authorized agent of District/School, and (ii) the undersigned has read the ParentSquare School Agreement and will take all reasonable measures to enforce them within the District/School.

*NOTE: Pricing above does not reflect ParentSquare's right to increase pricing up to 5% each annual period. Pricing above also does not include applicable tax, which will be applied upon invoicing.*

Privacy Policy -- The ParentSquare Privacy Policy may be reviewed here - <https://www.parentsquare.com/privacy>

Terms of Use -- The ParentSquare Terms of Use may be reviewed here - <https://www.parentsquare.com/terms>

StudentSquare Consent -- Pursuant to Children's Online Privacy and Protection Act ("COPPA"), ParentSquare relies on the School's consent on behalf of students in order to allow those under 13 years of age to use our services.

**Questions? Contact me**



**Ben Craft**

"Regional Director"

ben.craft@parentsquare.com

+17049427410

**ParentSquare, Inc.**

6144 Calle Real, Suite 200A

Goleta, CA 93117

United States



# JOHNSON CITY SCHOOLS

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

To: Board Members  
From: Dr. David Timbs, Supervisor of Secondary and Instructional Technology  
Date: April 29, 2024  
Re: Board Approval for Public Hearing for Revised Family Life Curriculum

Please find below a copy of the proposed six-day curriculum for Family Life that will be included as a unit in 9<sup>th</sup> grade Lifetime Wellness beginning this fall upon review and approval.

This curriculum was developed this spring by a team of Johnson City Schools' educators and covers all required state standards related to the instruction of family life. After Board of Education comments and suggestions were received and incorporated into the curriculum, we are now asking for approval to move forward with a one-week public review of the materials during the week of May 13-17 during which time the materials will be available for public review per the process detailed in the opening pages of the curriculum.

After public review, final approval from the Board of Education will be sought on June 3, 2024.



## BOARD OF EDUCATION

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

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



## **2023-24**

### **SHHS Family Life Curriculum Development**

In spring semester 2024, the Family Life Curriculum (FLC) was created by a committee of JCS representatives including six SHHS teachers (including two from Wellness, one Anatomy & Physiology teacher, one CTE Human Science teacher, and one CTE Health Science teacher), one JCS Instructional Coach, three SHHS Administrators, and the JCS Coordinated School Health Coordinator, Secondary Supervisor, and Superintendent. The curriculum is for use by SHHS Lifetime Wellness teachers for students enrolled in high school in-person Wellness courses, typically in 9th grade. The Lifetime Wellness teachers will be annually trained on the curriculum each September. The training will comply with provisions required under T.C.A. 49-6-3004 Family Life Instruction, which defines the shall and shall not of instruction on family life.

#### **JCS COMMITTEE MEMBERS**

- SHHS Teachers
  - David Whaley, Wellness & PE Department Chair
  - Laura Cook, Wellness
  - Tammy Keller, Anatomy & Physiology
  - Heather Conner, CTE Human Science
  - Clint Philbrick, CTE Health Science, NREMT-Paramedic, Certified Flight Paramedic
- JCS Instructional Coach
  - Jacqueline Smith, SHHS Instructional Coach, Certified Biology Teacher
- SHHS Administration
  - Dr. Josh Carter, Principal
  - Dr. Carmen Bryant, Assistant Principal
  - Dr. Holly English, Assistant Principal for Topper Academy, Certified School Counselor
- JCS Administration
  - Dr. Steve Barnett, Superintendent
  - Dr. David Timbs, Secondary Supervisor
  - Jennifer Norton, RN, BSN, Coordinated School Health Coordinator

#### **MEETING DATES**

The committee goal is to present materials to the Johnson City Schools Board of Education for review in April 2024 and approval for public review at the May monthly meeting.

- Wednesday, January 30, 2024 - Full committee meeting
  - Review JCS/SHHS FLC goals and development process with committee members.

#### Goals of the Family Life Curriculum

- Develop a Family Life Curriculum that is an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception, and disease prevention.
- Be medically accurate, age appropriate, in compliance with law, and aligned to Tennessee academic standards for Wellness.
  - Medically accurate: information that is grounded in evidence-based, peer-reviewed science and research

- Age appropriate: designed to teach concepts, information, and skills based on the social, cognitive, emotional, and experience level of most students at the 9th grade age level
- Tennessee State Law 49-6-1301 through 1308 current through the 2023 legislative session
- Tennessee Academic Standards for Lifetime Wellness revised for 2024 - 2025 SY

#### Process for the Development of FLC

- Committee review of the wellness standards, state law, state board guidelines, local board policy, and school & district expectations based on community wants and needs as revealed in the last review process.
- Distribute JCS/SHHS FLC beginning drafts to small groups within the committee for content review and revision. Beginning drafts based on prior SHHS FLC and family life curriculums approved by BOEs in other TN districts.
- Small groups within the full committee will be made up of a leader and participants who will review beginning drafts then revise, edit, and update until final drafts are ready for the BOE review. Small groups will work through shared Google docs and slides and in-person meetings. Timeline for work 1/30 - 2/19.

#### Family Life Curriculum Small Groups by Day (\*group leader)

1. Reproductive Health
  - Keller\*, Whaley, Norton, Timbs
2. Foundations of a Healthy Relationship
  - English\*, Conner, Whaley, Bryant
3. Dating Decisions & Choosing Abstinence
  - Smith\*, Cook, English, Carter, Bryant
4. Considering the Consequences of of Sexual Activity
  - Philbrick\*, Cook, Smith, Norton, Timbs
5. Prenatal Development and Care
  - Conner\*, Keller, Philbrick, Carter

#### FLC Committee Assignments by Participant (\*group leader)

- C. Bryant--Days 2, 3
- J. Carter--Days 3, 5
- H. Conner--Days 2, 5\*
- L. Cook--Days 3, 4
- H. English--Days 2\*, 3
- T. Keller--Days 1\*, 5
- J. Norton--Days 1, 4
- C. Philbrick--Days 4\*, 5
- J. Smith--Days 3\*, 4
- D. Timbs--Days 1, 4
- D. Whaley--Days 1, 2

- Monday, February 19, 2024 - Full committee meeting
  - Feedback on drafts and recommended revisions from small groups.



- Major revision request from Day 2 committee - divide into 2 days instead of one day for relationships.
  - Committee agrees - curriculum is now 6 days of instruction
    - Day 2 becomes Foundations of a Healthy Relationship
    - Day 3 becomes Recognizing and Avoiding Unhealthy Relationships
    - Other days remain same
  - Small groups will continue refinement of their respective days until next meeting on 3/6
- Wednesday, March 6, 2024 - SH school counselor meeting with Dr. Bryant
  - Presentation of final drafts to SHHS school counseling and care counseling teams for their feedback on content and age appropriateness.
  - Minor revisions made to content based on counselor experience related to topics.
  - Specific focus on Day 3 “Recognizing and Avoiding Unhealthy Relationships” and the role of the SHHS counselor on this day of FLC (counselors as observers and supporters of students who may need individual counseling related to unhealthy relationships; counselors will NOT deliver content).
- Wednesday, March 6, 2024 - Full committee meeting
  - Presentation of small group final drafts to full committee.
  - Feedback gathered on changes and edits.
  - Edits and cleanup will be made over spring break.
  - 3/27/24 date set for meeting with Wellness teachers and Drs. Barnett, Timbs, and Carter.
- Wednesday, March 27, 2024 - Wellness teacher meeting
  - Presentation of final drafts to Wellness teachers
    - Cook, Devault, Eads, Hauldren, B Higgins, Whaley
  - Recommendation made by Wellness for teaching of FLC content
    - One male and one female Wellness teacher will together deliver FLC content to the combined Wellness classes in the Library.
    - Typically the schedule has 2 Wellness classes each block except for 4th block which typically has only one class.
    - Class size typically ranges from 25 - 32 depending on the size of the freshman class and the number of students who opt to take Wellness fully online outside of the school day.
  - Parents who opt their student out of the FLC
    - Students will be supervised in an alternate area and will complete alternate assignments, related to general health topics, thru Canvas.
    - Tentative topics include - Your Total Health, Effects on Your Health, Health Risks and Your Behavior, Promoting Health and Wellness, Building Health Skills, and Human Trafficking
  - Wellness teachers will continue review of final drafts and suggest any changes or edits by Monday, April 1.
- Tuesday, April 2, 2024 - Electronic communication to wellness teachers
  - Email to all Wellness teachers with link to final drafts of slides for any remaining edits before slide deck of final drafts goes to BOE.
- Tuesday, April 23, 2024: All review and suggestions from BOE received
- Wednesday, April 24, 2024: All review and suggestions incorporated into Revised Draft

## **PROCESS AFTER DEVELOPMENT**

BOE will provide tentative approval in May, 2024. Prior to final adoption of this Family Life Curriculum in June, 2024, the school system will conduct a one-week public hearing which time the public will have the opportunity to further review, speak, and express their opinions and concerns.

Public information sessions on the FLC will be held by the school system each September. By request, parent conferences will be held to ensure and maintain the highest level of community and parental support for family life education.

A JCS Family Life Curriculum website will allow parents/guardians to examine the instructional materials for each of the six days of lessons. The slide decks are presented on the website exactly as students will see it in class during instruction. Teacher scripts are included for each of the corresponding lessons. We encourage parents/guardians to discuss the content with their child before, during, and after the teaching of the material at school.

### Family Life Curriculum by Day

- 1 - Reproductive System and Health
- 2 - Foundations of Healthy Relationships
- 3 - Recognizing and Avoiding Unhealthy Relationships
- 4 - Decision Making and Choosing Abstinence
- 5 - Considering the Consequences of Sexual Activity
- 6 - Prenatal Development, Care, and Decisions

If parents/guardians determine all, or part, of the Family Life Curriculum (FLC) is not appropriate for their child, they can opt their child out of receiving the full instruction or specific days of instruction, without penalty. At least thirty (30) calendar days prior to commencing instruction of the Family Life Curriculum, the opt-out form will be sent via electronic communication from Johnson City Schools, and the link to the form will be posted to the JCS Family Life Curriculum website. Students who are opted-out will complete alternate assignments on health and wellness. The alternate assignment slide decks are presented on the website exactly as students will see it. Alternate assignments are completed independently through Canvas. Wellness teachers will be available to answer students questions and provide support with assignments; however, the teacher will not use direct instruction for alternate assignments. A student who is excused from any or all portions of the FLC will receive grades based on the alternative health lessons that the student is assigned through Canvas.

### Alternate Assignments by Day

- 1 - Your Total Health
- 2 - Effects on Your Health
- 3 - Health Risks and Your Behavior
- 4 - Promoting Health and Wellness
- 5 - Building Health Skills
- 6 - Human Trafficking

# Family Life Curriculum

## Video Links

### DAY 1

slide 4 - [male reproductive system](#) (2:59)

slide 12 - [female reproductive system](#) (2:43)

### DAY 2

slide 6 - [Maslow's hierarchy](#) (2:59)

### DAY 3

slide 10 - [STOPit App](#) (2:33)

slide 20 - [human trafficking](#) (4:21)

### DAY 4

slide 10 - [boundaries](#) (3:38)

slide 39 - [consent](#) (1:12)

### DAY 5

N/A

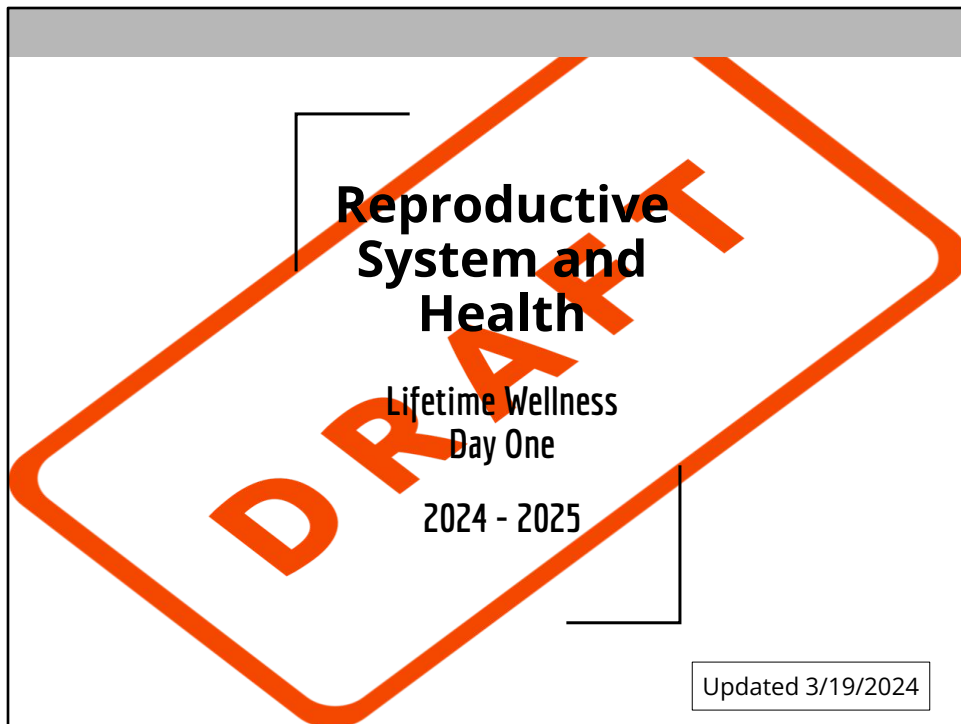
### DAY 6

slide 8 - [fertilization](#) (1:00)

slide 17 - [prenatal care - vaping while pregnant](#) (1:12)

slide 27 - [how adoption works](#) (3:46)

slide 28 - [an adoption story](#) (5:00)



UPDATED 3/19/2024 CBryant

- 20 total slides
- 2 videos
  - slide 4 - male reproductive system (2:59)
  - slide 12 - female reproductive system (2:43)
- 5 graphics
  - slide 6 - male reproductive system
  - slide 10 - testicular self-exam
  - slide 14 - female reproductive system
  - slide 16 - menstrual cycle
  - slide 19 - breast self-exam

# Family Life Curriculum Day 1

## Tennessee Academic Standards for Lifetime Wellness (2024):

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

### Learning Targets:

Explain the structures and functions of the male and female reproductive systems.

Understand how to maintain reproductive health in males and females.

## Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

## Law:

49-6-1301. Part definitions.

(4) "Age-appropriate" means designed to teach concepts, information and skills based on the social, cognitive, emotional and experience level of most students at a particular age level;

(6) "Family life education" means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

(9) "Medically accurate" means information that is grounded in evidence-based, peer-reviewed science and research;

(11) (A) "Puberty" means a developmental stage during which the pituitary gland triggers the production of testosterone in boys and the production of estrogen and progesterone in girls; (B) Puberty typically begins in girls between nine (9) and twelve (12) years of age, and in boys between eleven (11) and fourteen (14) years of age; (C) Puberty is the period during which

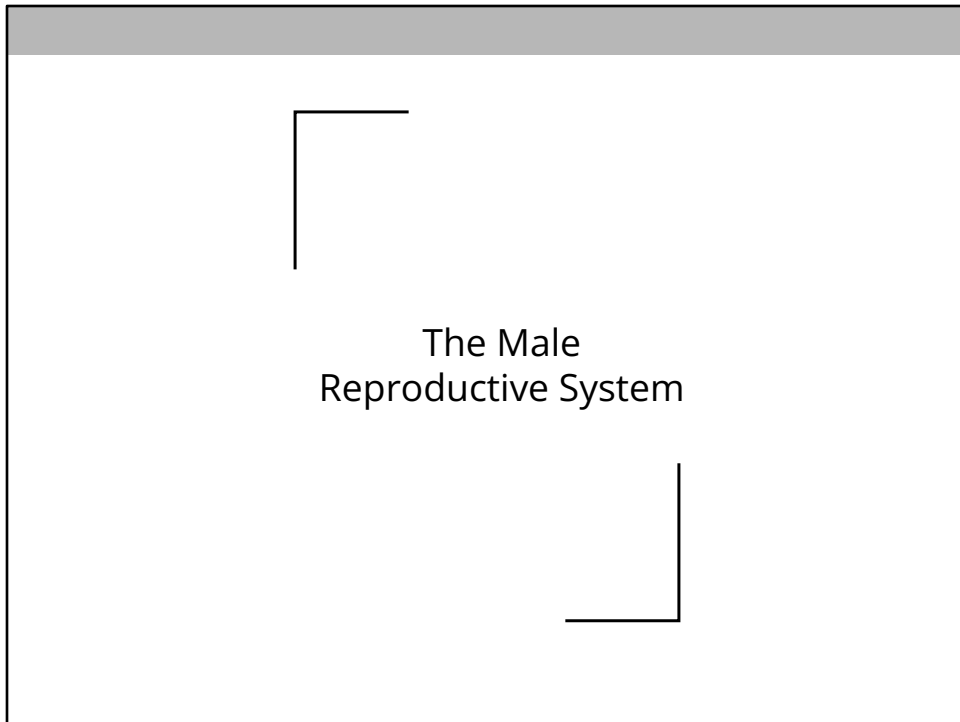
adolescents become capable of reproduction and experience various bodily changes;

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;



**Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

**Law:**

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

**BIG  
IDEA**

The male reproductive system is responsible for sexual function and urination.

**Vocabulary introduced in this lesson:**

- penis
- scrotum
- testicles
- vas deferens
- prostate
- urethra
- sperm
- semen
- testosterone

**Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

**Law:**

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

The words on this slide were highlighted in the video and/or will be covered in the lesson.

External parts of male reproductive system:

penis - male organ for sexual intercourse

scrotum - external skin sac holding the testicles

testicles - two small glands that make testosterone and produce sperm

Internal parts of male reproductive system:



vas deferens - transports mature sperm to the urethra in preparation for ejaculation

prostate - adds additional fluid to ejaculate, which helps nourish sperm

urethra - tube that carries urine from the bladder and ejaculates semen for reproduction

Male reproductive system purpose:

sperm - male reproductive cells

semen - protective fluid around sperm

testosterone - hormone that is produced by the testes; helps males develop certain characteristics, including muscle mass and strength, fat distribution, bone mass, and increases sperm production for producing children

VIDEO (length 2:59)

Video Link:

<https://jcschools.instructuremedia.com/embed/b94184b5-b2a6-43dd-967b-be6472ea2d7f>

Transcript:

In this video, we will see the different parts of the human male reproductive system and talk about their specific jobs.

The human male reproductive system is made up of different organs like the testes, scrotum, vas deferens, seminal vesicles, prostate gland, penis, and urethra.

The human male reproductive system has two main functions:

To produce the male reproductive cells, hormones, and accessory materials.

To deposit them in the female reproductive system.

Which part of the male reproductive system produces the germ cells?

The formation of germ cells, sperm, takes place in the testes.

These are present outside of the abdominal cavity in the scrotum.

If the testes are important organs, then why aren't they located in the abdominal cavity?

It is because sperm formation requires a lower temperature than the normal body temperature.

The testes also produce a hormone called testosterone.

What is the purpose of testosterone?

It is a male reproductive hormone which regulates the formation of sperm and is also responsible for secondary sexual characteristics during puberty.

The sperm that are produced in the testes also need some support from the fluid secretions to be delivered to the female reproductive system.

Which organs produce these secretions?

They are produced by the seminal vesicle and prostate gland. They provide nutrients to help sperm cells survive.

Now let's look at the journey of the sperm cells.

Sperm cells are formed in the testes and travel through a tube called the vas deferens. On the way, they are joined with fluid secretions from the prostate gland and seminal vesicles.

The vas deferens is a common duct for both sperm and urine and is connected to the urinary bladder.

The sperm mainly consist of genetic material and have a long tail that helps them move toward the female germ cell, the egg.

How do sperm cells get deposited in the female reproductive system?

The sperm from the vas deferens enters another duct called the urethra, which is surrounded and supported by a muscular organ called the penis.

The penis is the organ that deposits the sperm into the female reproductive system. It becomes hard and erect during sexual intercourse.

## How the Male Reproductive System Works

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### Main Idea

The male reproductive system includes both external and internal organs that, with the help of hormones, allows males to produce sperm for reproduction.

---

### Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

### Law:

49-6-1304. Family life instruction.

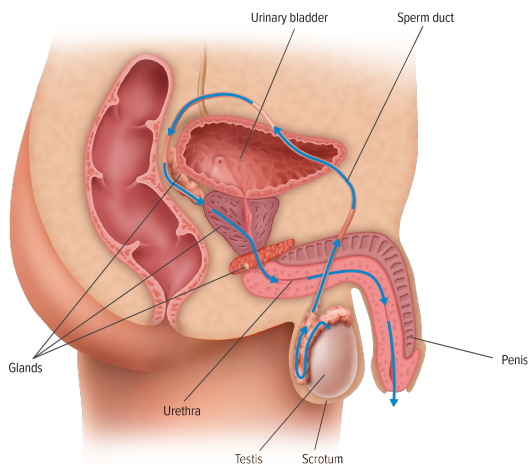
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(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

## Male Reproductive System



The male reproductive system has two main functions:

Produce, maintain, and transport the male reproductive cells or **sperm**.

Produce and secrete male sex hormones such as **testosterone**.

### Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

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### Presenter Notes:

## The Male Reproductive System

The hormone **testosterone**, produced in the testes, initiates physical changes that begin puberty.

A male's external reproductive organs include the testicles, penis, and scrotum. The **testicles** are located in the **scrotum**. The **penis** is composed of spongy tissue that contains many blood vessels. When the penis becomes erect, **semen** containing the **sperm** can be ejected from the body.

### Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

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### Presenter Notes:

External parts of male reproductive system:

penis - male organ for sexual intercourse

scrotum - external skin sac holding the testicles

testicles - two small glands that make testosterone and produce sperm

Male reproductive system purpose:

sperm - male reproductive cells

semen - protective fluid around sperm

testosterone - sex hormone that is produced by the testes; helps males

develop certain characteristics, including muscle mass and strength, fat distribution, bone mass, and increases sperm production for producing children

## Maintaining the Male Reproductive System

---

### Main Idea

The organs of the male reproductive system can be affected by both functional and structural problems.

---

Males should watch for signs and symptoms of reproductive system problems. Let's look at how males can maintain their reproductive health.

### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

### Law:

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### Presenter Notes:

## Maintaining the Male Reproductive System

How can I stay healthy?

- Practice good hygiene
- Avoid testicular injury
- Abstain from sexual activity
- Perform regular self-exams\*
- Get yearly medical check-ups and consider vaccinations

\*see slide 10

### **Standards:**

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

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### **Presenter Notes:**

1. Practice good hygiene. Shower or bathe daily with soap to help kill germs that cause infections in the reproductive organs.
2. Avoid testicular injury. Use a protective cup or athletic supporter during physical activity to shield the external reproductive organs.
3. Abstain from all sexual activity. Abstinence is the only way to prevent exposure to sexually transmitted infections (STIs) and prevent pregnancy.
4. Perform regular self-exams. Check the penis, scrotum, and testicles





1. monthly for any changes. Report any change to a physician. Even though lumps do not always mean cancer is present, it is still important to see a doctor if you have any concerns. Early detection usually leads to successful treatment.
2. Get yearly medical check-ups. All males should have regular checkups by a physician every 12 to 18 months. A yearly check-up keeps you up to date on screenings for certain medical conditions and allows the opportunity to speak with a medical professional. Make sure you get the health care you need.
  - You and your parents should ask a medical provider about vaccines against HPV and hepatitis B, testicular cancer screening, and STI testing (if you are sexually active).
  - If you do not have a medical provider, the Tennessee Department of Health provides free or low cost services through regional health departments. Some services include primary care, STI screenings, and reproductive health care.
  - CDC recommends HPV vaccination for:
    - All preteens (including boys and girls) at age 11 or 12 years.
    - Everyone through age 26 years, if not vaccinated already.


Info from <https://www.cdc.gov/hpv/parents/index.html>


## Testicular Self Exam


### *Testicular Self-Exam*



**1.**  *cup one testicle at a time using both hands best performed during or after a warm bath or shower*

**2.**  *examine by rolling the testicle between thumb and fingers use slight pressure*

**3.**  *familiarize yourself with the spermatic cord & epididymis tube like structures that connect on the back side of each testicle*

**4.**  *feel for lumps, change in size or irregularities it is normal for one testis to be slightly larger than the other*

The purpose of a testicular self-exam is to become familiar with the way your testicles normally look and feel. This will help you identify any changes or abnormalities, such as a new lump or skin changes.

Any changes should be reported to your doctor right away.

**Standards:**

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

**Law:**

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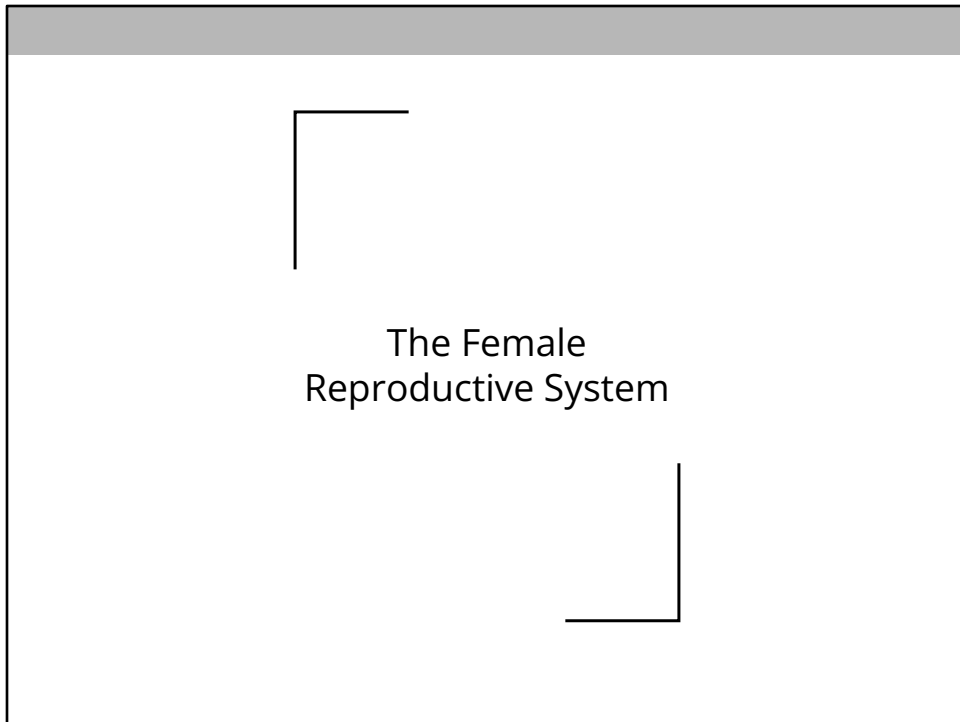
Upon reaching puberty, all men should conduct a monthly testicular self-exam and expect your doctor during your yearly physical to perform one as well.

Self-examination of the testes is important for early detection of testicular cancer. The most common method of early detection is performing a monthly exam. Since TC is usually isolated to a single testicle, comparison of one testicle with the other can be helpful. It is normal for one testicle to be slightly larger than the other. Your focus should be noticing any changes from the previous month.

If you notice a lump or any changes as mentioned above, you should seek medical advice and schedule an appointment immediately. Remember testicular cancer can spread very quickly and if detected early is one of the most curable cancers.

Information and graphic from

<https://www.testicularcancerawarenessfoundation.org/self-exam>



**Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

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**Presenter Notes:**

**BIG  
IDEA**

The female reproductive system is responsible for fertility, menstruation, and sexual function.

**Vocabulary introduced in this lesson:**

- vaginal opening
- vulva
- vagina
- cervix
- uterus
- ovaries
- fallopian tubes
- egg
- ovulation
- menstruation

**Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

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**Presenter Notes:**

The words on this slide were highlighted in the video and/or will be covered in the lesson.

External parts of the female reproductive system:

vaginal opening - allows menstrual blood and babies to exit the body

vulva - external genitals protecting the internal female reproductive organs

Internal parts of the female reproductive system:

vagina - muscular passageway that extends from the cervix to the outside of

the body

cervix - opening to the uterus

uterus - hollow, pear-shaped organ that holds and protects the fetus until birth

ovaries - glands that produce eggs and hormones

fallopian tubes - narrow tubes attached to the upper part of the uterus and

serve as pathways for the egg to travel from the ovary to the uterus;

fertilization of an egg by sperm normally occurs in the fallopian tubes; the

fertilized egg then moves to the uterus, where it implants into the uterine lining

Female reproductive system purpose:

egg - female reproductive cells (also known as ova - plural, ovum -singular)

ovulation - process of releasing a mature egg into the fallopian tube each

month; part of the menstrual cycle

menstruation - periodic shedding of the uterine lining when pregnancy doesn't occur; also known as "period"

VIDEO (length 2:43)

Video Link:

<https://jcschools.instructuremedia.com/embed/815e924b-2feb-4a82-81aa-11ec33d73e51>

Transcript:

In this video we will look at the structures and functions of the human female reproductive system.

There are a pair of ovaries in the female reproductive system that contain the premature egg cells.

There are two oviducts which connect to a muscular structure known as the uterus.

The uterus is also called the womb. It is where the implantation and development of the baby takes place.

The uterus opens into the vagina through the cervix.

The vagina is the passageway into which sperm cells are deposited by the male penis during intercourse.

Now let's look at the production of the female gametes.

When do females start producing egg cells?

When a female is born, her ovaries already contain thousands of immature eggs.

At puberty, the eggs begin to mature.

One egg is produced every month by one of the ovaries.

The egg produced by the ovary is collected in the Fallopian tubes. This is where fertilization takes place by the fusion of sperm and egg cells.

How do the sperm reach the egg in the Fallopian tubes?

The sperm cells are deposited into the vagina of the female by the penis during sexual intercourse. The sperm travel through the vagina and cervix,

through the uterus to the Fallopian tubes, where they might fertilize an egg cell.

The hormones secreted by the ovaries prepare the uterus to receive and nurture the growing embryo. The walls of the uterus become thick and are richly supplied with blood to nourish the growing embryo.

The fertilized egg is now called a zygote. It will be implanted in the lining of the uterus and begin to divide.

The placenta is a special tissue that helps the embryo get nutrition from the mother's blood. It is embedded in the uterine wall and provides glucose and oxygen to the embryo. The placenta also transfers the wastes generated by the embryo into the mother's blood.

The development of the child inside the mother's body takes approximately nine months. This period is called gestation. The child is born as a result of rhythmic contractions of the muscles of the uterus.

## How the Female Reproductive System Works

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### Main Idea

The female reproductive system includes both external and internal organs that, with the help of hormones, allows females to have a menstrual cycle producing eggs for reproduction.

---

### Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

### Law:

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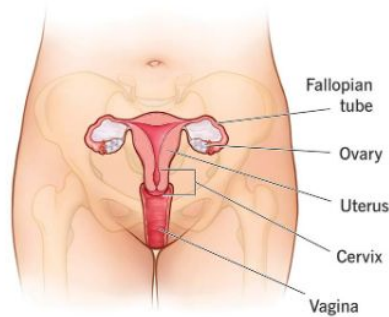


## Female Reproductive System

The female reproductive system has several functions, including producing female hormones and storing the eggs (also called ova).

A female at birth has more than 400,000 immature **eggs** in her ovaries. **Ovaries** are the female sex glands that store the eggs and produce female hormones.

The ovaries are located on each side of the uterus. The **uterus** is the hollow, muscular, pear-shaped organ that nourishes and protects a fertilized egg until birth.



### Standards:

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### Presenter Notes:

## Female Reproductive System

After a female begins puberty, the uterus prepares each month for possible pregnancy. The female body prepares by releasing a mature egg from the ovary in the process known as **ovulation**.

If pregnancy does not occur, then **menstruation** begins. During menstruation, the **endometrium** breaks down into blood, tissue, and fluids. The endometrium tissues pass through the **cervix**.

### Standards:

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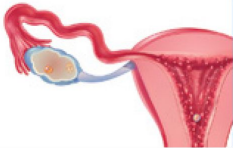
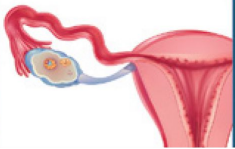
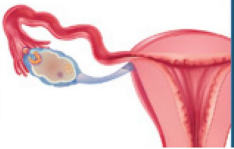
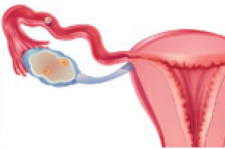
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### Presenter Notes:

## Female Reproductive System

Example of a **typical** menstrual cycle

Days 1–8	Days 9–13	Day 14	Days 15–28
The cycle begins with the first day of menstruation.	The hormones FSH and LH cause an egg to mature in one of the ovaries.	Ovulation occurs and the mature egg is released into one of the fallopian tubes.	The egg travels through the fallopian tube to the uterus. If the egg is not fertilized, the cycle starts again.
			

It is important to note that some women have longer or shorter menstrual cycles.

### Standards:

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### Presenter Notes:

Your menstrual cycle is a valuable marker for your overall health. Irregular periods can be a sign of conditions like diabetes, thyroid dysfunction, and celiac disease. You can track your period on a calendar or with an app on your phone designed for this purpose.

This helps females to:

1. Learn their bodies and when to expect the next cycle to start
2. Find any irregularities that need to be shared with a parent/guardian or your doctor.

## Maintaining the Female Reproductive System

---

### Main Idea

The organs of the female reproductive system can be affected by both functional and structural problems.

---

Females should watch for signs and symptoms of reproductive system problems. Let's look at how females can maintain their reproductive health.

### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

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## Maintaining the Female Reproductive System

How can I stay healthy?

- Practice good hygiene
- Follow hygienic practices during menstruation
- Abstain from sexual activity
- Discuss breast cancer risk with your medical provider
- Get yearly medical check-ups and consider vaccinations

\*see slide 19

**Standards:**

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

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**Presenter Notes:**

1. Practice good hygiene. Shower or bathe daily and rinse the external reproductive organs with water to avoid changing the pH which may result in infection.
2. Follow hygienic practices during menstruation. Change menstrual products regularly. Trapped moisture provides a breeding ground for bacteria and fungi and can lead to rash or infection.
3. Abstain from sexual activity. Abstinence is the only way to prevent exposure to sexually transmitted infections (STIs) and prevent

1. pregnancy.
2. Discuss breast cancer risk with your medical provider. Discuss your family history and breast cancer risk with your doctor to determine what recommendations for the early detection of breast cancer are right for you.
3. Get yearly medical check-ups. All females should have regular checkups by a physician every 12 months. A yearly check-up keeps you up to date on screenings for certain medical conditions and allows the opportunity to speak with a medical professional. Make sure you get the health care you need.
  - You and your parents should ask a medical provider about vaccines against HPV and hepatitis B, regular cervical cancer screening, and STI testing (if you are sexually active). You may also want to discuss unintended pregnancy and birth control.
  - If you do not have a medical provider, the Tennessee Department of Health provides free or low cost services through regional health departments. Some services include primary care, STI screenings, and reproductive health care.
  - CDC recommends HPV vaccination for:
    - All preteens (including boys and girls) at age 11 or 12 years.
    - Everyone through age 26 years, if not vaccinated already.

Info from <https://www.cdc.gov/hpv/parents/index.html>

# Reproductive System and Health

Lifetime Wellness  
Day One

2024 - 2025

**END OF PRESENTATION**

# Foundations of Healthy Relationships

Lifetime Wellness  
Day Two

2024 - 2025

Updated 3/19/2024

UPDATED 3/19/2024 CBryant

- 24 total slides
- 1 video
  - slide 6 - Maslow's hierarchy (2:59)
- 1 graphic
  - slide 6 - Maslow's hierarchy of needs



# Family Life Curriculum Day 2

## Tennessee Academic Standards for Lifetime Wellness (2024):

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

## Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

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HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

## Law:

49-6-1301. Part definitions.

(6) "Family life education" means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

**Presenter Notes:**

The topic of unhealthy relationships is covered in more detail on Day 3.

# Family Life Curriculum Day 2

## Learning Targets:

Discuss influences on human development and relationships.

Identify traits of healthy, or positive, relationships.

Recognize a variety of family types.

Understand traits of violent dating relationships and how to get help.

## Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

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(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

**Presenter Notes:**

The topic of unhealthy relationships is covered in more detail on Day 3.



Building strong relationships is important to your overall health.

**Vocabulary introduced in this lesson:**

- Maslow's Hierarchy of Needs
- relationship
- friendship
- citizenship
- dating
- mutual respect
- self-respect
- caring
- honesty
- commitment
- communication
- cooperation
- compromise

**Standards:**

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

**Law:**

49-6-1304. Family life instruction.

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(14) Provide instruction on the prevention of dating violence.

**Presenter Notes:**

The words on this slide will be covered in the lesson.

Maslow's Hierarchy of Needs - a theory in psychology claiming there are five stages of human needs that motivate our behavior

relationship - a bond or connection you have with other people

friendship - a significant relationship between two people that is based on trust, caring, and consideration

citizenship - way you conduct yourself as a member of the community

dating - partnerships built on common values, respect, and friendship

mutual respect - treating others with respect and they respect you in return

self-respect - the result of staying true to your values and not being willing to compromise them

caring - treating others with kindness and consideration

honesty - being open with others rather than concealing your thoughts, feelings, or actions

commitment - contributing to a relationship through work and sacrifice

communication - expressing your thoughts, feelings, and expectations to others and understanding theirs in return.

cooperation - working together for the good of all

compromise - problem-solving method for each participant to give up something to reach a solution that satisfies everyone

## Understanding Human Needs

---

### Main Idea

To reach your full potential, there are certain needs that all humans must satisfy.

Maslow's Hierarchy of Needs provides a framework for understanding human needs including the need for relationships.

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### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

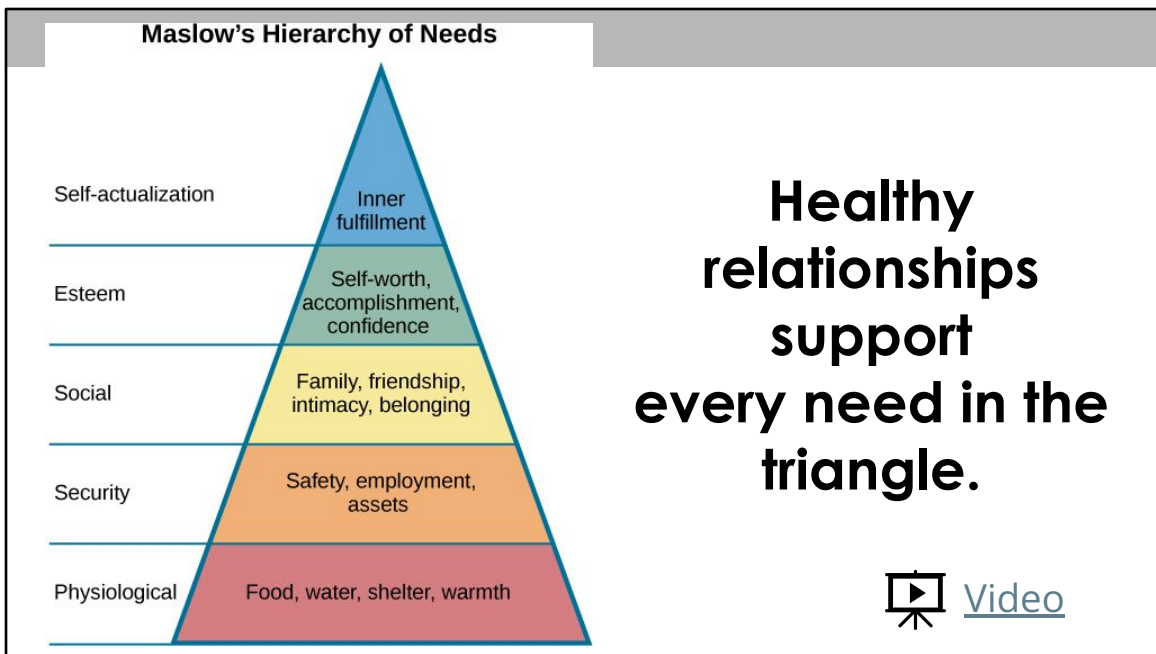
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### Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

### Presenter Notes:



**Standards:**

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

**Law:**

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

**Presenter Notes:**

Maslow's Hierarchy of Needs is a theory in psychology. It claims that there are five stages of human needs that motivate our behavior.

VIDEO (length 2:48)



Video Link:

<https://jcschools.instructuremedia.com/embed/6a6f0bb7-aa9f-4da9-86bb-226fb95ff19e>

Original video at Sprouts Youtube Channel:

[https://www.youtube.com/watch?v=O-4ithG\\_07Q](https://www.youtube.com/watch?v=O-4ithG_07Q)

Video Transcript:

Abraham Maslow proposed his theory in 1943 after studying what he called exemplary people such as Albert Einstein or Eleanor Roosevelt.

STAGE 1

First, there are physiological needs, such as the need to breathe, eat, drink or sleep. The moment we got enough of that and we feel awake and our bellies are full, we get motivated by the next thing.

STAGE 2

Now we want safety. We try to earn money, build up resources and look for shelter that protects us against dangers. Once we are satisfied and feel safe, we have time to think about what we want next.

STAGE 3

At stage three we seek love and belonging. We desire to be close to family and friends, belong to a society or join a gang. But the moment we feel completely part of a group we already wish to be a little different than the rest.

STAGE 4

At stage four we look for esteem, self-confidence, and respect from our peers. We want to be someone. If we have money, we buy a fancy watch. If we have a brain, we write or think or work a lot. Motivation to perform and compete is now at its highest. Students, sportsmen, and inventors excel. Neil Armstrong even flew to the moon.

STAGE 5

Only if we breathe and drink and eat and sleep enough and we feel safe and part of a group and still special, only then we can reach level five: self-actualization. Now we can relax, be creative, accept facts for what they are, give back or do whatever we want. No more pressure, unless of course there is trouble below.

If you are a leader and believe in the theory, use it. First, make sure everyone has eaten well. Then make them feel safe and help them belong to a group. Once they feel they belong, they are ready to stand out and excel.

## Relationships

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### Main Idea

A **relationship** is a bond or connection you have with other people.

You have **relationships** with family members, friends, teachers, classmates, co-workers, and people in your community.

Building and maintaining healthy relationships can help you meet the need to belong and feel loved.

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### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

### Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

**Presenter Notes:**

## Healthy and Unhealthy Relationships

Relationships can affect your health in positive and negative ways.

- Being in a relationship with people who align to your values and encourage you to be your best can have a positive effect on your health by creating a sense of belonging.
- Being in a relationship with people who try to get you to do things that are against your morals and values can have a negative effect on your health by putting you in situations that can cause harm to your mental and physical health.

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### Law:

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### Presenter Notes:

Relationships can affect your health in positive and negative ways.

## Thinking about Relationships

On your own paper, answer the statements.

1. List two different types of relationships you are currently in.  
*Example: As a student, you have relationships with your teachers.*
2. Identify and list one quality or trait you display in both relationships you listed above.  
*Example: You demonstrate responsibility by turning assignments in on time.*
3. Identify and list one quality or trait you desire from others in both relationships you listed.  
*Example: You desire your teacher to treat all students fairly.*

### **Standards:**

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### **Law:**

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### **Presenter Notes:**

Use student responses to promote class discussion--students work in small

groups discussing their responses, and each small group provides a response for the whole class.

1. Examples for types of relationships:
  - I have a relationship with my teammates; I have a relationship with my boss; I have a relationship with my family; I have a relationship with a boyfriend/girlfriend.
2. Examples for qualities or traits from myself could be:
  - I respect my parents' opinions even though we do not agree on everything; I am honest in communicating my thoughts in all relationships; I am committed to my teammates and show up for practice on time; I care about my family and help them out when needed.
3. Examples of a desired quality or trait from others could be:
  - I desire my significant other to be respectful of my values; I desire my siblings to be more respectful of my belongings; I desire my friends to tell me the truth; I desire my teachers to treat all students fairly.

## Relationships with Family

Some of the most important relationships in your life are with the family members who share your home, such as parents or guardians, brothers, and sisters.

Families can be multicultural, blended, foster, or adoptive. While families may not all look alike, all families share the same responsibilities. Families provide physical, social, and mental/emotional support for each other.

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

### Law:

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identify and avoid unhealthy relationships;

**Presenter Notes:**

multicultural family - families with members having different nationalities, speaking different languages, or coming from different cultures

blended family (also known as a step-family) - families formed when people come together and bring a child or children from previous relationships

foster family - families who share their home temporarily with children until they can reunite with their biological family or adoptive family

adoptive family - families who raise a child who is not biologically related to them; can be a legal adoption; can be a chosen family such as close friends

All families share similar traits such as providing physical, social, mental/emotional, and sometimes financial support for each other. People need family throughout their life stages from birth to teenage to adult and elderly ages.



## Relationships with Friends

Friendship is a significant relationship between two people that is based on trust, caring, and consideration. Friends may have similar values, interests, or live nearby.

Throughout your lifetime, friends will change based on your experiences, location, job, etc.

There are different types of friendships.

- Casual friendships
  - *Example-Friends you only interact with during class for one semester*
- Close friendships
  - *Example-Friends you interact with on weekends and evenings and consider those you rely on most*

Good friends should have a positive influence on your self-esteem and help you resist harmful behaviors.

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

### Law:

49-6-1304. Family life instruction.

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**Presenter Notes:**

## Relationships with Community

Citizenship is the way you conduct yourself as a member of the community.

Being part of a strong community has a positive impact on every aspect of your health. Communities can promote healthful behaviors and also provide resources when you're in trouble.

Citizenship includes:

obeying laws

being kind to  
neighbors

helping to  
improve the  
community

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

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### Law:

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**Presenter Notes:**

Ask students to identify examples of citizenship.

1. What does citizenship look like in your school?
  - Example--following the student handbook, being friendly to other students, complete community service hours
2. What does citizenship look like at the mall?
  - Example--being kind to sales clerks, cleaning up after yourself in the food court, yielding to pedestrians in crosswalks
3. What does citizenship look like when driving?
  - Example--driving the speed limit, being patient with other drivers, paying car tag renewals/auto insurance fees each year

## Relationships with Boyfriends/Girlfriends

This type of relationship is new for many teens. Healthy dating relationships should be built on common values, respect, and friendship and should NOT add stress to your life.

**A partner who is controlling or violent does not show respect.** Abuse in dating relationships can include physical, emotional, and/or psychological abuse.

- Abuse or suspected abuse should always be reported to a parent/guardian, SHHS counselor, or trusted adult or call 911.

Resources for you, or someone you know, who needs assistance in unhealthy relationships:

- National Domestic Violence Hotline 1-800-799-SAFE or text "START" to 88788
- Visit [thehotline.org](http://thehotline.org) for more information and resources

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

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### Law:

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- (11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;
- (14) Provide instruction on the prevention of dating violence.

**Presenter Notes:**

This topic is addressed in more depth on Day 3.

## Traits of Healthy Relationships

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**Main Idea**

In a healthy relationship, people respect and support each other.

Traits of a Healthy Relationship	
Mutual Respect	Caring
Honesty	Commitment

**Standards:**

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

**Law:**

49-6-1304. Family life instruction.

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**Presenter Notes:**

Ask students to provide examples of what these traits look like in a

relationship.

1. What does mutual respect look like at home?
  - Example--Being polite and patient with your parents/guardians
2. How is commitment demonstrated in relationships?
  - Example--Trust, honesty, and open communication with your boyfriend or girlfriend
3. How do friends show they care about one another?
  - Example--Friends ask one another how they are feeling and respond with support
4. How is honesty demonstrated in your community?
  - Example--Respecting the rights of others and their needs



## Traits of Healthy Relationships-Mutual Respect

Mutual Respect
✓ You treat others with respect, and they respect you in return.
✓ You accept each other's opinions, likes, values, and traditions, even if they are different than your own.
✓ At times you may disagree without forcing your opinions or values on each other.

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### Law:

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### Presenter Notes:

## Traits of Healthy Relationships-Caring

Caring
✓ You treat other people with kindness and consideration.
✓ During difficult times, you show empathy and support.
✓ You are willing to help others out.

### Standards:

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### Law:

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### Presenter Notes:

## Traits of Healthy Relationships-Honesty

Honesty
✓ You are honest and open with others rather than concealing your thoughts, feelings, or actions.
✓ Accepting responsibility for times you have been wrong.
✓ Be honest with yourself and true to your values.

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### Law:

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### Presenter Notes:

## Traits of Healthy Relationships-Commitment

Commitment
✓ You contribute to the relationship and work to keep it strong, even if it means making some sacrifices.
✓ You deal with problems in a positive way and are able to overcome them.

### Standards:

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### Law:

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(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

### Presenter Notes:

## Building and Maintaining Healthy Relationships

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### Main Idea

Effective communication, cooperation, and compromise are keys to building and maintaining healthy relationships.

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

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(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

### Presenter Notes:

## Three C's of Healthy Relationships

**Communication** - Expressing your thoughts, feelings, and expectations to others and understanding theirs in return.

**Cooperation** - Working together for the good of all.

**Compromise** - Problem-solving method for each participant to give up something to reach a solution that satisfies everyone.

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### Law:

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(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

### Presenter Notes:

Ask students to offer positive examples of how these skills can be shown in

healthy relationships.

1. How can families communicate effectively with each other?
  - Examples--Eat dinner together to talk about your day; schedule family meetings to discuss important topics with one another; use texting to open lines of communication around feelings that are uncomfortable to discuss
2. What does it look like to cooperate with a coworker or classmate?
  - Examples--Sharing the workload; respecting each other's feedback; meeting agreed upon deadlines
3. One friend wants to go to the movies and the other friend wants to go to the mall. Give an example of a compromise that could be made.
  - Examples--Agree to do one activity today and another the next time you are together; flip a coin to decide between movies or mall; think of a third activity rather than the movies or mall
  - NOTE: compromise is not always the BEST option. For example, one friend wants to drink alcohol while the other friend does not. Choosing a commitment to not drinking is an acceptable time to NOT compromise.

## Respect in Relationships

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### Main Idea

Having self-respect and respect for others is the foundation for relationships.

When you are clear about your values and uphold your values, other people will know what you believe and what's important to you.

If people don't know your values, beliefs, and what is important to you, you may be more likely to face pressure to take part in unhealthy behaviors.

Showing respect for others means honoring their values and beliefs. Do not pressure them to participate in behaviors that would violate their values and beliefs.

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### Law:

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### Presenter Notes:



## Respect in Relationships-Self-Respect

Having self-respect is an important foundation for healthy relationships. Self-respect is the result of staying true to your values and not being willing to compromise them. The more you engage in behaviors consistent with your beliefs and values, the more you'll feel fulfilled and confident.

When you respect yourself, you're more likely to seek out relationships with people who also treat you with respect. You're also less likely to let other people influence you to take risks that could harm your health or violate your values and beliefs.

During the teen years, you may find yourself searching for your personal identity or your sense of who you are and where you belong in the world. Part of this search includes defining or reinforcing your own value system.

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### Law:

49-6-1304. Family life instruction.

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### Presenter Notes:

## Respect in Relationships-Respect for Others

With strangers and casual acquaintances, you can show respect through common courtesy.

Hold a door for someone

Say "Thank You"

With close friends and family members, you can show respect in more significant ways.

Listen to others

Develop mutual trust

Be realistic in  
your expectations

Be considerate of  
others' feelings

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### Law:

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### Presenter Notes:

Ask students:

How could showing respect for family differ from the way you show respect to strangers and casual acquaintances?

- Example: Since you are around your family more often, you know the specific needs of your family members, and you are familiar with your family's values. You also have more opportunities to show respect to family rather than strangers.

# Foundations of Healthy Relationships

Lifetime Wellness  
Day Two

2024 - 2025

**END OF PRESENTATION**

# Recognizing and Avoiding Unhealthy Relationships

Lifetime Wellness  
Day Three

2024 - 2025

Updated 3/19/2024

UPDATED 3/19/2024 CBryant

- 27 total slides
- 2 videos
  - slide 10 - STOPit App (2:33)
  - slide 20 - human trafficking (4:21)
- 5 graphics
  - slide 6 - Maslow's hierarchy of needs
  - slide 11 - forms of hazing
  - slides 21, 23, & 26 - human trafficking
- A SHHS counselor will sit in on Day Three for any students who show signs of needing additional 1:1 support related to unhealthy relationships.

# Family Life Curriculum Day 3

## Tennessee Academic Standards for Lifetime Wellness (2024):

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

### Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

### Law:

49-6-1301. Part definitions.

(6) "Family life education" means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B) must be accomplished through the viewing of a video recording approved by the LEA; and

(14) Provide instruction on the prevention of dating violence.

## Family Life Curriculum Day 3

### Learning Targets:

Define and recognize child abuse and human trafficking.

Understand how to reduce your risk of being abused.

Know how to report abuse and seek help for abuse.

### Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

### Law:

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(14) Provide instruction on the prevention of dating violence.



## Recognizing Unhealthy Relationships

### **Standards:**

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

### **Law:**

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and

treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B) must be accomplished through the viewing of a video recording approved by the LEA; and

(14) Provide instruction on the prevention of dating violence.



Recognizing and avoiding unhealthy relationships is important for your needs.

**Vocabulary introduced in this lesson:**

- bullying
- hazing
- child abuse
- control
- human trafficking
- sex trafficking
- forced labor
- domestic servitude

**Standards:**

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

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(14) Provide instruction on the prevention of dating violence.

**Presenter Notes:**

The words on this slide will be covered in the lesson.

bullying - a person is bullied when they are exposed repeatedly and over time to negative actions, and they have difficulty defending themselves.

hazing - when someone makes others perform certain tasks in order to join a group or be new members of a group

child abuse - when a person under the age of eighteen (18) is suffering from, has sustained, or may be in immediate danger of suffering from or sustaining a wound, injury, disability, or physical or mental condition caused by brutality, neglect, or other actions or inactions of a parent, relative, guardian, or caretaker

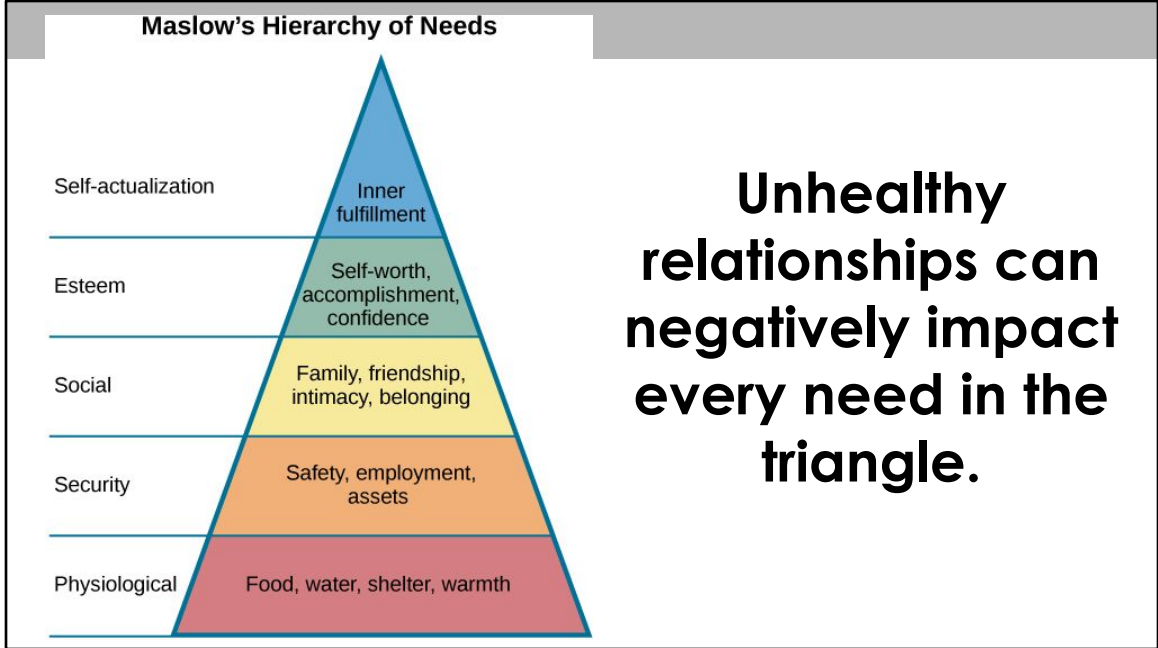
control - behaviors used by a friend, boyfriend, or girlfriend to have all the power in your relationship

human trafficking - the use of force, fraud, or coercion to obtain some type of labor or commercial sex act

sex trafficking - manipulating or forcing against their will to engage in sex acts for money

forced labor - when individuals are compelled against their will to provide work or service through the use of force, fraud, or coercion

domestic servitude - a domestic worker is not free to leave his or her employment and is abused and underpaid, if paid at all



**REVIEW FROM DAY TWO**

**Standards:**

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

**Law:**

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

## **FOR DAY 3**

### **Presenter Notes:**

Review Maslow's Hierarchy of Needs from Day 2.

It claims that there are five stages of human needs that motivate our behavior. Any one of those stages or levels that is not positively met impacts our ability to reach the highest stage of inner fulfillment.

Healthy relationships, from Day 2, positively impact your needs and make you more able to have a sense of accomplishment and inner fulfillment at the top of the triangle.

## Recognizing Unhealthy Behavior in Relationships

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### Main Idea

Healthy relationships make you feel good about yourself — unhealthy relationships don't. You deserve to feel safe and supported in your relationships.

Nobody's relationships are perfect, and people make mistakes. But, if you feel like you're being treated badly by other people's behavior, you probably are. Listen to your gut.

### Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

### Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to



identify and avoid unhealthy relationships;

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(14) Provide instruction on the prevention of dating violence.

**Presenter Notes:**

## **Recognizing Unhealthy Behavior in Relationships-Bullying**

A person is bullied when they are exposed repeatedly and over time to negative actions, and they have difficulty defending themselves.

- Bullying is aggressive behavior that involves unwanted, negative actions.
- Bullying involves a pattern of behavior repeated over time.
- Bullying involves an imbalance of power or strength.

Remember, bullying does not only happen at school. It can happen anywhere, including through texting, the internet, and social media.

### **Standards:**

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### **Law:**

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

### **Presenter Notes:**

Bullying definitions, components, and prevention information from Olweus Bullying Prevention Program.

If you recognize any of the descriptions, you should stay calm, stay respectful, and tell a parent/guardian or trusted adult as soon as possible.

**Physical Bullying**

Hurting a person physically or damaging their possessions

**Social or Relational Bullying**  
Hurting someone's reputation or relationships

**Verbal Bullying**  
Saying or writing mean or threatening things

**Cyberbullying**

- Includes sending, posting, or sharing negative, harmful, false, or mean content about someone else
- Can include sharing personal or private information about someone else causing embarrassment or humiliation
- Some cyberbullying crosses the line into unlawful or criminal behavior

**Standards:**

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

**Law:**

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

**Presenter Notes:**

Bullying definitions, components, and prevention information from Olweus Bullying Prevention Program.

Share examples of the types of bullying:


- Physical bullying--Hitting/kicking/pinching; Spitting; Tripping/pushing; Taking or breaking someone's things; Making mean, rude, or sexual gestures
- Social or relational bullying--Leaving someone out on purpose; Telling

- other people not to be friends with someone; Spreading rumors about someone; Embarrassing someone in public
- Verbal bullying--Teasing, Name-calling, Inappropriate sexual comments, Taunting, Threatening to cause harm

Cyberbullying has unique concerns in that it can be:

- Persistent – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.
- Permanent – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.
- Hard to Notice – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize.

If you or someone you know is being bullied, **SPEAK UP!**

- If you feel uncomfortable with the in-person or online comments or actions of others... tell someone! It is better to let someone know, than to let the problem continue.
- Report bullying to a parent/guardian or trusted adult or use the STOPit App on your Chromebook.  [Video](#)
- If you feel like you are at risk of harming yourself or others, get help now.
  - Visit StopBullying.gov
  - Suicide Hotline
    - CALL 988 or TEXT "TN" to 741-741

**Standards:**

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

**Law:**

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

**Presenter Notes:**

StopBullying.gov resources at

<https://www.stopbullying.gov/resources/get-help-now>

988 Suicide and Crisis Lifeline

Hours: Available 24 hours. Languages: English, Spanish

Crisis Services & Suicide Prevention

If you are experiencing a mental health emergency, text now. Help is available 24 hours a day, 7 days a week.

Text "TN" to 741-741

VIDEO (length 2:33)

Video Link:

<https://jcschools.instructuremedia.com/embed/7c7b6dc1-79a9-4db6-b7fa-b9ca-d01c3288>

STOPit App original video at JCS YouTube Channel:

<https://www.youtube.com/watch?v=ut8zwOZ7YKQ>

Video Transcript:

A video to review the STOPit App. Transcript 0:00 [Music] 0:10 thank you 0:12 [Music] 0:30 hi everybody this is Dr. English I'm one 0:33 of the school counselors here at Science 0:34 Hill I just wanted to record a short 0:36 video to talk with you all a little bit 0:37 about the StopIt app. The StopIt app is 0:40 something that we're going to be adding 0:42 on devices and then you're also 0:44 encouraged to download it on your phones 0:45 as well if you'd like to the stop it app 0:48 is specifically an anonymous reporting 0:50 app that you're able to submit any kind 0:53 of reports for something that you think 0:55 is going on that should not be going on 0:57 that could be for harassment for 0:59 bullying for cyber bullying for any kind 1:02 of behavior that you think is 1:03 inappropriate that happens in school or 1:05 outside of school that you want to 1:07 report when you report there's it is 1:09 coming through anonymously but then 1:11 there's also a part of the report that 1:13 you can submit pictures videos 1:16 screenshots or just a message that says 1:19 this is what's happening this is what 1:20 should be done about it within that app 1:22 either on the device or on your phone 1:24 within that app there's also a messenger 1:26 that if somebody receives that report it 1:28 feels like they need to ask more 1:29 questions they could send you a message 1:31 back if you're the one that did the 1:33 initial report 1:34 the stop at app is to help us make sure 1:36 that we're getting more clear 1:38 communication and we want to make sure 1:39 our school is safe when you're on this 1:42 report before you do any kind of a 1:43 submission the last little notation is 1:45 that if a false report is made legal 1:48 action could be taken against you so 1:50 again know that if you're doing a report 1:52 any kind of a false report that's being 1:54 made could have some legal consequences 1:56 please feel free to start using this 1:59 device to stop it app specifically to 2:02 give any kind of reports it is monitored 2:04 24 7 and the reports are kind of 2:06 filtered to where they need to go so 2:08 that we can follow up on any kind of 2:09 reports that are submitted if you have 2:11 any kind of questions reach out to your 2:13 school counselor and we can try to give 2:14 you a little bit more insight thank you 2:16 so much 2:16 [Music] 2:19 foreign 2:21 [Music]

## Recognizing Unhealthy Behavior in Relationships-Hazing

Hazing is when someone makes others perform certain tasks in order to join a group or be new members of a group. Hazing is often meant to humiliate and can be physically or emotionally harmful.

Hazing is similar to bullying, but hazing is often seen as a condition of acceptance or initiation into a group.



### Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

### Presenter Notes:

Like bullying, hazing has serious consequences. It violates the Johnson City Schools Code of Conduct and Tennessee state law. Hazing can cause emotional harm and in extreme cases death from physical harm or abuse.

Graphic and more info at [StopHazing.org](http://StopHazing.org)

## **Recognizing Unhealthy Behavior in Relationships- Child Abuse**

In Tennessee, child abuse exists when a person under the age of 18 is suffering from, has sustained, or may be in immediate danger of suffering from or sustaining a wound, injury, disability, or physical or mental condition caused by brutality, neglect, or other actions or inactions of a parent, relative, guardian, or caretaker.

Child abuse can be physical, verbal, emotional, or sexual.

Child abuse can happen in any type of home—in poor, middle-class, or well-to-do homes, in rural areas or urban ones. Child sexual abuse affects both girls and boys of all ages, races, ethnicities, and economic backgrounds.

### **Standards:**

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### **Law:**

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)



**Presenter Notes:**

TCA 37-1-102 defines abuse

Info from

<https://www.kidcentraltn.com/support/crisis-services-for-children/child-abuse.html> a website of tn.gov

TYPE	DEFINITION	EXAMPLES
<b>Physical Abuse</b>	Hurting or injuring a child on purpose, failing to protect a child from a person who is hurting them.	Any action that can seriously injure or even kill a child.
<b>Physical Neglect</b>	Putting a child at serious risk of injury or illness by not adequately watching out for their safety, health, and survival.	Abandonment, lack of supervision, life-endangering physical hygiene, lack of adequate nutrition, lack of shelter, ignoring medical or dental needs, putting the child's health in danger, not meeting a child's basic clothing needs.
<b>Sexual Abuse</b>	Touching or penetrating a child's intimate parts, oral sex with a child, indecent exposure, or any other sexual act performed in a child's presence for sexual pleasure. Anyone who fails to try to protect a child or stop sexual abuse by another person is also involved in child sexual abuse.	Also includes using a child for prostitution and/or making and/or distributing child pornography. Can occur gradually over time. Perpetrators target victims and work to gain their trust.
<b>Emotional Abuse</b>	Verbal insults, ignoring a child, and constant fighting in the family.	Shaming or humiliating a child, communicating a poor image of the child.

**Standards:**

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

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**Presenter Notes:**

TCA 37-1-102 defines abuse

Info from

<https://www.kidcentraltn.com/support/crisis-services-for-children/child-abuse.html> a website of tn.gov

Students need to understand abuse as potential victims as well as develop an understanding of abuse as they may be the caregiver, babysitter, and/or future parent.

## **Recognizing Unhealthy Behavior in Relationships- Signs of Child Abuse**

Possible signs a child has been abused or neglected. The child may:

- Have repeated injuries that are not properly treated or adequately explained.
- Act in unusual ways; may be disruptive and aggressive, or passive and withdrawn.
- Be forced to assume the role of a parent toward their brothers and sisters, or even toward their own parents.
- Have disturbed sleep (nightmares, bed-wetting, fear of sleeping alone, needing night-light).
- Lose their appetite, overeats or may report being hungry.
- Act in stylized ways, such as sexual behavior that is not normal for their age group.
- Talk about abusive or neglectful acts.

### **Standards:**

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### **Law:**

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(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

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**Presenter Notes:**

TCA 37-1-102 defines abuse

Info from

<https://www.kidcentraltn.com/support/crisis-services-for-children/child-abuse.html> a website of tn.gov

The above signs indicate that something is wrong but do not necessarily mean the child is being abused. However, if you notice these signs early, you may be able to prevent abuse or neglect.

If you believe you have been a victim of child abuse, please talk to a SHHS counselor or other trusted adult immediately for help.

## **Recognizing Unhealthy Behavior in Relationships- Reporting Child Abuse**

According to Tennessee law, anyone who suspects child abuse or neglect (including doctors, mental health professionals, childcare providers, teachers, dentists, family members, and friends) must report suspected cases. Failure to report child abuse or neglect is a violation of the law.

- If you believe a child has been abused or neglected, report by calling 877-237-0004 or report online at <https://carat.app.tn.gov/carat/>
- If you are a victim of abuse reach out to a trusted adult (parent, counselor, teacher) or call 911 for help.
- For more information on abuse, visit [KidCentralTN.com](http://KidCentralTN.com). Then click "Support" then "Crisis Services for Children."

### **Standards:**

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### **Law:**

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(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

**Presenter Notes:**

TCA 37-1-102 defines abuse

Info from

<https://www.kidcentraltn.com/support/crisis-services-for-children/child-abuse.html> a website of tn.gov

Failure to report child abuse or neglect is a violation of law.

Parents, guardians, or caregivers who abuse children need help, but few are able to admit the problem and seek assistance. Don't take a chance with a child's life. Make a report so the victim as well as the abuser can get help!

If you believe you have been a victim of child abuse, please talk to a SHHS counselor or other trusted adult immediately for help.

## **Recognizing Unhealthy Behavior in Relationships- Control**

Control in a relationship is a form of abuse where a friend, boyfriend, or girlfriend uses certain behaviors to have all the power in your relationship. In a relationship you deserve personal space, your own voice, and the right to your boundaries. Nothing you say or do is a reason to be a victim of control or abuse.

Also remember, nothing anyone says or does is a reason for you to be the abuser. You deserve to be liked and respected. Using force, power, or control only gets “your way.” This is not how to get acceptance, respect, or love from another person.

### **Standards:**

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### **Law:**

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

### **Presenter Notes:**

Boundaries resource at <https://www.protectrespecttn.org/high-school>



## Traits of a controlling relationship include:

- Possessiveness – jealousy causing your partner to control who you see and talk to and what you do
- Manipulation – controlling your decisions, actions, or emotions; sometimes in a subtle or passive-aggressive way that makes it difficult to spot; feeling dependent on the relationship for support, money or acceptance
- Isolation – someone who keeps you away from your friends or family; asking or forcing you to choose between the relationship and your friends
- Sabotage – purposefully ruining your reputation, success, or achievements to make you feel trapped in the relationship
- Belittling – doing and saying things to make you feel bad about yourself
- Guilting – making you feel like it is your responsibility to keep the partner happy; blaming you for things that are out of your control

### Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

### Presenter Notes:

## How do I know if my relationship is abusive?

Sometimes it's hard to tell if you're in an unhealthy relationship. But if you think you're being treated badly, you probably are. Trust your gut. Healthy relationships make you feel good about yourself, not bad.

Does the person you are dating or a friend do these things?

- Call, text, or message you all the time asking you where you are or who you're with
- Check your phone, email, or social networking messages without your OK
- Tell you who you can or can't be friends with
- Pressure you to sext
- Say mean or embarrassing things about you in front of other people
- Act jealous or tries to stop you from spending time with other people
- Have a bad temper and you're afraid of making them mad
- Accuse you of cheating or doing something wrong all the time
- Threaten to kill or hurt themselves or hurt you if you break up with them
- Hurt you physically including touching you in ways you do not want

### Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

### Presenter Notes:

## Leaving An Unhealthy Relationship

If you're in an abusive relationship, know that you're not alone and you deserve better. Abuse is never your fault. It's not right for anyone to hurt you, make you feel bad about yourself, or pressure you to do things you don't want to do. Everyone gets mad sometimes, but talking about it is the way to deal with problems — not hurting you or putting you down.

If you think you're in an abusive relationship, talk with a parent or trusted adult. They can help you figure it out.

Getting out of an abusive relationship can be especially difficult because you may go to the same school or be in the same circles of friends, making it hard to get away from them. Ask for help from a trusted adult or call the National Domestic Violence Hotline at 1-800-799-SAFE (7233) or go to [www.TheHotline.org](http://www.TheHotline.org).

### Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

### Presenter Notes:

Teens that experience dating abuse are more likely to:

- Experience depression and anxiety
- Engage in unhealthy behaviors such as using tobacco, drugs and/or alcohol
- Exhibit antisocial behaviors
- Think about suicide
- Have increased risk of victimization as a young adult

Info from

<https://www.tn.gov/health/news/2019/2/11/join-efforts-to-prevent-teen-dating-violence-in-tennessee.html#:~:text=If%20you%20need%20help%2C%20call,prosperity%20of%20people%20in%20Tennessee.>

## Recognizing Unhealthy Behavior in Relationships- Human Trafficking (a form of control)



# WHAT IS HUMAN TRAFFICKING?

### Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

### Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to

identify and avoid unhealthy relationships;  
(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

**Presenter Notes:**

All trafficking content is from the Department of Homeland Security Blue Campaign at <https://www.dhs.gov/blue-campaign>

VIDEO (length 4:21)

Video Link:

<https://jcschools.instructuremedia.com/embed/30daf7f2-4482-4c4e-8c4b-dfaae2c31f0a>

Original Video: <https://www.dhs.gov/medialibrary/collections/23516>

Video Transcript

♪ ♪ What is human trafficking? Human trafficking is modern day slavery. It is the exploitation of a person through force, fraud, or coercion. Human smuggling and human trafficking are different crimes. Human smuggling is the illegal movement of someone across a border. Human trafficking is the illegal exploitation of a person. Human trafficking is about exploitation, not transportation. Human trafficking is a highly profitable crime, and a violation of human rights. It occurs in every part of the world, including here in the United States. It happens in our big cities, our suburbs, and even in rural towns. It can happen to anyone. Human trafficking victims can be U.S. citizens or from other countries. Victims can be any age, race, or gender. But one thing they share is that they are vulnerable to being exploited. There are different types of human trafficking, including sex trafficking, forced labor, and domestic servitude. Sex trafficking victims are manipulated or forced against their will to engage in sex acts for money. Sex traffickers might use violence, threats, manipulation, or the promise of love and affection to lure victims. Truck stops, hotel rooms, rest areas, street corners, clubs, private residences... These are just some of the places where victims are forced to sell sex. Any person under the age of 18 involved in a commercial sex act is considered a victim of human trafficking. NO EXCEPTIONS! Forced labor takes on many forms. It happens here in the U.S. and overseas. Through force, fraud, or coercion victims are made to work for little or no pay. Very often these victims are forced to manufacture or grow the products we use and consume every day. Victims of forced labor can be found in factories and farms, doing construction work and more. Victims of domestic servitude are hidden in plain sight. Forced to work in homes across the United States. Their traffickers sometimes take their identification papers and travel documents in order to limit their freedom. They are prisoners

working as nannies, maids, or domestic help. Every year in the United States, thousands of human trafficking cases are reported, but many more go unnoticed. That's because human trafficking is a hidden crime. Victims might be afraid to come forward, or we may not recognize the signs, even if it's happening right in front of us. We need to bring this crime out of the shadows. That's why the Department of Homeland Security created the Blue Campaign. To take a stand against modern day slavery. And help combat this heinous crime by raising awareness of human trafficking around the country. But we can't do it alone. We need your help. So what can you do to stop human trafficking? Visit the Blue Campaign website to learn more about the signs and indicators of human trafficking. Share this video on social media to help bring this crime out of the shadows. Be an informed consumer. Know who makes the products you buy and the food you eat to help keep slavery tainted items out of your home. And finally recognize and report suspected human trafficking. You can submit a tip to federal law enforcement online or by phone. For victim support you can call or text the National Human Trafficking Resource Center. Help us bring this crime out of the shadows and into the light. Join the Blue Campaign. One Voice. One Mission. End Human Trafficking. ♪ ♪

# IT CAN HAPPEN TO ANYONE

NO MATTER RACE, AGE OR GENDER



Human traffickers exploit many vulnerabilities to victimize people. Vulnerabilities for children can include a lack of safety at home from violence, abuse, and neglect; homelessness or runaway status; and a lack of proper care in the child welfare system. Other vulnerabilities for adults and children can include having a lack of trust in government institutions, economic hardship, isolation from family and/or community, and displacement from natural disasters.

## **Standards:**

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

## **Law:**

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and



treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

**Presenter Notes:**

The crime of human trafficking hinges on the exploitation of another person. People often falsely believe “human trafficking” implies victims must be moved from one place to another to qualify as a victim. Human trafficking does not require transportation to be considered a crime. It is a crime that can be committed against an individual who has never left his or her hometown.

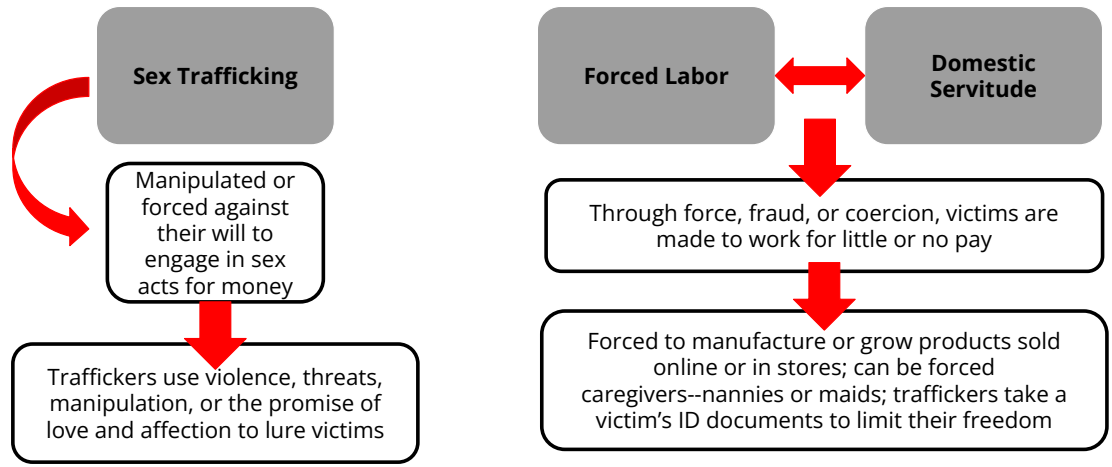
By far the most pervasive myth about human trafficking is that it always - or often - involves kidnapping or otherwise physically forcing someone into a situation. In reality, most human traffickers use psychological means such as tricking, defrauding, manipulating or threatening victims into providing commercial sex or exploitative labor.

Human trafficking victims can be any age, race, gender identity, sex, ethnicity, nationality, immigration status, and socioeconomic class. In many cases, victims do not come forward to seek help because they are vulnerable, potential language barriers may exist, they have a fear of law enforcement, or they do not identify as a victim.

Human traffickers exploit many vulnerabilities to victimize people. Vulnerabilities for children can include a lack of safety at home from violence, abuse, and neglect; homelessness or runaway status; and a lack of proper care in the child welfare system. Other vulnerabilities for adults and children can include having a lack of trust in government institutions, economic hardship, isolation from family and/or community, and displacement from natural disasters.

Traffickers employ a variety of control tactics, the most common include physical and emotional abuse and threats, isolation from friends and family, and economic abuse. They make promises aimed at addressing the needs of their target in order to impose control. As a result, victims become trapped and fear leaving for myriad reasons, including psychological trauma, shame, emotional attachment, or physical threats to themselves or their family.

## Recognizing Unhealthy Behavior in Relationships-- Human Trafficking



### Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

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**Presenter Notes:**

Victims are found in legitimate and illegitimate industries.

Sex Trafficking: escort services, illicit massage services, outdoor sexual solicitation, residential brothels, bars and strip clubs, pornography production, personal sexual servitude, and live streaming of sexual exploitation.

Forced Labor & Domestic Servitude: domestic work (such as housekeepers), traveling sales crews, restaurants, peddling and begging, agriculture (field/farm work), beauty services, construction, hotels, landscaping, entertainment, commercial cleaning services, manufacturing, fishing, mining, carnivals, forestry, healthcare, recreational facilities, and even criminal enterprises (such as illicit drug dealing).



**Standards:**

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HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

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**Presenter Notes:**

Department of Homeland Security law enforcement alone identifies hundreds of girls, boys, women, and men as victims of human trafficking in the United States every year. The National Human Trafficking Hotline also receives thousands of contacts annually from people in areas all across the United States.

Human trafficking is often “hidden in plain sight.” Recognizing the signs is the first step in identifying victims. No single indicator is proof that human trafficking is occurring.

<https://humantraffickinghotline.org/en/statistics>

## Protecting yourself from exploitation while online :

- Don't share personal information (where you live, work, go to school, or details about your personal life).
- Set your profile to private so only your friends in real life can get access.
- Never accept a friend request from someone you don't know in real life.
- Don't share photos with anyone that you wouldn't be comfortable with your parents, guardians, or friends seeing.
- If you do share a photo and someone uses it to threaten or blackmail you, you have options; talk to a trusted adult about how to get help.
- If you plan to meet someone you met online in person, it should be in a public setting, like a restaurant or coffee shop, and let a trusted adult know who, where, and when you are meeting.
- If someone isn't who they seem to be, or you think you are being lured into a potentially exploitative situation, tell a trusted adult; reporting the person could help stop them from potentially exploiting other people.
- Trust your instincts! If something feels wrong about a conversation you are having with someone online, stop the conversation and block the profile.

### Standards:

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**Presenter Notes:**

Info from <https://www.dhs.gov/bluecampaign/protect-yourself>

# WHAT YOU CAN DO TO STOP HUMAN TRAFFICKING



**If you learn what exploitation looks like and how it starts, you can learn to say no and protect yourself and others.**

- Consider how you shop and eat. Who made your clothes? Who prepared your food? Find out which **goods may be produced by child or forced labor**.
- Know your employer has a credible business and reputation with current and former employees; be cautious of people who offer you a job that seems too good to be true.
- Stories become weapons in the hands of human traffickers—tales of romantic love or a lavish lifestyle. Sometimes, the stories themselves raise red flags. Other times, traffickers or potential traffickers may raise red flags during recruitment. Be cautious online and in person when it seems too good to be true.

## **Standards:**

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### **Presenter Notes:**

List of Goods Produced by Child Labor or Forced Labor from US Dept of Labor  
<https://www.dol.gov/agencies/ilab/reports/child-labor/list-of-goods>

### How Traffickers Lure People In

Stories become weapons in the hands of human traffickers — tales of romantic love everlasting or about good jobs and fair wages just over the horizon. Sometimes, the stories themselves raise red flags. Other times, traffickers or potential traffickers may raise red flags during recruitment.

Here are a few situations that might raise concerns:

- A would-be employer refuses to give workers a signed contract or asks them to sign a contract in a language they can't read.
- A would-be employer collects fees from a potential worker for the “opportunity” to work in a particular job.
- A friend, family member, co-worker, or student is newly showered with gifts or money or otherwise becomes involved in an overwhelming, fast-moving, and asymmetric (e.g., large difference in age or financial status) romantic relationship.
- A friend, family member, or student is a frequent runaway and may be staying with someone who is not their parent or guardian.
- A family member, friend, co-worker, or student is developing a relationship that seems too close with someone they know solely on social media.
- A family member, friend, or student lives with a parent or guardian and shows signs of abuse.
- A family member, friend, or co-worker is offered a job opportunity that seems too good to be true.
- A family member, friend, or co-worker is recruited for an opportunity that requires them to move far away, but their recruiter or prospective employer avoids answering their questions or is reluctant to provide detailed information about the job.

### Recognizing Labor Trafficking

Labor trafficking includes situations where men, women, and children are forced to work because of debt, immigration status, threats and violence. Keeping victims isolated — physically or emotionally — is a key method of control in most labor trafficking situations. But that does not mean you never

cross paths with someone who is experiencing trafficking.

Someone may be experiencing labor trafficking or exploitation if they:

- Feel pressured by their employer to stay in a job or situation they want to leave
- Owe money to an employer or recruiter or are not being paid what they were promised or are owed
- Do not have control of their passport or other identity documents
- Are living and working in isolated conditions, largely cut off from interaction with others or support systems
- Appear to be monitored by another person when talking or interacting with others
- Are being threatened by their boss with deportation or other harm
- Are working in dangerous conditions without proper safety gear, training, adequate breaks, or other protections
- Are living in dangerous, overcrowded, or inhumane conditions provided by an employer

### Recognizing Sex Trafficking

Sex trafficking occurs when individuals are made to perform commercial sex through the use of force, fraud, or coercion. Any child under 18 who is involved in commercial sex is legally a victim of trafficking, regardless of whether there is a third party involved.

Someone may be experiencing sex trafficking if they:

- Want to stop participating in commercial sex but feel scared or unable to leave the situation.
- Disclose that they were reluctant to engage in commercial sex but that someone pressured them into it.
- Live where they work or are transported by guards between home and workplace.
- Are children who live with or are dependent on a family member with a substance use problem or who is abusive.
- Have a “pimp” or “manager” in the commercial sex industry.
- Work in an industry where it may be common to be pressured into performing sex acts for money, such as a strip club, illicit cantina, go-go bar, or illicit massage business.
- Have a controlling parent, guardian, romantic partner, or “sponsor” who will not allow them to meet or speak with anyone alone or who monitors their movements, spending, or communications.

More info on protecting yourself is at

<https://www.dhs.gov/bluecampaign/protect-yourself>

## RECOGNIZE AND REPORT SUSPECTED HUMAN TRAFFICKING



To contact federal law enforcement, call **1-866-DHS-2-ICE**



Or submit a tip online at **[www.ice.gov/tips](http://www.ice.gov/tips)**

For victim support from the National Human Trafficking Resource Center (NHTRC), call **1-888-373-7888** or text HELP or INFO to **Befree(2333733)**

Human trafficking victims have experienced significant trauma and harm. Victims may be unable or prevented from getting help due to existing vulnerabilities. It is important to treat victims with care and respect, and get immediate, professional support to ensure a victim-centered and trauma-informed response.

### **Standards:**

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

### **Law:**

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

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**Presenter Notes:**

**Recognizing and  
Avoiding  
Unhealthy  
Relationships**

Lifetime Wellness

Day Three

2024 - 2025

**END OF PRESENTATION**

# Decision Making & Choosing Abstinence

Lifetime Wellness  
Day Four

2024 - 2025

Updated 3/20/2024

UPDATED 3/20/2024 CBryant

- 44 total slides
- 2 videos
  - slide 10 - boundaries (3:38)
  - slide 39 - consent (1:12)
- 0 graphics

# Family Life Curriculum Day 4

## Tennessee Academic Standards for Lifetime Wellness (2024):

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

### Standards:

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HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

### Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2)(A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life skills that empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life decisions, and build character; (B)

Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

(12) “Risk avoidance” means an approach that encourages the prevention of participation in risk behaviors as opposed to merely reducing the consequences of those risk behaviors;

(13) “Sexual activity” means sexual penetration or sexual contact, or both;

(14) “Sexual contact” means sexual contact as defined under § 39-13-501;

(15) “Sexual intercourse” means that a male reproductive organ is inserted into any bodily orifice;

(17) “Sexually transmitted disease” (STD) means a disease that is caused by bacteria, virus or parasite that is transmitted from one person to another during sexual contact. A sexually transmitted disease is also referred to as a sexually transmitted infection (STI).

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth,



sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

# Family Life Curriculum Day 4

## Learning Targets:

Define the influence various factors have on human development and decision making.

Use boundary setting, abstinence, and refusal skills as ways to prevent high risk behaviors.

Understand the interrelationship between consent, teen sexual activity, and the impact of sexual activity on your social, mental, and physical health.

## Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

## Law:

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(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2)(A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life

skills that empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life decisions, and build character; (B)

Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) "Abstinence-centered curriculum" means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) "Family life education" means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

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(10) Educate students on the age of consent, puberty, pregnancy, childbirth,

sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

## Recognizing Influences on Growth, Development, and Decision Making

### **Standards:**

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

### **Law:**

49-6-1304. Family life instruction.

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

### **Presenter Notes:**



Define the influence various factors have on human development and decision making.

**Vocabulary introduced in this lesson:**

- decision making
- inherited traits
- families
- physical environment
- personal behavior
- economic factors
- social environment
- cultural traditions
- media

**Standards:**

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

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(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

**Presenter Notes:**

The words on this slide will be covered in the lesson.

decision making - process of making choices by considering consequences of actions

Inherited traits - biological parents pass on traits or characteristics, such as eye color, blood type, and some health conditions and diseases

families - people in your life who shape you from birth to adult; can be multicultural, blended, adoptive, or foster

physical environment - where individuals live, learn, work, and play

personal behavior - actions taken as a result of a situation

economic factors - access to monetary resources such as income to sustain needs and wants

social environment - the groups to which we belong, the neighborhoods in which we live, places we work

cultural traditions - pattern of ideas, customs, and behaviors shared by a group of people

media - social media, advertisements, movies, music, etc.

## Recognizing Influences on Growth, Development, and Decision Making

### Inherited Traits

Biological parents pass on traits or characteristics, such as eye color and blood type, through their genes; some health conditions and diseases can be passed on genetically or through the process of birth

### Physical Environment

Neighborhood/school safety; air/water quality; diet; proximity to parks/rec facilities, libraries; access to medical care; cleanliness of surroundings

### Personal Behavior

The way one acts; what you control; risk taking (smoking, drinking, drugs, violence)

### Economic Factors

Financial stability; income; ability to pay bills; material possessions (wants vs. needs)

### Families

People in your life who shape you from birth to adult; can be multicultural, blended, adoptive, or foster families

### Social Environment

All of the people around you; family, peers, teammates, co-workers; education; employment

### Culture

The collective values, beliefs, customs, and behaviors of a group; may be an ethnic group, spiritual beliefs, traditions, etc.

### Media

Various methods for communicating information; media messages can influence decision making thru websites, social media, TV, movies, etc.

### Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

### Law:

49-6-1304. Family life instruction.

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;



**Presenter Notes:**

After going over the slide information, ask students the following questions. Gain 3-4 responses for each.

1. Which factors have the most influence on babies (birth to 2)? Young children (2 to 6)?
2. Which factors have the most influence on teenagers (13 to 18)?
3. Which factors have the most influence on adults (18 and older)?
4. Which factors most influence your decision making in relationships?

## Recognizing Influences on Growth, Development, and Decision Making

- What are a few factors in your social environment that can have a positive influence on your decision making?
- Why is it important to understand your family's culture/values when it comes to making decisions?
- How do celebrities and media personalities positively and negatively influence the behaviors of others?
- How can your physical environment affect your growth and development positively and negatively?
- Why is it important to know and understand your family's and your own values and priorities?

### Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

### Law:

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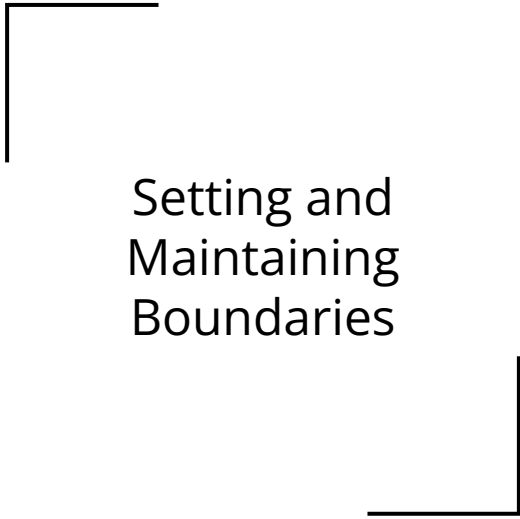
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**Presenter Notes:**

Discuss the questions in small groups or as a whole class. Gain at least one response per question.

- What are a few factors in your social environment that can have a positive influence on your decision making?
  - Examples--friends who don't use peer pressure; trusting your family and communicating with them when you need help; removing yourself from social environments that are dangerous to your health and well-being
- Why is it important to understand your family's culture when it comes to making decisions?
  - Examples--culture/values affects perceptions of health, illness, and death; beliefs about causes of disease; approaches to health promotion; how illness and pain are experienced and expressed; where, when, and how patients seek help; and the types of treatment patients prefer.
- How do celebrities and media personalities positively and negatively influence the behaviors of others?
  - Example--unrealistic or filtered positive experiences and body image; failure to show any consequences of unhealthy behaviors of celebrities; can be positive when celebrities are truthful about consequences of unhealthy behavior and behavior avoidance they use
- How can your physical environment affect your growth and development positively and negatively?
  - Example--access to physical activity (sidewalks, playgrounds, etc.); air quality of facilities and lung/asthma issues; public transportation for medical care
- Why is it important to know your family's and own values and priorities?
  - Example--seeing you family's point of view, seeking family input in your own goal setting, knowing what's important for your future, actions aligning with beliefs, understanding of self



## Setting and Maintaining Boundaries

### **Standards:**

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

### **Law:**

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

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(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**



Use boundary setting, abstinence, and refusal skills as ways to prevent high risk behaviors.

**Vocabulary introduced in this lesson:**

- boundaries
- high risk behaviors
- abstinence
- avoidance
- refusal skills
- self-control

**Standards:**

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**Presenter Notes:**

The words on this slide will be covered in the lesson.

boundaries - boundaries are limits defining how you are going to be treated and how you are going to react to keep you safe, protected, and committed to your values

high risk behaviors - include sexual activity, smoking, underage drinking, drug use, criminal activity, and dating violence

abstinence - deliberate decisions to avoid high-risk behaviors including sexual activity, drug use, and alcohol use

avoidance - lessening temptation or pressure to participate in high risk activities by avoiding social situations or dates that can lead to sexual activity, drinking, or drugs

refusal skills - strategies for handling pressure and ways to say no to something you don't want to do

self-control - ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses

# Setting Boundaries

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## Main Idea

Family and personal values and priorities will help you set boundaries.

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[Video](#)

### Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

### Law:

49-6-1304. Family life instruction.

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### Presenter Notes:

VIDEO (length 3:38)

Video Link:

<https://jcschools.instructuremedia.com/embed/860a073e-ca8f-46a4-a401-8c237f6a703e>

Original video at The Prevention Connection

<https://www.youtube.com/watch?v=XFAEeOd3H9k>

Transcript:

Hello and welcome back to prevention connection. Today's video will cover



boundaries. What they are. How we set them and how we can make sure to stick to them once they are in place. Let's first break down what a boundary is. Boundaries are the limits and the invisible lines we set for ourselves. They are the guidelines on what we feel comfortable with and the expectations we have of the people we interact with. Boundaries can be present in all aspects of our lives. They can do a lot to make our lives more balanced. They help keep our relationships and selves healthy, enable us to make ourselves a priority, and help others understand our needs. For example, a healthy boundary to have with our friends is to be respectful of each other's values. Chances are you and your friends will disagree sometimes. For example, I value time and my friends are often late to events and don't care it bothers me. A boundary I'd set is telling them how it makes me feel and asking them to respect my time. A healthy friendship allows people to prioritize different things and maintain respect. Boundaries are personal to us. They can be shaped by many things like culture, where we live, our personality type, our life experiences, and our family. But how do we know what boundaries to set? Well, you can pay attention to how certain people and situations make you feel. Situations or people that make you feel unsafe, overwhelmed, or make you want to avoid them should be acknowledged and respected. Respecting ourselves and acknowledging our rights is critical to setting healthy boundaries. Make a list of key values that are important to you such as I have a right to say no without feeling guilty; be treated with respect; make my needs as important as others; be accepting of my mistakes and failures, and I have a right not to meet others unreasonable expectations of me. Once we have figured out what our boundaries are, how do we set them? Be assertive. Use clear "I" statements to communicate what you need. Learn to say "no" and do not feel the need to justify your no. Get help if needed. As we mentioned, some boundaries are tricky especially when they are dealing with dangerous situations such as addiction or mental health issues. Although they are difficult to set at first, boundaries are great tools to help keep us safe and healthy. Boundaries are not only for us. They also help us respect the space and needs of others. We can respect other people's boundaries by listening when they tell us what they need. Being mindful if someone appears uncomfortable. One way to do this is looking for cues such as avoiding eye contact, turning away, limited conversation response., nervous gestures like laughing, talking fast, folding arms, stiffening posture, or flinching. And if you are still unsure if they are uncomfortable, ask. Create a safe space for them to express their discomfort and boundaries with you. There will come a time when your boundaries will be tested. Someone does something that you are not comfortable with or you're put in a situation where you feel obligated to violate a boundary you have set for yourself. Prepare for these difficult situations and how you want to respond. Boundaries are the limits we set for ourselves. It is up to us to decide what they are and when to set them. We hope you found this video helpful. If you

would like additional resources on healthy boundary setting, check out our description box below. As always don't forget to like, subscribe, and hit the button so that you never miss a video.

# Setting Boundaries

Boundaries define how you are going to be treated and how you are going to react.

- It can be helpful to set boundaries in all types of situations, from friendships to work relationships to dating relationships. In any relationship, KNOW YOUR BOUNDARIES!

Boundaries are limits intended to keep you safe and protect your physical, mental, and social health.

- Your parents/guardians may set limits such as curfews, events or places you can/cannot attend, and being in groups or alone with your partner.
- As you mature, you will begin to set your own social boundaries.

## Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

## Law:

49-6-1304. Family life instruction.

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## Presenter Notes:

Below example for boundaries (from Vanderbilt University Medical Center)

<https://www.vumc.org/health-wellness/resource-articles/establishing-effective-personal-boundaries>

A boundary is like an imaginary fence around what thoughts, feelings, values, or desires belong to you. If your fence is built like a tightly-stacked stone wall, then nothing can get out or in. This type of boundary may serve to protect you from negative outcomes, but it can be too limiting and cut you off from others.

If your fence is constructed with thin pieces of paper, then it is too fragile to contain your thoughts and emotions. It leaves you vulnerable to being overtaken by the thoughts and emotions of others, as well.

# Setting Boundaries

Setting boundaries allows you to stay true to yourself and your values.

## Characteristics of effective boundaries

- Limits are clear and decisive, yet reasonable.
- Value is placed on your needs, as well as the needs of others.
- The focus is on your authentic self instead of pleasing others.

## Reasonable, healthy boundaries aren't unfair demands

- Boundaries are fair and respectful requests that communicate your expectations and needs so people treat you the way you'd like to be treated.

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### **Presenter Notes:**

# Setting Boundaries

**Talk to a parent/guardian or trusted adult for help with setting boundaries.**

Effective boundaries support positive relationships. If you take control of setting effective boundaries, you have choices and opportunities for less stress and more confidence or self-esteem.

How do you feel about....

- Material Boundaries – lending or asking for money; sharing your possessions
- Physical Boundaries – control over one’s body; deciding who gets to touch, hug, or kiss you
- Mental Boundaries – personal thoughts and opinions; disagreeing/agreeing with others
- Digital Boundaries – online presence; posting relationship status, time on device, allowing others to use your device

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## **Presenter Notes:**

Ask students to take time to reflect on their own personal boundaries. There are no right or wrong answers.

Examples of healthy boundaries

- Letting a friend who asks to borrow money frequently without repaying it know that they won't be able to loan them any more money until they repay what they owe.
- Asking a partner to respect their time with other people by not calling or

- texting repeatedly when they are hanging out with others.

Examples of unhealthy or lack of boundaries

- Demanding friends or dating partners be there for them every time they request it.
- Going against their values or beliefs in order to fit in, be liked, or to please others.

# Maintaining Boundaries

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## Main Idea

Deliberate decisions including abstinence, avoidance, and refusal help you avoid high-risk behaviors and maintain your boundaries to protect your physical, mental, and social health.

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**High-risk behaviors** include sexual activity, smoking, underage drinking, drug use, criminal activity, and dating violence.

## Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

## Law:

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- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**

## Maintaining Boundaries-Abstinence

Abstinence is a deliberate decision to say **NO** in order to avoid high-risk behaviors.

- Choosing abstinence in a relationship means you have decided not to become sexually active.
- Strategies for abstaining can be used in other high risk behaviors including drinking alcohol, using drugs, and vaping or using tobacco.

Practicing abstinence requires planning and self-control, which is the ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses.

- During the teen years, you will notice a surge in sexual feelings as you move through puberty and your hormones change.
- It's normal and healthy to have sexual feelings, but you can control these feelings instead of letting them control you.

### Standards:

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**

## Strategies for ABSTINENCE from Sexual Activity and Other High Risk Behaviors

Set limits for expressing affection and be clear about the limits with your partner.

Talk with a trusted adult about how to avoid all high risk behaviors.

Communicate your limits with your friends, dating partner, family, etc.

Seek low-pressure dating situations such as group dates or public places.

Date someone who respects and shares your values.

Say no to any situation that doesn't align to your values and expectations.

Regardless of your current or prior experiences, you can begin practicing abstinence to avoid sexual activity risk and any behavior that has high risk.

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**Presenter Notes:**

Practicing abstinence requires planning and self-control, which is the ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses.

Remind students that strategies for abstinence are for more than sexual activity but also for abstaining from drinking alcohol, using drugs, and vaping or using tobacco.

## **Tips for Discussing Your Commitment to ABSTINENCE with Your Partner**

Honest communication with your partner will help you stay committed to abstinence

- ✓ Choose a relaxed and comfortable time and place.
- ✓ Begin the conversation in a positive way.
- ✓ Be clear about your reasons for choosing abstinence.
- ✓ Be firm in setting limits on your physical relationship.

Choosing abstinence isn't a decision you can make once and never think about again. It's a choice you will have to recommit to each time you face temptation or pressure from others. To stay firmly committed to abstinence, continue to remind yourself of the reasons why you choose abstinence.

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**Presenter Notes:**

It's important to talk about your decision to choose abstinence with the people you date.

## Scenario

- Kayla has a close group of friends. Dan, one of her good friends, recently told her he wants to date her exclusively. Kayla knows that Dan has been sexually active in the past. She likes Dan and wants to get to know him better, but Kayla does not want to begin a serious relationship. What should Kayla do?

Remember to be honest and respectful in your response.

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**

You may choose to have students jot their responses on paper. Students may submit their response if using laptops.

This can be used as a class discussion with some students sharing responses with the whole group, or you can choose to use as small group discussion with each small group providing a response.

Example responses:

- Kayla could express to Dan that dating is not a priority of hers at this time.
- Kayla could express to Dan she likes him as a friend and does not want to ruin their friendship.
- Kayla could tell Dan she would like to try dating him exclusively and honestly communicate with him her boundaries for sexual activity.

## Maintaining Boundaries-Avoidance

One way to lessen the temptation or pressure to participate in high risk activities is by AVOIDING social situations or dates that can lead to sexual activity, drinking, or drugs.

- Know where you are going and what you will be doing and tell your parents/guardians. Know and follow the time you are required to be home.
- Know who else will be there. Make sure they know your boundaries.
- Avoid places where you know or suspect alcohol or drugs are present, and NEVER ride with a driver who is impaired.
- Trust your instincts. If you feel uncomfortable, tell someone and leave the situation. Have a plan with a trusted adult to let them know you need help.
  - Tip: Discuss and create a safety codeword to send a parent/trusted adult. When you send the codeword, the person will pick you up, no questions asked.

### Standards:

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**

Ask the following. Gain 2-3 responses for each.

- Why is it important to tell your parents/guardians your plans and have a set time to be home?
- Why is it important to ask who will be present?
- What are benefits of knowing the plans for your date?
- What should you do in a situation that makes you uncomfortable?

## Maintaining Boundaries-Avoidance

AVOID being alone on a date. Consider group dates as a way to avoid risk until you know your partner will respect your boundaries.

- Group dating can reduce some of the pressures of dating.
- Group dates allow you to spend time with another person without the pressure of being alone with one person. Being alone with a date can increase the risk of losing self-control or being in a situation that makes you feel uncomfortable.
- Being under the influence of a substance, like alcohol, could increase the chances of engaging in high-risk sexual activities.
  - Substance use makes it harder to stick to boundaries and use refusal skills.

### Standards:

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**

Ask: Why can being alone on a date be more stressful than group dating?

Gain 2-3 responses.

- Examples--All of the attention is not on you when you are with a group; you are more likely to have fun and not worry about saying the wrong thing; you won't be tempted to engage in high-risk sexual behaviors

## Maintaining Boundaries-Refusal Skills

Committing to abstinence means not allowing a partner, peer, or social media to pressure you into doing something that you choose not to do--drinking, drugs, vaping, or sexual activity.

**You can use refusal skills to help you stand firm in your values.**

REFUSAL skills are strategies for handling pressure and ways to say no to something you don't want to do.

### **Standards:**

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(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**

# Maintaining Boundaries-Refusal Skills

## #1 Just say no

Why it works: A confident, simple “no” says that the conversation is over.

## #2 Suggest an alternative activity

Why it works: Offering an alternative tells the person you still want to spend time with them, but you can do an activity you're comfortable with.

Example-"No thanks. Actually, let's get some food. I'm starving."

## #3 Leave the situation

Why it works: Once you're out of the situation, the pressure decreases. Then you can figure out your next steps.

Example-leave the conversation, room, or location.

### Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

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**Presenter Notes:**

# Maintaining Boundaries-Refusal Skills

## #4 Reverse the pressure

Why it works: Reversing the pressure gives you more control over the situation.

Example-"If you love me, you'll do this." Response-"If you love me, you won't pressure me to."

Example-"Just try it once. If you hate it, I won't ask again." Response-"No. Why would I do something I'm going to hate?"

## #5 Use humor

Why it works: A joke or a lighthearted comment lifts the tension.

Example-"If I smoke, I'll smell as bad as you." or "I'm fun already. I don't need that."

### Standards:

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HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

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**Presenter Notes:**

# Maintaining Boundaries-Refusal Skills

## #6 Ignore the offer

Why it works: No response sends a message that you're not interested.

Example-Don't reply to a text; don't acknowledge the offer; continue talking or hanging out as if it never happened.

## #7 Give an excuse

Why it works: Excuses give the person an explanation for why you're saying no.

Example-"No thanks. I always get a headache when I'm around smoke." or "You know I'm a terrible liar. If my parents ask, we will get caught."

### Standards:

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**Presenter Notes:**

# Maintaining Boundaries-Refusal Skills

## #8 Pass the blame

Why it works: When you pass the blame, you don't have to defend yourself or your choice.

Example-"Are you trying to get rid of me? My parents would never let us hang out again."

## #9 Pull in help

Why it works: Bringing in other people reverses the peer pressure.

Example-"Hey guys, help me out. I told him 'no,' but he won't leave me alone."

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**Presenter Notes:**

# Maintaining Boundaries-Refusal Skills

## #10 Change the subject

Why it works: Changing the topic sends a message that your mind's made up.

Example-"No thanks. Hey, how did you like that movie?"

### Standards:

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HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

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**Presenter Notes:**

# Using Refusal Skills

**Remember  
NO means NO!**

Practicing effective refusal statements will help you resist the pressure to engage in sexual activity or any other high risk behavior such as drugs or alcohol use.

Pressure Line	Your Response
Everybody does it.	Not everybody. Not me.
I thought you were cool.	The answer's still no.
No one will know.	I'll know, and I'm the one who matters.
If you loved me, you'd do it.	If you loved me, you would respect my decision.

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**Presenter Notes:**

Practicing refusal skills helps you decide which skills you are comfortable using when you are in a high risk situation.

Introduce a peer pressure scenario from below. Work in small groups to role play the situation by saying or acting out the refusal skill they choose. Ask them to discuss how they felt using refusal skills. Talk about possible outcomes or preventive tactics they can use.

Discussion questions:

- How would you respond to this situation?
- Why did you choose that refusal skill?
- What other refusal skills do you think could work for this scenario?
- What do you think would happen if you used that refusal skill?
- After discussing the scenario, talk about preventive tactics they could have used.

Peer Pressure Scenarios

- A friend makes fun of a classmate's social media post. They leave a comment and ask you to comment too.
- Your girlfriend/boyfriend texts asking you to sneak out and come over to be alone.
- At a concert, an acquaintance offers you alcohol or drugs and asks if you want to use it.
- Two friends drink at a sleepover and invite everyone to join them.

## Dating Decisions and High Risk Behaviors

### **Standards:**

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
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### **Law:**

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(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;



Understand the interrelationship between consent, teen sexual activity, and the impact of sexual activity on your social, mental, and physical health.

**Vocabulary introduced in this lesson:**

- social health
- mental health
- physical health
- consent

**Standards:**

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**Presenter Notes:**

The words on this slide will be covered in the lesson.

social health - ability to interact, adapt, and form meaningful relationships with others

mental health - mental well-being enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to the community

physical health - proper function of internal and external body parts, organs, tissues, and cells

consent - give permission for something to happen or be done

# Dating Decisions and Your Health

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## Main Idea

Dating decisions and your boundaries will help you avoid high risk behaviors and stay healthy.

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**The most important boundary you can set in a relationship is to practice abstinence.**

### Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
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**Presenter Notes:**

Ask students to consider: “How can dating positively and negatively impact someone physically, mentally, and socially?”

- Positive examples--Increase your sense of belonging; greater sense of happiness; encourage your hopes and dreams; support of healthy lifestyle choices
- Negative examples--Changing your values to keep your partner happy; regret from actions that don't align to your values; being controlled; losing friends

## Dating Decisions and Social Health

Social health is our ability to interact, adapt, and form meaningful relationships with others. You may be ready to date when you can balance your school work, friendships, family, and personal time; be yourself with others; and maintain your boundaries. Discuss dating permissions with your parents/guardians.

- Some teens may decide not to date because they do not feel ready. They may have other priorities such as focusing on school, spending time with family, or working to save money for college.
- If you decide to date, honestly communicate your thoughts, feelings, and boundaries to your dating partner. Use avoidance or refusal skills if you feel pressured to do things that go against your values.

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**Presenter Notes:**

Ask, “What priorities might high school students have?” Receive at least two responses.

- Examples--athletics, jobs, studying, caring for siblings, etc.

Ask, “If you are ready to date, what are some things to discuss with your parents/guardians before you start?”

- Examples--curfew, code words for texting if they are in an unsafe situation, group vs alone dating, places for dates, etc.

## Dating Decisions and Social Health

Examples of risks to your social health when you are dating:

- Isolation-telling yourself that your partner is “the one” and avoiding opportunities to pursue new interests or friendships; allowing your grades to drop due to time spent with your partner.
- Sexual activity-risking an unplanned pregnancy that impacts both people in the relationship; teen parents face many challenges, such as providing financial and emotional support for their child.
  - Teens who become parents may have to put their own education and career plans on hold. They lose the chance to have a normal teen experience as they have to take on the responsibilities of parenthood at an early age including financial obligations that may require having multiple jobs to pay for the baby’s needs.

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**Presenter Notes:**

Teens may also have unrealistic expectations about the financial resources needed to take care of a family. Most teens who have children before finishing high school have no choice but to take low-paying jobs that offer limited opportunity for future growth.

Teen pregnancy and parenthood may also add stress on their other family members who will bear financial burdens or be caregivers to a child of a teen pregnancy.

## Dating Decisions and Mental Health

Good mental health in a dating relationship means the relationship is healthy and built on common values, respect, and friendship. Dating should NOT add stress to your life.

- Know your values and boundaries BEFORE you begin a relationship.
  - Think about your values. What's important to you? Kindness, listening, planning for the future?
  - How do these beliefs translate into relationship boundaries?
- Know your dating partner's values and boundaries.
  - Do your partner's actions show respect, honesty, caring, and commitment?
  - Does your dating partner use communication, cooperation, and compromise in your relationship?

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**Presenter Notes:**

Have students reflect individually on the slide questions about their own and their partner's boundaries.

## Dating Decisions and Mental Health

Most teens are not prepared for the mental health concerns or emotional demands of a sexual relationship.

Teens who become sexually active may experience:

- Emotional distress if your partner is not equally committed to the relationship
- Loss of self-respect due to compromising your values
- Guilt over concealing sexual activity from your parent/guardian
- Heightened negative emotions if the relationship ends after having sexual activity
- Regret, anxiety, and/or depression if the sexual activity results in an unplanned pregnancy or sexually transmitted infection

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**Presenter Notes:**

The combination of hormones, emotions, and change associated with teenage relationships can trigger or heighten negative emotions, obsessive thinking, and mental health issues like anxiety and depression.

## Dating Decisions and Physical Health

Dating decisions impact your physical health through the risk of sexually transmitted infections (STIs) from engaging in sexual activity.

- Youth ages 15-24 account for almost half of the 26 million new sexually transmitted infections each year.
- Although many STIs can be treated and cured if diagnosed early, some STIs have no cure or cause irreversible damage to the reproductive system if not treated early.
- Tennessee is one of the 20 states with the highest rates of STIs in the US.

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**Presenter Notes:**

Risks associated with sexual activity include unplanned pregnancy and sexually transmitted infections (STIs).

Sexually transmitted infections (STIs) are infections spread from person to person through sexual contact.

This topic, STIs, is addressed in more depth on Day 5.

Data from <https://www.cdc.gov/std/statistics/2022/default.htm> ,  
<https://www.cdc.gov/std/life-stages-populations/adolescents-youngadults.htm> ,  
<https://www.cdc.gov/std/dstdp/sti-funding-at-work/jurisdictional-spotlights/tennessee.pdf>

## Dating Decisions and Physical Health

Dating decisions impact your physical health through the risk of unplanned pregnancy from engaging in sexual activity.

- Every year in the United States, about one million teenage girls become pregnant.
- A pregnancy can result even if teens are engaging in sexual activity for the first time.
- Tennessee has the 7<sup>th</sup> highest teen pregnancy rate in the United States.

Pregnancy not only impacts females but also males.

- Some impacts for males and females include: cost of care for a baby; loss of sleep from 24/7 responsibility for the baby; additional stressors and responsibilities of raising a child (extra jobs, change in college plans, legal responsibilities as the caregiver, etc.)

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**Presenter Notes:**

Risks associated with sexual activity include unplanned pregnancy and sexually transmitted infections (STIs).

This topic, unplanned pregnancy, is addressed in more depth on Day 5.

Data from

<https://www.cdc.gov/nchs/pressroom/sosmap/teen-births/teenbirths.htm> ,

<https://www.cdc.gov/nchs/pressroom/states/tennessee/tn.htm> ,

<https://www.cdc.gov/teenpregnancy/about/index.htm> ,

<https://opa.hhs.gov/adolescent-health/reproductive-health-and-teen-pregnancy/about-teen-pregnancy-and-childbearing> ,

<https://www.tn.gov/health/health-program-areas/tennessee-vital-signs/redirect-tennessee-vital-signs/vital-signs-actions/teen-births.html>

## Dating Decisions and Your Health

Talking to your parent/guardian or a trusted adult can help you to set and maintain your boundaries in all relationships but especially in your dating relationships since the risks for STIs and unplanned pregnancy impact all aspects of your health.

Here are a few suggestions to help:

- Clearly communicate your physical touch boundaries with your partner - use refusal skills if they do not listen
- Seek low pressure dating situations - choose a safe place, date in a group setting
- Have a partner who shares your values - choose someone who respects you by adhering to your boundaries

**The most important boundary you can set in a relationship is to practice abstinence.**

### Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

### Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;
- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

## Dating Decisions and Consent

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### Main Idea

In a healthy relationship, consent (or permission) is given and received before anything can happen or be done.

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### Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

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- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
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- (10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:



## Dating Decisions and Consent



[Video](#)

Consent is defined as “to give permission for something to happen or be done.”

- In a healthy relationship, consent gives a dating partner permission to engage in a specific action.
- Consent should be given and received before a person engages in any kind of physical activity with their partner.

If you want to physically interact with another person, you need to ask! This includes hand holding, hugging, kissing, or any physical touch and not just sexual activity.

### **Standards:**

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

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### **Presenter Notes:**

VIDEO (length 1:11)

Video Link:

<https://jcschools.instructuremedia.com/embed/002eb6df-eb98-4d62-ad17-55543bfb28d7>

Original video at Virginia Sexual and Domestic Violence Act:

<https://www.youtube.com/watch?v=n6X5I7xoxEY>

Transcript:

0:00 [happy music playing] 0:14 hey 0:15 hey 0:16 wanna shoot some hoops?  
0:17 um, no...not really 0:20 all right. 0:22 do you wanna play? 0:23 yeah 0:24  
cool 0:26 :) 0:28 :) 0:30 so hey, um...you wanna go see a movie? 0:33  
oh...nah... 0:34 okay. 0:45 you...wanna kiss...? 0:47 yeah :) 0:48 me...me too  
:) 0:54 don't worry about being awkward... 0:56 ...just say what you want...  
0:58 ...and ask first.

# Dating Decisions and Consent

Every physical act that a couple engages in requires both people to consent.

- Just because a person consents to one act does not mean they consent to any others.
- Consenting once does not obligate them to participate in that act again.
- Even if a person has consented to an act, they have the right to stop at any time.
- Consent is explicit permission. Just because a person doesn't say "no" does not mean they are saying "yes."
  - "I'm not sure" or "Maybe" or silence are NOT consent.

## Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

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## Presenter Notes:

## Consent and Your Rights

You should ask, receive, and give consent EACH time before engaging in ANY type of physical touch (hugging, holding hands, kissing, and sexual contact).

- If you do not have consent, you are breaking the law.

If you are engaging in sexual activity, the age of consent for the state of Tennessee is 18 years old.

- It is illegal for an adult to have sexual contact with someone under the age of consent.
- A teen who is under the age of consent cannot legally agree to become sexually active. If one person engaged in sexual activity is under the age of consent (18), the other person can be charged with a crime.

The best choice is always **abstinence from sexual activity**.

### Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

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### Presenter Notes:

## Consent Scenario #1

Did both say YES or NO? Is there consent? Can you spot any threats, manipulation or pressure? What would you do?

Abigail has been dating Billy for several months. One day, Abigail told Billy to meet her by the girls' bathroom between classes. She pulled him into the bathroom and into a stall. She started kissing him and rubbing her hands all over his body. Billy asked her to stop. He told her he could get a detention if he was caught in the girls' bathroom, and he needs to be home after school to take care of his siblings. Abigail told Billy to stop being a baby. She told him if he wanted to be with her, they needed to take their relationship to the next level. Abigail proceeded to kiss him and move her hands around on his body. Billy was extremely anxious.

### Standards:

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HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

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### Presenter Notes:

## Consent Scenario #2

Did both say YES or NO? Is there consent? Can you spot any threats, manipulation or pressure? What would you do?

Reyah and Marcus have been flirting a lot in school. One day after school, Marcus invited Reyah to his home while his parents were at work. Reyah was excited and agreed to walk with Marcus to his home. When they got there, Marcus asked Reyah if he could kiss her. Although she felt embarrassed, she wanted Marcus to kiss her so she said yes. They began kissing, but then Marcus put his hands under Reyah's shirt. She pushed his hands away and said she didn't want him to do that. She said she liked kissing him, but she didn't want to do anything else. Marcus stopped trying to put his hand under Reyah's shirt.

### Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
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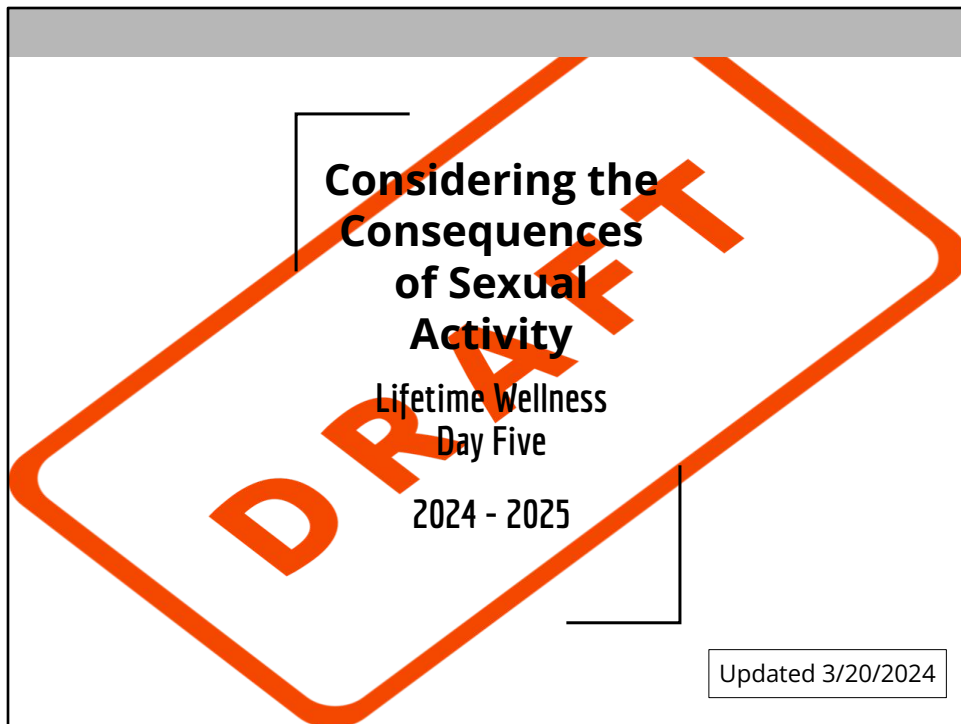
### Presenter Notes:

# **Decision Making & Choosing Abstinence**

Lifetime Wellness  
Day Four

2024 - 2025

**END OF PRESENTATION**



UPDATED 3/20/2024 CBryant

- 24 total slides
- 0 videos
- 14 graphics
  - slide 6 - national STI data
  - slide 7 - adolescent and young adult STI data
  - slide 8 - STIs and substance abuse data
  - slide 9 - common STI data
  - slides 11-14 - symptoms of curable STIs
  - slide 14 - parasite under microscope
  - slides 16, 17, 19 - symptoms of incurable STIs
  - slide 17 - herpes skin rash
  - slide 18 - cancers linked to HPV data

Notes on data and content for this lesson:

- Information in this lesson is from the website <https://www.cdc.gov/std/default.htm>, which states:
  - Last Reviewed: July 7, 2023
  - Source: Division of STD Prevention; National Center for HIV,



- STD, and TB Prevention; Centers for Disease Control and Prevention
- Data and statistics are from the CDC Report “[STD Surveillance 2022](#)”, which is the most recent statistical content for STDs based on nationally notifiable sexually transmitted infections (STIs) and states:
  - Last Reviewed: January 30, 2024
  - Source: Division of STD Prevention, National Center for HIV, Viral Hepatitis, STD, and TB Prevention, Centers for Disease Control and Prevention
- Information on data specific to adolescents is from the CDC site on STDs specific to adolescents and young adults at <https://www.cdc.gov/std/life-stages-populations/adolescents-youngadults.htm>, which states:
  - Last Reviewed: April 8, 2021
  - Source: Division of STD Prevention, National Center for HIV, Viral Hepatitis, STD, and TB Prevention, Centers for Disease Control and Prevention

# Family Life Curriculum Day 5

## Tennessee Academic Standards for Lifetime Wellness (2024):

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

## Learning Targets:

Understand the consequences and potential outcomes of engaging in sexual behaviors.

Recognize abstinence from sexual activity has a positive effect on your health both now and in the future.

Compare contraceptive methods and their effectiveness in preventing STIs and unplanned pregnancy.

## Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

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HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

## Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2)(A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life skills that empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life decisions, and build character; (B)

Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational

consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

(12) “Risk avoidance” means an approach that encourages the prevention of participation in risk behaviors as opposed to merely reducing the consequences of those risk behaviors;

(13) “Sexual activity” means sexual penetration or sexual contact, or both;

(14) “Sexual contact” means sexual contact as defined under § 39-13-501;

(15) “Sexual intercourse” means that a male reproductive organ is inserted into any bodily orifice;

(17) “Sexually transmitted disease” (STD) means a disease that is caused by bacteria, virus or parasite that is transmitted from one person to another during sexual contact. A sexually transmitted disease is also referred to as a sexually transmitted infection (STI).

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

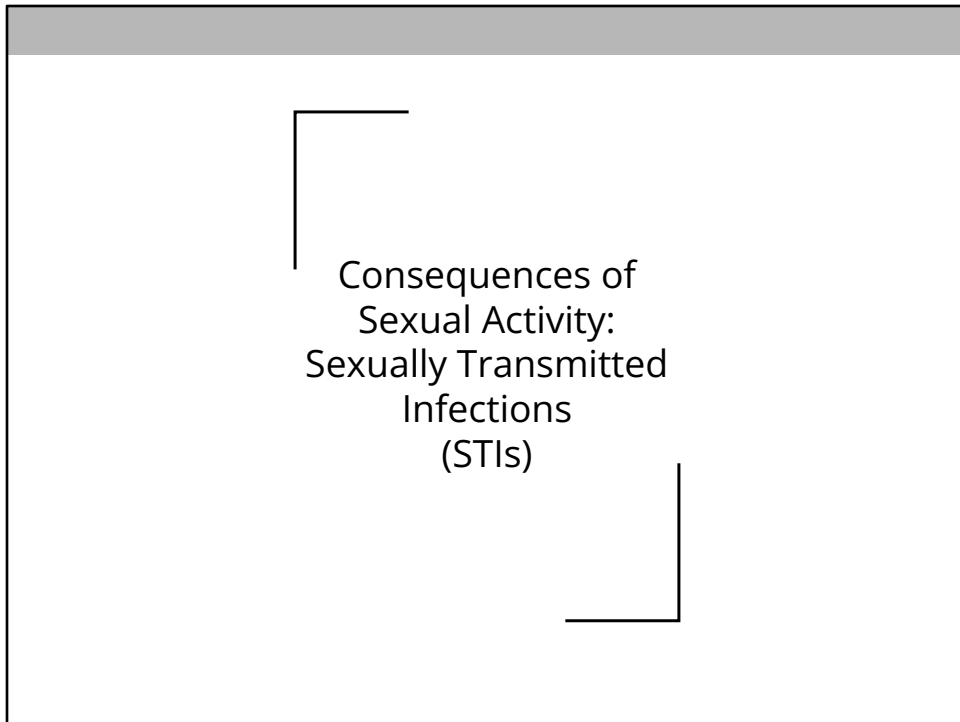
(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth,

sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(b) Instruction of the family life curriculum shall not: (4) Distribute contraception on school property; provided, however, that medically accurate information about contraception and condoms that is consistent with public policy may be provided so long as the information is: (A) Presented in a manner consistent with this part and that clearly informs students that while such methods may reduce the risk of acquiring sexually transmitted diseases or becoming pregnant, only abstinence removes all risk;



**Standards:**

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

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**Presenter Notes:**

Remind students that the term “STI” (for sexually transmitted infection) is used interchangeably with “STD” (for sexually transmitted disease) in our everyday

language and literature or websites.

**BIG  
IDEA**

Understand the infection consequences of engaging in sexual behaviors.

**Vocabulary introduced in this lesson:**

- sexually transmitted infection (STI)
- curable
- incurable
- vaccination
- types of STIs - HIV/AIDS, hepatitis B, HPV, HSV-2, chlamydia, gonorrhea, syphilis, trichomoniasis

**Standards:**

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**Presenter Notes:**

The words on this slide will be covered in the lesson.

sexually transmitted infection (STI) - a virus, bacteria, fungus, or parasite people can get through sexual contact

curable - can be successfully treated by healthcare professional

incurable - cannot be successfully treated but the symptoms can be managed by a healthcare professional

vaccination - a means for stimulating the body's immune response against diseases, usually through injections

types of STIs

chlamydia - common STI caused by a bacterial infection, curable

gonorrhea - common STI caused by a bacterial infection, curable

syphilis - common STI caused by a bacterial infection, usually occurs in phases, curable

trichomoniasis - STI caused by a parasitic infection, curable

hepatitis B - an STI caused by a virus, incurable

HSV-2 - STI caused by herpes simplex virus type 2, also called genital herpes, incurable

HPV - most common STI in the US caused by the human papillomavirus, incurable

HIV/AIDS - STI caused by the human immunodeficiency virus weakening the immune system, which can lead to AIDS (acquired immunodeficiency syndrome), both incurable



## Sexually Transmitted Infections

A sexually transmitted infection (STI) is a virus, bacteria, fungus, or parasite people can get through sexual contact.

- Anyone who is sexually active can get an STI.
- Some STIs can be spread through intimate physical contact and not just through sex.
- Many STIs have mild or no symptoms, so people can have an infection but not know it.
- Even without symptoms, STIs can be harmful and passed to a partner during sexual activity.
- Some STIs have cures while others live in your body for life.

**Abstaining from all sexual activity is the only 100% effective way to avoid STIs.**

### Standards:

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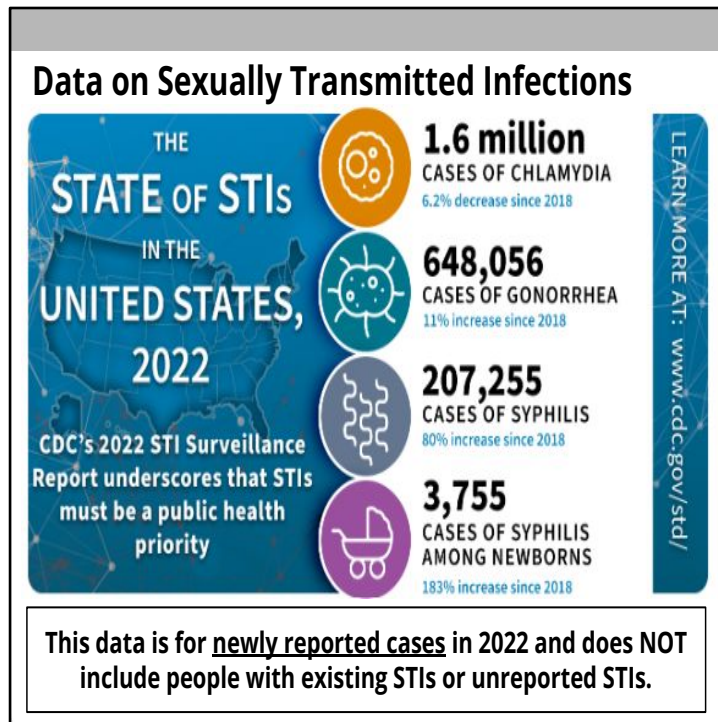
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**Presenter Notes:**

Data from <https://www.cdc.gov/std/statistics/infographic.htm>

## Data on Sexually Transmitted Infections

15-24 year olds account for half of all new STD Infections



Young people are at greater risk of getting an STI for several reasons:

- Some do not get the recommended STI screeners.
- Many are hesitant to talk about their sexual activity in an open and honest way with their doctor or nurse.
- Some young people have more than one sex partner.
- Young women's bodies are biologically more prone to STIs.

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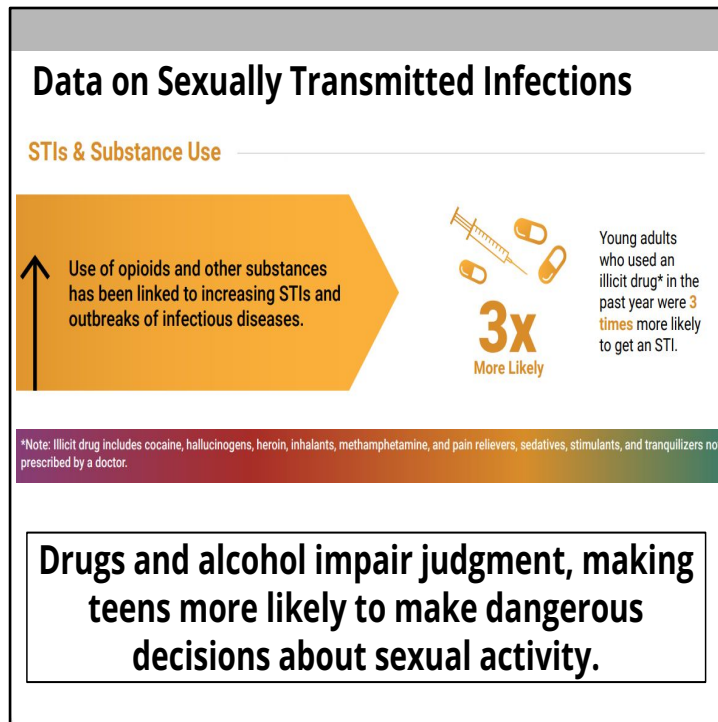
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### Presenter Notes:

Graphic from

<https://www.cdc.gov/std/life-stages-populations/adolescents-youngadults.htm>



### Standards:

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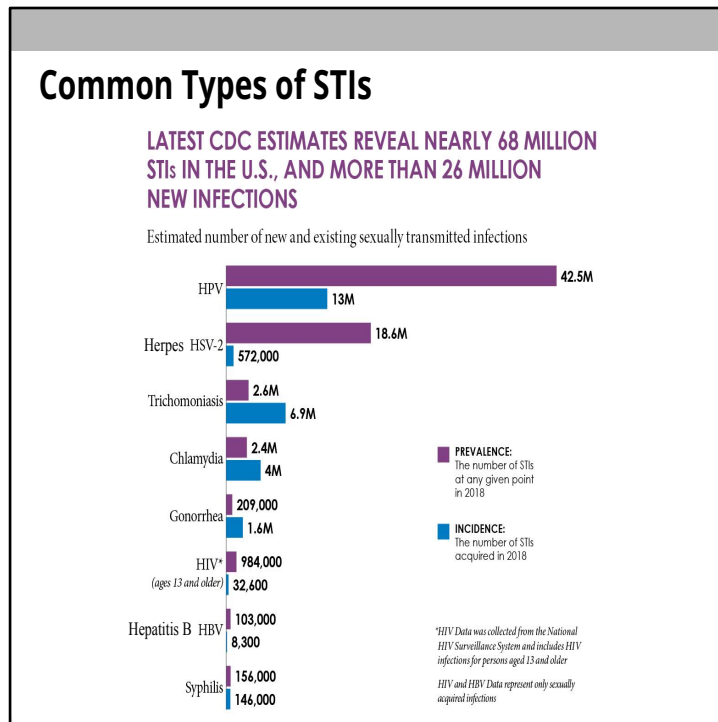
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### Presenter Notes:

Graphic from <https://www.cdc.gov/std/statistics/syndemic-infographic.pdf>

The increased risk comes from lowered inhibitions increasing the likelihood to engage in dangerous decisions sexual activity--having sex with multiple partners, unprotected sex, sex while intoxicated with drugs or alcohol, sex in exchange for drugs or money.

Additionally, drug use creates a risk for some STIs such as use of dirty needles that can expose you to HIV or hepatitis.



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### Presenter Notes:

Graphic from

<https://www.cdc.gov/nchhstp/newsroom/fact-sheets/std/STI-Incidence-Prevalence-Cost-Factsheet.html>

Note the terms prevalence (number of STIs at any given time in that year, existing STIs) and incidence (number of STIs acquired in that year, new STIs)



### Common Curable STIs

CURABLE STIs
Chlamydia
Gonorrhea
Syphilis
Trichomoniasis

The problem with “curable” STIs is most people show no signs or symptoms, so they don't get treatment, which leads to serious health problems and passing the STI to others.

“Curable” does not mean it is a safe infection!

Following a positive test from your healthcare provider, treatment can get rid of the STI for good, such as antibiotics to clear a bacterial infection. If left untreated, even curable STIs can lead to serious health complications such as infertility.

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#### Presenter Notes:

Remind students that “curable” does not mean SAFE. Since many STIs do

not show signs or symptoms, if left untreated, even curable STIs can lead to serious health complications. These complications include pelvic inflammatory disease (PID-infection or inflammation of organs affecting the female reproductive system), increased risk of getting HIV, certain cancers, and even infertility. Additionally, people who have untreated STIs are passing the STIs to their partners during physical contact and sexual activity.

## Chlamydia

The only way to fully prevent STIs is **abstinence** from sexual activity.

### What is it?

- A common STI caused by a bacterial infection.

### How is it transmitted?

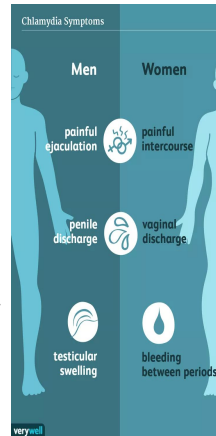
- By having sexual contact with someone who has chlamydia.
- A pregnant woman with chlamydia can give the infection to the baby during childbirth.

### How is it treated?

- If you test positive for chlamydia, you will be prescribed antibiotics.
- Patients who have been treated for chlamydia can get it again.

### What are the symptoms?

- People with chlamydia often do not exhibit signs of infection.
  - If left untreated in women, it can lead to pelvic inflammatory disease, permanently damaging the reproductive organs.
  - If left untreated in men, it can destroy the sperm ducts and cause sterilization.



## Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

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(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

## Presenter Notes:

Graphic from

<https://www.verywellhealth.com/signs-and-symptoms-of-chlamydia-49527>

Basic content from <https://www.cdc.gov/std/chlamydia/stdfact-chlamydia.htm>

## Gonorrhea

The only way to fully prevent STIs is **abstinence** from sexual activity.

### What is it?

- A common STI caused by a bacterial infection.

### How is it transmitted?

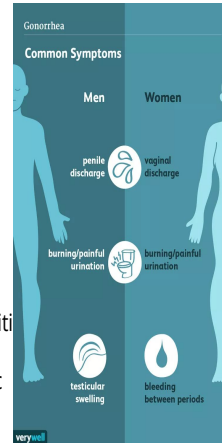
- By having sexual contact with someone who has gonorrhea.
- A pregnant woman with gonorrhea can give the infection to the baby during childbirth.

### How is it treated?

- If you test positive for gonorrhea, you will be prescribed antibiotics.
- Patients who have been treated for gonorrhea can get it again.

### What are the symptoms?

- People with gonorrhea usually show no signs of initial infection.
  - If left untreated in women, it can lead to pelvic inflammatory disease, permanently damaging the reproductive organs.
  - If left untreated in men, it can lead to an inflamed epididymis and cause infertility.



## Standards:

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## Presenter Notes:

Graphic from

<https://www.verywellhealth.com/symptoms-of-gonorrhea-2329059>

Basic content from <https://www.cdc.gov/std/gonorrhea/stdfact-gonorrhea.htm>

# Syphilis

The only way to fully prevent STIs is **abstinence** from sexual activity.

## What is it?

- An STI caused by a bacterial infection that develops in stages.

## How is it transmitted?

- By having sexual contact or skin to skin contact with someone who has syphilis.
- A pregnant woman with syphilis can give the infection to the baby during childbirth.

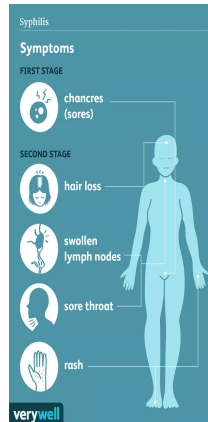
## How is it treated?

- If you test positive for syphilis, you will be prescribed antibiotics; however, treatment might not undo damage the infection has already caused.
- Patients who have been treated for syphilis can get it again.

## What are the symptoms?

Syphilis appears in stages if not treated early.

- Stage 1-a painless sore may appear on the penis, vagina, anus, or mouth
- Stage 2-signs of common illness, including fever, swollen lymph nodes, and skin rash
- Stage 3-impact on vital organs, including the heart, brain, and eyes; can cause death



## **Standards:**

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## **Presenter Notes:**

Graphic from

<https://www.verywellhealth.com/syphilis-signs-and-symptoms-49530>  
Basic content from <https://www.cdc.gov/std/syphilis/stdfact-syphilis.htm>



## Trichomoniasis

The only way to fully prevent STIs is **abstinence** from sexual activity.

What is it?

- An STI caused by a parasitic infection.

How is it transmitted?


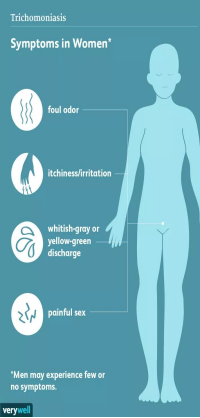
- By having sexual contact or skin to skin contact with someone who has trichomoniasis.
- A pregnant woman with trichomoniasis is more likely to have a preterm and low birth weight baby.

How is it treated?

- If you test positive for trichomoniasis, you will be prescribed antibiotics.
- Patients who have been treated can get it again. In fact, repeated re-infection is common.

What are the symptoms?

- 70% of people do not have signs of infection.
  - If left untreated in women, it can lead to pelvic inflammatory disease, permanently damaging the reproductive organs.
  - If left untreated in men, it can damage components of the urinary and reproductive system.

### Standards:

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### Presenter Notes:

Graphic from

<https://www.verywellhealth.com/trichomoniasis-overview-3133043>

Basic content and parasite graphic from

<https://www.cdc.gov/std/trichomonas/default.htm>

**Common Incurable STIs**

INCURABLE STIs
Hepatitis B
Genital Herpes
Human Immunodeficiency Virus (HIV)
Human Papillomavirus (HPV)

No treatment will clear your body of the STI for good; incurable STIs require a lifetime of symptom management and can have serious impacts on many aspects of your health and your lifestyle.

**Standards:**

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**Presenter Notes:**

## Hepatitis B Virus (HBV)

The only way to fully prevent STIs is **abstinence** from sexual activity.

What it is?

- An STI caused by a virus. A virus cannot be cured.
- Since the early 1990s in the US, infants are routinely vaccinated for Hepatitis B at birth.

How it's transmitted?

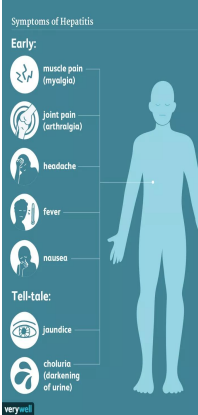
- When blood, semen, or other body fluids infected with the virus enter the body of a person who is not infected (sexual activity, injection drug use, exposure to infected bodily fluids).
- A pregnant woman with HBV can give the virus to the baby during childbirth.

How it's managed?

- If you test positive for HBV, you will be treated with antiviral medication to slow or prevent liver damage.
- HBV cannot be cured and lives inside your body permanently.

What are the symptoms?

- 2 out of 3 people with HBV do not know they have it.
  - If left untreated, HBV can cause liver cancer or cirrhosis and a liver transplant may be required.



### Standards:

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### Presenter Notes:

Graphic from <https://www.verywellhealth.com/hepatitis-symptoms-1760105>

Basic content from <https://www.cdc.gov/knowhepatitisb/faqs.htm>

Universal precautions, such as wearing gloves before handling bodily fluids, prevent the spread of Hepatitis B in situations like custodial cleanup, providing first aid, etc.

## Genital Herpes

The only way to fully prevent STIs is **abstinence** from sexual activity.

### What it is?

- An STI caused by herpes simplex virus type 2. Viruses cannot be cured.

### How it's transmitted?

- Genital herpes is highly contagious and spread through sexual activity or skin to skin contact even if there are no warning signs such as a visible rash or sores.
- A pregnant woman can give genital herpes to the baby during childbirth causing life-threatening complications.

### How it's managed?

- If you test positive for herpes, you will be treated with antiviral medication to prevent or shorten outbreaks.
- Herpes cannot be cured and lives inside your body permanently.

### What are the symptoms?

- Most people have no or mild symptoms that may be mistaken for a pimple or ingrown hair. Because of this, most people do not know they have a herpes infection.
- Infects the areas around the genitals and rectum. During an outbreak, sores may appear as one or more painful blisters. Touching the sores or it's fluids may transfer herpes to another body part like the eyes.



## Standards:

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## Presenter Notes:

Graphic from

<https://www.verywellhealth.com/herpes-simplex-pictures-4020363>

<https://www.verywellhealth.com/herpes-signs-symptoms-2329074>

Basic content from <https://www.cdc.gov/std/herpes/stdfact-herpes.htm>

### Note on Genital Herpes

- Strains of the herpes virus have their own genetic markup, but both lead to the same symptoms, can infect the same areas, and will respond to the same antiviral drugs. The strains continue to recombine with each other in various ways to create additional recombinant versions, making vaccination and medical protection against herpes a difficult endeavor for researchers.
- Oral herpes, such as cold sores, does NOT mean you have an infection from sexual activity. Cold sores on the mouth are common and spread through saliva (kissing, sharing forks, using the same cup, etc.) especially in children and young adults.
- Oral herpes can be spread to the genitals through oral contact with an infected person. Genital herpes can be spread to the mouth through oral contact with an infected person.

## Human Papillomavirus (HPV)

The only way to fully prevent STIs is **abstinence** from sexual activity.

### What is it?

- The most common STI in the US caused by the human papillomavirus. Viruses cannot be cured.
- There are more than 100 HPV strains, 30+ of which affect the genitals. Some types can cause health problems, including genital warts and certain cancers.
- HPV vaccines can prevent some of the risks from HPV. Discuss if vaccination is right for you with your parent/guardian and doctor.

### How it's transmitted?

- By having sexual contact or skin to skin contact with someone who has HPV, even if no bodily fluids are involved.
- A person with HPV can pass the infection to someone even when they have no signs or symptoms.

**Discuss if HPV vaccination is right for you with your parent/guardian and doctor.**

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### **Presenter Notes:**

Graphic from



<https://www.verywellhealth.com/signs-and-symptoms-of-hpv-4164644>

<https://www.cdc.gov/hpv/parents/cancer.html>

Basic content from <https://www.cdc.gov/std/hpv/stdfact-hpv.htm>

## Human Papillomavirus (HPV)

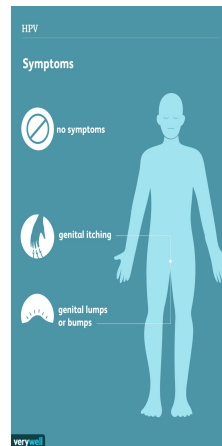
The only way to fully prevent STIs is **abstinence** from sexual activity.

### How it's managed?

- There is no treatment for the virus itself. However, there are treatments for some health problems that HPV can cause:
  - Genital warts and cervical precancer can be treated by a healthcare provider.

### What are the symptoms?

- Most people with HPV do not know they have the infection because they never develop symptoms or health problems.
- Genital warts appear as a small bump or group of bumps in the genital area. They can be small or large, raised or flat, or shaped like a cauliflower.
- For females, routine Pap smears will inform your doctor of cancerous or precancerous cells in the cervix.



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Basic content from <https://www.cdc.gov/std/hpv/stdfact-hpv.htm>

## Human Immunodeficiency Virus (HIV)

The only way to fully prevent STIs is **abstinence** from sexual activity.

### What it is?

- An STI caused by the human immunodeficiency virus that weakens the immune system, making it harder for the body to fight off other infections. Viruses cannot be cured.

### How it's transmitted?

- When blood, semen, or other body fluids infected with the virus enter the body of a person who is not infected. (sexual activity, injection drug use, exposure to infected bodily fluids)
- A pregnant woman with HIV can give the virus to the baby during pregnancy, birth, or breastfeeding.

### How it's managed?

- If you test positive for HIV, you will be treated with antiviral medication to reduce the viral load in the bloodstream.
- HIV cannot be cured and lives inside your body permanently.

### What are the symptoms?

- Most people have flu-like symptoms within 2 to 4 weeks after infection. Some people have no symptoms at all.
  - When people with HIV don't get treatment, they can develop acquired immune deficiency syndrome (AIDS) with a survival rate of about 3 years.

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### **Presenter Notes:**

Graphic from <https://www.verywellhealth.com/hiv-aids-symptoms-4014373>

Basic content from <https://www.cdc.gov/hiv/basics/>

## Sexually Transmitted Infections

Abstinence =  
100% Safe

If I get an STI, how will I know?

- Many STIs don't cause any symptoms that you would notice. This is called an asymptomatic infection. Individuals show no symptoms, or the symptoms are mild and disappear after the onset of the infection.
  - Because they have no signs of a disease, some people do not realize they are infected and do not seek treatment.
  - They are passing the STI on to their partners if they have unprotected sex.
  - You can get an STI from having sex with someone who has no symptoms.
- The only way to know for sure if you have an STI is to get tested.
  - Talk to your doctor or a parent/guardian if you think you need to be tested for a STI.

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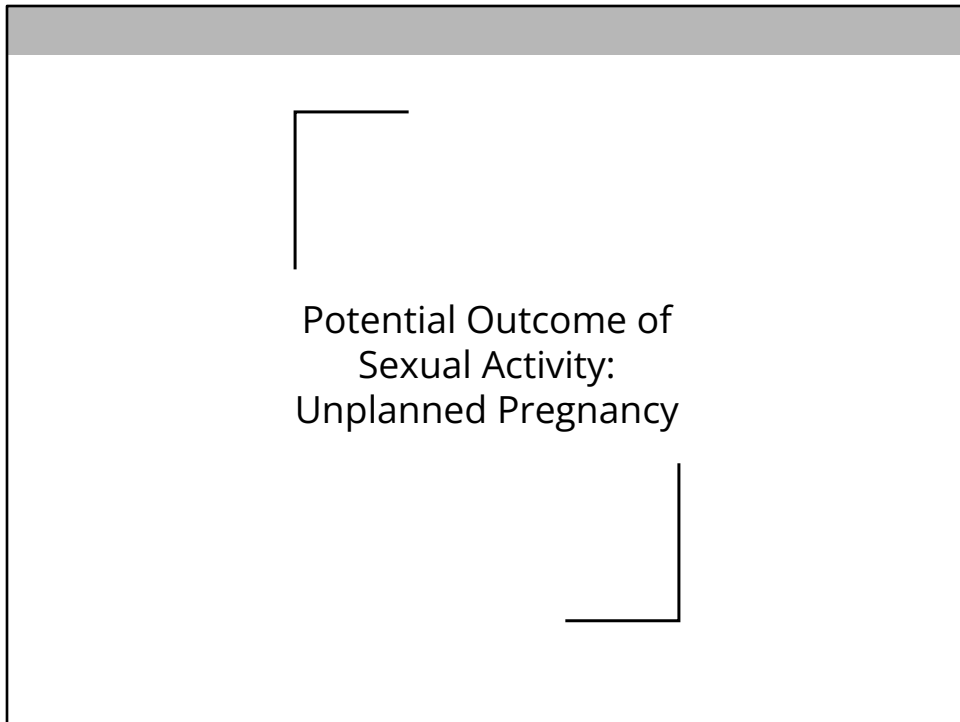
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### Presenter Notes:



**Standards:**

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

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**Presenter Notes:**

**BIG  
IDEA**

Understand the potential outcome of unplanned pregnancy as a consequence of engaging in sexual behaviors.

**Vocabulary introduced in this lesson:**

- teenage pregnancy
- unplanned pregnancy

**Standards:**

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- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;
- (8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial



factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

The words on this slide will be covered in the lesson.

teenage pregnancy - pregnancy that occurs for a woman under the age of 20

unplanned pregnancy - conception of a child when parents were not trying to conceive

## Unplanned Pregnancy

Parenting at any age can be challenging, but it can be particularly difficult for teen parents. Unplanned teen pregnancy is associated with increased challenges, both short and long term, for the teen parents and their child. Unlike a planned pregnancy in a marital relationship, unplanned pregnancy and parenthood will change your goals for the future.

When compared to older parents, some challenges teen parents face include being:

- Less likely to finish high school;
- Less likely to complete college before the age of 30;
- Less likely to maintain their friendships resulting in feeling isolated;
- More likely to have a low birth weight baby, preterm delivery, or complications during delivery;
- More likely to be in a strained relationship with the other parent of the baby;
- More likely to need public assistance;
- More likely to have low income as adults, and as a result,
- More likely to have children who face challenges like poorer educational, behavioral, and health outcomes.

**Abstaining from all sexual activity is the only 100% effective way to prevent unplanned pregnancy.**

### Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

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**Presenter Notes:**

Data from <https://www.cdc.gov/teenpregnancy/about/index.htm>

<https://opa.hhs.gov/adolescent-health/reproductive-health-and-teen-pregnancy/about-teen-pregnancy-and-childbearing>

<https://www.tn.gov/health/health-program-areas/tennessee-vital-signs/redirect-tennessee-vital-signs/vital-signs-actions/teen-births.html>

This topic, unplanned pregnancy, is addressed in more depth on Day 6.

## Unplanned Pregnancy

While you may think it can't or won't happen to you, if you're having sex, pregnancy is a very real possibility, even if you're not planning on getting pregnant and you're using contraceptives.

- More than half (about 51%) of all pregnancies are unplanned, according to the Centers for Disease Control (CDC).
- Teenage pregnancy is pregnancy in a girl who is 19 years of age or younger. A girl can get pregnant at any age if she has sexual intercourse after she has started having a menstrual period.
- Even though teen pregnancy rates have declined in the United States, it still has the highest teen pregnancy rates compared to other developed countries.
- Often, teens don't get prenatal care soon enough, which can lead to problems for the baby and mother later on.

**Abstaining from all sexual activity is the only 100% effective way to prevent unplanned pregnancy.**

### Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
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- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;
- (8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in

relation to educational, psychological, physical, social, legal, and financial factors;

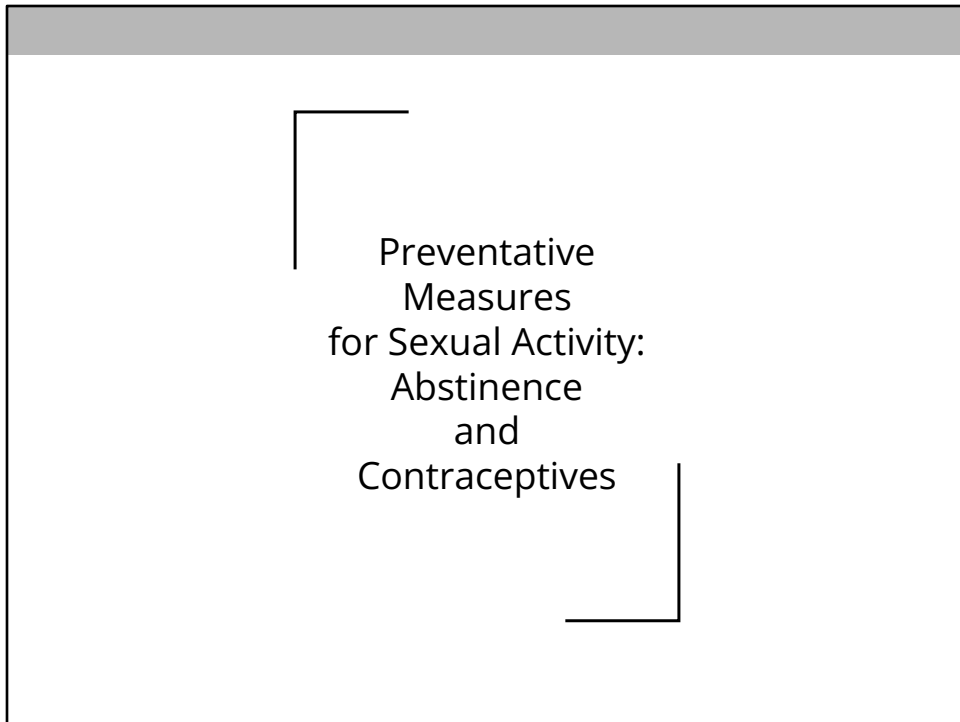
(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

Data from

<https://storymd.com/story/Qd95blOU2d-10-facts-about-teenage-pregnancy-a-sexually-active-teenager-should-know>

This topic, unplanned pregnancy, is addressed in more depth on Day 6.



**Standards:**

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

**Law:**

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(b) Instruction of the family life curriculum shall not: (4) Distribute contraception on school property; provided, however, that medically accurate information about contraception and condoms that is consistent with public policy may be provided so long as the information is: (A) Presented in a manner consistent with this part and that clearly informs students that while such methods may reduce the risk of acquiring sexually transmitted diseases or becoming pregnant, only abstinence removes all risk;

**Presenter Notes:**

**BIG  
IDEA**

Understand the preventative measures for the consequences and potential outcomes of engaging in sexual behaviors.

**Vocabulary introduced in this lesson:**

- abstinence
- contraceptive
- forms of contraception
  - chemical (spermicide)
  - hormonal (birth control pills, inserted ring, wearable patch, injection, emergency contraceptive pills, implant, IUD)
  - barrier (condom, diaphragm)

**Standards:**

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HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

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**Presenter Notes:**

The words on this slide will be covered in the lesson.

abstinence - a deliberate decision to not participate in sexual activity to avoid the risk of STIs and unplanned pregnancy; the only 100% effective method to prevent pregnancy and STIs

contraception - a method, medicine, or device that acts to prevent sperm cells from fertilizing eggs (can be chemical, hormonal, or barrier methods); no contraceptive method is 100% effective at preventing pregnancy and STIs

forms of over the counter contraception

condom - barrier method preventing contact between male and female bodily fluids

spermicide - chemical method that damages or prevents sperm from swimming in the vagina

emergency contraception pills - hormonal method that works primarily by delaying or preventing ovulation

forms of doctor visit contraception

hormonal contraception - hormonal method, such as birth control pills, inserted ring, wearable patch, or injection, containing female hormones to prevent ovulation

barrier devices - barrier method, such as a diaphragm, placed in vagina to stop sperm from traveling into the uterus

hormonal devices - hormonal method, such as an implant or IUD, causing cervical mucus to become thicker so sperm can't reach an egg

## Abstinence as Prevention

Abstinence is a deliberate decision to not participate in sexual activity to avoid the risk of STIs and unplanned pregnancy.

- Choosing abstinence from intercourse is the only 100% effective means of preventing pregnancy.
- Abstinence from all forms of sex can protect you from STIs 100% of the time.

Choosing not to participate in sexual activity is a healthy, responsible way of dealing with your sexuality.

- Everyone is capable of abstinence. Even if you've already had sex, you can still choose abstinence by waiting to have sex again.
- Unlike other forms of contraception, abstinence costs nothing and has no side effects

### Standards:

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

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49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

### Presenter Notes:

Abstinence was covered in more detail on Day 4.

## Contraceptive Methods for Prevention

When you are ready for a sexual relationship, you must understand the consequences of sexual activity and ways to protect your health.

Contraceptives are one way to protect your health.

- If you are sexually active and are not ready to become a parent, it is important to use contraceptives to protect yourself from pregnancy.
- It is also important to use contraception to reduce your risk of getting STIs, including HIV.

A contraceptive is a method, medicine, or device that acts to prevent sperm cells from fertilizing eggs.

- A dual approach to contraception is best. That means choosing options that can protect you against unplanned pregnancy and STIs.
- The type of contraception used depends on your health. Your parent/guardian and doctor can help you decide which type is best for you.
- Some contraceptives are available for purchase over-the-counter. Other forms require a prescription or procedure from a doctor. Serious side effects are rare, but discussion with a doctor about the risks is recommended.

**NO contraceptive method is 100% effective**  
**in preventing pregnancy or STIs**  
**ONLY ABSTINENCE is 100% effective**

### Standards:

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

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### Presenter Notes:

Info from

[https://www.cdc.gov/healthyouth/healthservices/infobriefs/birth\\_control\\_information.htm](https://www.cdc.gov/healthyouth/healthservices/infobriefs/birth_control_information.htm)

<https://www.verywellhealth.com/best-birth-control-for-teens-5205128#toc-plan-b>

Over-the-Counter Contraceptives			
Type of Contraceptive	Pregnancy Prevention	STI Prevention	Information & Effectiveness
Condom (for males or females)	X	X	Barrier method preventing contact between male and female bodily fluids.  Male condom is 82% effective and female condom is 79% effective when used correctly.
Spermicide (for females)	X		Chemical method that damages or prevents sperm from swimming in the vagina.  70% effective when used correctly.
Emergency Contraception Pills (for females)	X		Hormonal method  90% effective when taken within 72 hours; however, no pills will work if you have already ovulated.

**Abstinence = 100% Effective**

**Standards:**

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## Presenter Notes:

Info from

[https://www.cdc.gov/healthyouth/healthservices/infobriefs/birth\\_control\\_information.htm](https://www.cdc.gov/healthyouth/healthservices/infobriefs/birth_control_information.htm)

<https://www.verywellhealth.com/best-birth-control-for-teens-5205128#toc-plan-b>

Over-the-counter means available without a prescription from a healthcare provider such as a doctor or nurse practitioner.

Over-the-counter does NOT mean always safe and effective! Talking to a parent/guardian and healthcare professional about correct use, effectiveness, and side effects is recommended before using OTC contraceptives.

**Condoms** are called a barrier to method to avoiding the spread of STIs and pregnancy.

Two types can be purchased-male condom, female condom

- Must be used according to instructions on the package.
- Male latex condoms are the most effective in preventing STIs and the spread of HIV.
- Male condoms are 82% effective at preventing pregnancy if used correctly but abstinence is the only 100% effective means to avoid pregnancy and STIs.
- A female condom is a polyurethane pouch that fits inside the vagina. To be effective, it must be inserted before the penis comes in contact with the vagina.
- Condoms should not be stored in a car or carried in a wallet for any length of time. Store in a cool, dry place.
- Never be reused; they should be used only once and then discarded.

**Spermicide** is a chemical that kills sperm. Spermicides are most effective when they are used along with other forms of contraception, such as a latex condom.

- Using a spermicide without a condom will not prevent the spread of STIs or HIV.
  - Using a spermicide correctly will reduce the risk of an unintended pregnancy by 70% but abstinence is the only 100% effective means to avoid pregnancy and STIs.

**Emergency contraceptive is a pill that prevents contraception from occurring by preventing ovulation**

Pregnancy does not occur immediately after two people engage in sexual activity. Sperm can live inside the body for up to six days waiting for an egg to fertilize.

- An emergency contraceptive pill can be taken up to 72 hours after having unprotected sex.
- Using the pill does not act as a barrier against the spread of STIs and HIV.

## Over-the-Counter Contraceptives

- Condoms are the only contraceptive that reduces (not 100% prevents) your risk of both pregnancy and STIs.
  - In order to work, condoms must be used correctly and must be used every time you engage in sexual activity.
  - Condoms cannot completely protect you and your partner from STIs like herpes, syphilis, and human papillomavirus that are spread by skin to skin contact.
  - Effectiveness of the male condom is 82% and female condom is 79% effective because they are often not used correctly and can break, slip, or leak, which increases the risk of pregnancy and STIs.

**The only sure way to 100% prevent pregnancy and STIs is **abstinence**.**

### Standards:

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

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**Presenter Notes:**



**Doctor Visit for Contraception**  
 These require a prescription or medical procedure from a healthcare professional.

**Abstinence = 100% Effective**

Hormonal Contraceptives (for females)	Barrier Devices (for females)	Hormonal Devices (for females)
<p><b>Birth control pills, inserted ring, wearable patch, or injection</b></p> <p>All of these methods require regular, consistent use. If you forget to use it, irregular menstrual cycles are common and you can get pregnant.</p> <p>Effectiveness varies because some people do not use consistently.</p>	<p><b>Diaphragm</b></p> <p>A device placed in vagina.</p> <p>Inserted and removed for sexual activity.</p> <p>87% effective.</p>	<p><b>Implant or IUD</b></p> <p>Implant placed in upper arm or IUD placed in uterus</p> <p>Birth control implants and IUDs are almost 100% effective. It's the most effective form of reversible contraception available.</p>

**NONE of these prevent or protect from STIs/HIV**

**Standards:**

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## **Presenter Notes:**

Info from

<https://my.clevelandclinic.org/health/articles/11427-birth-control-options>

<https://www.cdc.gov/reproductivehealth/contraception/index.htm>

[https://www.cdc.gov/healthyyouth/healthservices/infobriefs/birth\\_control\\_information.htm](https://www.cdc.gov/healthyyouth/healthservices/infobriefs/birth_control_information.htm)

Prescription contraceptives require an office visit with a healthcare provider, such as a doctor or nurse practitioner, and a prescription. Some of the choices involve a medical procedure.

Information from parents/guardians and healthcare providers can help teens decide which birth control method is right for them.

Considerations include:

How well does it work?

Some birth control methods are more effective at preventing pregnancy than others. IUDs and implants are the most effective reversible methods currently available.

Is it easy to use?

Some methods are easier to use than others. For example, if it is hard to remember to take a pill every day, birth control pills may not be the best option.

What are the possible side effects?

A healthcare provider can explain potential side effects of methods and ensure that a method is safe given an adolescent's overall health.

Does it prevent STDs?

Most contraceptive methods do not prevent STDs, so it is recommended that adolescents also always use condoms in addition to their primary birth control method for both STD and pregnancy prevention.

How much does it cost?

Most insurance plans, including Medicaid, fully cover most birth control methods. For those without health insurance, some doctors provide free or low-cost birth control. Health departments offer free or low cost contraception.



1. What is the only 100% effective method for preventing STIs?
2. Identify two high-risk behaviors that can lead to contracting an STI?
3. How do you know for sure that you or your partner don't have an STI?

**Standards:**

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

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**Presenter Notes:**

Answers:

1. Practicing abstinence
2. Unprotected sex; use of drugs or alcohol lowering your inhibitions and leading to unsafe sexual activity; use of IV drugs or injectable steroids; having multiple partners for sexual activity
3. If you or your partner have engaged in sexual activity or high risk behaviors, then be tested for STIs; never engage in a sexual behavior or high risk behavior that puts you at risk for STIs

## Responsibilities of Sexual Activity

Deciding to participate in sexual activity is a decision with adult responsibilities.

- Sexual activity involves risk in all aspects of your social, mental, and physical health.
- Your choice may have life long consequences such as unplanned pregnancy or complications from sexually transmitted infection.

If you engage in sexual activity, avoid additional high risk behaviors to protect your health.

- Avoid being sexually active with more than one person.
- Never have unprotected sexually activity.
- Never engage in sexual activity with high-risk partners.

**Abstaining from all sexual activity is the only 100% effective way to avoid health risks such as STIs and unplanned pregnancy.**

### Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

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(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

Being sexually active with even one partner puts a person at risk, but the risk increases with the number of partners.

Abstaining from sexual activity is the only 100% effective method for avoiding STDs/STIs and pregnancy. Using barrier protection, such as male condoms, can only lessen the risk.

A high-risk partner is someone who has had more than one sexual partner but it could also be a person who has injected illegal drugs.

## Responsibilities of Sexual Activity

Abstinence =  
100% Safe

If you do decide to have sex, you and your partner should:

- Get tested for STIs before any sexual activity. See your healthcare provider such as your pediatrician or health department.
- Talk with your partner about how you will prevent STIs and pregnancy. If you think you're ready to have sex, you need to be ready to protect your body.
- Your partner should always respect your right to say no at any time.
- Avoid mixing alcohol and/or drugs with sex. If you use alcohol and drugs, you are more likely to take risks, like not using contraception or having sex with someone when you did not want to.

### Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

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**Presenter Notes:**

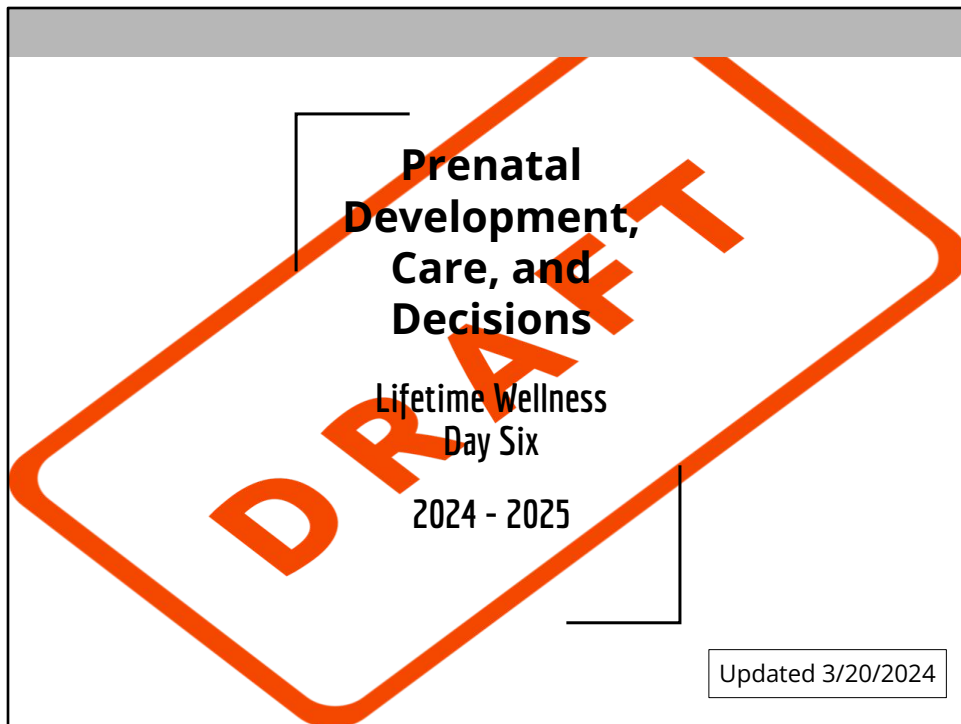


**Considering the  
Consequences  
of Sexual  
Activity**

Lifetime Wellness  
Day Five

2024 - 2025

**END OF PRESENTATION**



UPDATED 4/3/2024 CBryant

- 30 total slides
- 4 videos
  - slide 8 - fertilization (1:00)
  - slide 17 - prenatal care - vaping while pregnant (1:12)
  - slide 27 - how adoption works (3:46)
  - slide 28 - an adoption story (5:00)
- 6 graphics
  - slides 9, 10, & 11 - fetal development
  - slide 16 - prenatal care & e-cig use (danger of nicotine)
  - slide 19 - prenatal care & drug use (NAS)
  - slide 18 - prenatal care & alcohol use (FAS)
  - slide 25 - cost of raising a child

# Family Life Curriculum Day 6

## Tennessee Academic Standards for Lifetime Wellness (2024):

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

## Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

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HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

## Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2) (A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life skills that

empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life

decisions, and build character; (B) Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental

topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development,

human development, decision making, abstinence, contraception and disease prevention;

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

### **SBE Guidelines:**

from <https://www.tn.gov/sbe/rules--policies-and-guidance/guidance.html>

Guidelines for K-12 Instruction on Adoption (July 2015)

The following guidelines may be followed in implementing Family Life curriculum to include the process of adoption and its benefits. The Family Life Education program developed locally may be comprehensive and sequential and include the following content areas related to adoption:

9-12

a. Describe steps involved in adoption process, both international and domestic, and how children of adoptive families process social, emotional, and

cultural influences

- b. Compare and contrast domestic infant adoption and domestic foster care adoption
- c. Analyze stereotypical language surrounding adoption and implement positive adoption language
- d. Examine benefits of choosing adoption and identify common misconceptions associated with adoption
- e. Analyze outcomes for children raised from infancy in a stable home and educational/financial outcomes and goal accomplishments for teens who choose adoption
- f. Examine decision making process of a teen choosing adoption and steps of adoption for prospective adoptive families
- g. Research local, state and national agencies providing adoption services
- h. Identify adoption laws regarding the surrender and termination of parental rights in the state of Tennessee

# Family Life Curriculum Day 6

## Learning Targets:

Understand the basic structure and function of the reproductive system for conception and prenatal development.

Identify lifestyle choices to ensure a healthy pregnancy and baby.

Understand factors that influence decision making for a pregnancy including adoption and its benefits.

## Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

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(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2) (A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life skills that

empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life

decisions, and build character; (B) Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental

topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development,

human development, decision making, abstinence, contraception and disease prevention;

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

### **SBE Guidelines:**

from <https://www.tn.gov/sbe/rules--policies-and-guidance/guidance.html>

Guidelines for K-12 Instruction on Adoption (July 2015)

The following guidelines may be followed in implementing Family Life curriculum to include the process of adoption and its benefits. The Family Life Education program developed locally may be comprehensive and sequential and include the following content areas related to adoption:

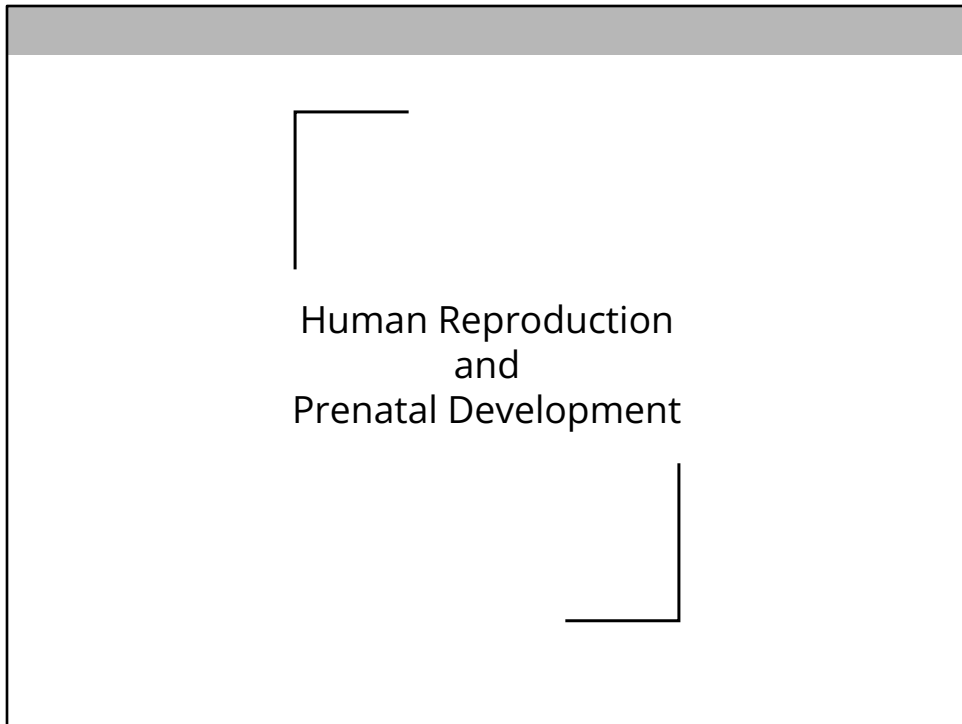
9-12

a. Describe steps involved in adoption process, both international and domestic, and how children of adoptive families process social, emotional, and

cultural influences

- b. Compare and contrast domestic infant adoption and domestic foster care adoption
- c. Analyze stereotypical language surrounding adoption and implement positive adoption language
- d. Examine benefits of choosing adoption and identify common misconceptions associated with adoption
- e. Analyze outcomes for children raised from infancy in a stable home and educational/financial outcomes and goal accomplishments for teens who choose adoption
- f. Examine decision making process of a teen choosing adoption and steps of adoption for prospective adoptive families
- g. Research local, state and national agencies providing adoption services
- h. Identify adoption laws regarding the surrender and termination of parental rights in the state of Tennessee





**Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

**Law:**

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

**BIG  
IDEA**

Understand the basic structure and function of the reproductive system for conception and prenatal development.

**Vocabulary introduced in this lesson:**

- human reproduction
- conception
- implantation
- fetal development

**Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

**Law:**

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

This lesson refers to some content covered in Day 1 - Reproductive Health

The words on this slide will be covered in the lesson.

human reproduction - female and male reproductive systems work together to reproduce life

conception - when a sperm joins an egg in the fallopian tube in the hours or days after sexual intercourse

implantation - a joined sperm and egg travel to the female's uterus and attach to the lining of the uterus causing pregnancy

fetal development - an orderly and intricate process beginning before a woman

knows she is pregnant and ending with the birth of the baby

## Female Reproductive System

The female reproductive system enables a woman to:

- produce eggs (ova)
- have sexual intercourse
- protect and nourish a fertilized egg until it is fully developed
- give birth

About once a month, during ovulation, an ovary sends a tiny egg into one of the fallopian tubes toward the uterus. During this journey through the fallopian tube, an egg can be fertilized by sperm. If sperm doesn't fertilize an egg, the egg dissolves and leaves the body about 2 weeks later through the uterus — this is menstruation. Blood and tissues from the inner lining of the uterus combine to form the menstrual flow, which in most women lasts from 3 to 5 days.

### **Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

### **Law:**

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### **Presenter Notes:**

This lesson refers to some content/vocabulary covered in Day 1 - Reproductive Health

Info from <https://kidshealth.org/en/parents/female-reproductive-system.html>

## Male Reproductive System

The male reproductive system:

- makes semen
- releases semen into the reproductive system of the female during sexual intercourse
- produces sex hormones, which help a boy develop into a sexually mature man during puberty

A male who has reached puberty will produce sperm cells. Sperm develop in the testicles then move into the epididymis, where they complete their development before moving into the vas deferens, or sperm duct. The seminal vesicles and prostate gland make a whitish fluid called seminal fluid, which mixes with sperm to form semen. Semen is released from the male's body through his urethra during ejaculation.

### **Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

### **Law:**

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### **Presenter Notes:**

This lesson refers to some content/vocabulary covered in Day 1 - Reproductive Health

Info from <https://kidshealth.org/en/parents/male-reproductive.html>

## Human Reproduction



### Reproduction

In humans, female and male reproductive systems work together to reproduce life. During sex, sperm cells swim through the vagina and into the fallopian tube. When a male's sperm meets a female's egg, it can fertilize it and create a zygote. This zygote eventually becomes a fetus.

### Conception

Conception happens when a sperm joins an egg in the fallopian tube. It happens in the hours or days after sexual intercourse.

### Implantation

The joined sperm and egg travels to the female's uterus and attaches itself to the lining of the uterus. This attachment process is called implantation. After implantation, some cells develop into the embryo and others form the placenta. Hormones are released that signal the uterus to maintain its lining rather than shed it. This means females will not have a menstrual period because they are pregnant.

### Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

### Law:

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

This lesson refers to some content/vocabulary covered in Day 1 - Reproductive Health

Info from <https://kidshealth.org/en/parents/female-reproductive-system.html>

VIDEO (length 1:00)

Video Link:

<https://jcschools.instructuremedia.com/embed/bcff936d-b76b-4531-9201-2c57e1bda282>

Original link from Babycenter Youtube Channel:

<https://www.youtube.com/watch?v=4km5lp1CXbE>

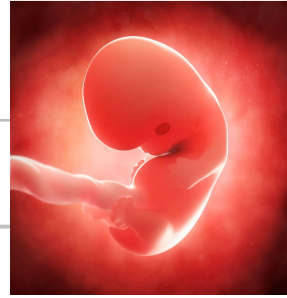
Transcript :

You know where babies come from, but do you know how exactly fertilization happens? After intercourse, tens of millions of sperm travel through the vagina, the cervix, and the fallopian tubes. They propel themselves forward by wiggling their tails, fighting against currents that can hold them back.

Eventually, one will randomly merge with the ova, the unfertilized egg released during ovulation in a fallopian tube. After the ovum is pierced by a sperm, it hardens and becomes impermeable to other sperm. The sperm sheds the tail it no longer needs and the genetic material of the egg and sperm join together. Once they start dividing, they form a blastocyst. About five or six days after the egg is fertilized, it travels from the fallopian tube to the uterus, where it implants itself and continues developing.

## Fetal Development

An orderly and intricate process beginning before a woman knows she is pregnant and ending with the birth of the baby.



<b>First Trimester (0 to 14 weeks)</b>	<b>Major Changes</b>
0 – 2 weeks	Implantation in the uterus occurs. The spinal cord grows. The brain, ears, and arms begin to form.
3 – 8 weeks	The embryo is about 1 inch long at 8 weeks. The mouth, nostrils, eyelids, hands, fingers, feet, and toes begin to form. The nervous system and cardiovascular system are functional. The heart begins to beat around week 6.
9 – 14 weeks	The fetus develops a human profile. Sex organs, eyelids, fingernails, and toenails develop. By week 12 it can make crying motions and may suck its thumb.

### Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).


### Law:

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:



<b>Fetal Development</b>		
<b>Second Trimester (15 to 28 weeks)</b>	<b>Major Changes</b>	
15 – 20 weeks	<p>The fetus can blink its eyes and becomes more active. The body begins to grow.</p> <p>Growth of the head slows and the limbs reach full proportion. Eyebrows and eyelashes develop.</p>	
21 – 28 weeks	<p>The fetus can hear conversations and has a regular cycle of waking and sleeping.</p> <p>Weight increases rapidly.</p> <p>The fetus is about 12 inches long and weighs a little more than one pound.</p> <p>The fetus may survive if born after 24 weeks, but will require special medical care.</p>	

**Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

**Law:**

49-6-1304. Family life instruction.  
 (10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

<b>Fetal Development</b>	
<b>Third Trimester (29 weeks to birth)</b>	<b>Major Changes</b>
29 – 40 weeks	<p>The fetus uses all five senses and begins to pass water from the bladder.</p> <p>Brain scans have shown that some fetuses dream during their periods of sleep in the eighth and ninth months of development.</p> <p>Approximately 266 days after conception, the baby weighs 6 to 9 pounds and is ready to be born.</p>



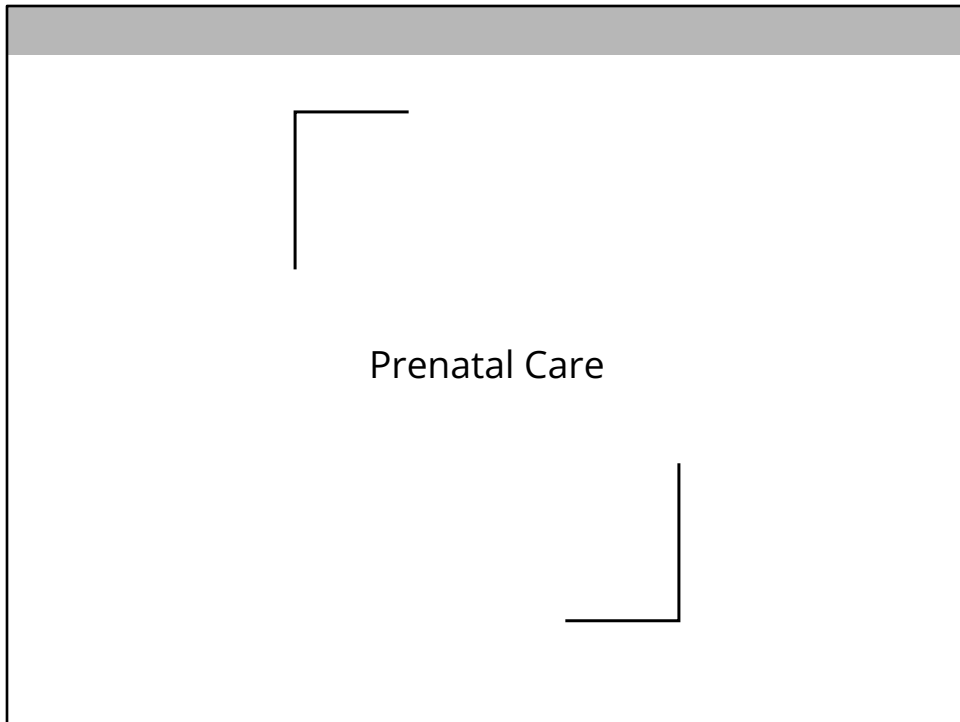
**Standards:**

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**Law:**

49-6-1304. Family life instruction.  
 (10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**



**Standards:**

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

**Law:**

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

**BIG  
IDEA**

Identify lifestyle choices to ensure a healthy pregnancy and baby.

**Vocabulary introduced in this lesson:**

- prenatal care
- obstetrician

**Standards:**

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

**Law:**

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

The words on this slide will be covered in the lesson.

prenatal care - health care women get while pregnant that benefits both the woman and the unborn child

obstetrician - medical doctors who give care during pregnancy, deliver babies, and give care after pregnancy

## Prenatal Care

Prenatal care is the health care women get while pregnant. As soon as a woman learns that she is pregnant, she should begin prenatal care to protect her health and the health of her growing baby.

- Babies of mothers who do not get prenatal care are three times more likely to have a low birth weight and five times more likely to die than those born to mothers who do get care.

Obstetricians (OBs) are medical doctors who give care during and after pregnancy and deliver babies. OBs can spot health problems early when they see mothers regularly allowing early treatment to cure many problems and prevent others.

- OBs also can talk to pregnant women and fathers about things they can do to give their unborn babies a healthy start to life.

### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

### Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

Info from <https://www.womenshealth.gov/a-z-topics/prenatal-care>  
<https://www.cdc.gov/pregnancy/during.html>

Prenatal care includes the steps that a pregnant female can take to provide for her own health and the health of her baby.

## Prenatal Care-Healthy Choices

- See an obstetrician on a regular basis
- Follow a healthy diet as recommended by a doctor and based on your health needs as a pregnant woman
- Take a prenatal vitamin as recommended by your doctor
- Get regular exercise as advised by a doctor to avoid excessive weight gain during pregnancy
- Avoid exposure to potentially harmful substances such as lead and radiation can help reduce the risk for problems during pregnancy and promote fetal health and development.
- Control existing conditions, such as high blood pressure and diabetes, to prevent serious complications and their effects on yourself and your baby.

### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

### Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

Info from

<https://www.nichd.nih.gov/health/topics/pregnancy/conditioninfo/prenatal-care>

## Prenatal Care-Avoid Nicotine

Tobacco products, including e-cigarettes, are not safe to use. Any product with tobacco or nicotine is a health danger for women and developing babies and can damage a developing baby's brain and lungs. Also, some of the flavorings used in e-cigarettes may be harmful to a developing baby. Stay away from nicotine products and their vapors or smoke.

**Many have been led to believe that e-cigarette aerosol is a water vapor. This is just not true.**

**E-cigarette aerosol is NOT just "water vapor"**

 <b>Prop 65* Chemicals in Vapor<sup>2</sup></b> Acetaldehyde Formaldehyde Isoprene Toluene Lead Nickel Nicotine N-Nitrosornicotine	 <b>Metals in Vapor<sup>2</sup></b> Aluminum Chromium Copper Iron Manganese Nickel Lead Antimony Tin Zinc	 <b>Carcinogens Found in the Urine of Vapers<sup>9</sup></b> Acrylonitrile Acrolein Propylene Oxide Acrylamide Crotonaldehyde	 <b>Withdrawal Symptoms<sup>6</sup></b> Cravings Anxiety Tingling Nausea Cramps Weight Gain Insomnia Mood Disorders Depression
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\* Proposition 65 (Prop 65) is the Safe Drinking Water and Toxic Enforcement Act of 1986, which requires the State to publish a list of chemicals known to cause cancer or birth defects or other reproductive harm.

### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

### Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

Image is from Boston Children's Hospital at

<https://www.childrenshospital.org/programs/pediatric-environmental-health-center/patient-resources/e-cigarettes>

## Prenatal Care-Vaping



What are the potential effects of vaping on an unborn baby?

- Early data shows the following, but more studies are still needed.
  - reduced learning ability
  - small birth size
  - low birth weight
  - harm brain function
  - hurt heart and lungs

### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

### Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

The best time to quit smoking is before you get pregnant, but quitting at any time during pregnancy can help your baby get a better start on life. Smoking by the mother during pregnancy as well as second hand smoke the mother and baby may breathe from others is dangerous.

VIDEO (length 1:11)

Video Link:

<https://jcschools.instructuremedia.com/embed/632cbc4c-9934-4dfc-8d5f-1073>



[11535933](#)

Original Link from Akron Children's Youtube Channel:

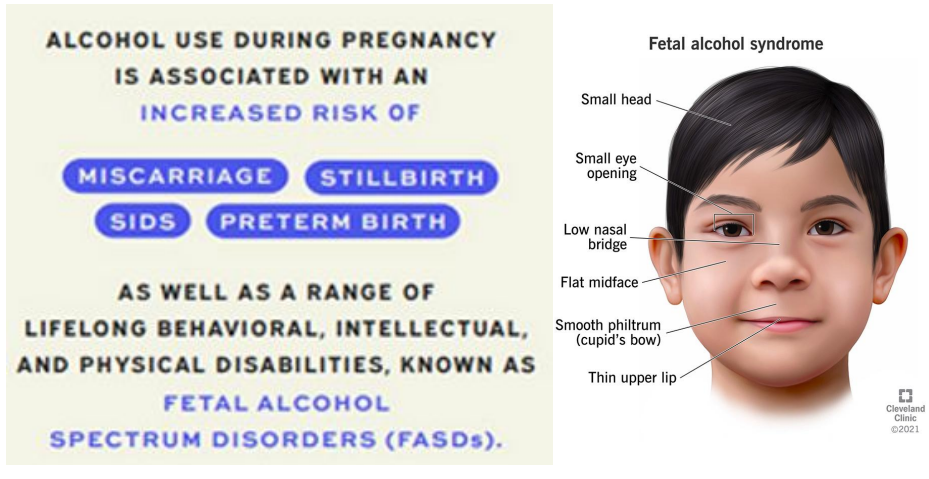
<https://www.youtube.com/watch?v=KDJyOPQbIRw>

Transcript:

Katherine Wolfe, DO, FACOG, Chair, Maternal-Fetal Medicine at Akron Children's Hospital, discusses the potential dangers of vaping while pregnant. 0:00 (gentle music) 0:02 - Many women in pregnancy feel that vaping 0:04 may be a safer alternative to smoking. 0:07 We know that nicotine 0:08 in any form does affect baby's development. 0:12 Specifically, concerns are for low birth weight, 0:15 preterm delivery, and effects on baby's brain development. 0:21 We don't have any long term data 0:22 to compare vaping exposure versus cigarette exposure. 0:28 However, the concerns are that there's additional chemicals 0:31 in vaping, including flavors that may potentially 0:35 be harmful to developing babies. 0:38 There is a small study that shows 0:40 that switching from cigarettes 0:42 to e-cigarettes lessens the low birth weight risk 0:46 but the most prominent effect 0:48 is if they were smoking or using e-cigarettes 0:52 prior to pregnancy and actually quit using those products 0:55 that risk of low birth weight was eliminated. 0:59 So the best strategy in pregnancy 1:01 is to try to reduce nicotine use, 1:04 whether it is cigarettes or vaping.

## Prenatal Care-Avoid Alcohol

During pregnancy, alcohol can pass from the pregnant person to the fetus and affect its development.



### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

### Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

There is no known safe amount of alcohol use at any time during pregnancy. All types of alcohol are equally harmful.

When a pregnant woman drinks alcohol it enters the bloodstream. The alcohol then passes through the umbilical cord and into the baby. Drinking alcohol when pregnant can result in miscarriage, stillbirth, and an entire range of developmental and cognitive disabilities.

FASD = Fetal Alcohol Syndrome Disorders

Fetal Alcohol Syndrome is a group of alcohol-related birth defects including both physical and mental defects. FASD can cause learning, memory, and attention problems, as well as visual and hearing impairments.

- During the first trimester, alcohol can alter the facial features of the baby, resulting in a lack of philtrum (the small ridge between nose and lip) and a small head size.

Image from

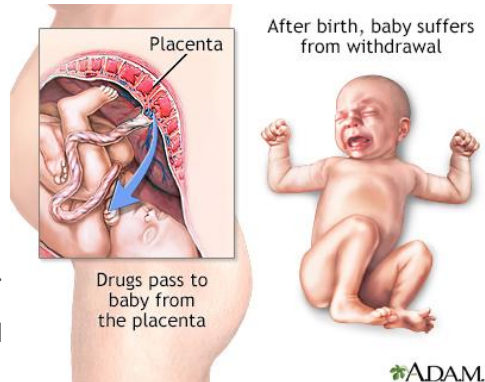
[https://www.cdc.gov/ncbddd/fasd/documents/Infographic1\\_AlcoholUseDuringPregnancy-508.pdf](https://www.cdc.gov/ncbddd/fasd/documents/Infographic1_AlcoholUseDuringPregnancy-508.pdf)

<https://my.clevelandclinic.org/health/diseases/15677-fetal-alcohol-syndrome>

## Prenatal Care-Avoid Drugs (Legal or Illegal)

Almost every drug, legal and illegal, passes from the mother's bloodstream through the placenta to the fetus. Talk to your doctor or pharmacist about any medications taken during pregnancy including prescription and over-the-counter medications or supplements.

- Neonatal abstinence syndrome (NAS) is a condition that affects newborns exposed to opioid drugs or other addictive substances while in the womb.
- Newborns with NAS will experience withdrawal symptoms until the drug or substance is out of their system.
- Signs of withdrawal include seizures, tremors, sweating, and crying.



### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

### Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

From National Institutes of Health at

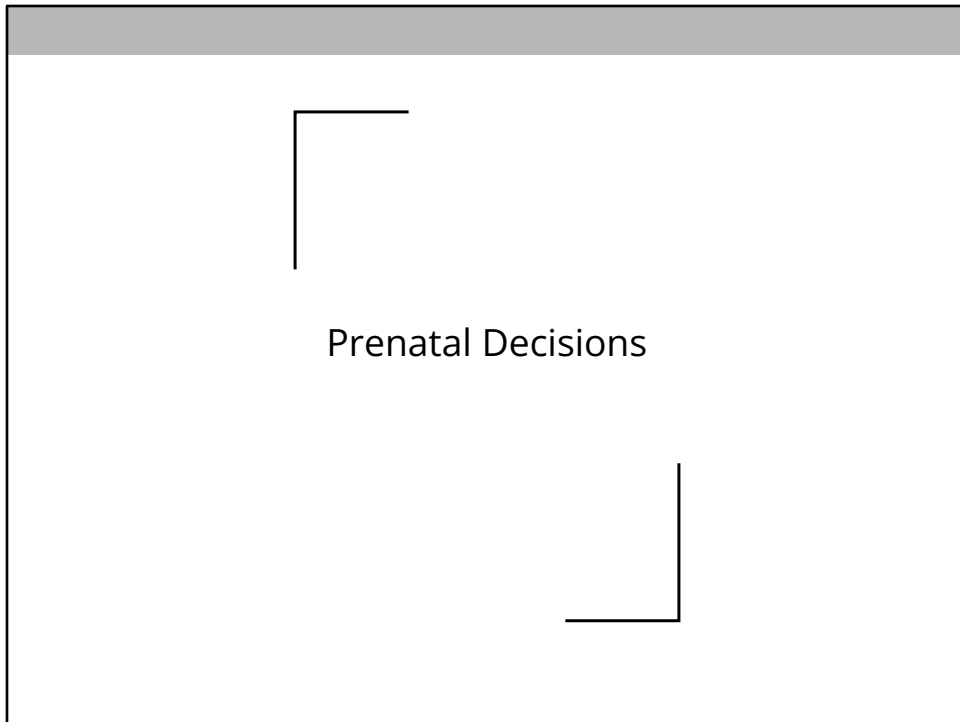
<https://nida.nih.gov/publications/research-reports/substance-use-in-women/substance-use-while-pregnant-breastfeeding>

From <https://www.cdc.gov/pregnancy/during.html>

<https://www.cdc.gov/pregnancy/opioids/index.html>

Image from

<https://www.mountsinai.org/health-library/diseases-conditions/neonatal-abstinence-syndrome>



**Standards:**

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

**Law:**

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop

guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

**Special Note:**

The JCS Family Life Curriculum does NOT include any reference to or discussion of “abortion” as defined by TCA 49-6-1303 “Abortion”: (i) Means the act of using or prescribing an instrument, medicine, drug, device, or other substance or means with the intent to terminate the clinically diagnosable pregnancy of a woman with knowledge that the termination by those means will with reasonable likelihood cause the death of the unborn child; and (ii) Does not include an act described in subdivision (c)(3)(A)(i) if the act is performed with the intent to: (a) Save the life of the mother; (b) Save the life or preserve the health of the unborn child; (c) Remove a dead unborn child caused by spontaneous abortion; or (d) Remove an ectopic pregnancy;

**BIG  
IDEA**

Understand factors that influence decision making for a pregnancy including adoption and its benefits.

**Vocabulary introduced in this lesson:**

- motherhood
- fatherhood
- adoption
- safe haven

**Standards:**

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

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**Presenter Notes:**

The words on this slide will be covered in the lesson.

motherhood - the female parent and her actions

fatherhood - the male parent and his actions

adoption - the process of a parent or parents assuming the legal rights of a child who is not biologically theirs

safe haven - a place of protection from harm or danger where an infant can be left



## Prenatal Decisions

Deciding to participate in sexual activity is a decision with adult responsibilities.

While you may think it can't or won't happen to you, if you're having sex, pregnancy is a very real possibility, even if you're not planning on getting pregnant and you're using contraceptives.

Options for unplanned pregnancy:

- Giving birth and becoming a parent
- Giving birth and making an adoption plan



The decision to raise a child or make an adoption plan is hard to make. Your values, beliefs, age, health, current situation, and future goals will all play a role in your decision.

- How would my decision affect my future?
- Am I ready to raise a child right now?
- Would my decision change my life in a way I don't want?
- Will my family, friends, and partner support my decision?

Make sure you have all the facts and questions answered before you decide. Seek the support of your parents/guardians or other trusted adult. There are many organizations that can provide information.

### Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.12 Analyze the benefits of adoption.

### Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

### Special Note:

The JCS Family Life Curriculum does NOT include any reference to or discussion of “abortion” as defined by TCA 49-6-1303 “Abortion”: (i) Means the act of using or prescribing an instrument, medicine, drug, device, or other substance or means with the intent to terminate the clinically diagnosable pregnancy of a woman with knowledge that the termination by those means will with reasonable likelihood cause the death of the unborn child; and (ii) Does not include an act described in subdivision (c)(3)(A)(i) if the act is performed with the intent to: (a) Save the life of the mother; (b) Save the life or preserve the health of the unborn child; (c) Remove a dead unborn child caused by spontaneous abortion; or (d) Remove an ectopic pregnancy;

**Presenter Notes:**

Information from the American College of Obstetrics and Gynecology at <https://www.acog.org/womens-health/faqs/pregnancy-choices-raising-the-baby-adoption-and-abortion>

**Participating in sexual activity is a decision with adult responsibilities.**

**ABSTINENCE is the only way to 100% prevent pregnancy.**

## **Deciding to Raise the Baby - Motherhood**

You may want to think about the following:

- Will the father of the baby and his family be involved in raising the child?
- Where will you and the baby live? Will you have to change your living arrangements?
- Do you have the income to support yourself and a new baby?
- Will you finish high school? Will you attend college?
- How will you transition to parenthood and plan for the future?

Some teens raise their child alone, some have involvement of the baby's father, and some rely on their families for support.

- How much support will be needed to raise the child?
  - Teens may not realize the cost of housing, food, clothing, doctor visits, and necessary baby items like diapers, formula, car seat, and stroller.
  - Childcare is one of the biggest concerns for any new parent. Teen parents may not realize the limitations on their school and work hours when they have a child of any age—baby, toddler, or even school age.

As rewarding as having a child is, it isn't always fun — caring for a baby is a huge responsibility and a **lifelong commitment**.

### **Standards:**

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.12 Analyze the benefits of adoption.

### **Law:**

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

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### **Presenter Notes:**

**Participating in sexual activity is a decision with adult responsibilities.  
ABSTINENCE is the only way to 100% prevent pregnancy.**

## **Deciding to Raise the Baby - Fatherhood**

You've become a father. Now what? You may want to think about the following:

- A father's involvement and commitment in the life of his child is important to the child's development and should be taken seriously.
  - How will you support and take responsibility to your child and the mother of your child? Social workers, parenting classes, and formal parenting education can be great resources for teen fathers if you need a support system.
- Children of teen mothers who continue to have close ties with the child's biological father have better outcomes in employment and education, are less depressed, and are at lower risk of becoming adolescent parents themselves.
- Fathers who maintain active participation in the prenatal process with the mother have a greater likelihood of ongoing involvement with the child.
- For the father, ongoing participation in a child's life includes playing with their children, reading to them, and feeding, diapering, bathing, and caring for the child.

Being a father can and should be more than financial support. It is challenging to be a father and a **lifelong commitment**, but fathers have the unique opportunity to impact children's lives by setting a strong example of what it means to be a responsible, compassionate, and resilient individual.

### **Standards:**

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.12 Analyze the benefits of adoption.

### **Law:**

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

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### **Presenter Notes:**

Information from the American Academy of Pediatrics

<https://publications.aap.org/pediatrics/article/147/5/e2021050919/180815/Care-of-Adolescent-Parents-and-Their-Children?autologincheck=redirected>

<https://www.fatherhood.gov/for-programs/young-fathers#:~:text=What%20are%20the%20demographics%20of,compared%20to%20their%20white%20peers>

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## Cost of Raising a Child

What are the 1st year costs of raising a baby?

How much does it cost to raise a child from birth to 18?

What are the benefits of planning for children after you have met your after high school goals?

How would having an unplanned teen pregnancy (as a father or mother) impact your after high school goals?

### What kids cost

From daycare to doctor visits, a middle-income family will spend an average of \$226,920 to raise a child to age 18. Here's the breakdown of where all that money goes:

Clothing	\$13,200	6%
Health care	\$18,420	8%
Miscellaneous	\$19,110	8%
Transportation	\$30,900	14%
Food	\$36,210	16%
Child care and education	\$39,420	17%
Housing	\$69,660	31%

For each category, the expense represents the average for a child from age 0 to 18 in a two-child, two-parent family.

SOURCE: U.S. DEPARTMENT OF AGRICULTURE

**Standards:**

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

**Law:**

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

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**Presenter Notes:**

Info from [https://money.cnn.com/2011/09/21/pf/cost\\_raising\\_child/index.htm](https://money.cnn.com/2011/09/21/pf/cost_raising_child/index.htm)

1st year cost calculator <https://www.babycenter.com/baby-cost-calculator>  
Visual Calculator for thru 18  
<https://www.visualcalc.com/blog/cost-of-raising-children>

## **Raising a Child in a Healthy Relationship**

What are some RIGHT reasons for wanting a child?

What are some WRONG reasons for wanting a child?

SCENARIOS:

- Do you think this couple is ready for a baby? Explain why or why not?
- What additional changes, problems, or conflicts might occur (positive or negative)?
- What advice would you give this couple?

### **Standards:**

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

### **Law:**

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

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### **Presenter Notes:**

Use content from Day 2 (slide 14 - Traits of Healthy Relationships and slide 20 - Three C's of Healthy Relationships) to reinforce raising a child in a healthy relationship home.

### **RIGHT Reasons for Having Children**

- you want to add depth to a strong marriage/relationship by starting a family
- you have a solid and committed relationship
- you are physically mature to care/love a child
- you are emotionally mature and want to care/love a child
- you are ready for the rewards of parenthood
- you want to experience the special parent/child bond
- you love children and want to be a parent
- you are financially able to provide for a child
- you are ready to give a child your time and attention

### **WRONG Reasons for Having Children**

- you want to prove adulthood
- you want to please someone else
- you want the perceived emotional benefits
- you are looking for respect and status
- you want to escape a situation
- society expects it
- you want to improve a struggling relationship
- you want to fit in with your peers
- you want someone to take care of you in the future

### **SCENARIOS (from Kim Graybill/FamilyConsumerSciences.com)**

- Babies are so sweet and adorable! They are so much fun! Everytime I see one, I just fall in love and get baby fever; I want one so bad! Then I could dress her up in all those cute outfits and show her off to all my friends and family!
- I feel so alone, so unloved and non-existent. If I have a baby I will have someone who belongs to me and will always love me and be there for me. I will get the attention and love I need and my life will matter!
- We've only been married for a few months and already my family is pressuring us to have children. They are constantly dropping hints because they really want to be grandparents. I guess we should have a

- baby just so we can fulfill their wishes and get them to stop pestering us!
- We dread the thought of getting old! What if we are incapable of taking care of ourselves? If we have children, we will have someone to care for us and to be our companions in old age.
- My friends think I'm not a "real man" because I have not fathered a child during our first two years of marriage. My wife and I wanted to wait five years to have children. Now I need to convince her to move up the timeline! I want to prove that I'm capable of being a "real man" to my friends.
- Our marriage has been super rocky right from the start. Even after three years, we have unresolved conflict and major issues in our marriage. We argue constantly. I truly believe that having a baby to love will solve our problems, bring us closer together and save our marriage.
- All our friends who married around the same time we did are pregnant or have just had babies. We are so excluded because we can't relate with what they are going through and feel like we don't have anything in common with them. I guess we should have a baby too so we can relate and maintain our friendships.

## Choosing Adoption

Becoming a parent is challenging at any stage of life, even more so when the parents are teenagers. Although parenthood is very rewarding, it also requires maturity. This is why some teens who become pregnant choose adoption for their baby. Seek the support of your parents/guardians or other trusted adult. There are many organizations who can provide information on adoption.



Three types of adoption:

1. Open—The birth parents and the adoptive parents may meet and share names and addresses.
2. Semi-open—The adoption agency can provide the birth parents with information about the baby from the adoptive parents and vice versa, but there is no direct contact between the birth parents and the baby. Identities are usually kept hidden.
3. Closed—The birth parents and the adoptive parents do not meet or know each other's names. The adoptive parents only get information about the medical history and family history of the birth parents but nothing that would identify them.

### Standards:

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

### Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

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## **Presenter Notes:**

Info from

<https://www.acog.org/womens-health/faqs/pregnancy-choices-raising-the-baby-adoption-and-abortion>

VIDEO (length 3:46)

Video Link:

<https://jcschools.instructuremedia.com/embed/19fdecceb-97dd-4eae-ae61-319ec28d5900>

Original Link from BraveLove: <https://vimeo.com/844257878>

Transcript:

(uplifting music)

Narrator: Meet Camille. She never thought it would be her. In spite of things feeling a bit out of control, she's doing her best to understand her options so she can make a good decision for herself and her child. Adoption was the one she knew the least about. Instead of just ruling it out, she's taking the time to learn more about what adoption looks like today. Here it is, broken down into some basic steps. The first step is to get the facts. Talk to an adoption professional, either from an adoption agency or law firm. They'll explain what's involved every step of the way. Next, pick an adoption agency or attorney. All agencies have case workers who work with expectant moms and serve as a guide during the pregnancy. If someone is considering working with an attorney, be sure that he or she has plenty of experience with adoption, and ask what services and support they offer. The next step is to create a personalized adoption plan. A birth mom is in control of all her adoptive decisions. For example, what she wants in a family, and then how to choose a family, how much contact she wants with her child and the adoptive family, how does the baby's father fit into all of this and his legal rights, what all the paperwork and legal terms mean, how she wants the delivery and hospital stay to go, as detailed as who's in the room when she delivers and who holds the baby first, what to expect with the grief and loss and the sad feelings afterwards, and then specific ways to get help and support to move forward. Once an adoption plan is created, choose a family. The caseworker will share profile books with the expectant mom. They're like family scrapbooks. These families have been carefully interviewed and approved by the agency to make sure they will provide a safe and loving home for a child. Some women even choose to meet the family before the baby is born. This is a good time for an expectant mom to ask her caseworker to connect her with a birth mom. Speaking with someone who has already placed may be helpful for her when exploring her options, and could provide a unique avenue of support. After the woman gives birth to the baby is when she signs the adoption papers. This is probably the most emotional part of the process, because she's making a

permanent legal decision to basically say, "I'm signing over my legal rights to this family to be parents of my child." Again, the caseworker explains all of this, especially regarding how much time between the birth and signing the paperwork, as this can vary from state to state. Lastly, find support afterwards. Placing a baby for adoption is a big decision. Processing through it all is really important, for the short and long term. Your caseworker will help you find support groups and counselors, help with communication between the birth family and the adoptive family, connect you with other birth moms through online and in-person groups. Back to Camille, she's still not sure what she's going to do, but she now knows more about adoption than she did before. She sees that she would get to be involved and in control. Though challenging, it could be the beginning of something new and good, but it's her choice and her plan.

(uplifting music)

## Choosing Adoption

Adoption is a loving option for unplanned pregnancy. No two stories from birth mothers about their adoption experience are the same; however, their stories erase stigmas and can change the narrative of adoption from shame to hope.

- "I chose adoption so this 17-year-old girl could grow up and be the person he needed."
  - Unexpectedly pregnant at the age of 17, Morgan chose adoption for herself and her son. She faced many stigmas from those around her and desires to break those stigmas in through the career she has now as an adult. This is Morgan's story and why she chose adoption.



### Standards:

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

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## Presenter Notes:

Info from

<https://www.acog.org/womens-health/faqs/pregnancy-choices-raising-the-baby-adoption-and-abortion> <https://www.bravelove.org/>

VIDEO (length 5:00)

Video Link:

<https://jcschools.instructuremedia.com/embed/a5ca7209-fb38-4576-9b2e-a7648c09561c>

Original Link from BraveLove: <https://vimeo.com/878676740/cef728faaf>

Transcript:

My name is Morgan and I'm a birth mom. I got pregnant at 17 and I was still in high school, so I felt very ashamed of myself. So I hid my pregnancy. Um, for nine months. I stayed alone and I distanced myself from a lot of people and I hid it from my family, my friends, um, my parents. Only a couple people knew which one of them was, uh, my teacher in high school, she's the one who actually talked to me about adoption and let me know what adoption was. I think I still had like this perception like everybody else has. Um, where you think that somebody just comes and takes your baby and you never see 'em again, and then you find they find you when they turn 18. I think that's what kind of my perception was. Lifetime movies, um, is what I thought of whenever I thought of adoption. When I got to the hospital, they, they asked me a lot of questions and I said, well, I wanna place him for adoption. And then that's when they were like, okay. And so they asked me, you know, do you want him placed on your chest when he was born? And I said, no. They said, do you wanna hold him? I said, no. Um, so he was born, they told me it was a boy. And I remember crying even more because I was like, I've always wanted a boy. I don't have, I don't have any brothers.

They said they knew about one adoption agency. So right after that, they called him. Um, and Deaconess showed up. People suspected I was pregnant and then they knew I was no longer pregnant. And so when I would tell them, they kind of called me selfish or called me or said that, um, I was just trying to get out of being a mom. And I was tell 'em, no, I'm not, you know, I made this decision for him 'cause I wanted him to have a life that I couldn't give him. Um, I wanted him to have the best life. So I chose adoption so that this 17 year old girl could grow up and be the person that, The person that he needed. So, so that's what I did. The adoption agency had, um, support groups every month at the time. And so I would go and I felt not alone anymore. There were people around me that, um, understood what I was going through and could understand my emotions. And I didn't feel alone. I didn't feel judged. Um, I started getting families sent to me. I guess I was looking for a flaw 'cause I was like, well, maybe if I find a flaw, I don't have to do this. I can just bring him

home with me and we'll figure it out from there. And, but I couldn't find any flaws in them. I was like, they're wonderful. And we met, and again, I left and I was like, they're perfect. It was like, they're absolutely amazing. They never felt like they were strangers. They asked me if I wanted to come to his first birthday. Um, and I was so excited at the time. I would just sit there and I would just watch him just for a moment. I got to be a part of their lives. And it was literally like the best thing in the whole world. So he's always known me as his birth mom. Um, he's never known me as anything else. After I placed my son, I said, I want to help the world. I wanna help change the world in every way that I can. And so I decided I wanted to be a social worker. I wanted to work with pregnant women, pregnant teens specifically. I feel, I feel like they get this stigma and um, this, uh, label and I just kind of wanted to help them through that. Now that I'm married, I have, uh, one kid. I am pregnant, so I am going to have another one. Um, and life has been good. Life is good now. Um, I still see my son as much as I can. It's not as often 'cause he's getting older and he has a life. When I had my daughter, I told people I felt like this was my first Mother's day, um, two years ago when I had her, because I never felt like a mom. I always felt like a birth mom. I felt like I am not the one who picks you up whenever you're hurt. I'm not the one you go to crying when you need something. He has a mom and I'm, and I'm your birth mom. So that means I'm here when you need me. I am here if you want to talk. I am here for the fun. I am here for the games of being a mom. A birth mom is, I had to make that choice that of what was best for you and not what was best for me as putting my own self aside. So I might describe adoption as hard 'cause it is hard, but there's so much love. I mean, regardless of how hard it is, is I don't know anybody who ever says that they don't love their kid. It's just hard. It's just different. But it's still love.



**There's always a choice.  
Never harm an unborn child or infant.**

**Safe Haven Law**

For some teens, the difficulties of an unplanned pregnancy or being a parent are too overwhelming. Without a support system, they may feel they lack choices.

The Tennessee Safe Haven Law provides a legal and safe alternative for women who feel they have no other choice but to anonymously surrender their babies. This law provides a safe and legal alternative to infant abandonment.

Safe Haven allows mothers of newborns to surrender unharmed babies to designated facilities within two weeks of birth without fear of being prosecuted for abandonment. As long as the baby is unharmed and the child is surrendered within two weeks of birth, the mother or parents will not be prosecuted and is assured of complete confidentiality. Any staff present at the location may take the surrendered baby. They may ask for information, but the mother is not required to answer.

- The Secret Safe Place for Newborns of Tennessee Help Line is 1-866-699-SAFE. It is a confidential service.
- TN Safe Haven Facilities-staff must be present at the facility at time of surrender
  - Hospitals, Birthing Centers, Health Departments, Outpatient/Walk-In Clinics, Fire Stations (24/7), Emergency Medical Service Facilities, Police Stations (24/7)

**Standards:**

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

**Law:**

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**Presenter Notes:**

Information from TN Dept of Children's Services at

<https://www.tn.gov/dcs/program-areas/child-safety/safe-haven-law.html>

**Prenatal  
Development,  
Care, and  
Decisions**

Lifetime Wellness  
Day Six

2024 - 2025

**END OF PRESENTATION**

# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Fiscal Management Goals and Objectives</b>	Descriptor 2.100	Issue Date 4/3/2023
		Rescinds 2.100	Issued 4/4/2022

1 The Board **of Education** shall practice sound fiscal management procedures which guarantee maximum use of  
 2 all  
 3 resources provided.<sup>1</sup>

4  
 5 In fiscal management, the Board seeks to achieve the following goals:

- 6 1. To engage in advance planning, with broad-based staff and community involvement;
- 7 2. To establish levels of funding which will provide quality education for the system’s students;
- 8 3. To use the available techniques for budget development and management;
- 9 4. To provide timely and appropriate information to all staff with fiscal management responsibilities; and,
- 10 5. To establish efficient procedures for accounting, reporting, purchasing and delivery, payroll, payment  
 11 of vendors and contractors, and all other areas of fiscal management.

12  
 13  
 14  
 15  
 16  
 17  
 18 **RESERVE FUNDS**

19  
 20 The Board recognizes the need to maintain an operating reserve in the General Purpose School fund for the  
 21 following purposes:

- 22 • Hold adequate working capital to meet cash flow needs during the fiscal year
- 23 • Reduce the need for short term borrowing
- 24 • Serve as a safeguard for unanticipated expenses
- 25 • Show fiscal responsibility to maintain a high credit rating which will help reduce future  
 26 borrowing costs

27  
 28  
 29 The Board of Education shall place emphasis on maintaining an unrestricted fund balance in the General  
 30 Purpose School Fund to an amount equal to approximately 16 percent of the General Fund Operating budget  
 31 expenditures. This represents approximately two (2) months of operating expenditures.

32  
 33 At the close of each budget year any excess of revenues over expenditures that will increase the cumulative  
 34 unrestricted fund balance above the established target amount will be recorded as a restricted reserve account  
 35 available for appropriation by the Board of Education for one-time expenditures.

36  
 37  
 38 \_\_\_\_\_  
 39 Legal Reference:  
 40 1. *Tennessee Internal School Funds Uniform*  
 41 *Accounting Policy Manual*; Section 4-23 et seq. 17

\_\_\_\_\_

Cross References

School District Goals 1.700

# Johnson City Board of Education

Monitoring:	<b>Revenues</b>	Descriptor 2.400	Issue Date 4/3/2023
Review Annually, in January		Rescinds 2.400	Issued 4/4/2022

Any money collected by any school shall be documented by a written receipt.

The schools may receive funds collected from activities and for events held at or in connection with the school, including contracts with other schools for interschool events. All monies collected from lunch rooms, athletics, entertainments, school clubs, fees, concessions and all fund raising activities are to be included in this category of funds. <sup>1</sup>

Except for school books and school lunches, the purchase of services or items intended for resale through the schools shall be subject to sales tax based on the purchase amount.

**FEES**

School fees are to be kept to a minimum and may be expended only for the purposes for which they were collected. The purpose and amounts of all fees must have the approval of the Board of Education.

No fees shall be required of any student as a condition to attend the school or use its equipment. <sup>2</sup> School fees shall be waived for students who receive free or reduced-price lunches. <sup>3</sup> No student will be penalized for non-payment of any school fee.

**TUITION INCOME**

Children whose parents or guardians reside outside the City of Johnson City may be enrolled in Johnson City Schools by payment of tuition. The Superintendent of Schools and the Board of Education shall determine if and under what circumstances tuition students will be allowed to enroll. Enrollment will be allowed only when space is available in the appropriate grade level. Waivers on maximum class size as established by the state will not be requested to accommodate tuition students. Principals shall have the discretion to hold enrollment below the state maximum for just cause.

Tuition may be paid quarterly, but must be paid in advance. Failure to pay tuition in advance of the quarter shall result in dismissal of the student from Johnson City Schools.

Teachers and services will not be added to the school program to accommodate tuition students.

Pre-school programs are not included in the tuition program.

Tuition reductions may be allowed for full time employees of the City of Johnson City, including the Johnson City Schools, for their legal dependents.

Employees of the City of Johnson City and the Johnson City Schools must pay tuition by payroll deduction according to the procedures approved by the Director of Finance. Employees will not receive a tuition reduction unless these procedures are followed or unless the entire year's tuition is paid in advance.

1 **RENTAL INCOME**

2  
3 Unless otherwise approved by the Superintendent of Schools, the principal will collect and remit to the central  
4 office all money received for use of a particular school facility or other school property.

5  
6 **GRANTS**

7  
8 Funds/grants for educational purposes made available by local, state or federal government will be sought by  
9 the school system only when the conditions of their availability are in harmony with the purposes and policies  
10 of the Board and the laws of the state and county.<sup>64</sup> All staff members are encouraged to seek such grant  
11 funding.

12  
13  
14  
15  
16 Legal References:

Cross References:

- |    |   |  |                               |
|----|---|--|-------------------------------|
| 17 | 1. TCA 49-2-110(a)  | <u>Student Activity Fund Management</u>    | <u>Fundraising Activities</u> |
| 18 | <u>2.601-2.900</u>  |  |                               |
| 19 | 2. <u>TCA 49-6-3001(a); TCA 49-2-110(c); TCA 67-6-102</u>             |  | <u>Non-Resident Students</u>  |
| 20 | <u>6.204 Student Activity Funds Management 2.900</u>                  |  |                               |
| 21 | 3. <u>TCA 49-6-3001(a); TCA 49-2-110(c) TCA 49-2-114</u>              |  | <u>Student</u>                |
| 22 | <u>Solicitations/Fund-Raising-6.701 Food Service Management 3.500</u> |  |                               |
| 23 | 4. <u>TCA 49-2-114 Tennessee Internal School Funds Uniform</u>        |  | <u>Student Fees and Fines</u> |
| 24 | <u>6.709</u>  |  |                               |
| 25 | 5. <u>TCA 37-10-101; 102</u>  | <u>School Admissions</u>                   | <u>6.203</u>                  |
| 26 | <u>Textbooks and Instructional Materials 4.400</u>                    |  |                               |
| 27 | <u>Accounting Policy Manual, Section 4-40 37</u>                      | <u>Compensation Guides &amp; Contracts</u> | <u>5.110</u>                  |
| 28 | 5. <u>TCA 37-10-101,102</u>   | <u>Attendance of Non-Resident Students</u> | <u>6.204</u>                  |
| 29 | 6. <u>Tennessee Internal Uniform Accounting</u>                       | <u>Student Fees and Fines</u>              | <u>6.709</u>                  |
| 30 | <u>Policy Manual, Section 4-39</u>                                    |  |                               |
| 31 |   |  |                               |

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# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Deposit of Funds</b>	Descriptor 2.500	Issue Date 4/5/2016
		Rescinds 2.500	Issued 7/2/2012

## *Central Office*

All revenues payable to the Board **of Education** will be deposited into the bank account designated by the city treasurer/designee. All revenues will be credited to the appropriate account.

## *Individual Schools*

The collection of any school system funds at the building level must be approved by the principal's office or cleared through the food service office for cafeteria funds.

The principal or designee shall deposit funds daily if possible, but no later than three (3) days after being received. Deposit slips will be filed along with other permanent records. Each deposit slip must show the various receipt numbers. The total amount of deposit shall be shown on the last receipt deposited.<sup>1</sup>

Cafeteria funds shall be deposited daily into the school's food service account. Deposit slips for cafeteria funds will be kept as permanent records for central office audit and reconciliation purposes.

Monies collected at the building level must be deposited into one of the following three bank accounts:

1. General School Fund/Restricted Accounts;
2. School Food Service; or
3. Savings.

## Legal References:

1. ~~Tennessee Internal School~~ **Funds Uniform Accounting** Policy Manual; Section 4-4 6; Section 6-1

# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Purchasing</b>	Descriptor 2.805	Issue Date 4/3/2023
		Rescinds 2.805	Issued 4/4/2022

## *General*

The school system will purchase competitively and seek maximum educational value for every dollar expended. Department heads will serve as purchasing agent for the system-wide purchasing. The Director of Finance shall coordinate purchasing.<sup>1</sup> Principals shall serve as purchasing agents for individual schools.

Purchases made by anyone not authorized by the appropriate officials shall become the personal responsibility of the persons making the purchase agreement. The Board **of Education** will not, under any circumstances, be responsible for payment for any material or supplies purchased by unauthorized individuals or in an unprescribed manner.

No school shall be obligated to pay for any expenditures made by a student or an employee unless they first receives a written purchase order from the proper office or unless prior written permission or arrangements are made with the principal.

The Board will purchase locally whenever other conditions are comparable.

## *Individual Schools*

The Superintendent of Schools must approve the following purchases:

1. a single piece of equipment costing more than five thousand dollars (\$ 5,000.00);
2. one that is to be attached to or one that requires alteration of the building; or
3. one that will become a permanent fixture.

## *Central Office<sup>2</sup>*

### **ROUTINE PURCHASES**

Routine purchases shall include expenditures for supplies, salaries, and expenditures required for the operation of the school system. These expenditures shall be anticipated and provided for in the budget and will normally be authorized by the Board at the beginning of the fiscal year. The Superintendent of Schools/ designee may make all routine purchases without further Board authorization; however, the Board shall be promptly informed if any substantial variation from budgeted estimates becomes necessary.

### **SPECIAL PURCHASES**

Special purchases are those which are not routine and which may or may not be specifically identified by line item in the budget. Examples of special purchases are all capital expenditures such as vehicles, buildings, major contracts, purchases of major equipment, items for long-term use and supplies of an



1  
2 unusual quantity or nature. All purchases in this category shall require specific prior Board approval on an  
3 item-by-item basis. In its approval, the Board may place constraints on the Superintendent of Schools  
4 requiring Board evaluation and/or approval at various steps in the procurement process. This will be  
5 determined by the Board on an individual basis depending on the nature of the procurement action.  
6

## 7 **EMERGENCY PURCHASES**

8  
9 Emergency purchases are those which are necessary to avert hazards which threaten health or safety, to protect  
10 property from damage or to avoid major disruption of educational activities. If within budgetary limits and  
11 deemed essential, emergency purchases may be made by the Superintendent of Schools. However, if the  
12 purchase is of such significant magnitude as to impact the integrity of the budget, the Chair shall call a special  
13 or emergency meeting of the Board to deal with the matter. In any event, the Board shall be advised promptly  
14 of all emergency purchases.  
15

## 16 **PURCHASING OF SURPLUS PROPERTY**

17  
18 The Superintendent of Schools and other employees designated by the Board shall be authorized to act for the  
19 Board in acquiring federal surplus property through the Tennessee General Services Department for surplus  
20 property and in entering into agreements, certifications and covenants of compliance concerning the use of  
21 federal surplus property.  
22

23 Further, the Superintendent of Schools is authorized to purchase any needed items through suppliers approved  
24 on the state bid list.  
25

## 26 **COOPERATIVE PURCHASING<sup>32</sup>**

27  
28 The Board, at its option, may join in cooperative purchasing with other school systems to take advantage of  
29 lower prices for bulk purchasing and to reduce the cost involved in bidding whenever such buying appears to  
30 be to the benefit of the system.  
31

## 32 **PROCUREMENT PROCEDURES**

33  
34 All purchases must be made in accordance with the System's Purchasing Guide as required by state and  
35 federal laws.<sup>23</sup>  
36

## 37 **PROCUREMENT CARDS**

38  
39 Small dollar purchases may be made through the use of procurement cards issued by the School System under  
40 procedures developed by the City of Johnson City.  
41  
42  
43  
44  
45

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### 46 Legal Reference:

- 47 1. TCA 49-2-206(b)(3); TCA 6-36-115
- 48 2. *Tennessee Internal School Uniform Account Procedure*
- 49 *Manual, Section 4-8 TCA 12-3-1205*
- 50 3. ~~TCA 12-3-1205~~ *Internal School Funds Manual, Section 4-8*

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### 46 Cross Reference:

- 47 Executive Committee 1.301
- 48 Credit Cards/Credit Lines 2.8051
- 49 Purchase Orders and Contracts 2.808
- 50 Conflicts of Interest 5.601

# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Purchase Orders and Contracts</b>	Descriptor 2.808	Issue Date 4/3/2023
		Rescinds 2.808	Issued 4/6/2015

*General*

All purchases made by the school system shall be by purchase order, report of goods or formal contract, and no purchase shall be made nor payment approved unless covered by an approved purchase order. School system credit and procurement cards for specific individuals may be authorized by the Board **of Education** for limited use.

Purchase orders will include the following essentials:

1. A specification which adequately describes to the supplier the characteristics and the quality standards of the item required;
2. A firm, quoted, net delivered price, whenever possible; and
3. Signature of purchasing agent (Superintendent of Schools, principal, department head or federal programs supervisor).

Contracts shall be made only with responsible suppliers with the following considerations:

1. The supplier has the potential ability to perform successfully under the terms and conditions of a proposed procurement;
2. A system for contract administration shall be maintained to assure supplier conformance with terms, conditions, and specifications of the contract or purchase order, and to assure adequate and timely follow-up of all purchases;
3. Contracts shall contain such provisions or conditions which will allow for administrative, contractual, or legal remedies in instances where suppliers violate or breach contract terms, and provide for such sanctions and penalties as may be appropriate.
4. All contracts, including those of individual schools, will meet all requirements of state and federal laws, rules, and regulations.<sup>1,2</sup>
5. With the approval of, or ratification by, the Board of Education, contracts may be entered into by the Superintendent of Schools and/or the appropriate director or supervisor of programs, including federal programs.<sup>2</sup>

Legal References:

1. TCA 49-2-203(a)(4); *Tennessee Internal School Uniform Accounting Funds Policy Manual*, Section 5-44 3;  
TCA 49-2-206(b)(2).

Cross References:

- Purchasing 2.805  
Bids and Quotations 2.806  
Requisitions 2.807

2. EDGAR 43 Subtitle A Part 80.334

# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Vendor Relations</b>	Descriptor 2.809	Issue Date 4/4/2019
		Rescinds 2.809	Issued 3/1/2010

*General*

Each order will be placed on the basis of quality, price, and delivery. Past service will be a factor if all other considerations are equal. The Board **of Education** will purchase locally when other factors are comparable.

No person officially connected with or employed by the school system will be an agent for, or receive any financial compensation or reward of any kind from any vendor for the sale of supplies, materials, equipment or service.<sup>1</sup>

*Individual Schools<sup>2</sup>*

The school principal shall execute a written agreement with vendors including those for all fundraisers. The agreement shall include, but not be limited to, the following information:

1. The division of profits that result from the activity;
2. Payment of sales tax;
3. Delivery date(s);
4. Package prices or other charges; and
5. Scheduled dates of service.

Vendors visiting separate schools shall contact and secure the permission of each principal's office prior to visiting professional staff members. Vendors' visitations to schools shall not be permitted to interfere with the normal instructional and learning process.

Legal Reference:

1. TCA 49-6-2003
2. ~~Tennessee Internal School Uniform Accounting Policy Funds~~  
*Manual, Section 4-32 29*

Cross References:

- Visitors to the Schools 1.501
- Advertising & Distribution of Materials in School 1.806
- Student Activity Funds Management 2.900
- Student Solicitations/Fund-Raising 6.701

# Johnson City Board of Education

Monitoring:  Review Annually, in January	<b>Credit Cards</b>	Descriptor 2.8051	Issue Date 4/4/2019
		Rescinds 2.8051	Issued 4/5/2016

1  
2 Store affiliated credit cards will be available for limited use by system employees.<sup>1</sup> These store credit cards  
3 may be checked out from the authorized office by the employee who is making a board approved purchase. A  
4 card usage log will be maintained in the finance director's office and will include the following information:  
5

- 6 1. The signature of the employee checking out the card.
- 7 2. The date the card is checked out.
- 8 3. The date the card is returned.
- 9 4. Verification of receipts for all card purchases.

10  
11  
12 Purchases are to be only made by the employee whose signature is recorded on the usage log as checking out  
13 the card.  
14

15 Any employee who uses a card to make a purchase which is not approved must reimburse the school system  
16 within ten (10) days of notification. Any employee making such purchases may be prohibited from future use  
17 of cards and will be subject to discipline up to and including termination of employment.  
18

19 Personal use of credit cards is strictly prohibited.  
20  
21  
22

23  
24 \_\_\_\_\_  
Legal Reference:

25 \_\_\_\_\_  
Cross Reference:

- 26 1. ~~Tennessee Internal School Funds Uniform Accounting Procedure~~  
27 Manual, Section 4-8-11  
28

# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Instructional Goals and Philosophy</b>	Descriptor 4.100	Issue Date 1/9/2023
		Rescinds 4.100	Issued 1/4/2018

The Board **of Education** approves the following broad-based instructional goals:

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

The current Five -Year Strategic Plan can be viewed **at: on the district website.**

<https://www.jcschools.org/docs/district/final%20-%202022%20five%20year%20strategic%20plan.pdf?id=2783>

## VISION STATEMENT

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

## MISSION STATEMENT

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

## 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
- Foster a caring, safe, and inclusive environment

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Cross Reference:

School District Goals & Objectives 1.700

# Johnson City Board of Education

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

1 *General*

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

5 **STATE STANDARDS<sup>2</sup>**

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

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

12 Any complaints regarding the above shall be submitted per board policy **4.402. 4.403,**  
13 **Reconsideration of Instructional Materials and Textbooks.**

14 **CURRICULUM AND INSTRUCTIONAL PROGRAMMING**

15 All curriculum and instructional programming implemented in the school district shall adhere to state  
16 and federal laws. District employees shall not include or promote any concepts that would violate state  
17 law when providing instruction, using instructional or supplemental materials, or when implementing  
18 the instructional program and curriculum.<sup>1</sup>

19 The Superintendent shall develop procedures to ensure that the district's instructional program  
20 complies with state law.

21 Complaints regarding teaching prohibited concepts in violation of state law shall be submitted per the  
22 regulation developed by the Tennessee Department of Education.<sup>3</sup>

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Legal References

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

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Cross References

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





# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Curriculum Development</b>	Descriptor 4.200	Issue Date 1/3/2022
		Rescinds 4.200	Issued 3/4/2019

1 Under the leadership and direction of the Superintendent of Schools and instructional supervisors, a unified  
 2 curriculum shall be developed within the framework of the state’s standards for the school system in each  
 3 subject area, grades K-12.<sup>1,2</sup>

4  
 5 A system-wide curriculum council shall be established and maintained under the direction of the  
 6 Superintendent of Schools. The system wide curriculum council will be a vehicle to provide the support and  
 7 resources required for the system wide improvement of curricula and instruction.  
 8

9 The curricula of the school system shall fulfill the goals and requirements of education as established by the  
 10 State Department of Education in the Rules, Regulations, and Minimum Standard for Government of Schools  
 11 in the State of Tennessee and additions as approved by the Board **of Education** from time to time. Reports  
 12 concerning curriculum development and revision shall be made at regular intervals to the Board. Such reports  
 13 shall be made by the Superintendent or their designee.  
 14

15 The complete curriculum is available online and all teachers will have access to the curriculum.  
 16 Use of newer concepts of curriculum design, scheduling, and instructional techniques is encouraged but must  
 17 have prior approval of the principal.  
 18

19 A special course (not listed in TRR/MS 0520-1-3-.06) requires the approval of the Superintendent of Schools,  
 20 the Board, the State Board of Education and prior approval of the Commissioner of Education.<sup>2</sup> A course may  
 21 become a permanent part of the school program after three (3) years of offering upon approval by the State  
 22 Board of Education.<sup>2</sup>  
 23

24 All State/Federally funded Pre-K programs shall adopt a State approved curriculum.  
 25

26  
 27 **IMPLEMENTATION**

28  
 29 The primary responsibility for the effective operation of the curriculum program and activities shall be  
 30 delegated to the Superintendent of Schools.  
 31

32 Principals shall be responsible for administering the established instructional programs and for the  
 33 development and supervision of a coordinated plan for the improvement of instruction in their schools.  
 34

35  
 36 \_\_\_\_\_  
 37 Legal References:

- 38  
 39 1. TCA 49-1-302(a);(1);(2);(3);(8)  
 40 2. TRR/MS 0520-1-3-.05(1)(a); TRR/MS 0520-1-3.05(2)  
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Cross Reference:

- In-Service & Staff Development Opportunities 5.113  
 Student Surveys 6.4001

# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Basic Program</b>	Descriptor 4.201	Issue Date 1/9/2023
		Rescinds 4.201	Issued 6/3/2002

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The Board **of Education** shall not discriminate nor shall it condone discrimination on the basis of ~~sex, race, color, national origin, gender, creed, handicapping condition or age~~ **race, color, religion, sex, gender, disabilities, national origin, or age** in its educational programs or activities.

Curriculum material utilized shall reflect the cultural and racial diversity present in the United States and Johnson City and the variety of careers, roles, and life experiences open to all members of our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of gender, race, ethnicity, religion and disability. The curriculum shall foster respect and appreciation of the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a community and our society<sup>1</sup>

The course of study in the schools shall include those subjects required by the Legislature and Tennessee State Board of Education. <sup>2,3</sup>

The Board reserves the right to add additional courses and to amend the content of prescribed courses as experience and the process of curriculum development indicate the desirability of such change.

Legal References:

1. 42 U.S.C. 12101; CFR §106.34
2. TCA 49-6-1001 through 49-6-1205; TCA 49-6-1301
3. TRR/MS 0520-1-3-.05(1)(c)

Cross References:

- Student Goals and Objectives 6.100
- Complaints and Grievances 6.305
- Controversial Materials 4.801

# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Special Education</b>	Descriptor 4.202	Issue Date 4/5/2021
		Rescinds 4.202	Issued 10/12/2020

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

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

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

The plan shall address the following objectives:

1. To carry out a comprehensive screening and assessment plan emphasizing the early identification and evaluation of disabled students;
2. To provide each ~~disabled child~~ **child with a disability** with an Individualized Educational Program (IEP) specifically designed to meet his unique needs;
3. When appropriate to provide Individualized Family Service Plans (IFSP);
4. To use the Individualized Education Program (IEP) for reviewing assessment, formulating programming, and determining placement for every ~~disabled student~~ **student with a disability**, including review of proposed suspensions when appropriate, in accordance with the State Board of Education Rules, Regulations, and Minimum Standards;
6. To ensure that placements are made which educate ~~disabled children~~ **children with disabilities** with ~~non-disabled age appropriate peers~~ **the general student population** in the schools these children would normally attend if not disabled and to the **maximum** extent appropriate;
7. To provide continuing evaluation of each ~~disabled child's~~ progress, including at least annual review of his IEP and re-evaluation at least every three (3) years;
8. To ensure that procedural safeguards required by state and federal laws are adhered to;
9. To involve parents of disabled children in a meaningful dialogue with school

1 personnel which will begin with initial referral and continue throughout the student’s  
2 educational career;

3 10. To follow all required confidentiality laws and procedures;

4 11. Include goals for the performance of children with disabilities in school improvement  
5 plans;

6 12. To include children with disabilities in required assessments with appropriate  
7 accommodations and modifications and to report assessment data;

8 13. To collaborate with outside agencies as needed to provide supports for students with  
9 disabilities; and

10 14. To budget at least the same total or per-capita amount for special education from the  
11 combination of state and local funds as spent for the same purpose from the prior year  
12 (Maintenance of Effort.)

13  
14 Students receiving special education services shall not be restrained except as permitted by **state law and**  
15 **regulations**.<sup>4,5</sup> The Superintendent/designee will develop procedures for isolation and restraint of students  
16 with disabilities.

17  
18  
19 \_\_\_\_\_  
Legal References:

\_\_\_\_\_

20  
21 1. TRR/MS 0520-1-3-.09(3)(b)

Cross Reference:  
Special Education Students 6.500

22 2. TCA 49-10-101 et. seq.

23 3. Education of Individuals with Disabilities 20 U.S. C. Sections 1400-1485. Section 504 of the Rehabilitation Act of 1973.  
24 (Note: 504 of the Rehabilitation Act of 1973 has been interpreted by the courts to include individuals with contagious  
25 diseases)

26 4. TCA 49-10-1301 et. seq.

27 5. TRR/MS 0520-01-09-.23(4)

# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Accelerated College Admission</b>	Descriptor 4.203	Issue Date 12/7/2020
		Rescinds 4.203	Issued 12/7/2009

In keeping with the State Board of Education’s endorsement of the Early Admission Program,<sup>1</sup> a qualified high school student may complete the twelfth grade at a participating institution of higher learning. The student will earn a year’s credit in college at the same time that he earns credit for ~~his/her~~ **their** senior year in high school.

To be considered for this program, the student shall:

1. Earn a cumulative grade point average of at least 3.5 through three (3) years of high school;
2. Earn an ACT composite of at least 25 or an equivalent SAT score;
3. Submit a written request and agreement to the high school principal at the end of the eleventh year of school, signed by student and parents/guardians;
4. Meet with principal, counselor, and parents/guardians for consultation; and
5. Secure a written endorsement of the principal, a counselor and the post-secondary institution.

\_\_\_\_\_  
Legal References:

1. TRR/MS 0520-1-3-.06(4)(b)

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Cross References:

- Enrollment in Jump Start Classes 4.2031  
 Enrollment in College Level Courses 4.205  
 Alternative Credit Options 4.209

# Johnson City Board of Education

Monitoring:  Review: Annually, in November	<b>English Language Learner</b>	Descriptor 4.207	Issue Date 1/3/2022
		Rescinds 4.207	Issued 4/4/2019

1 The Board **of Education** recognizes the need to provide equal educational opportunities for all students in the  
2 district. Therefore, if the inability to speak and understand the English language excludes a student from  
3 effective participation in the educational programs offered by the district, the district shall take appropriate  
4 action to rectify the English language deficiency in order to provide the student equal access to its programs.  
5 Students in a language minority (LM) or who have limited English proficiency (LEP) will be identified,  
6 assessed and provided appropriate services. No child will be admitted to or excluded from the program based  
7 solely on surname or LM status.<sup>1,2</sup>

8  
9 Identification procedures will be consistent with state and federal statutes, and will include information from  
10 parents and teachers, as well as assessment data for both English proficiency and the home language.  
11 Individual learning plans (ILPs) must be developed for all active English Learners (i.e., students coded  
12 learners “L” or withdrawn “W” in the student educational system). In addition, all educators who have  
13 English Learners in the classroom must be trained on the WIDA English Language Development Standards.

14  
15 ESL (English as a Second Language) instruction will be provided by a licensed teacher with an ESL  
16 endorsement who will deliver ESL instruction through one of the state approved service delivery models: Pull  
17 Out, Push In, Sheltered Instruction, or Content-based EL Classes. Staffing ratios will meet federal compliance  
18 requirements. ELs will receive the number of hours of service required by the state policy and will continue to  
19 receive service until they meet the exit criteria set by the state.

20  
21 Every effort will be made to schedule tutoring sessions during times which are least disruptive of opportunities  
22 for socialization and classroom participation. ELL students enrolled in grades 9-12 will be able to earn up to  
23 two credits of English in ELL classes.

24  
25 Students dominant in a language other than English will be generally assigned to grade levels on an age-  
26 appropriate basis. A student will not be assigned to a classroom in excess of two years below their age  
27 appropriate level, except under unusual circumstances and after consultation with the school counselor/  
28 designee.

## 30 LANGUAGE INSTRUCTION PROGRAM

31  
32 The Board directs the administration to develop and implement language instruction programs that:<sup>3</sup>

- 33  
34 1. Appropriately identify language minority students through the use of a Student Home Language Survey.  
35 The building administrator shall develop procedures to ensure that all new and currently enrolled  
36 students complete the Home Language Survey.
- 37 2. Appropriately identify students with limited English proficiency.
- 38 3. Determine the appropriate instructional environment for LEP students.
- 39 4. Annually assess the English proficiency of LEP students and monitor the progress of students receiving  
40 ESOL or bilingual instruction in order to determine their readiness for the mainstream classroom  
41 environment.
- 42 5. Provide parents with notice of and information regarding the instructional program as required by law.

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Parental involvement will be encouraged and parents will be regularly apprised of their child’s progress.<sup>4</sup>

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Legal References:

1. PL 107-110 Part A § 3102
2. TRR/MS 0520-01-19.01
3. PL 107-110 Part A § 3116
4. PL 107-110 Part A § 1112 (g) & (4)

# Johnson City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Alternative Credit Options</b>	Descriptor Code: <b>4.209</b>	Issued Date: <b>1/3/2022</b>
		Rescinds: <b>4.209</b>	Issued: <b>12/7/2020</b>

## 1 ONLINE COURSES

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

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

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

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

## 18 COURSE ACCESS PROGRAM

19 Students in grades seven through twelve (~~76~~-12) may participate in the statewide course access  
20 program. To become eligible to participate, students shall:

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

27 The Superintendent of Schools shall develop administrative procedures to ensure that students and  
28 parent(s)/guardian(s) are given written notice of their right to appeal any denial of a course access



1 course enrollment in a timely manner.<sup>2</sup> All appeals shall be submitted in writing to the Board within  
2 ten (10) days of a denial.

3 After a timely appeal is made, the Board will provide written notification to the student and  
4 parent(s)/guardian(s) of the time, place, and date of the hearing. The hearing shall be held no later than  
5 ten (10) days after the appeal is submitted. At the hearing, the Board shall determine whether there was  
6 an error in denying the student the ability to participate in the course access program.<sup>3</sup>

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Legal References

1. TRR/MS 0520-01-14-.03(1)
2. TRR/M 0520-01-14-.03(7)
3. TRR/MS 0520-01-14-.03(6)

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Cross References

Homebound Instruction 4.206  
Grading System 4.600  
Graduation Requirements 4.605



# Johnson City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Virtual Education Program</b>	Descriptor Code: <b>4.2121</b>	Issued Date: <b>01/09/23</b>
		Rescinds:	Issued:

## 1 *General*

2 The Johnson City Schools virtual education program is a course or series of courses offered by a  
3 school district to provide students a broader range of educational opportunities through the use of  
4 technology. Utilizing this program is temporary and shall not replace a student's regular instructional  
5 program.<sup>1</sup>

6 Class size ratios for the virtual education program shall comply with the requirements as outlined in  
7 state law.<sup>2</sup>

8 Virtual education programs<sup>3</sup> shall be made available to students for the following purposes:

- 9 1. Academic remediation, enrichment, or providing students access to a wider range of courses;
- 10 11 2. Continuity of educational service for students who are homebound;<sup>4</sup>
- 12 13 3. Continuity of educational service for students who are quarantining;<sup>5</sup>
- 14 15 4. Continuity of educational service for students enrolled in an alternative school;<sup>6</sup> or
- 16 17 5. Continuity of educational service when the district utilizes remote instruction due to dangerous  
18 or extreme weather conditions, a serious outbreak of illness affecting or endangering students  
19 or staff, or during the administration of end of course examinations or other examinations as  
20 allowed per state law.<sup>7</sup>

## 21 **ELIGIBILITY AND PARTICIPATION REQUIREMENTS**

22 Students shall be eligible to utilize a virtual education program if participating in one of the above  
23 educational opportunities. The following factors shall also be taken into consideration when  
24 determining eligibility:

- 25 1. Attendance;
  - 26 27 2. Grades; and
  - 28 29 3. Technology survey.
- 30

1 **ATTENDANCE**

2 Student attendance in the virtual education program shall adhere to the general requirements of ~~board~~  
3 **Board of Education** policy 6.200 and any relevant administrative procedures.

4 Methods of confirming student attendance shall include two or more of the following:

- 5 1. Students participating in a phone call with a teacher, with parent/guardian support as
- 6 appropriate for the age of the student;
- 7
- 8 2. Students participating in synchronous virtual instruction;
- 9
- 10 3. Students completing work in a learning management system;
- 11
- 12 4. Students submitting work via hard-copy or virtual formats; or
- 13

14 **REMOVAL FROM VIRTUAL EDUCATION PROGRAM**

15 A student may be removed from the virtual education program or denied future enrollment in a virtual  
16 education program based on disciplinary issues, attendance issues, or poor academic performance.

17 Before a student is removed based on poor academic performance, the following interventions shall  
18 occur:

- 19 1. Notification of parent/guardian;
- 20
- 21 2. One-on-one assessment conducted by the principal/designee regarding any learning needs and
- 22 academic performance; and
- 23

24 **ENROLLMENT AGREEMENT**

25 The ~~Director~~ **Superintendent** of Schools shall work with the Board’s attorney to draft an enrollment  
26 agreement for students from other school districts that want access to virtual education program  
27 courses.

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Legal References

- 1. TRR/MS 0520-01-03-.05(2)
- 2. TCA 49-1-104(h); State Board of Education Policy 3.206
- 3. TCA 49-16-101; TRR/MS 0520-01-03-.05(2)(a)
- 4. TRR/MS 0520-01-02-.10; TRR/MS 0520-01-09-.07
- 5. TRR/MS 0520-01-13-.01(1)(d)(1)
- 6. TRR/MS 0520-01-02-.09; Public Acts of 2022, Chapter No. 960
- 7. Public Acts of 2022, Chapter No. 897

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Cross References

- Emergency Closings 1.8011
- Homebound Instruction 4.206
- Credit Recovery 4.210
- Alternative Education 6.319



# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Extracurricular Activities</b>	Descriptor 4.300	Issue Date 1/9/2023
		Rescinds 4.300	Issued 1/3/2022

The following guidelines shall be followed in administering the student extracurricular activities program:

1. The Superintendent or Designee shall initially approve each specific extracurricular activity so that proper support and supervision may be assured;
2. The principal, after obtaining the recommendation of the faculty and approval of the Superintendent of Schools, shall determine which clubs and organizations will be permitted;
3. Student activities must be under the guidance and direction of a staff member;
4. Student activities occurring before or after regularly scheduled school hours must be under the supervision of the principal or their designee;
5. Secret organizations shall not be operated in any school;
6. A student shall not be required to attend a school-sponsored student activity that is scheduled at a time which conflicts with ~~his~~ **their** religious practices;
7. School-sponsored student activities during vacation periods shall be restricted to regularly scheduled athletic programs and major events which cannot be scheduled otherwise;
8. Student groups shall not participate in state or national activities which are not listed as approved activities by regional accrediting associations or state and national principals' associations without the approval of the Superintendent of Schools;
9. A student on out-of-school suspension/expulsion or a health related quarantine shall not be permitted to participate in school-sponsored activities;
10. Activities which restrict participation because of race, color, religion, sex, gender, disabilities, or national origin are forbidden;<sup>1</sup> and
11. Activities sponsored by outside groups or agents will be approved only if they are co-ordinated with by the school.
- 12. Written parental consent shall be required to participate in any extracurricular activity.**

Legal Reference:

1. 20 U.S.C. § 1703

Cross References:

- Interscholastic Athletics 4.301
- Field Trips and Excursions 4.302
- Student Clubs and Organizations 6.702

# Johnson City Board of Education

Monitoring:  Review Annually in November	<b>Interscholastic Athletics</b>	Descriptor 4.301	Issue Date 1/9/2023
		Rescinds 4.301	Issued 12/7/2020

No person shall, on the basis of gender, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any athletic program of the school. Equal athletic opportunity shall be provided for members of both genders.<sup>1</sup>

Interscholastic athletics shall be administered as a part of the regular school program and shall be the principal's responsibility. Athletic schedules shall be filed in each school principal's office. The principal/employee designee must accompany all athletic teams on out of town trips.

The Board **of Education** approves transportation of teams to athletic events, however such transportation must comply with the procedures and guidelines in place for all student trips. In addition, the athletic department must pay its own mileage and other related expenses.

Bylaws of the Tennessee Secondary School Athletic Association shall regulate the operation and control of secondary athletics.<sup>2</sup>

There shall be a complete annual physical examination of every student prior to their participation in interscholastic athletics.<sup>3</sup> A record of the examination shall be on file at the school.

No principal or teacher of any school under the control of the Board shall dismiss their school or any group of students for the purpose of permitting them to practice for or play interscholastic athletics within the regular school hours of any school day of the week without written permission from the Superintendent of Schools. This does not prevent the inclusion of regular physical education classes in the daily school program.<sup>4</sup>

Students shall not be required to attend a school athletic event, or event related to participation on a school athletic team, if the event is on an official school holiday, observed day of worship, or religious holiday. The student's parent or legal guardian shall notify the coach in writing three (3) full school days prior to the event if there is a conflict.<sup>5</sup>

Participation in interscholastic athletics or marching band shall not be substituted for the lifetime wellness graduation requirement.<sup>6</sup>

Coaches and other employees of the school district shall not encourage, permit, condone, or tolerate hazing activities as part of the athletic program.<sup>7</sup>

Legal References:

1. Title IX, Education Amendment of 1972, 20 U.S.C.§1681, et seq. ; 34 CFR§106.41
2. TRR/MS 0520-1-2-.08(1)
3. TRR/MS 0520-1-3-.08(2)(b)
4. TCA 49-6-1002
5. Public Acts of 2017, Chpt. No. 260

Cross Reference:

- Student Insurance Program 3.601
- Discrimination/Harassment 6.304
- Disruption of School and Student Activities 6.306

- 1 6. TRR/MS 0520-1-3-.05 (6)(e)(2)(ii)
- 2 7. TCA 49-2-120



# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Field Trips</b>	Descriptor 4.302	Issue Date 10/3/2022
		Rescinds 4.302	Issued 1/3/2022

1 Field trips designed to stimulate student interest and inquiry and to provide opportunities for social growth and  
2 development are considered appropriate extensions of the classroom.

3  
4 The Board may grant conditional approval of field trips contingent upon financial provisions being made  
5 for all students. The funds necessary to accommodate all students must be available by a certain date  
6 approved by the Superintendent/designee or the conditional approval will be revoked.

7  
8 Procedures and forms for all school related trips will be developed and distributed by the  
9 Superintendent/designee.

10  
11 To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of  
12 the class, and opportunities for students to summarize the experience at the conclusion of the trip. To this end,  
13 teachers and principals will be expected to consider the following factors in selecting field trips:

- 14 1. Value of the activity to the particular class group or groups;
- 15 2. Relationship of the field trip activity to a particular aspect of classroom  
16 instruction;
- 17 3. Suitability of the activity and distance traveled in terms of the age level;
- 18 4. Mode and availability of transportation; and
- 19 5. Cost.

20  
21  
22 The following guidelines shall be followed in planning and conducting field trips:

- 23 1. Any teacher desiring to take a group of students on an educational field trip must  
24 obtain advance approval of the principal and must complete a Field Trip Request Form (4.302);
  - 25 2. The trip must have a definite educational purpose and reflect careful planning.  
26 Students should be prepared by general class discussion and/or research. Withholding attendance at  
27 field trips should not be used for discipline;
  - 28 3. Parents may be allowed to transport students on field trips when all of the  
29 following conditions are met:
    - 30 a. Proof of a valid driver's license;
    - 31 b. Proof of vehicle liability insurance coverage in the form of an insurance certificate issued to  
32 the insured indicating liability limits of at least \$100,000/300,000/50,000 will be necessary.<sup>1,2</sup>
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- 1 c. Prior written approval of the principal; and  
 2 d. Prior written permission of the parent(s) of the child(ren) to be transported,  
 3 which will be specific to the named parent driver, and.  
 4 e. Volunteer Personal Vehicle Authorization Use Form (3.404.2).

5  
 6 Students may be transported in employee vehicles when all requirements for such  
 7 transportation are met. School system employees requesting the use of a Johnson City  
 8 Transit vehicle will comply with all Johnson City Transit field trip guidelines and procedures;  
 9

- 10 4. A completed parental Student Field Trip Permission Form (3.404) must be on file for every  
 11 student making an off-campus trip. The principal shall ensure that these forms are kept on file  
 12 for the remainder of the school year. This information is to be completed by the school before  
 13 the form is signed by the parent;  
 14  
 15 5. Overnight trips and chaperones must be approved by the Board in advance. These groups must  
 16 be accompanied by at least one regular staff member and others from the school who are  
 17 appropriate for adequate supervision and shall be responsible for student conduct while away;  
 18  
 19 6. Students shall not be penalized for participating in approved school-sponsored trips and  
 20 activities. Teachers shall permit students to make up class assignments missed because of  
 21 an approved school-sponsored trip or activity;  
 22  
 23 7. All accidents that occur on a school-sponsored trip must be reported by the teacher to the  
 24 principal immediately upon returning to school. Serious accidents involving personal injury  
 25 must be reported immediately to the principal and/or the Superintendent of Schools. An  
 26 emergency shall be dealt with promptly by the teacher or other members of the school staff by  
 27 taking appropriate action, including sending the student to the hospital or summoning medical  
 28 aid or ambulance. In cases where it is necessary to send the student to the hospital, reasonable  
 29 effort must be made to notify the parents;  
 30  
 31 8. Any school-sponsored field trip not meeting the "educationally beneficial" criteria as defined in  
 32 this section must have prior approval of the Superintendent of Schools/designee;  
 33  
 34 9. Any overnight field trip must be approved by the Board of Education prior to the initiation of  
 35 fund-raising activities; and  
 36  
 37 10. The Board may cancel an approved field trip at any time that the Board feels that the security  
 38 or safety of students may be in jeopardy.  
 39

#### 40 **NON-SANCTIONED TRIPS**

41  
 42 Non-sanctioned trips organized by employees acting as independent contractors/agents involving students  
 43 on a volunteer, self-supporting basis are not approved by the Board and are not considered a part of the  
 44 curriculum. Total responsibility for privately planned trips or tours rests with the individual(s) and  
 45 agencies sponsoring them. The Board assumes no legal or financial responsibilities for non-sanctioned  
 46 trips.  
 47

48 If an employee organizing a non-sanctioned trip wishes to recruit students through the school(s), the  
 49 request for recruitment shall be made in the same manner as a request from a private citizen. Recruitment  
 50 efforts shall not occur during class time or the employee's work day.

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Legal Reference:

1. TCA 55-12-101 et.seq.

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Cross References:

- Extracurricular Activities 4.300
- Attendance 6.200
- Private Vehicles 3.404

# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Instructional Resources and Materials</b>	Descriptor 4.400	Issue Date 4/3/2107
		Rescinds 4.400	Issued 12/4/2006

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All classrooms and learning centers shall be equipped with a variety of teaching tools. All instructional materials should be selected to provide quality learning experiences for students.

A list of textbooks and instructional materials used by the schools shall be revised annually by the principal/designee under the direction of the Superintendent of Schools and shall be made available to the Board **of Education** and professional staff **on the district and/or individual school's website** as a reference. Upon request, parents/guardians shall have the ability to inspect the following items: instructional materials; teaching materials; teaching aids; handouts; and tests that are developed by and graded by their child's teacher.<sup>1</sup> The Superintendent of Schools shall develop procedures for inspection of materials and distribute these procedures to each principal.

\_\_\_\_\_

Legal References:  
USCA § 1232h(a); TCA 49-6-7003

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**Cross References:**  
**Textbook Selection, Distribution, and Care 4.401**  
**Selection of Instructional Materials (Other than Textbooks 4.402**  
**Reconsideration of Instructional Textbooks and Materials 4.403**

# Johnson City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>Library Materials</b>	Descriptor Code: <b>4.4031</b>	Issued Date: <b>01/09/23</b>
		Rescinds:	Issued:

## 1 *General*

2 The Secondary Supervisor shall be responsible for library collection development. Library materials  
3 shall be reviewed to ensure the content aligns with state law.<sup>1</sup> The library collection shall adhere to the  
4 following criteria:

- 5 1. Materials shall be suitable for and consistent with the educational mission of the school;  
6
- 7 2. Materials shall be appropriate for the age and maturity levels of the students who may access  
8 them. The determining factor will be based on an assessment of any mature themes or content  
9 (i.e., violence, sexual content, vulgar language, substance abuse);  
10
- 11 3. Materials shall contain literary, historical, and/or artistic value and merit; and  
12
- 13 4. The collection as a whole shall offer a variety of viewpoints.

14 The Secondary Supervisor shall be responsible for periodically reviewing the district's library collection  
15 in line with these established standards.

16  
17 The current Library Media handbook can be viewed at: **on the district and/ or**  
18 **individual school's website.**

19 [https://www.jcschools.org/docs/district/pdf/2022-](https://www.jcschools.org/docs/district/pdf/2022-23%20jcs%20library%20manual1.pdf?id=2852)  
20 [23%20jcs%20library%20manual1.pdf?id=2852](https://www.jcschools.org/docs/district/pdf/2022-23%20jcs%20library%20manual1.pdf?id=2852)

## 21 **COMPLAINTS**

22 If a complaint is made by an employee, student, or parent/guardian, this process is to be followed:

- 23 1. Inform the complainant of the selection procedures and make no commitments.  
24
- 25 2. Request the complainant to submit a Citizen's Request for Reconsideration of Library  
26 Materials form.  
27
- 28 3. Inform the principal (and other appropriate personnel).  
29

- 1 4. Keep challenged materials available for use during the reconsideration process.
- 2
- 3 5. Upon receipt of the completed form, the principal shall notify the Superintendent of Schools.
- 4
- 5 6. The principal shall request review of the challenged materials by an ad hoc materials review
- 6 committee within fifteen (15) days. The review committee is appointed by the principal and
- 7 includes certified library media personnel, representatives from classroom teachers, one or
- 8 more parents, and may include one or more students. The principal will inform the
- 9 Superintendent of Schools of the review committee's progress.
- 10
- 11 7. The review committee shall take the following steps after receiving the challenged materials:
- 12
- 13 a. Read, view, or listen to the contested material in its entirety;
- 14 b. Check general acceptance of the material by reading recognized and evaluative reviews;
- 15 c. Determine the extent to which the material is appropriate for the age and maturity levels
- 16 of the students who have access to the materials and whether the material is suitable for,
- 17 and consistent with, the educational mission of the school;
- 18 d. Complete the appropriate Checklist for Reconsideration of Library Materials, judging
- 19 the material for its strength and value; and
- 20 e. Present a recommendation to the ~~Director~~ **Superintendent** of Schools and the Board.
- 21
- 22 8. The Board **of Education** shall review the recommendation presented by the review committee
- 23 and make the determination whether the material is appropriate for the age and maturity levels
- 24 of the students who have access to the materials and whether the material is suitable for, and
- 25 consistent with, the educational mission of the school.
- 26
- 27 9. If it is determined that the material is not appropriate for the age and maturity levels of the
- 28 students who have access to them or is not suitable for, and consistent with, the educational
- 29 mission of the school, the Board shall require the school to remove the material from the library
- 30 collection.

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**Legal References**

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982); Public Acts of 2022, Chapter No. 744

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**Cross References**

Textbooks and Instructional Materials 4.400  
School and System Websites 4.407  
Controversial Materials 4.801

# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Reconsideration of Instructional Materials and Textbooks</b>	Descriptor 4.403	Issue Date 1/9/2023
		Rescinds 4.403	Issued 12/7/2020

If a complaint is filed by a Johnson City School’s parent/guardian, employee, or student regarding textbooks or instructional materials, this process is to be followed:<sup>1</sup>

1. Inform the complainant of the selection procedures and make no commitment about the outcome;
2. Request the complainant to submit a Request for Alternative Instructional Materials form;
3. Inform the principal (and other appropriate personnel) of the complaint;
4. Keep challenged materials available during the reconsideration process. The materials shall be removed immediately if they:<sup>2</sup>
  - a. Were created to align exclusively with Common Core; or
  - b. Are marketed or otherwise identified as Common Core textbooks or instructional materials.
5. Upon receipt of the completed Citizen Request for Alternative Instructional Materials form, the principal shall notify the Superintendent of Schools.
6. The principal shall request review of the challenged materials by an ad hoc materials review committee within fifteen (15) working days. The review committee is appointed by the principal and includes representatives from classroom teachers, one or more parents, and may include one or more students. The principal will inform the ~~Director~~ **Superintendent** of Schools of the review committee’s progress.
7. The review committee shall take the following steps after receiving the challenged materials:
  - a. Read, view or listen to the material in its entirety;
  - b. Check general acceptance of the material by reading recognized and evaluative reviews;
  - c. Determine the extent to which the material supports the curriculum;
  - d. Complete the appropriate "Checklist for Reconsideration of Instructional Materials", judging the material for its strength and value; and
  - e. Present a recommendation to the principal for further action and to the Superintendent of Schools for purposes of information.
8. If the complainant desires further action after receiving the recommendation of the committee and the decision of the principal, an appeal may be made to the Board

Legal References

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982)

Cross References

- Instructional Standards 4.101
- Textbooks and Instructional Materials 4.400
- School and System Websites 4.407
- Controversial Materials 4.801

2. TCA 49-1-302(a)(8); TCA 49-1-314; TCA 49-6-2206; Public Acts of 2022, Chapter No. 1085

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# Johnson City Board of Education

Monitoring: Review Annually, in November	<b>Use of the Internet</b>	Descriptor 4.406	Issue Date 1/9/2023
		Rescinds 4.406	Issued 12/7/2020

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

## 4 **Employees**

5  
6 Before any employee is allowed use of the district's Internet ~~or intranet access~~, the employee shall sign  
7 a written agreement, developed by the Superintendent/designee that sets out the terms and conditions  
8 of such use. Any employee who accesses the district's computer system for any purpose agrees to be  
9 bound by the terms of that agreement, even if no signed written agreement is on file.

10  
11 The Superintendent of Schools shall develop and implement appropriate procedures to provide  
12 guidance for teacher use of the Internet. Procedures shall address the following:

- 13 1. Development of the Technology Responsible Use Agreement.
- 14 2. General rules and ethics of Internet access.
- 15 3. Guidelines regarding appropriate instruction and oversight of student Internet use.
- 16 4. A uniform signature block for use by all system employees.
- 17 5. Prohibited and illegal activities, including but not limited to the following:<sup>1</sup>
  - 18 \* Sending or displaying offensive messages or pictures
  - 19 \* Using obscene language
  - 20 \* Harassing, insulting, bullying or attacking others
  - 21 \* Damaging computers, computer systems or computer networks
  - 22 \* Hacking or attempting unauthorized access to any computer
  - 23 \* Violation of copyright laws
  - 24 \* Trespassing in another's folders, work or files
  - 25 \* Intentional misuse of resources
  - 26 \* Using another's password or other identifier (impersonation)
  - 27 \* Use of the network for commercial purposes
  - 28 \* Revealing the personal address or phone number of another person

## 29 **Students**

1 The Superintendent of Schools shall develop and implement procedures for appropriate Internet use by  
2 students.

3  
4 Procedures shall address the following:

5  
6 1. General rules and ethics of Internet use.

7  
8  
9 2. Prohibited or illegal activities, including, but not limited to:<sup>1</sup>

- 10  
11 \* Sending or displaying offensive messages or pictures  
12 \* Using obscene language  
13 \* Harassing, insulting, bullying or attacking others  
14 \* Damaging computers, computer systems or computer networks  
15 \* Hacking or attempting unauthorized access  
16 \* Violation of copyright laws  
17 \* Trespassing in another's folders, work or files  
18 \* Intentional misuse of resources  
19 \* Using another's password or other identifier (impersonation)  
20 \* Use of the network for commercial purposes  
21 \* Buying or selling on the internet  
22 \* Revealing the personal address or phone number of another person

## 23 24 **INTERNET SAFETY MEASURES**

25  
26 Internet safety measures shall be implemented that effectively address the following:

- 27  
28 \* Controlling access by students to inappropriate matter on the Internet and World  
29 Wide Web  
30 \* Educating students about appropriate online behavior, such as interacting with other  
31 individuals on social networking websites and in chatrooms and cyberbullying  
32 awareness  
33 and response  
34 \* Safety and security of students when they are using electronic mail, chat rooms, and  
35 other forms of direct electronic communications  
36 \* Preventing unauthorized access, including "hacking" and other unlawful activities by  
37 students on-line  
38 \* Unauthorized disclosure, use and dissemination of personal information regarding  
39 students  
40 \* Restricting students' access to materials harmful to them  
41

42 The Superintendent of Schools/designee shall establish a process to ensure the district's education  
43 technology is not used for purposes prohibited by law or for accessing sexually explicit materials. The  
44 process shall include, but not be limited to:

- 45  
46 \* Utilizing technology that blocks or filters Internet access (for both students and

- 1 adults) to material that is obscene, pornographic or harmful to students  
2 \* Maintaining and securing a usage log  
3 \* Monitoring on-line activities of students <sup>2</sup>  
4

5 The Board shall provide reasonable public notice of, and at least one (1) public hearing or meeting  
6 to address and communicate its Internet safety measures. <sup>2</sup>  
7

8 A written parental consent shall be required prior to the student being granted access to electronic  
9 media involving district technological resources. The required permission/agreement form, which  
10 shall specify acceptable uses, rules of on-line behavior, access privileges and penalties for policy/  
11 procedural violations, must be signed by the parent/legal guardian of minor students (those under 18  
12 years of age) and also by the student. This document shall be kept on file as a legal, binding  
13 document.

14 In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at  
15 least 18 years old) must provide the Superintendent of Schools with a written request.  
16

17 School officials shall apply the same criterion of educational suitability used to review other  
18 educational resources when questions arise concerning access to specific databases or other electronic  
19 media. Complaints alleging a violation of the internet safety measures shall be submitted to the  
20 Superintendent/designee. All complaints shall be reviewed to determine how to appropriately respond.  
21

## 22 E-MAIL

23  
24 Because all computer hardware and software belong to ~~the Board~~ **Johnson City Schools**, all data  
25 including e-mail communications stored or transmitted on school system computers shall be  
26 monitored. Employees/students should have no expectation of privacy with regard to such data.  
27 Confidentiality of e-mail communication cannot be assured. E-mail correspondence may be a public  
28 record under the public records law and may be subject to public inspection. <sup>3</sup>  
29

## 30 INTERNET SAFETY INSTRUCTION<sup>4</sup>

31  
32 Students will be given appropriate ongoing instruction at least annually in Internet safety as a part of  
33 regular instruction utilizing computer resources. The Superintendent/designee shall provide adequate  
34 in-service instruction on internet safety. Parents and students will be provided with material to raise  
35 awareness of the dangers posed by the Internet and ways in which the Internet may be used safely.  
36

## 37 SOCIAL NETWORKING

- 38  
39 1. School system staff who have a presence on social networking websites are prohibited from  
40 posting data, documents, photographs or inappropriate information that is likely to create a  
41 material and substantial disruption of classroom activity or which violates the privacy of other  
42 staff or students or which violates FERPA.  
43  
44 2. School system staff are prohibited from accessing personal social networking sites on school  
45 computers during school hours except for legitimate instructional purposes.  
46

- 1           3. The Board discourages school system staff from socializing with students on social networking  
2           websites. The same relationship, exchange, interaction, information or behavior that would be  
3           unacceptable in a non-technological medium is unacceptable when done through the use of  
4           technology.

5  
6 The Superintendent will publish guidelines on appropriate social media use by employees.

7  
8 **VIOLATIONS**

9  
10 Violation of this policy or a procedure promulgated under its authority shall be handled in accordance  
11 with the existing disciplinary procedures of the Johnson City School System.

12  
13 **VENDOR CONTRACTS<sup>3</sup>**

14 Prior to entering into any contract for the provision of digital or online materials created or marketed  
15 for kindergarten through grade twelve (K-12), the district shall obtain an assurance that the vendor  
16 shall adhere to state law. This determination includes ensuring that the vendor filters, blocks, or  
17 otherwise prevents access to pornography or obscenity and verifying that the technology prevents a  
18 user from sending, receiving, viewing, or downloading materials that are harmful to minors.

19  

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Legal References

1. TCA 39-14-602
2. 47 USCA § 254 (h)(5)(A) – (C), 254(1); 47 CFR § 54.520(c)(1)(i); 20 USCA § 7131
3. Public Acts of 2022, Chapter No. 1002
4. TCA 39-17-901; Public Acts of 2022, Chapter No. 1002
5. TCA 10-7-512
6. TCA 49-1-221

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Cross References

- Use of Email 1.805
- School and System Websites 4.407
- Controversial Materials 4.801
- Student Publications 6.704



# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Web Pages</b>	Descriptor 4.407	Issue Date 1/4/2016
		Rescinds 4.407	Issued 12/4/2006

## CONTENT STANDARDS

In order to take advantage of the opportunities the Internet provides, the Board authorizes the creation of school and/or district web pages on the Internet. Only those web pages maintained in accordance with Board policy and established procedures shall be recognized as official representations of the district or individual schools. All information posted on school web pages must have the approval of the principal/designee. In addition, all information on a school or district web page must accurately reflect the mission, goals, policies, program and activities of the school and district. The web page must have a purpose which falls within at least one of three categories:

1. Support of curriculum and instruction - intended to provide links to Internet resources for students, parents, and staff in the district;
2. Public information - intended to communicate information about the schools and district to students, staff, parents, community and the world at large; and
3. District technology support - intended to provide and respond to instructional and administrative technology needs of students and staff.

All material on a school web site shall be either original to the school, in the public domain or posted with the express permission of its rightful owner. This includes, but is not limited to, text, graphics, pictures, video, sounds, music, characters, logos and trademarks. Web page publications shall follow all applicable copyright laws and guidelines.

Web sites developed under contract for the school district or within the scope of employment by district employees are the property of the school district.

## PRIVACY STANDARDS

1. Because Internet publications are available to the entire world, special care shall be taken to protect the privacy of students and staff. Web pages may not include personally identifying information regarding a student<sup>1</sup> such as: telephone numbers, addresses, names of other family members, names of friends, e-mail addresses, specific location of a student at any given time, grades or any other academic information. No confidential information shall be published on or linked to the web site.
2. Student work may be published on web pages only with written consent of the student's legal guardian or the eligible student before each incident of publication. The authoring student shall also sign a copyright consent form.

1 3. Links to student e-mail accounts are prohibited.

2  
3 4. Pictures of students may be included only under the following conditions:

- 4  
5 o Individual student pictures may be published on the web site only with written  
6 consent of the student's legal guardian or eligible student.  
7 o Pictures of groups of students involved in a school-related activity may be published  
8 without consent; however, the students shall only be identified by the group name.  
9 o Students shall not be individually identified in pictures unless there is a special reason  
10 for doing so, such as recognition for receiving an award. In such cases, the student's  
11 legal guardian or eligible student must give written consent.  
12

### 13 **ADVERTISING/SPONSORSHIPS**

14  
15 Any use of advertising or sponsorships that appears on a school web site must be approved by the school web  
16 administrator, the principal and the Superintendent of Schools/designee. Guidelines for approval shall be  
17 established by the Superintendent of Schools/designee and must be consistent with the Board's policies and  
18 guidelines used in other school and district publications.  
19

### 20 **ADMINISTRATIVE PROCEDURES**

21  
22 The Superintendent of Schools shall develop administrative procedures for development of web pages  
23 including content, quality, and consistency standards and shall designate an individual(s) to be responsible for  
24 maintaining the official district web page and monitoring all district web page activity. A principal shall make  
25 such designation for an individual school. Schools or departments that wish to publish a web page must  
26 provide a means to contact the webmaster.  
27

### 28 **CONCERNS/COMPLAINTS**

29  
30 As with any instructional materials or publication used by or representing the school or district, the principal  
31 or Superintendent of Schools, respectively, is ultimately responsible for accuracy and appropriateness of the  
32 information made available on the web site. Concern about the content of any page(s) created by students or  
33 staff should be directed to the principal or the Superintendent of Schools' office when related to the district  
34 web site. If the concern is not resolved, persons who wish to file a formal complaint shall submit a written  
35 request on a Citizen's Request for Alternative Instructional Materials Form.  
36  
37

#### 38 --- Legal Reference:

39  
40  
41 1. 20 U.S.C.A. 1232 g (a)(5)(A)(B)  
42  
43  
44  
45

#### --- Cross References:

Reconsideration of Instructional Materials 4.403  
Use of Copyrighted Materials 4.404  
Employee-Developed Materials 4.405

# Johnson City Board of Education

Monitoring:  Review: Annually, in November	<b>Parent/Family Involvement</b>	Descriptor 4.502	Issue Date 1/3/2022
		Rescinds 4.502	Issued 12/7/2020

**GENERAL EXPECTATIONS FOR ALL SCHOOLS**

The Board of Education is committed to increasing and ensuring the involvement of parents and other family members in the education of students.

The Board shall implement the following as required by federal and state legislation;<sup>1</sup>

- The ~~school~~ district shall annually work with parents in evaluating and potentially revising the provisions of this policy in improving the quality of schools. Such an evaluation shall strive to identify any barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- The ~~school~~ district shall provide the coordination, technical assistance, and other necessary support to assist individual schools with planning and implementing parental involvement activities.
- The school district shall involve parents with the development of required educational or improvement plans.
- The ~~school~~ district shall coordinate and integrate parental involvement strategies with those associated with other federal or state programs.
- The ~~school~~ district shall put into operation activities and procedures for the involvement of parents in all of its schools.<sup>2</sup> Those programs, activities and procedures will be planned and operated with meaningful consultation with parents.
- The ~~school~~ district shall ensure that activities and strategies are implemented to support this policy and included in the district plan.
- The district improvement plan shall include strategies for parental participation in the district's schools which are designed to improve parent and teacher cooperation in such areas as homework, attendance, discipline and higher education opportunities for students.
- The district plan shall include procedures to enable parents to learn about the course of study of their children and have access to all learning materials.
- The district plan shall identify opportunities for parents to participate in and support classroom instruction in the school. Such opportunities include, but are not limited to, organizing fundraising activities, volunteering as a field trip chaperone, assisting in the library, computer lab, or on the playground, offering after-school clubs, and recycling clothes.
- If the ~~school~~ district's plan is not satisfactory to parents, the school district shall submit parental comments regarding the plan to the State Department of Education as required.



- The ~~school~~-district shall ensure Title I schools are in compliance with the *Every Student Succeeds Act*.

The Superintendent shall develop and implement any procedures necessary to accomplish the goals of this policy.

#### **SCHOOL LEVEL POLICY**

Each school shall submit to the Superintendent/designee, for review and comment, its Title I school parent involvement policy, which must meet state and federal requirements, including a school-parent compact. This school level policy shall be developed jointly with and distributed to parents of participating students. A copy of these documents shall be retained in the district office and made available on the school's (if applicable) and school system's website.

#### **SUPPORT FOR PROGRAM**

If the Title I allocation is \$500,000 or more to the school system, then not less than one per cent (1%) nor more than five percent (5%) of that allocation shall be reserved for the purpose of promoting parent involvement. Parents of students participating in the Title I programs shall be consulted on the use of these funds.

#### **FAMILY-SCHOOL PARTNERSHIPS<sup>1</sup>**

Families and community members should be engaged in the education of students based on the following standards:

- Families are welcomed into the school community;
- Families and school staff should engage in regular and meaningful communication about student learning;
- Families and school staff work together to support student learning and development;
- Families are informed and encouraged to be advocates for students;
- Families are full partners in the decisions that affect children and families; and
- Community, civic, and business resources are made available to strengthen school programs, family practices, and student learning.

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#### Legal Reference:

1. Every Student Succeeds Act of 2015, Pub. L. No 114-95 § 114 Stat. 1177 (2015-2106); State Board of Education, Tennessee Parent/Family Involvement Policy 4.207; TCA 49-2-305
2. TCA 49-6-7001

# Johnson City Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Promotion and Retention</b>	Descriptor Code: <b>4.603</b>	Issued Date: <b>04/03/23</b>
		Rescinds: <b>4.603</b>	Issued: <b>01/09/23</b>

## 1 **General**

2 All promotion and retention decisions shall be made on a case-by-case basis and comply with state and  
3 federal law. All decisions shall be made in consultation with a student's IEP and/or 504 team, if  
4 applicable.<sup>1</sup>

5 Students who have difficulty in achieving the requirements for promotion may be considered for  
6 retention. Schools shall identify these students by February 1<sup>st</sup>. Factors used to identify students for  
7 retention shall include:<sup>2</sup>

- 8 1. Ability to perform at the current grade level;
- 9
- 10 2. Results of local assessments, screening, or monitoring tools;
- 11
- 12 3. State assessments, as applicable;
- 13
- 14 4. Home Literacy Reports;<sup>3</sup>
- 15
- 16 5. Overall academic achievement of the student;
- 17
- 18 6. Likelihood of success with more difficult material if promoted to the next grade;
- 19
- 20 7. Attendance record; and
- 21
- 22 8. The student's maturity.

23 Students may be identified for retention after the February 1<sup>st</sup> deadline if the delay in identifying a  
24 student is due to:<sup>4</sup>

- 25 1. Date of enrollment;
- 26
- 27 2. Additional information acquired after results of local assessment, screening, or monitoring are  
28 released; or
- 29

## 30 **PROMOTION PLANS<sup>5</sup>**

1 When a student is identified for retention, the student's parent(s)/guardian(s) shall be notified within  
2 fifteen (15) calendar days, and an individualized promotion plan shall be developed to help the student  
3 avoid retention. The plan shall be developed in coordination with the student's teachers, IEP or 504  
4 team, if applicable, and may also include input from the student's parent(s)/guardian(s), school  
5 counselor, or other appropriate school personnel.

6 Promotion plans shall incorporate evidence-based strategies, including expectations and measurements  
7 that will verify whether a student has made sufficient progress to be promoted to the next grade level,  
8 and be tailored to the student's learning needs. Promotion plans for students in third and fourth grade  
9 will include additional requirements for promoting students in these grades. A copy of the plan will be  
10 provided to the student's parent(s)/guardian(s), and the school shall offer the opportunity for a parent-  
11 teacher conference to discuss the plan. If a student is not making progress on the promotion plan, then  
12 the strategies shall be modified. Parent(s)/guardian(s) shall be provided with any changes to the  
13 promotion plan.

14 A student who demonstrates sufficient academic progress according to his/her promotion plan shall be  
15 promoted to the next grade level unless retention is required per additional requirements for students in  
16 third and fourth grade.<sup>6</sup>

17 If a student has not demonstrated sufficient academic progress according to their promotion plan by the  
18 end of the school year, the student shall be eligible to enroll in a summer reading or learning program,  
19 if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10) calendar  
20 days prior to the start of the next school year if the student was enrolled in a summer program.  
21 However, if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be  
22 notified of a decision for retention at least thirty (30) calendar days prior to the start of the next school  
23 year.<sup>7</sup>

## 24 **RETENTION<sup>6</sup>**

25 A student may be retained when such retention is in the best interests of the student or when retention  
26 is required per additional requirements for students in third and fourth grade.

### 27 *Decision of Retention – General<sup>8</sup>*

28 If a student is retained, the ~~Director~~ **Superintendent** of Schools/designee shall develop an  
29 individualized academic remediation plan within thirty (30) calendar days after the beginning of the  
30 next school year. A copy of the plan shall be provided to the student's parent(s)/guardian(s) within ten  
31 (10) calendar days of its development. The plan shall include at least one of the following strategies:

- 32 1. Adjustment to the current instructional strategies or materials;
- 33
- 34 2. Additional instructional time;
- 35
- 36 3. Individual tutoring;
- 37

- 1 4. Modification to the student's classroom assignment to ensure the student receives  
2 instruction from a teacher with a level of overall effectiveness of above expectations (level  
3 4) or significantly above expectations (level 5); or  
4
- 5 5. Attendance or truancy interventions.

6 A student shall not be retained more than once in any grade. The progress of students who are retained  
7 shall be closely monitored and reported to parent(s)/guardian(s) at least three (3) times during the  
8 school year in which the student is retained. The ~~Director~~ **Superintendent** of Schools shall develop  
9 procedures to ensure appropriate recordkeeping of students who are retained.

### 10 ***Decision of Retention – Third Grade***<sup>9</sup>

11 Third grade students shall not be promoted to the next grade unless they are determined to be  
12 proficient (i.e., receive a performance level rating of “~~on track~~ **met expectations**” or “~~mastered~~  
13 **exceeds expectations**”) in English language arts (ELA) based on the student's most recent TCAP test.

14 Students who are not proficient in ELA may still be promoted if the following conditions are met:

- 15 1. A student in third grade receiving a performance level rating of “approaching **expectations**” on  
16 the ELA portion of the student's most recent TCAP test may be promoted if:  
17
  - 18 a. The student is an English language learner and has received less than two (2) full years  
19 of ELA instruction;
  - 20 b. The student was previously retained in grades K-3;
  - 21 c. The student is retested before the next school year and scores proficient in ELA;
  - 22 d. The student attends a learning loss bridge camp before the next school year, maintains a  
23 ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-  
24 test at the end of the camp; or
  - 25 e. The student receives tutoring for the entirety of the next school year in accordance with  
26 state law.
- 27  
28 2. A student in third grade receiving a performance level rating of “below **expectations**” on the  
29 ELA portion of the student's most recent TCAP test may be promoted if:  
30
  - 31 a. The student is an English language learner and has received less than two (2) full years  
32 of ELA instruction;
  - 33 b. The student was previously retained in grades K-3;
  - 34 c. The student is retested before the next school year and scores proficient in ELA; or
  - 35 d. The student attends a learning loss bridge camp before the next school year, maintains a  
36 ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next  
37 school year in accordance with state law.

38  
39 Students who fall into the criteria for required attendance in summer programming in order to be  
40 promoted to the fourth grade must attend with a 90% rate. Of the 20 days required for summer school  
41 attendance, students must attend 18 days. These days will be documented and options for make-up  
42 days will be provided by the summer programming committee.

1 ***Decision of Retention – Fourth Grade***<sup>9</sup>

2 Students in the following categories shall show adequate growth in the following ways before being  
3 promoted to the fifth grade:

- 4 1. A student who is promoted to the fourth grade due to receiving tutoring for the entirety of the  
5 next school year in accordance with state law or because of attending a learning loss bridge  
6 camp must maintain a ninety percent (90%) attendance rate; and  
7  
8 2. A student receiving tutoring for the entirety of the next school year in accordance with state law  
9 shall be required to show adequate growth on the fourth grade ELA portion of TCAP before the  
10 student may be promoted to fifth grade.

11 A student shall not be retained more than once in fourth grade.

12 ***Decision of Retention – Students with Disabilities***<sup>10</sup>

13 Retention and promotion decisions shall be made on a case-by-case basis and in consultation with the  
14 student's IEP and/or 504 team to determine whether the student's performance on the ELA portion of  
15 TCAP was due to the student's disability. The school district shall not retain a student with a disability  
16 or a suspected disability that impacts their ability to read.

17 **APPEALS**<sup>7,11</sup>

18 When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision  
19 to retain the student and provided with information on the right to appeal the decision. Appeals shall be  
20 made to a committee appointed by the principal within ten (10) school days. The student and their  
21 parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given  
22 the opportunity to address the committee. The committee shall conduct a hearing within ten (10) school  
23 days to determine if the student will be promoted and issue such decision within five (5) calendar days.  
24 Upon notification of the committee decision, the principal shall send written notification to the ~~Director~~  
25 **Superintendent** of Schools/designee and the parent(s)/guardian(s). The notification shall advise  
26 parent(s)/guardian(s) of their right to appeal such action within ten (10) calendar days to the ~~Director~~  
27 **Superintendent** of Schools/designee.

28 The appeal shall be heard no later than ten (10) business days after the request for appeal is received. A  
29 decision shall be issued within five (5) days.

30 Within five (5) business days of the ~~Director~~ **Superintendent** of Schools/designee rendering a decision,  
31 the student's parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the  
32 record. Following the review, the Board may affirm or overturn the decision of the ~~Director~~  
33 **Superintendent** of Schools/designee. The action of the Board shall be final.

34 For students where retention is required per the additional requirements for students in third and fourth  
35 grade, parent(s)/guardian(s) may appeal this decision directly to the Department of Education in  
36 accordance with state law.<sup>12</sup>

37

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Legal References

1. 20 USCA § 1400 *et seq.*; 29 U.S.C. § 794 (Section 504); TRR/MS 0520-01-03-.16; TCA 49-6-3115
2. TRR/MS 0520-01-03-.16(5)
3. TCA 49-1-905(e)
4. TRR/MS 0520-01-03-.16(4)
5. TRR/MS 0520-01-03-.16(6)
6. TRR/MS 0520-01-03-.16(6)(f)
7. TRR/MS 0520-01-03-.16(6)(e)
8. TRR/MS 0520-01-03-.16(6)(g)
9. TRR/MS 0520-01-03-.16(7)
10. 29 U.S.C. § 794 (Section 504); 20 USCA § 1400 *et seq.*; TRR/MS 0520-01-03-.16(7)(e)
11. TRR/MS 0520-01-03-.16(3); TRR/MS 0520-01-02-.17(7); TCA 49-6-3102(e)(1)
12. TRR/MS 0520-01-03-.16(7)(f)

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Cross References

Credit Recovery 4.210  
Grading System 4.600  
Reporting Student Progress 4.601  
Attendance 6.200  
Student Assignments 6.205  
Homeless Students 6.503  
Student Records 6.600

# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Accelerated and Advanced Credit</b>	Descriptor 4.604	Issue Date 1/3/2022
		Rescinds 4.604	Issued 12/9/2019

1 **Elementary/Intermediate/Middle Schools Students:**

2  
3 Students may be allowed to take advanced levels of selected courses to count as prerequisites to higher  
4 level courses offered in grades 9-12. No credit earned in elementary school may be used toward high school  
5 graduation. Credits earned in middle school may be used as elective high school credits.<sup>1</sup>

6  
7 **High School Students**

8  
9 All high school students shall be eligible to enroll in Advanced, Honors, and/or Advanced Placement (AP)  
10 classes in accordance with the recommendations and requirements set forth in the Program of Studies.

11  
12 **Dual Enrollment/Dual Credit:**

13  
14 Students in grades ~~11~~ **9-12** may be allowed to participate in a dual enrollment program with local colleges/  
15 universities/technical schools according to guidelines established by the Superintendent of Schools.

16  
17 **Early Graduation:**

18  
19 No student shall be allowed to graduate with a Science Hill diploma more than one ~~session~~ **semester** early  
20 without the approval of the principal and the Superintendent of Schools.

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Legal References:

- 36  
37 1. TRR/MS 0520-1-3-.06(2)  
38 2. TCA 49-6-1202

39  
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41  
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Cross References

Accelerated College Admission 4.203  
Enrollment in College Level Courses 4.205  
Alternative Credit Options 4.209

# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Graduation Requirements</b>	Descriptor 4.605	Issue Date 1/3/2022
		Rescinds 4.605	Issued 4/13/2020

To meet the requirements for graduation, a student shall have attained an approved attendance, conduct and subject matter record which covers a planned program of education, and this record shall be kept on file in the high school.

The program of studies shall include areas and content in these areas within State Board of Education Regulations and shall be flexible enough to facilitate progress from one stage of development to another, thus providing for more effective student achievement.

The pattern of courses which shall be required of all students in grades nine (9) through twelve (12) shall be in accordance with the Rules and Regulations of the State Board of Education and the Board of Education.

Except in the instance identified in policy 4.203, a student must attend high school during the school year in which he intends to graduate. Exceptions to this may be approved by the principal or Superintendent subject to an effective program being planned in advance with parent concurrence.

Before graduation, every student shall:

1. Achieve specified units of credit;
2. Take the required end-of-course exams;<sup>2</sup>
3. Have satisfactory records of attendance and conduct;
4. Take either the SAT or the ACT;<sup>3</sup>
5. Pass a United States Civics test<sup>4</sup>; and
6. Complete the required community service.

## **SPECIAL EDUCATION STUDENTS.<sup>5</sup>**

A regular high school diploma will be awarded to students who:

1. Earn the specified 22 units of credit;
2. Have satisfactory records of attendance and conduct.

A special education diploma shall be awarded to students have not met the requirements for a regular high school diploma<sup>5</sup> but have:

1. Completed four (4) years of high school;
2. Satisfactorily completed an individualized education program; and
3. Satisfactory records of attendance and conduct.

## ***Occupational Diploma***

Special education students who do not meet the requirements for a regular high school diploma may be awarded an occupational diploma if the student has:<sup>2,5</sup>

1. Completed at least four (4) years of high school;
2. Made satisfactory progress on their IEP;



3. Maintained satisfactory records of attendance and conduct;
4. Completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA); and
5. Has two (2) years of paid or non-paid work experience.

The decision to attain an occupational diploma shall be made at the conclusion of the student's 10<sup>th</sup> grade year or two (2) academic years prior to the expected graduation date.

### ***Alternate Academic Diploma***

Special education students who do not meet the requirements for a regular high school diploma may be awarded an alternate academic diploma if the student has:<sup>5</sup>

1. Completed at least four (4) years of high school;
2. Participated in the high school alternate assessments;
3. Earned the prescribed twenty-two (22) credit minimum;
4. Made satisfactory progress on their IEP;
5. Maintained satisfactory records of attendance and conduct; and
6. Completed a transition assessment that measures postsecondary education and training, employment, independent living, and community involvement.

### **CREDIT REQUIREMENTS**

Students must earn a minimum of twenty-eight (28) credits for graduation with a Johnson City School's Diploma. Students earning only the state required twenty two (22) credits will receive a Tennessee State Diploma. Hardship or gifted cases may be appealed by the student to the Superintendent of Schools with further appeal to the Board.<sup>7</sup>

### **MOVE ON WHEN READY<sup>7</sup>**

High school students shall be permitted to complete an early graduation program. Students intending to graduate early shall inform the school principal of this intent prior to the beginning of 9<sup>th</sup> grade or as soon thereafter as the intent is known.

In order to graduate early, students shall meet the following requirements:

1. Earn the required seventeen (17) credits;
2. Achieve a benchmark score for each required end-of-course exam;
3. Attain a cumulative GPA of at least 3.2 on a 4.0 scale;
4. Meet the minimum ACT or SAT benchmark score;
5. Obtain a qualifying benchmark score on a world language proficiency assessment; and
6. Complete at least two (2) types of ~~AP the following~~ courses.

- a. ~~AP~~;
- b. ~~IB~~;

- c. Dual enrollment; or
- d. Dual credit.

The Superintendent of Schools shall develop administrative procedures to ensure that the early graduation program is conducted in accordance with state law.

**COMMUNITY SERVICE REQUIREMENT**

Students who graduate from Johnson City Schools with a traditional high school diploma must have completed forty (40) hours of community service prior to graduation **unless modified by the Board**. Community service hours will be prorated at ten (10) hours per year for students who do not attend a full four years in Johnson City Schools. The community service hours must be completed outside the regular school day. As hours are completed, students must submit a signed verification form to their counselor so that hours can be logged. A verification form is available at the main high school office and the counseling offices and online.

The choice of organizations used to acquire hours is the responsibility of the student/parent. If a student needs assistance in locating volunteer opportunities, a list of possible organizations is available at each school office.

The Johnson City School System is not liable for students during community service activities. It is the responsibility of the student/parent to select opportunities that will be most beneficial to the individual student and the community

Legal References:

1. Tennessee State Board of Education to Chapter 0520-01-03 “Minimum Requirements for the Approval of Public Schools”
2. TCA 49-6-6001; State Brd of Ed Policy 2.103
3. TCA 49-6-6001(b); State Brd of Ed Policy 2.103
4. TCA 49-6-408
5. TRR/MS 0520-1-3-.03(6)(1)(a)
6. TCA 49-6-6005
7. TRR/MS 0520-01-03-.06(1)(a)(7)
8. TCA 49-6-8303

Cross References:

- Basic Curriculum Program 4.201
- Class Ranking 4.602
- Accelerated and Advanced Credit 4.604
- Accelerated College Admission 4.207

# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Graduation Activities</b>	Descriptor 4.606	Issue Date 1/3/2022
		Rescinds 4.606	Issued 12/7/2020

High school graduation day will be the first Saturday following the last scheduled day of school unless otherwise approved by the Board of Education.

Students who have met all graduation requirements on the day of graduation may participate in graduation activities.

Students are expected to participate in all graduation activities. Graduation apparel shall be determined by the administration and shall be the personal expense of each student. Any fees required for graduation ceremonies shall be waived for students who are eligible to receive free or reduced price lunches, and in such cases, the school shall assume responsibility for payment of fees.<sup>2</sup>

Graduation ceremonies shall be handicap accessible to all students, their parents and/or guardians, and other interested citizens.<sup>3</sup>

Students who do not wish to participate in graduation activities shall notify the school principal in writing at least five (5) days prior to the day of graduation. Non-participating students shall receive their diplomas or certificates from the principal's office within one (1) week after the day of graduation.

There shall be no sponsorship of a baccalaureate service or other activity which is religious in nature by the Board or its employees, and no school funds, including paid staff time, will be used for such activities. The ceremony and all activities shall not be religious in nature. The content of any students' speeches ~~shall~~ **will** not reflect the endorsement, sponsorship, position or expression of the school, employees, or the Board.<sup>4</sup>

Students graduating with distinction and state honors will be recognized at graduation.<sup>5</sup> Additionally, principals shall ensure that high school students who voluntarily complete at least ten (10) hours of community service each semester are recognized during the graduation ceremony.<sup>6</sup>

Legal References:

1. TCA 49-6-405
2. TCA 49-2-114
3. 28 CFR § 36.201-2
4. *Lee v. Weisman*, 505 U.S. 112 S. Ct. 2649, 120 L. Ed. 2d 467 (1992)
5. TRR/MS 0520-1-3-.06(1)(c); SBOE Policy 2.103; Public Acts of 2017, Chapter No. 7
6. SBOE Policy 2.103

Cross References:

- Grievances & the Americans w/ Disabilities Act 1.802  
Student Fees and Fines 6.709

# Johnson City Board of Education

Monitoring:  Review Annually, in November	<b>Controversial Materials</b>	Descriptor 4.801	Issue Date 1/3/2022
		Rescinds 4.801	Issued 1/2/2006

1 Parent(s) may request that a student not be required to read a book, use certain materials, or participate in an  
2 activity. If the request to the teacher is denied then a written request may be submitted on the appropriate  
3 form to the principal and the procedure outlined in **Board of Education policy 4.403- Reconsideration of**  
4 **Instructional Materials and Textbooks** should be followed.

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6 No student who is granted such a request shall be penalized academically for their failure to participate in an  
7 activity, read a book or use certain materials.

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9 The final decision concerning the use of all materials and textbooks shall rest with the Board.

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Cross References:

Textbook Selection, Distribution and Care 4.401  
Selection of Instructional Materials 4.402  
Reconsideration of Instructional Materials 4.403  
Use of the Internet 4.406

# Johnson City Board of Education

Monitoring:  Review: Annually, in November	<b>Student Equal Access (Limited Public Forum)</b>	Descriptor 4.802	Issue Date 1/4/2018
		Rescinds 4.802	Issued 4/3/2017

## STUDENT MEETINGS

Schools may allow students to form clubs or groups that meet before, during, and/or after the school day. Requests to form such clubs or groups shall not be denied based upon the religious nature or beliefs of proposed club or group. If permitted, school administrators shall ensure that all clubs and groups have the same abilities to access facilities and advertise their meetings.<sup>1,2,3,5</sup>

No funds shall be expended by the school for any such meeting beyond the incidental costs associated with providing meeting space. Groups meeting under this policy may be required to pay a reasonable fee for compensating school personnel in the supervision of the activity.

No student may be compelled to attend or participate in a meeting under this policy.

A student or a group of students who wish to conduct a meeting under this policy must file an application with the principal at least three days prior to the proposed date.

The principal shall approve the meeting if ~~he/she~~ they determines that:

1. The meeting is voluntary and student-initiated;
2. There is no sponsorship of the meeting or its content by the school, the board, or its employees;
3. The meeting will not materially and substantially interfere with the orderly conduct of the school's educational activities or conflict with other previously scheduled meetings;
4. Employees of the district are to be present in a non-participatory monitoring capacity; however, no employee shall be required to attend in this capacity if the content of the meeting is contrary to the beliefs of the employee; and
5. Non-school persons will not direct, control or regularly attend.

Subject to the act's provisions, a student shall be permitted to voluntarily:

1. Pray in a public school, vocally or silently, alone or with other students to the same extent and under the same circumstances as a student is permitted to vocally or silently reflect, meditate, or speak on non-religious matters alone or with other students in such public school;
2. Express religious viewpoints in a public school to the same extent and under the same circumstances as a student is permitted to express viewpoints on non-religious topics or subjects in such school;
3. Speak to and attempt to share religious viewpoints with other students in a public school to the same extent and under the same circumstances as a student is permitted to speak to and attempt to share non-religious viewpoints with other students; and

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4. Possess or distribute religious literature in a public school, subject to reasonable time, place, and manner restrictions to the same extent and under the same circumstances as a student is permitted to possess or distribute literature on non-religious topics or subjects in such school.

5 **SCHOOL SPONSORED EVENTS<sup>4</sup>**

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7 If the board or a school principal authorizes an event at which a student is to speak, a limited public forum shall be established for such student speakers. The appropriate administrators shall ensure that:

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1. The forum is provided in a manner that does not discriminate against a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject;
  2. There is an appropriate method of selecting student speakers which is based on neutral criteria;
  3. Student speakers do not engage in speech that is obscene, vulgar, offensively lewd, indecent or promotes illegal drug use.

18 To the extent possible and practical, prior to events in which students will speak, notice shall be provided orally and/or in writing that the student's speech does not reflect the endorsement, sponsorship, position, or expression of the board and its employees.

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22 Notice of this policy shall be provided in student handbooks and staff handbooks.

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32 Legal References

- 33 1. 20 USCS § 4071  
34 2. *Bd of Educ v. Mergens ex rel Mergens*, 496  
35 U.S. 226 (1990)  
36 3. TCA 49-6-2904  
37 4. TCA 49-6-1803  
38 5. TCA 49-6-1805  
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32 Cross References

- 33 Recognition of Religious Beliefs 4.803  
34 Prayer and Period of Silence 4.805

# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Lines of Authority and Staff Relations</b>	Descriptor 5.101	Issue Date 6/1/2009
		Rescinds 5.101	Issued 3/5/2007

1 The Superintendent of Schools shall establish lines of authority which shall be approved by the Board **of**  
2 **Education.**  
3

4 All personnel are expected to keep their immediate supervisor informed of their activities and shall refer  
5 matters requiring administrative action to the administrator to whom they report. That administrator shall  
6 refer such matters to the next higher administrative authority when necessary.  
7

8 Lines of authority do not restrict the cooperative, sensible working together of all staff members at all levels.  
9 The established lines of authority represent direction of authority and responsibility and avenues for a two-  
10 way flow of ideas to improve the program and operations of the school system.  
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Cross References:

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30 Assignment/Transfer 5.115

31 Complaints and Grievances 5.501  
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# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Classification and Qualifications</b>	Descriptor 5.102	Issue Date 4/5/2021
		Rescinds 5.102	Issued 8/3/2015

## ADMINISTRATIVE AND SUPERVISORY PERSONNEL

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

To be considered for ~~certificated~~ **certified** administrative or supervisory positions, the applicant must show the following qualifications:

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

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

## CERTIFIED PERSONNEL

Certified staff members are the personnel whose employment status requires certification in accordance with the rules and regulations of the State Board of Education.<sup>1</sup>

## CLASSIFIED PERSONNEL

Classified staff members are personnel whose regular employment does not require certification in accordance with rules and regulations of the State Department of Education. ~~Classified personnel include, but are not limited to, the following employees: bookkeepers, secretaries, clerks, technology and maintenance employees, custodial employees, cafeteria employees, instructional assistants, educare employees, academic tutors and security guards.~~

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### Legal References:

1. TCA 49-5-501(10); TCA 49-5-606(11)



# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Job Descriptions</b>	Descriptor 5.103	Issue Date 4/3/2023
		Rescinds 5.103	Issued 4/4/2019

1 A copy of each job description shall be provided to the employee and the immediate supervisor. Job  
2 descriptions shall be provided by the ~~Director~~ of Human Resources' office. Job descriptions shall be used as  
3 guides in annual employee evaluations.  
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5 Job descriptions shall be used to promote efficiency and economy in the staff's operations.  
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28 Cross References:

29 Evaluation 5.109

30 Duties of the Superintendent of Schools 5.802  
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# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Equal Opportunity Employment</b>	Descriptor 5.104	Issue Date 4/3/2017
		Rescinds 5.104	Issued 7/1/2000

1 Opportunity for employment, as well as continuation and advancement in employment, shall be afforded  
2 equally to members of all races, creeds, colors, sexes, genders, religions, ages, national origins, and  
3 individuals with disabilities or veteran status with regard only for qualifications for the positions involved.<sup>1,2</sup>  
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28 Legal References:

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30 1. U.S. Constitution, Amendment XIV; Title VII,  
31 Civil Rights Act of 1964;  
32 Title VI, Civil Rights Act of 1964; Title IX,  
33 Education Amendments of 1972; Age Discrimination Act of  
34 1967; Section 504 of Rehabilitation Act of 1973  
35 2. Public Law 101-336; 42 U. S.C. 12112  
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Cross References:

- Section 504/ADA Grievance Procedures 1.802  
Discrimination/Harassment 5.500  
Complaints and Grievances 5.501

# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Application and Employment</b>	Descriptor 5.106	Issue Date 4/3/2023
		Rescinds 5.106	Issued 4/4/2022

**APPLICATION**

An individual desiring a position with the Johnson City school system shall make application to the Superintendent of Schools on forms approved by the Superintendent of Schools.<sup>1</sup> In a continuing effort to further ensure the safety and welfare of students and staff, the school system shall require criminal history records checks by fingerprinting of applicants.

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

Any person applying for a position shall supply a fingerprint sample and submit to a criminal history records check conducted by the Tennessee Bureau of Investigation and agree to the release of investigative records for the purpose of verifying the accuracy of criminal violation information. The cost of such checks and investigations shall be born by the applicant.<sup>2</sup>

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

*Certified Employees*

The application must include a transcript of credits earned at the colleges or universities attended, recent evaluations, if available, and reference information from persons such as previous employers, college professors and supervisors of student teachers. Required information shall include whether such applicant has been dismissed for cause from a school system. If previously employed by a local board of education, the applicant shall provide evidence of acceptable resignation.<sup>1</sup>

No person shall be employed:

1. Who is not eligible for or does not hold a valid license to teach from the State Board of Education;<sup>3</sup>
2. Who is listed on the state’s abuse of vulnerable persons registry maintained by the Department of Health;<sup>7</sup>
3. Who has been identified by the Department of Children’s Services as a perpetrator of child abuse, severe child abuse, child sexual abuse, or child neglect or who poses an immediate threat to the health, safety, or welfare of children;<sup>7</sup>
4. Who does not receive a satisfactory background check;
5. ~~Why~~ **Who** has not complied with the Immigration Reform and Control Act of 1986;
6. Who does not present a physician's certificate showing a satisfactory health record or has

any contagious or communicable disease in such form that might endanger the health of school children;<sup>4</sup>

7. Who refuses to take and subscribe to an oath to support the Constitution of the State of Tennessee and of the United States of America;<sup>5</sup> or

8. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from employment for cause.<sup>1</sup>

### *Classified Employees*

No person shall be employed:

1. Who has any contagious or communicable disease in such form that might endanger the health of children;<sup>4</sup>
2. Who has been identified by the Department of Children's Services as a perpetrator of child abuse, severe child abuse, child sexual abuse, or child neglect or who poses an immediate threat to the health, safety, or welfare of children;<sup>7</sup>
3. Who is listed on the state's abuse of vulnerable persons registry maintained by the Department of Health;<sup>7</sup>
4. Who has not complied with the Immigration Reform and Control Act of 1986;<sup>6</sup>
5. Who does not receive a satisfactory background check;<sup>7</sup> or
6. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from employment for cause.

## **EMPLOYMENT**

### *Certified Employees*

After checking references and recommendations, the Superintendent of Schools shall fill positions and assign qualified applicants.<sup>7</sup>

### *Classified Employees*

It shall be the responsibility of the principals **or supervisor** to select the classified employees for the school served and recommend same to the Superintendent of Schools. The Superintendent of Schools is responsible for employing all classified personnel.

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

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Legal Reference:

1. TCA 49-5-406
2. TCA 49-5- 406(a); TCA 49-5-413(b)
3. TCA 49-5-403; TCA 49-5-101
4. TCA 49-5-404;TRR/MS 0520-1-3-.08(2)(f)
5. TCA 49-5-405
6. Immigration Reform and Control Act of 1986
7. TCA 49-2-301(b)(1),(J),(L)&(EE); TCA 49-2-303(b)(3)

# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Supervision</b>	Descriptor 5.108	Issue Date 4/3/2023
		Rescinds 5.108	Issued 4/5/2021

Supervision of administrative and supervisory personnel shall be provided by the Superintendent of Schools.

All teachers shall be supervised by the principal of their home school or their supervising administrator.

Support personnel shall be supervised by the person designated on the approved job description.

The immediate supervisor and Superintendent of Schools' ~~office~~ **or designee** share the responsibility for providing orientation experience for newly hired employees. Periodic training sessions will be provided for employees or employee groups as deemed necessary.

The immediate supervisor has the responsibility of assigning specific duties **as described in the job description** and for giving guidance to the employee for the satisfactory performance of those duties.

The Superintendent of Schools/designee shall assign hours of work for all positions.

Apprentice teachers shall be assisted by supervising teachers in the development of competencies required by the Board **of Education**.<sup>1</sup>

Legal Reference:

1. TCA 49-6-3004(c)(2)

Cross References:

- Nepotism 1.108
- Line and Staff Relations 5.101
- Job Descriptions 5.103
- Staff Positions 5.116

# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Evaluation</b>	Descriptor 5.109	Issue Date 4/5/2021
		Rescinds 5.109	Issued 4/4/2019

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

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

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

## 9 10 **LICENSED TEACHING PERSONNEL**

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12 The Board adopts the TEAM evaluation model. The Superintendant shall adopt procedures to ensure that the  
13 model is implemented throughout the school system. Additionally, the Superintendent shall provide  
14 information to all licensed teaching personnel regarding the nature of the evaluation and the grievance  
15 procedures prescribed by the Tennessee State Board of Education.<sup>1,2</sup>

### 16 17 **Local Level Grievance Procedure**

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19 The Superintendent of Schools shall develop procedures, consistent with State law, for processing evaluation  
20 grievances.<sup>3</sup>

## 21 22 **NON-TEACHING PERSONNEL**

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24 Newly hired non-teaching administrative/support personnel shall be evaluated once during the evaluation  
25 period (the first 90 days of employment) and at least one (1) additional time following successful completion  
26 of the evaluation period during the first year of employment. Classified personnel employed for more than  
27 one (1) year shall be evaluated at least once a year.

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

### 33 34 35 36 **Legal References:**

- 37 1. TRR/MS 0520-2-.1-.01
- 38 2. TRR/MS 0520-2-.1-.02
- 39 3. Tennessee State Board of Education Teacher and Principal  
40 Evaluation Policy
- 41
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### **Cross References:**

- Job Descriptions 5.103  
Orientation and Probation 5.107

# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Compensation Guides &amp; Contracts</b>	Descriptor 5.110	Issue Date 8/4/2014
		Rescinds 5.110	Issued 7/2/2012

All personnel must make a written contract with the Board of Education at a fixed salary per month before entering upon their duties.<sup>1</sup> This contract may be re-issued each fiscal year (July 1-June 30) indicating salary and term changes. A salary schedule, based on job classification and years of experience, shall be established.

The Superintendent of Schools shall establish the salary rating of each person employed and shall recommend such salary rating to the Board for its approval.<sup>2</sup>

All classified employees are employed at the will of the Superintendent.

Salaries of all employees, including substitute and supplemental pay, shall be paid by the Board. No payment to any employee for service performed on behalf of the school system shall be made from any source other than the Board.<sup>3</sup>

Any person receiving compensation for work that involves regular, systematic contact with students or work of the type that is normally performed by employees must be under contract with the ~~Johnson City Board of Education and/or the Johnson City School System~~ and must be on the school system's payroll.

Contracts for (non-administrative) ten month teachers shall include two-hundred (200) days of responsibility, plus twenty (20) days for each additional month assigned by the Board. Each contract shall provide:<sup>4</sup>

1. A minimum of one hundred and eighty (180) days for classroom instruction;
2. A minimum of five (5) days for in-service education;
3. One (1) day for teacher-parent conferences;
4. Four (4) administrative days as designated by the Board upon recommendation of the Superintendent of Schools; and
5. Ten (10) vacation days.

The school calendar adopted by the Board each year shall become part of each employee's contract.

Salaries and supplements may be paid from revenue derived from sources other than taxes, provided the revenue is deposited with and salaries paid through the Board. This includes donations or contributions from individual, civic or other non-school related sources of funds from individual school activity funds, such as gate receipts and concessions.<sup>1,5</sup>

Legal References:

1. TCA 49-2-203(a)(1); TCA 49-5-408
2. TCA 49-5-402
3. TCA 49-3-306; TCA 49-5-709; TCA 49-2-203(a)(1)
4. TCA 49-6-3004
5. TCA 49-6-2006; *Tennessee Internal School Financial Management Manual*, Section 5, Title 6

Cross References:

- School Calendar 1800
- Revenues 2.400
- Payroll Procedures 2.802
- Personnel Classification and Qualifications 5.102



# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Personnel Records</b>	Descriptor 5.114	Issue Date 4/3/2023
		Rescinds 5.114	Issued 4/4/2022

The Superintendent of Schools or designee(s) shall be authorized to maintain personnel records and to permit inspection of the same. The following personnel records shall be maintained for all employees as appropriate:

1. Employee contracts;
2. Professional certificates and other documents required by state and federal laws and regulations;<sup>1</sup>
3. Evaluations;
4. Cumulative information files:
5. INS Form I-9;<sup>2</sup> and
6. Description of the position held (to be written by supervisor).

The following guidelines shall be followed:

1. Information contained in personnel records shall be limited to job-related matters;
2. The Superintendent of Schools shall be responsible for notifying all employees of the types of records kept and uses made of such records;
3. Employees shall be granted an opportunity to respond in writing to material placed in records;
4. Employee records, except medical records and other protected information, are public records, and shall be open for inspection during regular business by any citizen of the State of Tennessee. Any person making an inspection of such records shall provide such person's name, address, business telephone number, home telephone number, driver's license number or other appropriate identification prior to inspecting such records. All persons wishing to inspect personnel records must make an appointment with the Human Resources Department at least twenty-four (24) hours in advance of inspection.<sup>3</sup>
5. In accordance with federal law, the district shall release information regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals to parents upon request for any teacher or paraprofessional who is employed by a school receiving Title I funds and who provides instruction to their child at that school.<sup>4</sup>
6. A record of the person inspecting and the date of inspection shall be recorded;
7. Copies of records may be made under rules determined by the Superintendent of Schools;<sup>5</sup>

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- 8. Should the employee be transferred, all the above information on the new position shall be retained in the file;
- 9. Reasonable fees may be charged for document preparation which shall include, but is not limited to, personnel time, copying and supervision of inspection; and
- 10. Pre-employment information such as applications and related documentation will be kept in a separate pre-employment file.
- 11. Any employee may have access at any reasonable time to their personnel file.
- 12. Employee records shall be maintained for a period of forty five (45) years following ~~termination of employment/retirement and after that time, may be destroyed under rules established by the Superintendent of Schools~~ **in accordance with applicable State and Federal laws.**

Legal References: \_\_\_\_\_

- 1. TCA 49-2-301(b)(1)(BB)
- 2. Immigration Reform and Control Act of 1986
- 3. TCA 10-7-503,504
- 4. 20 U.S.C. 6311 § 1111(6)(A)
- 5. TCA 10-7-506; TCA 8-5-108

Cross Reference: \_\_\_\_\_

School Board Records 1.407

# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Procedure for Granting Tenure</b>	Descriptor 5.117	Issue Date 4/4/2022
		Rescinds 5.117	Issued 4/13/2020

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

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

6  
7 Evaluations demonstrating an overall performance effectiveness of “above expectations” or “significantly  
8 above expectations” during the last 2 years of the teacher’s probationary period.<sup>2</sup>

9  
10 Documentation of a record of excellence in teaching may include:

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

18  
19 The following additional guidelines will apply:

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

27  
28 A person who has attained tenure with the Johnson City School System and who resigns from the system  
29 must serve a two year probationary period upon reemployment by the system before becoming eligible  
30 for tenure, unless the probationary period is waived by the Board upon the request of the Superintendent of  
31 Schools.<sup>2</sup> Upon completion of the two year probationary period the teacher shall be eligible for tenure and  
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1 shall either be recommended by the Superintendent of Schools for tenure or nonrenewed; provided no teacher  
2 who has been denied tenure by the Board of Education shall be employed in the school system in any position  
3 which requires a license.  
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Legal References:

- 16 1. TCA 49-2-301(f)(1)(J)  
17 2. TCA 49-5-504  
18 3. TCA 49-6-606(a); TCA 49-2-203 (1)

# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Separation Practices for <del>Non-Certified</del> <u>Classified</u> Employees</b>	Descriptor 5.202	Issue Date 4/5/2021
		Rescinds 5.202	Issued 7/2/2012

1   **SUSPENSION**

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

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

10  
11   **DISMISSAL**

12  
13   All classified employees are employed at the will of the Superintendent. The Superintendent of Schools may  
14   dismiss any classified employee during the contract year for any reason.

15  
16   **RESIGNATION**

17  
18   Classified personnel shall give the immediate supervisor written notice of resignation at least two (2) weeks  
19   (ten (10) working days) in advance of the effective date of voluntary termination. The ten (10) working days  
20   may be waived by the Superintendent of Schools for justifiable reason.

21  
22   The immediate supervisor shall forward copies of the written notice of resignation the day received to the  
23   Superintendent of Schools' office. The payroll office will prepare final payment for the next appropriate  
24   scheduled pay day.

25  
26   **RETIREMENT**

27  
28   Retirement shall mean a termination of services under conditions which will allow the employee to draw  
29   benefits from retirement plans and/or social security benefits. Employees eligible for retirement benefits may  
30   elect to retire at any age according to the provisions of the retirement system.

31  
32   Central office personnel shall assist employees in securing retirement benefits; however, it shall be the  
33   responsibility of the retiring employee to provide verification of eligibility in writing to the central office. It  
34   shall be the responsibility of the retiring employee to file for benefits.

35  
36   Employees who retire under TCRS may be employed up to one-hundred twenty (120) days per year without  
37   loss of retirement benefits.

38  
39  
40   Legal Reference:

41  
42   1. TCA 49-2-301(b) (1) (EE)(FF)

# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Sick Leave</b>	Descriptor 5.302	Issue Date 4/4/2019
		Rescinds 5.302	Issued 6/7/2010

**CERTIFIED PERSONNEL**

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

Sick leave shall be defined as: illness of a teacher from natural causes or accident, quarantine, or illness or death of a member of the immediate family of a teacher, including the teacher's wife or husband, partner, parents, grandparents, children, stepchildren, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, and sister-in-law.<sup>2</sup>

~~A signed statement listing the cause of absence shall be provided by the employee on forms furnished by the Superintendent of Schools and shall promptly be given to the immediate supervisor in support of all claims for sick leave pay. A falsified statement shall be grounds for dismissal.~~

A certificate statement from the physician on forms approved by the Board may be required in support of any claim for sick leave pay.<sup>1</sup> **A falsified statement shall be grounds for dismissal.**

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

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

A teacher, upon employment, may transfer his accumulated sick leave from another Tennessee school system, provided that the Superintendent of Schools of the system in which the accumulated leave was held provides notarized verification.<sup>1</sup>

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

**CLASSIFIED PERSONNEL**

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

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

Legal References:

1. TCA 49-5-710
2. TRR/MS 0520-1-2-.04(2)

Cross References:

Family and Medical Leave 5.305

# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Personal and Professional Leave</b>	Descriptor 5.303	Issue Date 4/13/2020
		Rescinds 5.303	Issued 5/7/2018

1 Personal and professional leave shall be granted in accordance with laws of the State of Tennessee and  
 2 rules and regulations of the State Board of Education.

3  
 4 ***Personal Leave***

5  
 6 Certified employees shall earn personal leave at the rate of three (3) days per year. Up to three (3) personal  
 7 leave days remaining unused at the end of a year shall be credited to sick leave.<sup>1</sup>

8  
 9 If, at the termination of services, any employee has been absent for more days than leave has been earned, an  
 10 amount sufficient to cover the excess days used shall be deducted from the employee's final salary payment.

11  
 12 Subject to the following conditions, personal leave may be taken at the discretion of the employee:

- 13 1. Except in emergency, each employee shall give the principal at least one (1) day's notice in writing  
 14 of intent to take leave;
- 15 2. The approval of the principal of the school shall be required:
  - 16 a. If more than ten percent (10%) of the teachers in any given school request its use on the same  
 17 day;
  - 18 b. If requested during any prior established student examination period;
  - 19 c. If requested on the day immediately preceding or following a holiday or vacation period;<sup>1</sup>
  - 20 d. All personal leave requests in this category must also have the approval of the Superintendent of  
 21 Schools.

22  
 23  
 24  
 25 Classified personnel shall be able to earn two (2) days of personal leave per year. If more than ten percent  
 26 (10%) of the classified staff in any given school request its use on the same day the approval of the principal  
 27 shall be required.

28  
 29 ***Professional Leave***

30  
 31 Professional leave is a short, temporary absence for the purpose of attending workshops, sports travel for  
 32 coaches and other meetings relating to school business or serving on boards and commissions which meet  
 33 during daytime hours when appointed by a mayor, city council, county executive or county commission.<sup>2</sup>

34  
 35 ~~Requests shall be submitted to the principal at least five (5) days prior to requested leave of absence.~~

36  
 37 In addition, certified employees shall be granted leave to serve on any board or commission of the state when  
 38 the appointment is made by the Governor or General Assembly. Such leave shall not be counted against any  
 39 other accumulated leave credits.  
 40

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~~The employee shall notify the~~ **Requests shall be submitted to the** principal at least five (5) days prior to leave being taken.<sup>2</sup>

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Legal References:

1. TCA 49-5-711; TRR/MS 0520-1-2-.04(3)
2. TCA 49-5-205



# Johnson City Board of Education

Monitoring:  Review Annually, in March	<b>Personnel Health Examinations/ Communicable Diseases</b>	Descriptor 5.400	Issue Date 4/4/2022
		Rescinds 5.400	Issued 4/5/2021

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All employees, prior to entering service, shall present a physician’s certificate showing a satisfactory health record.<sup>1</sup> Any employee who contracts a contagious/communicable that may endanger the health of a student is required to inform the Superintendent of Schools.

No employee who has any communicable disease shall perform their duties in any location where such might endanger the health of school children. The Board of Education shall require any employee to submit to a physical examination by a physician whenever there is reason to believe that the employee has any communicable disease.<sup>2</sup> The Board shall use the physician’s report to determine any employment limitations, the degree of communicability of the disease and the employment status of the employee.

The Superintendent of Schools shall reassign or suspend any employee who is suspected of having a communicable disease which might endanger the health of students, pending investigation and final disposition of the case before the Board.<sup>3</sup>

To assist the Board in making final disposition of the case, the Superintendent of Schools may refer the case to the County Health Department or other medical experts.

In all instances, district personnel shall respect the individual's right to privacy and treat any medical diagnosis as confidential information.

Legal References:

1. TRR/MS 0520-1-3-.08(2)(f)
2. TCA 49-2-203(b)(2);  
TCA 49-5-710(a)(7); TCA 49-5-404
3. TCA 49-5-511

Cross References:

- Suspension/Dismissal 5.200-202  
Section 504/ADA Grievances Procedures 1.802

# Johnson City Board of Education

Monitoring:  Review Annually, in March	<b>Hepatitis B (HBV) &amp; Other Blood-Borne Pathogens</b>	Descriptor 5.402	Issued Date 4/13/2020
		Rescinds 5.402	Issued 4/3/2017

1 All schools shall provide a sanitary environment and shall establish routines for handling body fluids that are  
2 recommended by appropriate health professionals and OSHA.<sup>1</sup>

3  
4 All school personnel shall be ~~advised of~~ **trained on** routine procedures to follow in handling body fluids.  
5 These procedures shall provide simple and effective precautions against transmission of diseases to persons  
6 potentially exposed to the blood or body fluids of another. These procedures shall be standard health and  
7 safety practices. No distinction shall be made between body fluids from individuals with a known disease and  
8 individuals without symptoms or with an undiagnosed disease. (Universal Standards)

9  
10 The administration shall develop, in consultation with medical personnel, a regulation to be distributed  
11 to all staff. Training and appropriate supplies shall be available to all personnel including those involved  
12 in transportation and custodial services.

13  
14 In addition to insuring that these health and safety practices are carried out on a system-wide basis, special  
15 emphasis shall be placed in those areas of school operation that potentially present a greater need for these  
16 precautions. The Exposure Control Plan shall be reviewed annually and the manual shall be available at  
17 all school sites.

## 18 **CONFIDENTIALITY AND NON-DISCRIMINATION<sup>2</sup>**

19  
20  
21 In all instances, district personnel shall respect the individual's right to privacy and treat any medical diagnosis  
22 as confidential information. The Superintendent of Schools shall initiate procedures to insure that all medical  
23 information will be held in strict confidence. Any school staff member who violates confidentiality shall be  
24 subject to appropriate disciplinary measures.

25  
26 Under no circumstances shall information identifying an employee with a bloodborne pathogen be  
27 released to the public.

## 28 **SAFETY**

29  
30  
31 Employees who are at high risk of occupational exposure shall be identified and provided with personal  
32 protective equipment, and provided access to HBV vaccination as designated by OSHA. Employees  
33 considered to be at high risk shall be identified in the system's Exposure Control Plan. Expansion of the "at  
34 risk" group of positions will be considered/decided by the Superintendent of Schools and the Human  
35 Resources ~~Director~~ **office** following a request from an employee or a recommendation from the school  
36 nurses/other medical authorities.

37  
38 When an employee is exposed to a bloodborne pathogen on the job, the steps outlined in the Exposure Control  
39 Plan Manual shall be followed as required by OSHA and by the Board of Education. The employee will be  
40 notified immediately by a supervisor, and the board shall provide vaccinations.

1  
2 The principal will ensure that an accident report is filed for all injuries/accidents. The report will  
3 include the individual's name, whether the individual is a student, employee or visitor, date of the  
4 accident, an explanation of the accident, the care used in treating the individual, and other details requested on  
5 the accident form. The report will be kept on file in the principal's office and a copy sent to the office of the  
6 Superintendent of Schools.

7  
8 Copies shall be kept a minimum of three (3) years. The Superintendent of Schools will be advised of the  
9 exposure immediately at the discretion of the principal. In the event of a serious accident or calls to  
10 911, the office of the Superintendent shall be notified as soon as possible.

## 11 **EDUCATION AND UNIVERSAL PRECAUTIONS**

12  
13  
14 HBV education, including universal precautions on handling blood and other body fluids, will be  
15 provided to all school personnel, substitute teachers, and volunteers.

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17 (see Exposure Control Plan Manual)  
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### 42 **Legal References:**

- 43 1. 29 CFR Part 1910.1030
  - 44 2. TCA 69-8-10-113
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# Johnson City Board of Education

Monitoring:  Review Annually, in March	<b>Drug &amp; Alcohol Testing of Employees</b>	Descriptor 5.403	Issued Date 4/4/2022
		Rescinds 5.403	Issued 4/13/2020

## **REASONABLE SUSPICION DRUG TESTING FOR ALL EMPLOYEES**

Trained supervisors have the responsibility to observe and document the cause for reasonable suspicion **of drug or alcohol use** and ~~when appropriate,~~ refer the matter to the Superintendent of Schools/designee. It is not the supervisor's responsibility to attempt diagnosis. All information, facts and circumstances leading to and supporting this suspicion should be included in a written report detailing the basis for the suspicion. After the report is filed, the employee should be notified.<sup>2</sup>

Any employee may be required to submit to substance screening if the following conditions exist: (list is not inclusive)

1. Observed use, possession or sale of illegal drugs and/or use, possession, sale, or abuse of alcohol and/or prescription drugs.
2. Apparent physical state of impairment of motor functions.
3. Marked changes in personal behavior not attributed to other factors.
4. Employee involvement in or contribution to an accident where the use of alcohol or drugs is reasonably suspected or employee involvement in a pattern of repetitive accidents whether or not they involve actual or potential injury.
5. Violation of criminal statutes involving the use of illegal drugs, alcohol or prescription drugs and/or violations of drug statutes.

An employee's failure to submit to reasonable suspicion drug testing may result in discipline, up to and including suspension or dismissal.

## **PRE-EMPLOYMENT DRUG SCREENING**

Prior to employment, as a condition of any job offer, substance screens will be required for individuals applying for positions which require a Commercial Drivers License ("CDL"): transportation employees, school mini-bus drivers, mechanics, driver assistants, maintenance employees who drive vehicles during the performance of their duties, food service employees who drive vehicles during performance of their duties,<sup>1</sup> and any other employees who drive vehicles during the performance of their duties, collectively "CDL Employees".

Applicants will sign an acknowledgment prior to substance screening, permitting the summary result to be sent to the Superintendent of Schools/designee.

Refusal to sign the acknowledgment or to submit to substance screening will be considered as withdrawal of the individual's application for employment. The applicant will not be considered for employment for

1 at least twelve (12) months.  
2

3 If substance screening shows a confirmed positive result for which there is no current physician's prescription,  
4 any job offer will be revoked. The applicant will not be considered for employment for at least twelve (12)  
5 months.<sup>2</sup>  
6

## 7 **DRUG DISCLOSURE**

8

9 All CDL Employees shall report to the Superintendent of Schools or designee the use of any prescription drug  
10 that could affect the central nervous system or one that would impair reaction time. Further, all CDL  
11 Employees shall give notice of nonprescription (over-the-counter) drugs being taken on a regular basis. The  
12 notice shall include the duration of ingestion and the possible side effects.  
13

14 All CDL Employees and applicants for positions who are required to hold a CDL to perform their job function  
15 must adhere to the requirements of this policy and all procedures relating to this policy.<sup>1</sup>  
16

## 17 **TESTING FOR CDL EMPLOYEES**

18

19 The use, possession, sale, purchase or transfer of any controlled substances except the lawful use of medically  
20 prescribed drugs on school property, while on school business or while operating school vehicles and  
21 equipment is prohibited. Drinking alcoholic beverages during working hours, four (4) hours before reporting  
22 to work or having any measurable amount of alcohol in their system during working hours is prohibited,  
23 whether on or off school property. Working hours include all breaks. Off-duty use of drugs and alcohol is  
24 prohibited to the extent that it affects driver's attendance or performance and their ability to pass required  
25 DOT alcohol and controlled substance tests. Any violation of this policy is grounds for termination as  
26 employee of the Board and possible legal prosecution.  
27

28 The use of any prescription drug that could affect the central nervous system or one that would impair  
29 reaction time shall be reported to the Superintendent of Schools. Notice shall be given of non-prescription  
30 (over-the-counter) drugs being taken on a regular basis. The notice shall include the duration of ingestion and  
31 the possible side effects.  
32

## 33 **Procedures**

34

35 The execution and enforcement of this policy will follow set procedures to screen bodily fluids, conduct  
36 breath testing, and/or search of employee/applicants for alcohol and drug use, and those employees  
37 suspected of violating this policy who are involved in a reportable accident or who are periodically or  
38 randomly selected. The procedures are designed not only to detect violations of this policy, but also to  
39 ensure fairness to each employee. Disciplinary action will be taken as necessary as outlined below.  
40

## 41 **Implementation**

42

43 The Superintendent of Schools is authorized to implement this policy and procedures for the drug testing  
44 program, including a periodic review of the program to address any problems, changes and/or revisions of it,  
45 maintenance of all records required by the federal regulations, and determination upon Board approval of how  
46 the program will be accomplished, whether in-house, contracted or by consortium.  
47

## 48 **Dissemination**

49

50 The Superintendent of Schools shall be responsible for communicating this policy and the procedures to all  
51 employees affected by this policy and shall be accountable for its consistent enforcement.<sup>2</sup> The

1 Superintendent of Schools/designee is designated to answer questions about this policy, procedures and all  
2 other matters involved in alcohol and controlled substance testing of CDL drivers and the reasonable suspicion  
3 testing of all other employees.  
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9 Legal References:

- 10 1. 49 U.S.C. § 2717, Alcohol and Controlled Substances Testing (Omnibus Transportation Employee Testing Act of 1991)  
11 2. 49 C.F.R. Parts 40 (Procedures for Transportation Workplace Drug and Alcohol Testing Programs), 382 (Controlled  
12 Substance and Alcohol Use and Testing), and 395 (Hours of Service of Drivers).  
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# Johnson City Board of Education

Monitoring:  Review Annually, in March	<b>Discrimination/Harassment of Employees (Sexual, Racial, Gender, Ethnic, Religious)</b>	Descriptor 5.500	Issued Date 4/3/2023
		Rescinds 5.500	Issued 6/1/2009

1 Employees shall be provided a work environment free from ~~sexual, racial, gender, ethnic, age, creed, disability~~  
2 ~~and religious~~ **racial, religious, sexual, gender, disability, national origin, age** discrimination/harassment.  
3 Work environment includes school district facilities and premises, and non-school property if the employee is  
4 at any school sponsored, school approved or school related activity or function, such as field trips or athletic  
5 events where the employee is engaged in school business. It shall be a violation of this policy for any  
6 employee or any student to discriminate against or harass an employee through disparaging conduct or  
7 communication that is sexual, racial, gender, ethnic or religious in nature. The following guidelines are set  
8 forth to protect employees from discrimination/harassment.  
9

10 Employee discrimination/harassment will not be tolerated.<sup>1</sup> Discrimination/harassment is defined as conduct,  
11 advances, gestures, images or words whether written, spoken or transmitted electronically, of a sexual, racial,  
12 gender, ethnic or religious nature which:  
13

- 14 1. Unreasonably interfere with the individual's work or performance; or
- 15 2. Create an intimidating, hostile or offensive work environment; or
- 16 3. Imply that submission to such conduct is made an explicit or implicit term of employment; or
- 17 4. Imply that submission to or rejection of such conduct will be used as a basis for an employment  
18 decision affecting the harassed employee.  
19

20 Alleged victims of sexual, racial, ethnic and/or religious discrimination/harassment shall report these incidents  
21 immediately.<sup>2</sup> This report should be made to the immediate supervisor except when the immediate supervisor  
22 is the offending party. If the immediate supervisor is the offending party, the report may be made to a  
23 Complaint Manager. Allegations of discrimination/harassment shall be fully investigated (as set forth in  
24 *Employee Complaints and Grievances 5.501*). An oral complaint may be submitted; however, such complaint  
25 must be made in writing to ensure a more complete investigation.  
26

27 The privacy and anonymity of all parties and witnesses to complaints will be respected. However, because an  
28 individual's need for confidentiality must be balanced with obligations to cooperate with police investigations  
29 or legal proceedings, to provide due process to the accused, to conduct a thorough investigation or to take  
30 necessary action to resolve a complaint, the identity of parties and witnesses may be disclosed in appropriate  
31 circumstances to individuals with a need to know.  
32

33 A substantiated charge against an employee shall result in disciplinary action up to and including termination.  
34

35 There will be no retaliation against any person who reports discrimination/harassment or participates in an  
36 investigation. However, any employee who refuses to cooperate or gives false information during the course  
37 of any investigation may be subject to disciplinary action. The willful filing of a false report will itself be  
38 considered harassment and will be treated as such.  
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An employee disciplined for violation of this policy may appeal the decision by contacting the ~~Director of~~ Human Resources' office.

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Legal References:

1. Title VII; 29 CFR §1604.11
2. Title IX (20 U.S.C. §1681-1686)

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Cross References:

- Appeals To & Appearances Before the Board 1.404  
Employee Complaints and Grievances 5.501



# Johnson City Board of Education

Monitoring:  Review Annually, in March	<b>Employee Complaints and Grievances</b>	Descriptor 5.501	Issued Date 4/3/2023
		Rescinds 5.403	Issued 4/4/2022

## EMPLOYMENT-RELATED COMPLAINTS/GRIEVANCES

Differences of opinions arising in the course of employment should be resolved as quickly as possible and at the lowest supervisory level.

If a staff member has questions concerning the interpretation of policies and procedures, administrative practices within their particular school, and/or relationships with other employees, the staff member must consult their immediate supervisor. If a satisfactory resolution of the question cannot be reached after consultation with the immediate supervisor, the staff member concerned may discuss the matter with the next level of supervision, up to and including the Superintendent of Schools.

In instances where an individual staff member feels that they cannot discuss a problem with their immediate superior, they may take the problem directly to the Superintendent of Schools. After review of the case, the Superintendent of Schools shall take action as he deems appropriate and within a reasonable time shall notify all parties concerned of the decision.

## HARASSMENT/DISCRIMINATION GRIEVANCES

The Superintendent of Schools shall appoint at least two (2) Complaint Managers, one of each gender, to administer complaints of harassment or discrimination. Employees should notify a Complaint Manager if they believe the Board **of Education**, its employees or agents have violated rights guaranteed by the State or Federal Constitution, State or Federal Statutes or Board policy, including:

1. Title II of the Americans with Disabilities Act<sup>1</sup>;
2. Title IX of the Education Amendments of 1972<sup>2</sup>;
3. Section 504 of the Rehabilitation Act of 1973<sup>3</sup>;
4. Title VII of the Civil Rights Act of 1964<sup>4</sup>;
5. The Age Discrimination Act<sup>5</sup>;
6. The Equal Pay Act<sup>6</sup>; or
7. The Immigration Reform and Control Act<sup>7</sup>.

The Complaint Manager shall, whenever possible, attempt to resolve all complaints in a timely and equitable manner before a formal grievance is filed:

1. *Filing a Grievance* - An employee who wishes to avail themselves of the grievance procedure may do so by filing a formal grievance, either orally or in writing, with the Complaint Manager of **his their** choice. The Complaint Manager may assist the employee in filing the formal grievance.
2. *Investigation* - The Complaint Manager will investigate the allegations contained in the formal grievance or appoint a qualified person to undertake the investigation on their behalf. The nature of the allegations and the identity of the complainant will not be disclosed except: (1) as required by law or policy; or (2) as necessary to fully investigate the grievance; or (3) as

1 authorized by the complainant. The Complaint Manager shall, within ten (10) days of the filing  
 2 of the grievance, file a written report of ~~his~~ **their** findings with the Superintendent of Schools. If a  
 3 formal grievance contains allegations involving the Superintendent of Schools, the written report shall  
 4 be filed with the Complaint Manager who has not been involved in the investigation and who  
 5 shall inform the Board of the allegations.  
 6

7 3. *Decision and Appeal* - The Superintendent of Schools shall render a written decision, and provide  
 8 the complainant with a copy of that decision, within five (5) days of the receipt of the Complaint  
 9 Manager’s report. If the grievance contains allegations involving the Superintendent of Schools, the  
 10 written decision will be rendered by the Complaint Manager not in charge of the investigation. The  
 11 complainant will be provided a copy of that decision within five (5) days of the receipt of the original  
 12 Complaint Manager’s report. If the employee is not satisfied with the decision, they may appeal the  
 13 decision to the Board by making a written request for Board review to the Complaint Manager. The  
 14 Complaint Manager shall be responsible for promptly forwarding all materials relative to the complaint  
 15 and appeal to the Board. The Board shall render a decision within thirty (30) day from the date the  
 16 appeal was received. The Board may report and affirm, overrule or modify the decision. A written  
 17 finding shall be provided to the complainant. This grievance procedure shall not be construed to create  
 18 an independent right to a Board review.  
 19

20 The right of an employee to prompt and equitable resolution of a complaint or grievance shall not be  
 21 impaired by the employee’s pursuit of other remedies. Use of this grievance procedure is not a prerequisite  
 22 to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline  
 23 related to the pursuit of other remedies.  
 24

25 **APPOINTING COMPLAINT MANAGERS**

26  
 27 The Superintendent of Schools shall appoint at least two Complaint Managers. The Federal Rights  
 28 Coordinator may be appointed as a Complaint Manager. The Superintendent of Schools shall insert into this  
 29 policy the names, addresses and telephone numbers of current Complaint Managers.  
 30

- |  |   |
|--|---|
| <p>31 1. <del>Dr. Robbie Anderson</del> <b><u>Amber Forbes</u></b><br/>         32 Johnson City Schools<br/>         33 P.O. Box 1517<br/>         34 Johnson City, TN 37605-1517<br/>         35 (423) 434-5200<br/>         36<br/>         37<br/>         38<br/>         39</p> | <p>2. <u>Dr. Roger Walk</u><br/>         Johnson City Schools<br/>         P.O. Box 1517<br/>         Johnson City, TN 37605-1517<br/>         (423) 434-5200</p> |
|--|---|

40 Legal References:

- 41  
 42 1. 42 U.S.C. § 621 et seq.  
 43 2. 20 U.S.C. § 1681 et seq.  
 44 3. 29 U.S.C. § 791 et seq.  
 45 4. 42 U.S.C. § 2000e et seq.  
 46 5. 29 U.S.C. § 621 et seq.  
 47 6. 29 U.S.C. § 206(d)  
 48 7. 8 U.S.C. §1324a et. seq.  
 49

Cross References:

- Appeals To and Appearances Before the Board 1.609  
 Grievances & the Americans w/ Disabilities Act 1.802  
 Equal Opportunity Employment 5.104  
 Discrimination/Harassment of Employees 5.503

# Johnson City Board of Education

Monitoring:  Review Annually, in March	<b>Complaints About School Personnel</b>	Descriptor 5.502	Issued Date 4/3/2023
		Rescinds 5.502	Issued 4/4/2022

1 Whenever a complaint about an employee is made to the Superintendent of Schools, it will be referred to the  
2 school administrator or principal for resolution unless Board **of Education** policy requires other action. The  
3 employee involved will be advised if the complaint is deemed valid. The employee will be given opportunity  
4 for explanation, comment, and presentation of the facts as they sees them.  
5

6 If, after such procedure is followed there is still a question or complaint, the matter shall then be referred  
7 to the Superintendent of Schools.  
8

9 ~~Individuals or groups desiring to speak to the Board about school personnel shall follow the same procedures~~  
10 ~~as outlined in board policy dealing with public participation at board meetings.~~  
11

12 **If, after speaking with the Superintendent of Schools there is still a question or complaint, individuals or**  
13 **groups can reach out to the Board through the contact information provided on the Johnson City**  
14 **Schools website.**  
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23 Cross Reference:

24 ~~Appeals To & Appearances Before the Board 1.404~~  
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# Johnson City Board of Education

Monitoring:  Review Annually, in March	<b>Overtime Pay of Non-Exempt Personnel</b>	Descriptor 5.604	Issued Date 4/3/2023
		Rescinds 5.604	Issued 4/5/2021

The Board **of Education** expects that when requested, employees will work in excess of standard hours. When work in excess of standard hours is required, non-exempt employees will be compensated for the unscheduled additional hours worked.

Overtime is defined as hours physically worked in excess of forty (40) hours per week. **The Superintendent of Schools and the immediate supervisor must approve hours worked over the scheduled hours prior to the work being performed, except in an emergency situation.** When a non-exempt employee is requested to work over regularly scheduled hours, the following shall apply<sup>1</sup>:

~~The Superintendent of Schools and the immediate supervisor must approve hours worked over the scheduled hours prior to the work being performed, except in an emergency situation.~~

## *Compensation for Unscheduled Additional Hours*

1. All payment of overtime shall be processed through the payroll office, and must be approved in advance by the employee's immediate supervisor, Superintendent of Schools, or the Director of Finance.
2. Overtime compensation (either overtime pay or compensatory time off) shall be provided for all hours worked over forty (40) hours per week.
3. All hours physically worked in excess of forty (40) hours in a week shall be compensated at a rate of time and one-half (1.5).

## *Compensatory Time*

1. Whenever possible, compensatory time off shall be used in preference to overtime pay.
2. If it is determined by the immediate supervisor that compensatory time cannot be granted within a reasonable period or without unduly disrupting the operation of the facility, overtime pay may be authorized.<sup>2</sup>
3. Compensatory time shall be provided at the rate of time and one-half for all hours worked in excess of forty (40) hours in a week.

## *Payroll Provisions*

1. An authorization for overtime pay must be submitted by the immediate supervisor.
2. Payment for overtime will be included in the paycheck for the period immediately following the one in which it was earned, or the period immediately following the determination that compensatory time would not be possible.

## *Discipline*

1. Persons who have been assigned to work overtime unscheduled hours, whether voluntary or mandatory, shall be expected to report to work as assigned.

- 1       2. Failure to report shall subject an employee to disciplinary procedures as specified for any other
- 2       non-appearance for a regularly scheduled work time.
- 3       3. Employees shall be released from mandatory overtime, without fear of discipline, when they can
- 4       provide a reasonable excuse such as the following:
- 5               a. Personal family emergency;
- 6               b. Previously scheduled personal or family health maintenance appointments;
- 7               c. Important family function, weddings, graduations, etc as approved.
- 8
- 9

10 If there is doubt concerning the employee’s sincerity in offering such an excuse, the burden of proof will  
11 rest with the employee.

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20 \_\_\_\_\_  
Legal References:

- 21 1. 29 CFR § 553.20-23; TCA 5-23-101; 104
- 22 2. Fair Labor Standards Act (FSLA) 29 U.S.C. § 207 (o)(5)
- 23
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# Johnson City Board of Education

Monitoring:  Review Annually, in March	<b><u>Substitute Teachers &amp; Interim Teachers</u></b>	Descriptor 5.701	Issued Date 4/3/2023
		Rescinds 5.701	Issued 1/9/2023

1 Substitute teachers are those teachers used to replace teachers on leave or to fill temporary vacancies.<sup>1,2</sup> All  
2 substitute teachers shall be employed by the Superintendent of Schools and paid by the Board.<sup>2</sup> In order to be  
3 approved as a substitute, a candidate must hold, at a minimum, a valid high school diploma or a GED. Unless  
4 an exception is warranted and granted by the Superintendent, all candidates must attend a training session. All  
5 candidates must have a current background check.

6  
7 A list of qualified, eligible substitutes will be maintained by the Human Resources Department on an active  
8 substitute list.

9  
10 All substitute teachers shall be responsible for providing correct addresses and phone numbers, for having  
11 fingerprints for TBI/FBI background checks, and for notifying the Human Resources office if they wish to  
12 terminate their service as substitutes.

13  
14 Applicants whose records with the State Department of Education indicate a license or certificate currently in  
15 revoked status shall not be hired.<sup>3</sup>

16  
17 On a regular basis, the Superintendent of Schools, with input from the Human Resources Department and the  
18 principals, shall determine which substitute teachers performed at an acceptable level. Substitute teachers who  
19 are determined to have performed below an acceptable level shall be removed from the active substitute list.

20  
21 When a teacher is unable to meet classes for any reason, the teacher shall call or log in to the online substitute  
22 finder and register their absence.

23  
24 At the beginning of each day of their teaching assignment, all substitute teachers shall report to the office of  
25 the school in which they are to substitute. Each substitute is responsible for signing in and out each day and  
26 for securing a “substitute” badge. Substitute teachers will be given a copy of the individual school’s  
27 guidelines and procedures on the first day they substitute in the school.

28  
29 ~~Substitute teachers shall assume the same hours as the regular teacher, including bus duty and playground~~  
30 ~~supervision. Substitute teachers will have those responsibilities and authority as directed by the building~~  
31 ~~principal.~~

## 32 33 **CERTIFICATION FOR INTERIM TEACHER**

34  
35 When substituting for a regular teacher who has been absent for twenty (20) consecutive days for any  
36 reason, a teacher licensed in the discipline will be used **as an interim teacher**. ~~When a substitute teacher has~~  
37 ~~substituted in the same position for forty (40) consecutive days,~~ **and** pay will be in accordance with the  
38 regular teacher salary schedule based upon the education and experience of the substitute.  
39  
40

1  
2 When substituting for a teacher without sick leave, the substitute shall be certified and paid according to the  
3 state salary schedule.<sup>4</sup>

#### 4 **EMERGENCY NEEDS**

5 All teacher aides, secretaries, and clerks are approved substitute teachers for use in emergency situations.  
6 Emergency use shall be defined as less than a full day due to the regular or substitute teacher being unable to  
7 arrive on time or remain for the full day.

8 Said substitutes shall receive the proportionate equivalent salary regular substitute teachers would receive  
9 under similar circumstances or their regular salary, if higher; however, they shall not receive pay for both  
10 positions at the same time.

#### 11 **TRAINING AND ORIENTATION**

12 The Superintendent of Schools shall be responsible for ensuring that there are appropriate training and  
13 development programs for substitute teachers.

#### 14 **RESPONSIBILITIES**

15 Substitute teachers shall assume the same responsibilities as the regular teacher, including but not limited to,  
16 bus duty and playground supervision.

#### 17 **RE-EMPLOYMENT/TERMINATION**

18 On an annual basis, the Superintendent of Schools, with input from the principals, shall determine which  
19 substitute teachers performed at an acceptable level. Substitute teachers who performed below an acceptable  
20 level shall not be re-employed.

21 All substitutes shall be responsible for providing correct addresses and phone numbers and for notifying the  
22 principal and/or third-party employer if they wish to terminate their service as substitutes.

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##### Legal References

1. TRR/MS 0520-01-02-.04(5)
2. TCA 49-5-709
3. TCA 49-5-413(a)(2)
4. TCA 49-2-203(a)(14)
5. TCA 49-3-312(b)
6. TCA 49-3-312(a); TRR/MS 0520-01-02-.04(5)(b)

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##### Cross References

- Background Investigations 5.118  
Employment of Retirees 5.119

# Johnson City Board of Education

Monitoring:  Review Annually, in March	<b>Evaluation of the Superintendent of Schools</b>	Descriptor 5.803	Issued Date 4/3/2023
		Rescinds 5.803	Issued 8/3/2015

Through an annual evaluation of the Superintendent of Schools,<sup>1</sup> the Board **of Education** will strive to accomplish the following:

1. Clarify the role of the Superintendent according to a job description as agreed upon by the Board and the Superintendent;
2. Develop harmonious working relationships between the Board and the Superintendent; and
3. Develop improvements in the administrative leadership of the school system.

The Board will develop, with the Superintendent, a set of performance objectives based on the needs of the system. The performance of the Superintendent will be reviewed in accordance with these specified goals.

~~At a time agreed to by the Board and the Superintendent, the Board will meet as a body to evaluate the Superintendent's performance.~~ **The Board will evaluate the performance of the Superintendent of Schools annually.**

The following guidelines will be used in the evaluation process:

1. The Superintendent will know the standards upon which they will be evaluated and will be involved in the development of those standards.
2. A part of the evaluation may be a composite of the evaluation by individual board members, but the Board, as a whole, may meet with the Superintendent to discuss the composite evaluation.
3. The evaluation shall include a discussion of strengths as well as weaknesses.
4. Both the Board and Superintendent will prepare for the evaluation; the Superintendent will conduct a self-evaluation and board members will document the evidence used in rating the Superintendent's performance.
5. All documentation will be supported by objective evidence.

Legal Reference:

1. TRR/MS 0520-2-1-.01

Cross Reference:

Board-Superintendent Relations 1.205  
Superintendent of Schools Duties 5.805



# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Alternative School Programs</b>	Descriptor 6.319	Issued Date 4/4/2022
		Rescinds 6.319	Issued 5/7/2018

1 The Board of Education shall operate an alternative school program for students in grades 6-12 who have been  
2 suspended or expelled from regular school programs.<sup>1</sup> Attendance in alternative school programs shall be  
3 mandatory and students attending an alternative school located other than at their home school shall provide  
4 their own transportation.

5  
6 Teachers in alternative schools shall be certified by the state.

7  
8 Student-teacher ratios shall be small enough to allow for adequate instruction but shall be determined by the  
9 age, behavior and academic achievement of students in the program.

10  
11 Sufficient textbooks, equipment and supplies shall be provided by the home school.

12  
13 Alternative school programs shall be operated in accordance with the rules of the State Board of Education  
14 and instruction shall proceed as nearly as practicable in accordance with the instructional programs at the  
15 student's home school. All course work completed and credits earned in the alternative school shall be  
16 transferred to and recorded in the student's home school. Credit earned and progress made shall be granted as  
17 if the work were performed in the home school. No student may graduate based solely on attendance in  
18 alternative schools.<sup>1</sup>

19  
20 Except students who are eligible for special education, such change in a student's program shall be determined  
21 by the school principal in accordance with the suspension policy of the Board and based upon  
22 recommendations from a team composed of the principal, the school counselor and the student, with or  
23 without the parents being present.

24  
25 The student shall be subject to all rules of the school and violations of such rules may result in the student's  
26 removal from the school for the duration of the original intended suspension or expulsion. The final decision  
27 on such removal shall be made by the chief administrator of the alternative school.

28  
29 Students found to be eligible for special education in related circumstances shall be placed and served in  
30 accordance with the law and rules relating to special education.

31  
32  
33 

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Legal Reference:

34  
35 1. TCA 49-6-3402; OP Tenn. Atty. Gen. 93-43 (May 12, 1993)

36  
37 

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Cross References:

38 Special Education 4.202  
39 Disciplinary Hearing Authority 6.317  
40 Special Education Students 6.500  
41

# Johnson City Board of Education

Monitoring:  Review Annually, in May	<b>Special Education Students</b>	Descriptor 6.500	Issued Date 10/12/2020
		Rescinds 6.500	Issued 5/7/2007

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~~All disabled students with disabilities between the ages of three and twenty one (inclusive) who have not yet received a regular high school diploma shall receive the benefit of a free appropriate public education. Disabled students with disabilities will be educated with non-disabled students typically developing peers to the maximum extent appropriate, and should be placed in separate or special classes only when the severity of the handicap is such that education in regular classes cannot be achieved satisfactorily.<sup>1</sup>~~

~~Eligibility standards and options of service for special education services will be based upon the criteria for disabling conditions specified in Rules, Regulations, and Minimum Standards, Tennessee State Board of Education, Part II.<sup>2</sup>~~

~~Program of services offered to disabled students shall include the following:~~

- ~~— 1. Comprehensive screening and assessment including identification and evaluation of disabled students;~~
- ~~— 2. The use of the IEP team for reviewing assessment, formulating program, and determining placement including an individualized educational program appropriate to meet unique needs;~~
- ~~— 3. Appropriate placements including the least restrictive placement with age appropriate peers;~~
- ~~— 4. Continuing evaluation of progress including an annual review of IEP and complete re-evaluation every three years;~~
- ~~— 5. Due process rights and procedural safeguards required by state and federal laws;~~
- ~~— 6. Avenues to involve parents in meaningful dialogue with school personnel throughout the students' educational career.~~

~~The Superintendent/designee will develop procedures for isolation and restraint of students with disabilities.<sup>1</sup>~~

Legal References:

1. TCA 49-10-102; TCA 49-10-103
2. TRR/MS 0520-1-3-.09(4)

Cross References:

Special Education 4.202

# Johnson City Board of Education

Monitoring:  Review Annually, in April	<b>Student Alcohol and Drug Testing</b>	Descriptor 6.3071	Issued Date 4/3/2023
		Rescinds 6.3071	Issued 4/4/2022

1 Students will be notified in writing at the beginning of each school year or at the time of enrollment that they  
2 are subject to testing for drugs and alcohol during the school year.<sup>1</sup> Principals are authorized to order drug  
3 tests for individual students when there is a reasonable cause to believe that:

- 4
- 5 1. The school board policy on alcohol and drug use has been violated;
- 6
- 7 2. A search of lockers, vehicles, persons, and/or containers will produce evidence of the presence of  
8 drugs and/or alcohol;
- 9
- 10 3. Through observation or other reasonable information reported by a teacher, staff member or other  
11 student that a student is using drugs and/or alcohol on school property.
- 12

13 Upon receiving reasonable information, the principal shall take the following steps:

- 14 1. Call the student into the principal's office or another private place;
- 15
- 16 2. Summon an appropriate witness to the proceeding and to assist in furtherance of the proceeding;
- 17
- 18 3. Inform the student of the information available to them which is the basis for the determination that  
19 a test is necessary;
- 20
- 21 4. Inform the student of the procedures which are followed in administering the test;
- 22
- 23 5. Give the student an opportunity to decline the test and inform the student that if the test is not taken  
24 the penalty is suspension from school;
- 25
- 26 6. Notify the parent or guardian of the student of the impending test.
- 27
- 28

29 ~~The appropriate witness shall take the student to a designated place where a specimen will be collected from~~  
30 ~~the student. The specimen shall be collected in a manner which will protect the privacy rights of the students~~  
31 ~~and which will assure that the integrity of the specimen itself is not compromised.~~

32

33 ~~The type of specimen taken shall depend on the substance in question and the test performed on the specimen~~  
34 ~~shall be appropriate for accurate detection of the substance in question. Once taken, the specimen shall be~~  
35 ~~given an identifying number which in no way will reveal the identity of the student.~~

36

37 **Reasonable effort should be made to complete drug testing within 24 hours of parent contact. Results of**  
38 **tests not completed within the 24-hour time frame may not be accepted by school personnel. Students**  
39 **and their parents/guardians have the right to refuse drug testing and/or related cooperation during the**  
40 **school investigatory process, with the understanding that such a failure to comply/ cooperate can be**  
41 **considered and relied upon by school personnel to move forward with disciplinary action.**  
42

1 The specimen shall be forwarded for analysis to a laboratory accredited by the Tennessee Department of  
2 Health and Environment and designated by the Board **of Education**.

3  
4  
5 Upon receiving a written, certified copy of the analysis from the laboratory, the principal shall do one of  
6 the following:

7  
8 1. If the results of the analysis are negative, all evidence of the individual test, including all records  
9 in the school that the test was ordered and the reasons, therefore, shall be destroyed.

10  
11 2. If the results of the analysis are positive, the student and parents or guardian shall be given the  
12 written notice of the result. In addition, they shall receive referral information which shall  
13 include in-patient, out-patient, and community-based drug and alcohol treatment programs.

14  
15 In the case of positive results of the analysis, the principal shall suspend the student and take further action, as  
16 necessary.

### 17 **RANDOM DRUG TESTING**

18  
19  
20 Participation in athletics, extra-curricular activities and driving on campus are privileges and not rights. High  
21 School students taking part in such activities may be subject to random drug testing as long as they participate  
22 in the activity.

23  
24 Testing procedures will be approved by the Board of Education. It is the intent of the Board that the  
25 procedures be carried out uniformly, fairly and confidentially to ensure the reliability and validity of the plan.  
26 Regulations and procedures developed to carry out this policy will be on file at the school and at the  
27 Superintendent of School's office.

28  
29  
30 Legal Reference:

31  
32 TCA § 49-6-4213  
33

# Johnson City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>English Learners</b>	Descriptor Code: <b>4.207</b>	Issued Date: <b>01/03/22</b>
		Rescinds:	Issued: <b>04/04/19</b>

1 If the inability to speak and understand the English language excludes a student from effective  
2 participation in the educational programs offered by the district, the district shall take reasonable actions  
3 to provide the student equal access to its programs. Students who are English learners (“EL”) shall be  
4 identified, assessed, and provided appropriate services. No student shall be admitted to or excluded from  
5 any program or extracurricular activity based on the student’s surname or EL status.<sup>1</sup>

6 The Superintendent of Schools shall evaluate the effectiveness of the district’s language assistance  
7 programs to ensure EL students will acquire English proficiency and the ability to participate in the  
8 standard instructional program within a reasonable period of time.

## 9 ENGLISH LANGUAGE INSTRUCTION PROGRAM

10 The Board of Education directs the administration to develop and implement language instruction  
11 programs that:<sup>2</sup>

- 12 1. Appropriately identify EL students in a timely, valid, and reliable manner;
- 13 2. Determine the appropriate instructional environment for EL students;
- 14 3. Provide EL students with a language assistance program that is educationally sound and proven  
15 successful;
- 16 4. Annually assess the English proficiency of EL students and monitor the progress of students in  
17 order to determine their readiness for standard instructional program; and
- 18 5. Monitor the progress of students that have exited the EL program.

## 19 PARENTAL NOTIFICATION<sup>3</sup>

20 Parents of EL students shall be given notice of, and information regarding, the instructional program  
21 within the first thirty (30) days of the school year or within the first two (2) weeks of a student being  
22 placed in a language instruction educational program (LIEP). At a minimum, the notice will include the  
23 following:<sup>3</sup>

- 24 1. The reason for identifying the student as an EL student;
- 25 2. The student’s level of English language proficiency, including how the level was assessed, and  
26 the status of the student’s academic achievement;

- 1 3. Methods of instruction used in the program, methods of instruction in other available programs,  
2 and how they differ;
- 3 4. How the program meets the educational strengths and needs of the student and how the program  
4 will help the student reach English language proficiency and meet academic standards;
- 5 5. Program exit requirements, rate of transition to a standard instructional program classroom, and  
6 expected rate of high school graduation;
- 7 6. How the program meets the goals of an EL student with an IEP; and
- 8 7. Information on the parent’s right to withdraw the student from the program or choose another  
9 program or method of instruction if available.
- 10 Parent and family engagement will be encouraged, and parents will be regularly apprised of their child's  
11 progress.<sup>4</sup>

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 Legal References

1. [Elementary and Secondary Education Act, as amended by ESSA \(Pub. L. 114-95\), § 1112\(e\)\(3\)\(D\); TRR/MS 0520-01-19](#)
2. [Elementary and Secondary Education Act, as amended by ESSA \(Pub. L. 114-95\), § 3113\(b\)\(3\)\(B\); TRR/MS 0520-01-19](#)
3. [Elementary and Secondary Education Act, as amended by ESSA \(Pub. L. 114-95\), § 1112\(e\)\(3\)\(A\); TRR/MS 0520-01-19](#)
4. [Elementary and Secondary Education Act, as amended by ESSA \(Pub. L. 114-95\), § 1112\(e\)\(3\)\(C\); TRR/MS 0520-01-19](#)

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 Cross References

Parent and Family Engagement 4.502

Click here to choose a school board.			
Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Family and Medical Leave</b>	Descriptor Code: <b>5.305</b>	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

1 **ELIGIBILITY**

2 Anyone who has been employed for at least twelve (12) months by the school district and anyone who  
3 has at least 1,250 hours of service (hours used for leave, even FMLA leave, shall not be credited for  
4 service for purposes of FMLA eligibility<sup>1</sup>) during the previous twelve (12) month period shall be  
5 eligible to use FMLA leave.<sup>2</sup>

6 **GENERAL PRINCIPLES**

7 An eligible employee shall be granted, upon request, up to twelve (12) weeks unpaid leave during a  
8 fixed calendar year for the following reasons:

- 9 1. The birth of a child;
- 10 2. The placement of a child with the employee for adoption or foster care;
- 11 3. A serious health condition of the employee that makes the employee unable to perform the  
12 essential functions of their job position;
- 13 4. The care of a spouse, child, or parent of the employee who has a serious health condition; and  
14 5. Any qualifying circumstances arising out of the fact that a spouse, child, or parent of the  
15 employee is on covered active duty or has been notified of an impending call or order to  
16 covered active duty in the Armed Forces.

17  
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20  
21 An employee may substitute accrued paid leave for unpaid time. Use of accrued paid leave shall run  
22 concurrently with and be counted toward the employee’s total period of FMLA leave.

23 **MATERNITY/PATERNITY LEAVE**

- 24 1. *Relationship between FMLA leave and Tennessee Maternity Leave Act* – FMLA leave shall run  
25 concurrently with leave provided under the Tennessee Maternity Act, which affords eligible  
26 employees leave for a period not to exceed four (4) months for the adoption, pregnancy,  
27 childbirth, and nursing of a newborn child.<sup>3</sup>
- 28 2. *Teachers’ Leave* – In accordance with state law, any teacher who goes on maternity or paternity  
29 leave shall be allowed to use all or a portion of the teacher's accumulated sick or annual leave  
30 for maternity leave purposes. In order to be eligible to use sick leave, written request of the  
31

1 teacher accompanied by a statement from the teacher's physician verifying pregnancy shall be  
2 submitted. Upon verification by a written statement from an adoption agency or other entity  
3 handling an adoption, a teacher may also be allowed to use accumulated leave for adoption of a  
4 child. If both adoptive parents are teachers employed by the district, however, only one (1)  
5 parent is entitled to use such leave.<sup>4</sup>  
6

- 7 3. Spouses who are both eligible employees of the school district are limited to a combined total  
8 of twelve (12) workweeks of FMLA leave in a single twelve (12) month period if the leave is  
9 taken for the birth and care of a newborn child, for the placement of a child for adoption or  
10 foster care, or to care for a parent who has a serious health condition. Under certain  
11 circumstances, spouses who share leave for the birth or adoption of a child may be eligible for  
12 limited amounts of additional leave for other qualifying FMLA reasons.<sup>5</sup>  
13

- 14 4. *Paid Parental Leave* – Under state law, an additional six (6) work weeks of paid leave is  
15 available to eligible employees after a birth, stillbirth, or adoption of a newly placed minor  
16 child. An eligible employee taking leave under this provision shall not be required to utilize any  
17 other type of accrued leave during this period. Eligible employees include teachers, principals,  
18 supervisors, or other individuals required by law to hold a valid license of qualification for  
19 employment who have been employed with a school district full time for at least twelve (12)  
20 consecutive months.  
21

22 Employees shall provide notice to the school district thirty (30) days prior to the intended use  
23 of the leave. If the employee learns about the need for leave less than thirty (30) days in  
24 advance, the employee shall give notice as soon as reasonably possible in order to be eligible  
25 for the paid leave. This paid leave does not need to be taken consecutively; however, the paid  
26 leave shall be used within twelve (12) months of the qualifying event. The leave shall run  
27 concurrently with FMLA leave.<sup>6</sup>

## 28 LEAVE FOR A SERIOUS HEALTH CONDITION<sup>7</sup>

29 Eligible employees, upon request, shall be granted up to twelve (12) weeks of unpaid leave when they  
30 are unable to work because of a serious health condition or to care for an immediate family member  
31 with a serious health condition. Employees shall contact Human Resources to determine if the reason  
32 for leave qualifies as FMLA leave. If the leave is foreseeable, the employee shall give thirty (30) days'  
33 notice. If the leave is not foreseeable, the employee shall notify Human Resources as soon as  
34 practicable, generally, either the same or next business day.

## 35 LEAVE FOR MILITARY FAMILY MEMBERS

- 36 1. *Qualifying Exigency Leave*<sup>8</sup> - Eligible employees are entitled to up to twelve (12) workweeks  
37 of leave because of any qualifying exigency arising out of the fact that the spouse, son,  
38 daughter, or parent of the employee, as defined under the FMLA, is on active duty, or has been  
39 notified of an impending call to active duty, or has been notified of an impending call to active  
40 duty status in the Armed Forces. Qualifying exigencies may include:

- 41  
42 a. Issues arising from the service member's short notice deployment;  
43 b. Military events and related activities (e.g., official ceremonies, support programs);



- c. Making or updating financial and legal arrangements;
- d. Attending counseling;
- e. Taking up to fifteen (15) days leave to spend time with a covered service member who is on short-term rest and recuperation leave during deployment; or
- f. Attending post-deployment activities.

2. *Military Caregiver Leave*<sup>9</sup> - An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member or covered veteran with a serious injury or illness is entitled to up to twenty-six (26) workweeks of leave in a single twelve (12) month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in out-patient status, or is otherwise on the temporary disability retired list for a serious injury or illness.

A covered veteran is an individual who was a member of the Armed Forces at any time during the period of five (5) years preceding the date of the medical treatment, recuperation, or therapy that has a serious injury or illness who is currently receiving medical treatment, recuperation, or therapy.

The single twelve (12) month period for military caregiver leave begins on the first day the employee takes leave for this reason and ends twelve (12) months later. An eligible employee is limited to a combined total of twenty-six (26) workweeks of leave to provide care for a covered service member. The maximum of twenty-six (26) workweeks may include no more than twelve (12) workweeks of leave that is taken for the birth and care of a newborn child, for the placement of a child for adoption or foster care, for care of a parent who has a serious health condition, or for the employee's own serious health condition.

## **INTERMITTENT LEAVE**<sup>10</sup>

Eligible employees may take FMLA leave intermittently when medically necessary to care for a seriously ill family member, because of the employee's own serious health condition, or for the care for a newborn, a newly adopted child, or a newly placed foster care child. When an employee requests foreseeable leave for planned medical treatment and the employee would be on leave for greater than twenty percent (20%) of the total number of working days in the period during which the leave would extend, the school district may require that such employee elect either to take the leave for periods of a particular duration, not to exceed the duration of the planned medical treatment, or to transfer temporarily to an available alternative position offered by the school district for which the employee is qualified and that has equivalent pay and benefits and better accommodates recurring periods of leave.

## **RESTRICTIONS**

### **1. Notice Requirements**

- a. *Employee Notice*<sup>11</sup> - For foreseeable leave, the employee shall provide the Superintendent of Schools with at least thirty (30) days written notice before the beginning of the anticipated leave.

- 1           b. *District Notice* - Once it has been established that the leave requested qualifies for  
2 FMLA, the Superintendent of Schools/designee shall notify the employee within three  
3 (3) business days (absent extenuating circumstances) that any leave taken pursuant to  
4 state leave statutes (paid vacation leave, personal leave, sick leave, or workers'  
5 compensation) shall run concurrently with FMLA leave.<sup>12</sup> The notice may be given  
6 orally or in writing. If the notice is oral, it shall be confirmed in writing, no later than  
7 the following pay day.<sup>13</sup>  
8

9           2. Certification Requirement<sup>14</sup>

- 10           a. The Superintendent of Schools may require that a request for leave be supported by  
11 certification issued by a health care provider with the following information:  
12  
13               i. The date on which the serious health condition commenced;  
14               ii. The probable duration of the condition;  
15               iii. The appropriate medical facts within the knowledge of the health care provider  
16               regarding the condition; and  
17               iv. A statement that the eligible employee is needed to care for the son, daughter,  
18               spouse, or parent and an estimate of the amount of time that such employee is  
19               needed.  
20  
21           b. If there is any reason to doubt the validity of the certification provided, the  
22 Superintendent of Schools may require, at the expense of the school district, an opinion  
23 of a second health care provider.  
24

25           3. Period Near the End of an Academic Term (Professional Employees)<sup>15</sup>

- 26           a. If leave is taken more than five (5) weeks prior to the end of the term, the  
27 Superintendent of Schools may require the employee to continue taking leave until the  
28 end of the term if the leave is at least three (3) weeks of duration and the return of  
29 employment would occur during the three (3) week period before the end of the term.  
30  
31           b. If the leave is taken five (5) weeks prior to the end of the term, the Superintendent of  
32 Schools may require the employee to continue taking leave until the end of the term if  
33 the leave is greater than two (2) weeks duration and the return to employment would  
34 occur during the two (2) week period before the end of the term.  
35  
36

37           **REQUIREMENTS OF THE BOARD OF EDUCATION<sup>16</sup>**

- 38           1. The employee shall be restored to the same position of employment or an equivalent position  
39 with no loss of benefits, pay, or other terms of employment.  
40           2. The employee shall be kept under any group health plan for the duration of the leave.  
41           3. The Board may recover the premium paid under the following conditions:  
42               a. The employee fails to return from leave after the period of leave has expired; and  
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- b. The employee fails to return to work for a reason other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond the control of the employee.

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Legal References

1. [Hinson v. Tecumseh Products Co., 2000 U.S. App. LEXIS 26778, at \\*1—10 \(6th Cir. Oct. 17, 2000\)](#)
2. [29 USCA § 2601, 2611—2619](#)
3. [TCA 49-5-702; TCA 4-21-408](#)
4. [TCA 49-5-710\(a\)\(2\); TCA 8-50-802\(a\)\(4\)](#)
5. [29 CFR § 825.120\(a\)\(3\)](#)
6. [Public Acts of 2023, Chapter No. 399](#)
7. [29 CFR § 825.113](#)
8. [29 CFR § 825.126](#)
9. [29 CFR § 825.124; 29 CFR § 825.127](#)
10. [29 CFR § 825.202](#)
11. [29 CFR § 825.302-825.304](#)
12. [29 CFR § 825.207](#)
13. [OP Tenn. Atty Gen 94-006 \(Jan 13, 1994\); Plant v. Morton International, Inc., 212 F. 3d 929, 932 \(6th Cir. 2000\)](#)
14. [29 CFR § 825.305-825.313](#)
15. [29 CFR § 825.602](#)
16. [29 USCA § 2614](#)

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Cross References

Sick Leave 5.302  
Long-Term Leaves of Absence 5.304

# Johnson City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Alternative Education</b>	Descriptor Code: <b>6.319</b>	Issued Date: <b>04/04/22</b>
		Rescinds: <b>6.319</b>	Issued: <b>05/07/18</b>

## 1 *General*<sup>1</sup>

2 The Board of Education shall operate an alternative school and/or program for students in grades six  
3 through twelve (6-12) who have been suspended or expelled from the regular school program, **or when**  
4 **it is determined that alternative placement is best to meet the needs of the student.**

5 An alternative school is a short-term intervention program designed to provide educational services  
6 outside the regular school program for students who have been suspended or expelled. The alternative  
7 school is located in a separate facility from the regular school program.

8 An alternative program is a short-term intervention program designed to provide educational services  
9 outside the regular school program for students who have been suspended or expelled. Alternative  
10 programs may be located within the regular school or be a self-contained program within a school.

11 The alternative school and/or program shall be operated in accordance with state laws and the rules of  
12 the State Board of Education, and instruction shall proceed as nearly as practicable in accordance with  
13 the instructional program at the student's regular school. The Superintendent of Schools shall develop  
14 procedures that provide appropriate educational opportunities for all students assigned to the  
15 alternative school or program. These educational opportunities shall adhere to Tennessee's academic  
16 standards.<sup>2</sup>

## 17 **ASSIGNMENT**

18 Students who have been suspended for more than ten (10) days or expelled shall be assigned to the  
19 alternative school or program if there is staff and space available.<sup>3</sup> Availability of staff and space shall  
20 be determined at the time the disciplinary decision is rendered. The Superintendent of Schools/designee  
21 shall make this determination by evaluating factors including, but not limited to, the following:

- 22 1. Level of supervision available;
- 23
- 24 2. Safety considerations; and
- 25
- 26 3. Type of infraction.

27 The Superintendent of Schools/designee is not required to assign a student to the alternative school or  
28 program if the student committed one of the following:

- 29 1. A zero-tolerance offense;<sup>4</sup> or
- 30

1           2. An offense of violence or threatened violence, or an offense that threatened the safety of other  
2           students at the school if the location of the alternative school or program is on the same grounds  
3           as the school from which the student was disciplined or assigning the student to that location  
4           would endanger the safety of the students or staff.<sup>5</sup>

5           Consideration to assign these students to the alternative school or program will be determined by the  
6           Superintendent of Schools/designee on a case-by-case basis.

7           Prior to the assignment of the student to the alternative school or program, the Superintendent of  
8           Schools/designee shall provide written notice to the student's parent/guardian stating the reason for the  
9           student's placement.<sup>6</sup>

10          ~~Placement in an alternative education setting shall be reserved for students who significantly disrupt~~  
11          ~~the educational process.~~ If a student has an active Individualized Education Plan, a 504 plan, or is  
12          suspected of having a disability, all state and federal laws and rules and regulations related to special  
13          education shall be followed. The Superintendent of Schools/designee shall develop procedures  
14          regarding placement of students in the program, taking into consideration the impact of exclusionary  
15          discipline practices.<sup>7</sup>

16          The Superintendent of Schools/designee shall monitor and regularly evaluate the academic progress of  
17          each student enrolled in the alternative school.

## 18          **REMOVAL**<sup>8</sup>

19          A student may be removed from the alternative school or program if:

- 20           1. He/she violates the rules of the alternative school or program; or
- 21
- 22           2. He/she is not benefitting from the assignment and all interventions have been exhausted
- 23           unsuccessfully.

## 24          **ADDITIONAL OFFENSES**<sup>9</sup>

25          Any new disciplinary offense committed during a student's original suspension or expulsion period  
26          shall be treated as a new and separate offense. These offenses shall not constitute an extension of the  
27          original suspension or expulsion.

## 28          **TRANSITION PLAN**<sup>10</sup>

29          The Superintendent of Schools/designee shall develop procedures regarding the implementation of  
30          transition plans for the integration of students assigned to the alternative school.

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### Legal References

1. [TCA 49-6-3402; TRR/MS 0520-01-02-.09](#)
2. [TRR/MS 0520-01-02-.09\(9\)\(a\)](#)
3. [TCA 49-6-3402\(c\)\(1\)\(A\)](#)

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### Cross References

- Special Education 4.202  
Virtual Education Program 4.212  
Suspension 6.316

4. [TRR/MS 0520-01-02-.09\(6\)\(a\)](#); [TCA 49-6-3402\(c\)\(1\)\(B\)](#)
5. [TCA 49-6-3402\(c\)\(1\)\(C\)](#); [Public Acts of 2023, Chapter No. 279](#)
6. [TRR/MS 0520-01-02-.09\(9\)\(i\)](#)
7. [TRR/MS 0520-01-02-.09\(9\)\(h\)](#)
8. [TCA 49-6-3402\(c\)\(2\)\(B\)](#)
9. [TRR/MS 0520-01-02-.09\(9\)\(g\)\(2\)](#)
10. [TRR/MS 0520-01-02-.09\(9\)\(m\)](#)

Student Disciplinary Hearing Authority 6.317  
Special Education Students 6.500

# Johnson City Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Special Education Students</b>	Descriptor Code: <b>6.500</b>	Issued Date: <b>10/12/20</b>
		Rescinds: <b>6.500</b>	Issued: <b>05/07/07</b>

1 Special education students between the ages of three (3) and twenty-one (21) **who have not yet received**  
2 **a high school diploma**, inclusive, shall receive the benefit of a free appropriate public education. These  
3 students shall be educated with the general student population to the maximum extent appropriate and  
4 should be placed in separate or special classes only when the severity of the disability is such that  
5 education in regular classes, even with the use of supplementary aids and services, cannot be  
6 accomplished satisfactorily.<sup>1</sup>

7 Eligibility standards and options of service for special education services shall be based upon the criteria  
8 specified in state regulations.<sup>2</sup>

9 Students receiving special education services shall not be restrained except as permitted by state law and  
10 regulations.<sup>3,4</sup> The Superintendent of Schools shall develop administrative procedures to govern the  
11 following:<sup>4</sup>

- 12 1. Personnel authorized to use isolation and restraint;
- 13
- 14 2. Training requirements for personnel working with special education students; and
- 15
- 16 3. Incident reporting procedures.

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#### Legal References

1. [TCA 49-10-103\(c\)](#)
2. [TRR/MS 0520-01-09-.01](#)
3. [TCA 49-10-1301 et seq.](#)
4. [TRR/MS 0520-01-09-.23\(4\)](#)

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#### Cross References

Special Education 4.202  
Compulsory Attendance Ages 6.201  
Alternative Education 6.319  
Safe Relocation of Students 6.4081

# Johnson City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>English Learners</b>	Descriptor Code: <b>4.207</b>	Issued Date: <b>01/03/22</b>
		Rescinds:	Issued: <b>04/04/19</b>

1 If the inability to speak and understand the English language excludes a student from effective  
2 participation in the educational programs offered by the district, the district shall take reasonable actions  
3 to provide the student equal access to its programs. Students who are English learners (“EL”) shall be  
4 identified, assessed, and provided appropriate services. No student shall be admitted to or excluded from  
5 any program or extracurricular activity based on the student’s surname or EL status.<sup>1</sup>

6 The Superintendent of Schools shall evaluate the effectiveness of the district’s language assistance  
7 programs to ensure EL students will acquire English proficiency and the ability to participate in the  
8 standard instructional program within a reasonable period of time.

## 9 ENGLISH LANGUAGE INSTRUCTION PROGRAM

10 The Board of Education directs the administration to develop and implement language instruction  
11 programs that:<sup>2</sup>

- 12 1. Appropriately identify EL students in a timely, valid, and reliable manner;
- 13 2. Determine the appropriate instructional environment for EL students;
- 14 3. Provide EL students with a language assistance program that is educationally sound and proven  
15 successful;
- 16 4. Annually assess the English proficiency of EL students and monitor the progress of students in  
17 order to determine their readiness for standard instructional program; and
- 18 5. Monitor the progress of students that have exited the EL program.

## 19 PARENTAL NOTIFICATION<sup>3</sup>

20 Parents of EL students shall be given notice of, and information regarding, the instructional program  
21 within the first thirty (30) days of the school year or within the first two (2) weeks of a student being  
22 placed in a language instruction educational program (LIEP). At a minimum, the notice will include the  
23 following:<sup>3</sup>

- 24 1. The reason for identifying the student as an EL student;
- 25 2. The student’s level of English language proficiency, including how the level was assessed, and  
26 the status of the student’s academic achievement;



- 1 3. Methods of instruction used in the program, methods of instruction in other available programs,  
2 and how they differ;
  - 3 4. How the program meets the educational strengths and needs of the student and how the program  
4 will help the student reach English language proficiency and meet academic standards;
  - 5 5. Program exit requirements, rate of transition to a standard instructional program classroom, and  
6 expected rate of high school graduation;
  - 7 6. How the program meets the goals of an EL student with an IEP; and
  - 8 7. Information on the parent’s right to withdraw the student from the program or choose another  
9 program or method of instruction if available.
- 10 Parent and family engagement will be encouraged, and parents will be regularly apprised of their child's  
11 progress.<sup>4</sup>

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Legal References

1. [Elementary and Secondary Education Act, as amended by ESSA \(Pub. L. 114-95\), § 1112\(e\)\(3\)\(D\); TRR/MS 0520-01-19](#)
2. [Elementary and Secondary Education Act, as amended by ESSA \(Pub. L. 114-95\), § 3113\(b\)\(3\)\(B\); TRR/MS 0520-01-19](#)
3. [Elementary and Secondary Education Act, as amended by ESSA \(Pub. L. 114-95\), § 1112\(e\)\(3\)\(A\); TRR/MS 0520-01-19](#)
4. [Elementary and Secondary Education Act, as amended by ESSA \(Pub. L. 114-95\), § 1112\(e\)\(3\)\(C\); TRR/MS 0520-01-19](#)

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Cross References

Parent and Family Engagement 4.502

# Johnson City Board of Education

Monitoring:  Review Annually, in February	<b>Personnel Records</b>	Descriptor 5.114	Issue Date 4/3/2023
		Rescinds 5.114	Issued 4/4/2022

The Superintendent of Schools or designee(s) shall be authorized to maintain personnel records and to permit inspection of the same. The following personnel records shall be maintained for all employees as appropriate:

1. Employee contracts;
2. Professional certificates and other documents required by state and federal laws and regulations;<sup>1</sup>
3. Evaluations;
4. Cumulative information files:
5. INS Form I-9;<sup>2</sup> and
6. Description of the position held (to be written by supervisor).

The following guidelines shall be followed:

1. Information contained in personnel records shall be limited to job-related matters;
2. The Superintendent of Schools shall be responsible for notifying all employees of the types of records kept and uses made of such records;
3. Employees shall be granted an opportunity to respond in writing to material placed in records;
4. Employee records, except medical records and other protected information, are public records, and shall be open for inspection during regular business by any citizen of the State of Tennessee. Any person making an inspection of such records shall provide such person's name, address, business telephone number, home telephone number, driver's license number or other appropriate identification prior to inspecting such records. All persons wishing to inspect personnel records must make an appointment with the Human Resources Department at least twenty-four (24) hours in advance of inspection.<sup>3</sup>
5. In accordance with federal law, the district shall release information regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals to parents upon request for any teacher or paraprofessional who is employed by a school receiving Title I funds and who provides instruction to their child at that school.<sup>4</sup>
6. A record of the person inspecting and the date of inspection shall be recorded;
7. Copies of records may be made under rules determined by the Superintendent of Schools;<sup>5</sup>

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- 8. Should the employee be transferred, all the above information on the new position shall be retained in the file;
- 9. Reasonable fees may be charged for document preparation which shall include, but is not limited to, personnel time, copying and supervision of inspection; and
- 10. Pre-employment information such as applications and related documentation will be kept in a separate pre-employment file.
- 11. Any employee may have access at any reasonable time to their personnel file.
- 12. Employee records shall be maintained for a period of forty five (45) years following ~~termination of employment/retirement and after that time, may be destroyed under rules established by the Superintendent of Schools~~ **in accordance with applicable State and Federal laws.**

Legal References: \_\_\_\_\_

- 1. TCA 49-2-301(b)(1)(BB)
- 2. Immigration Reform and Control Act of 1986
- 3. TCA 10-7-503,504
- 4. 20 U.S.C. 6311 § 1111(6)(A)
- 5. TCA 10-7-506; TCA 8-5-108

Cross Reference: \_\_\_\_\_

School Board Records 1.407

# Johnson City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Alternative Education</b>	Descriptor Code: <b>6.319</b>	Issued Date: <b>04/04/22</b>
		Rescinds: <b>6.319</b>	Issued: <b>05/07/18</b>

## 1 *General*<sup>1</sup>

2 The Board of Education shall operate an alternative school and/or program for students in grades six  
3 through twelve (6-12) who have been suspended or expelled from the regular school program, **or when**  
4 **it is determined that alternative placement is best to meet the needs of the student.**

5 An alternative school is a short-term intervention program designed to provide educational services  
6 outside the regular school program for students who have been suspended or expelled. The alternative  
7 school is located in a separate facility from the regular school program.

8 An alternative program is a short-term intervention program designed to provide educational services  
9 outside the regular school program for students who have been suspended or expelled. Alternative  
10 programs may be located within the regular school or be a self-contained program within a school.

11 The alternative school and/or program shall be operated in accordance with state laws and the rules of  
12 the State Board of Education, and instruction shall proceed as nearly as practicable in accordance with  
13 the instructional program at the student's regular school. The Superintendent of Schools shall develop  
14 procedures that provide appropriate educational opportunities for all students assigned to the  
15 alternative school or program. These educational opportunities shall adhere to Tennessee's academic  
16 standards.<sup>2</sup>

## 17 **ASSIGNMENT**

18 Students who have been suspended for more than ten (10) days or expelled shall be assigned to the  
19 alternative school or program if there is staff and space available.<sup>3</sup> Availability of staff and space shall  
20 be determined at the time the disciplinary decision is rendered. The Superintendent of Schools/designee  
21 shall make this determination by evaluating factors including, but not limited to, the following:

- 22 1. Level of supervision available;
- 23
- 24 2. Safety considerations; and
- 25
- 26 3. Type of infraction.

27 The Superintendent of Schools/designee is not required to assign a student to the alternative school or  
28 program if the student committed one of the following:

- 29 1. A zero-tolerance offense;<sup>4</sup> or
- 30

1           2. An offense of violence or threatened violence, or an offense that threatened the safety of other  
2           students at the school if the location of the alternative school or program is on the same grounds  
3           as the school from which the student was disciplined or assigning the student to that location  
4           would endanger the safety of the students or staff.<sup>5</sup>

5           Consideration to assign these students to the alternative school or program will be determined by the  
6           Superintendent of Schools/designee on a case-by-case basis.

7           Prior to the assignment of the student to the alternative school or program, the Superintendent of  
8           Schools/designee shall provide written notice to the student's parent/guardian stating the reason for the  
9           student's placement.<sup>6</sup>

10          ~~Placement in an alternative education setting shall be reserved for students who significantly disrupt~~  
11          ~~the educational process.~~ If a student has an active Individualized Education Plan, a 504 plan, or is  
12          suspected of having a disability, all state and federal laws and rules and regulations related to special  
13          education shall be followed. The Superintendent of Schools/designee shall develop procedures  
14          regarding placement of students in the program, taking into consideration the impact of exclusionary  
15          discipline practices.<sup>7</sup>

16          The Superintendent of Schools/designee shall monitor and regularly evaluate the academic progress of  
17          each student enrolled in the alternative school.

## 18          **REMOVAL**<sup>8</sup>

19          A student may be removed from the alternative school or program if:

- 20           1. He/she violates the rules of the alternative school or program; or
- 21
- 22           2. He/she is not benefitting from the assignment and all interventions have been exhausted
- 23           unsuccessfully.

## 24          **ADDITIONAL OFFENSES**<sup>9</sup>

25          Any new disciplinary offense committed during a student's original suspension or expulsion period  
26          shall be treated as a new and separate offense. These offenses shall not constitute an extension of the  
27          original suspension or expulsion.

## 28          **TRANSITION PLAN**<sup>10</sup>

29          The Superintendent of Schools/designee shall develop procedures regarding the implementation of  
30          transition plans for the integration of students assigned to the alternative school.

---

### Legal References

1. [TCA 49-6-3402; TRR/MS 0520-01-02-.09](#)
2. [TRR/MS 0520-01-02-.09\(9\)\(a\)](#)
3. [TCA 49-6-3402\(c\)\(1\)\(A\)](#)

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### Cross References

- Special Education 4.202  
Virtual Education Program 4.212  
Suspension 6.316

4. [TRR/MS 0520-01-02-.09\(6\)\(a\); TCA 49-6-3402\(c\)\(1\)\(B\)](#)
5. [TCA 49-6-3402\(c\)\(1\)\(C\); Public Acts of 2023, Chapter No. 279](#)
6. [TRR/MS 0520-01-02-.09\(9\)\(i\)](#)
7. [TRR/MS 0520-01-02-.09\(9\)\(h\)](#)
8. [TCA 49-6-3402\(c\)\(2\)\(B\)](#)
9. [TRR/MS 0520-01-02-.09\(9\)\(g\)\(2\)](#)
10. [TRR/MS 0520-01-02-.09\(9\)\(m\)](#)

Student Disciplinary Hearing Authority 6.317  
Special Education Students 6.500

# BOARD OF EDUCATION CALENDAR OF EVENTS

## June 2024

**June 3, 2024**

**Regular Board Meeting, 6 p.m., Board Room**

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## July 2024

**(TBD)**

**Regular Board Meeting, 6 p.m., Board Room (Subject to change)**

July 4, 2024

Independence Day Holiday for all 12-month employees

July 19-20, 2024

TSBA Summer Law Institute, Park Vista, Gatlinburg, TN

July 29-30, 2024

New Teacher Inservice, Central Office

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## AUGUST 2024

August 1, 2024

City-Wide In-service Day for JC Schools

August 5, 2024

First Day of School for 2023-24 SY

**August 5, 2024**

**Regular Board Meeting, 6 p.m., Board Room**

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## SEPTEMBER 2024

September 2, 2024

Labor Day Holiday (all staff)

**September 3, 2024**

**September Regular Board Meeting, 6 p.m., Board Room**

September 23, 2024

TSBA Fall District Meeting, 4:30 p.m.,

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## OCTOBER 2024

**September 30, 2024**

**October Regular Board Meeting, 6 p.m., Board Room**

October 7-11, 2024

Fall Break

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## NOVEMBER 2024

**November 4, 2024**

**Special Session to Review Policy, 5 p.m., Maple Room**

**November 4, 2024**

**Regular Board Meeting, 6 p.m., Board Room**

November 7-10, 2024

TSBA Leadership Conference & Annual Convention, Nashville

November 27, 2024

Vacation for all schools

November 28, 2024

Holiday for all schools

November 29, 2024

Vacation for all schools

November 27-29, 2024

Holidays for all 12-month employees

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## DECEMBER 2024

**December 2, 2024**

**Regular Board Meeting, 6 p.m., Board Room**

December 20, 2024

(1/2 day for students)

December 23-25, 2024

Holidays for all 12-month employees

December 23–Jan.6, 2025

Vacation for students

December 31, 2024

Holiday for all 12-month employees

TBD

BOE Retreat for January or February

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**JANUARY 2025**

January 1, 2025                      Holidays for all 12-month employees  
January 1, 2025                      Holiday for all schools  
January 6, 2025                      Administrative Day  
**January 6, 2025**                      **Regular Board Meeting, 6 p.m., Board Room**  
January 20, 2025                      Holiday for All Schools and All 12-month employees

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**FEBRUARY 2025**

**February 3, 2025**                      **Special Session to Review Policy, 5 p.m., Maple Room**  
**February 3, 2025**                      **Regular Board Meeting, 6 p.m., Board Room**  
February 12-13, 2025                      TSBA Legislative and Legal Institute  
February 17, 2025                      Built In Snow Day

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**MARCH 2025**

**March 3, 2025**                      **Regular Board Meeting, 6 p.m., Board Room**  
March 17-21, 2025                      Spring Break  
March 24, 2025 (TBD)                      SHHS Awards Program (hosted by BOE), 6 p.m., SH Auditorium

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**April 2025**

April 4, 2025                      Built-in Snow Day  
**April 7, 2025**                      **Regular Board Meeting, 6 p.m., Board Room**

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**May 2025**

**May 5, 2025**                      **Regular Board Meeting, 6 p.m., Board Room**  
May 23, 2025                      Last Day of School for 2024-2025 SY – ½ day for students  
May 24, 2025                      Administrative Day  
May 24, 2025                      SHHS Graduation, 10 a.m. Freedom Hall  
May 26, 2025                      Holiday for All Schools and All 12-month employees

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**June 2025**

**June 2, 2025**                      **Regular Board Meeting, 6 p.m., Board Room**

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**July 2025**

July 4, 2025                      Independence Day Holiday for all 12-month employees  
**July 7, 2025 (TBD)**                      **Regular Board Meeting, 6 p.m., Board Room (Subject to change)**







**JOHNSON CITY BOARD OF EDUCATION  
ANNUAL AGENDA  
2024-2025**

To allow for planning by school system employees, Board of Education members, interested community persons, and others, the following Annual Agenda is provided. Additional items will be added to monthly agendas as needed. The regular meeting date for the Board of Education is the first Monday night of each month, except in months when a holiday occurs on that date or another conflict is presented. In those months, the meeting will be on the first Tuesday unless otherwise set by the Superintendent of Schools and the Chairman of the Board. All regular Board meetings will be held at 6:00 p.m. at the Johnson City Schools Central Office, 100 East Maple Street. All Board of Education meetings are open to the public.

- Possibility for Annual School Board Retreat during the summer

**JUNE 2024**

- Financial Report from J.C. Schools Foundation Board
- Approval of Student Code of Conduct
- Approval of Internal Activity Fund Budgets, Site-Based Budgets, and Educare Budgets for the 2024-25 SY
- Approval of the Encumbrances for the 2024-25 SY
- Approval of General-Purpose School Fund Budget, State Projects Budget, Federal Projects Budget, and Food Service Budget for the 2024-2025 SY
- Appointment of Disciplinary Hearing Board for the 2024-2025 SY
- Appointment of Collaborative Conferencing Management Team for the 2024-2025 SY
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda
- BOE Annual Calendar and Annual Agenda
- List of school board conferences, conventions, and workshops
- Personnel: Certified Non-Renewals, Certified Resignations, Certified Retirements, Certified Temporaries, Certified Temporary Academic Tutors, Certified Interims, Classified Non-Renewals, and Classified Retirements
- Superintendent's Evaluation – Deadline June 30.
- BOE Self-Evaluation - Deadline June 30.

**JULY 2024**

- Possibility of no regular meeting in July

**AUGUST 2024**

- Fall Fundraising Requests Approval Complete
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda
- Superintendent's Contract
- Board of Distinction 2025
- Board Evaluation

**SEPTEMBER 2024**

- Attendance/Enrollment Report
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda
- PTA Enrollment Proclamation

## **OCTOBER 2024**

- Audit Report
- Contract to Audit Johnson City Schools
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda

## **NOVEMBER 2024**

- Policy Review (5 p.m.) – Section 1 (School Board Operations), Section 3 (Support Services) & Section 4 (Instructional Programs)
- Appointment of Textbook Selection Committees
- Report of School System/School Compliance
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda
- Schedule upcoming Meeting with Legislators

## **DECEMBER 2024**

- First Reading – Policies – Section 1 (School Board Operations), Section 3 (Support Services) & Section 4 (Instructional Programs)
- Election of Board Officers
- Ethics Contract
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda

## **JANUARY 2025**

- Second Reading – Policies – Section 1 (School Board Operations), Section 3 (Support Services) & Section 4 (Instructional Programs)
- Spring Fundraising Requests Approval Complete
- Appointment of Board Committees
- Appointment of Collaborative Conferencing Team (every 3 years – next appt. is Jan. 2022)
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda
- Budget Review Process Begins

## **FEBRUARY 2025**

- Policy Review (5 p.m.) – Section 2 (Fiscal Management), Section 5 (Personnel) and Section 6 (Students)
- Granting of Tenure (roll call vote)
- Budget Deliberations
- SCOPE (Student Congress on Policy In Education) Approval for Students to Attend
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda

## **MARCH 2025**

- First Reading – Policies – Section 2 (Fiscal Management), Section 5 (Personnel), and Section 6 (Students)
- Budget Deliberations
- Fee List for Coming School Year
- Educare Fee Lists, if needed
- Review/Update Communications Plan, if needed
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda
- Food Service Report

### **APRIL 2025**

- Second Reading – Policies – Section 2 (Fiscal Management), Section 5 (Personnel), and Section 6 (Students)
- Budget Deliberations
- Textbook Adoptions
- SCOPE Report (SHHS Students)
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda
- Tuition

### **MAY 2025**

- Textbook Adoptions
- Approval of Consolidated Federal Application
- Set Date for Annual School Board Retreat
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda
- Possibility for Annual School Board Retreat During the Summer

### **JUNE 2025**

- Financial Report from J.C. Schools Foundation Board
- Approval of Student Code of Conduct
- Approval of Internal Activity Fund Budgets, Site-Based Budgets, and Educare Budgets for the 2024-25 SY
- Approval of the Encumbrances for the 2024-25 SY
- Approval of General-Purpose School Fund Budget, State Projects Budget, Federal Projects Budget, and Food Service Budget for the 2024-25 SY
- Appointment of Disciplinary Hearing Board
- Approval of Annual Calendar and Annual Agenda
- List of school board conferences, conventions, and workshops
- Personnel: Certified Non-Renewals, Certified Resignations, Certified Retirements, Certified Temporaries, Certified Temporary Academic Tutors, Certified Interims, Classified Non-Renewals, and Classified Retirements
- Delegations, Information, Reports, Recommendation from Superintendent, and Consent Agenda
- Superintendent's Evaluation

### **JULY 2025**

- Possibility of no regular meeting in July

### **AUGUST 2025**

- Fall Fundraising Requests Approval Complete
- Delegations, Information, Reports, Recommendations from Superintendent and Consent Agenda
- Superintendent's Contract

### **SEPTEMBER 2025**

- Attendance/Enrollment Report
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda
- PTA Enrollment Proclamation

### **OCTOBER 2025**

- Audit Report
- Contract to Audit Johnson City Schools
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda

### **NOVEMBER 2025**

- Policy Review (5 p.m.) – Section 1 (School Board Operations), Section 3 (Support Services), and Section 4 (Instructional Programs)
- Report of School System/School Compliance
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda
- Schedule upcoming Meeting with Legislators

### **DECEMBER 2025**

- First Reading – Policies – Section 1 (School Board Operations), Section 3 (Support Services) & Section 4 (Instructional Program)
- Election of Board Officers
- Ethics Contract
- Delegations, Information, Reports, Recommendations from Superintendent, and Consent Agenda

**JOHNSON CITY BOARD OF EDUCATION  
ANNUAL CALENDAR  
2024-2025 SY**

**JUNE 2024**

DATE	TIME	EVENT	PLACE	ATTENDEES
Monday, June 3	6 p.m.	Regular BOE Meeting	Board Room – CO	Board Members & Supt.

**JULY 2024**

DATE	TIME	EVENT	PLACE	ATTENDEES
July 4		Holiday		
Friday, July 21 - Saturday, July 23		TSBA Summer Law Institute	Park Vista, Gatlinburg, TN	
Monday and Tuesday, July 26-27		New Teacher Inservice	Central Office	All New Teachers
Friday, August 2		Administrative Days		All Staff

**AUGUST 2024**

DATE	TIME	EVENT	PLACE	ATTENDEES
Thursday, August 1		City-Wide Inservice		All Staff
Tuesday, August 2		First Day of School	All Schools	
Monday, August 5	6 p.m.	Regular BOE Meeting	Board Room- CO	Board Members & Supt.

**SEPTEMBER 2024**

DATE	TIME	EVENT	PLACE	ATTENDEES
Monday, Sept. 2		Holiday		
Tuesday, Sept. 3	6 p.m.	Regular BOE Meeting	Board Room- CO	Board Members & Supt.
Monday, Sept. 23	4:30-7:45 pm	TSBA Fall District Meeting		Board Members & Supt.

**OCTOBER 2024**

DATE	TIME	EVENT	PLACE	ATTENDEES
Monday, September 30	6 p.m.	Regular BOE Meeting	Board Room-CO	Board Members & Supt.
Monday, Oct.7- Friday, Oct. 11		Fall Break	All Schools	

**NOVEMBER 2024**

DATE	TIME	EVENT	PLACE	ATTENDEES
Monday, Nov. 4	5 p.m.	Policy Review – Sections 1, 3, & 4	Maple Room-CO	Board Members & Supt.
Monday, Nov. 4	6 p.m.	Regular BOE Meeting	Board Room-CO	Board Members & Supt.
Thursday, Nov. 7 - Sunday, Nov. 10	8-6 p.m. 7-6:45p.m. 7-6 p.m. 7-9:45 a.m.	TSBA Leadership Conference & TSBA Annual Convention	Nashville	Board Members & Supt.
Wednesday, Nov. 27		Vacation	All Schools	
Thursday, Nov. 28		Holiday	All Schools	
Friday, Nov. 24		Vacation	All Schools	
Wed-Fri, Nov. 27-29		Holidays	CO	

**DECEMBER 2024**

DATE	TIME	EVENT	PLACE	ATTENDEES
Monday, Dec. 2	6 p.m.	Regular BOE Meeting	Board Room –CO	Board Members & Supt.
Wednesday, Dec. 20		½ day for all students	All Schools	All Students
Thursday-Friday Dec. 23-25		Holidays	Central Office	All 12-month employees
Monday, Dec. 25		Holiday	All Schools	All Students
Wednesday, December 23-Jan. 6		Vacation	All Schools	All Students
Tuesday, Dec. 31		Holiday	Central Office	All 12-month employees



**JANUARY 2025**

DATE	TIME	EVENT	PLACE	ATTENDEES
Friday, Jan. 1		Holiday	All Schools & CO	All Students & Staff
Monday, Jan. 6		Administrative Day	All Schools	No school for students
Monday, Jan. 6	6 p.m.	Regular BOE Meeting	Board Room-CO	Board Members & Supt.
Monday, Jan. 20		Holiday	All Schools & CO	All Staff

**FEBRUARY 2025**

DATE	TIME	EVENT	PLACE	ATTENDEES
Monday, Feb. 3		Built-In Snow Day	All Schools	
Monday, Feb. 3	5 p.m.	Policy Review – Sections 2, 5, & 6	Maple Room-CO	Board Members & Supt.
Monday, Feb. 5	6 p.m.	Regular BOE Meeting	Board Room-CO	Board Members & Supt.
(TBD)	1-6 p.m. 7-11:30 a.m.	TSBA Legislative and Legal Institute	Nashville	Board Members & Supt.
Monday, Feb. 17		Built-In Snow Day	All Schools	

**MARCH 2025**

DATE	TIME	EVENT	PLACE	ATTENDEES
Monday, March 3	6 p.m.	Regular BOE Meeting	Board Room-CO	Board Members & Supt.
Friday, March 7		End of Nine-Week Term		
Monday-Friday, March 17-21		Spring Break	All Schools	
Monday, March 24	6 p.m.	SHHS Awards Program (Hosted by BOE)	SH Auditorium	Board Members & Supt.

**APRIL 2025**

DATE	TIME	EVENT	PLACE	ATTENDEES
Friday, April 4		Built-In Snow Day	All Schools	
Monday, April 7	6 p.m.	Regular BOE Meeting	Board Room-CO	Board Members & Supt.

**MAY 2025**

DATE	TIME	EVENT	PLACE	ATTENDEES
Monday, May 5	6 p.m.	Regular BOE Meeting	Board Room-CO	Board Members & Supt.
Friday, May 23		Half-Day/Last day of 16-17 SY	All Schools	All Students
Saturday, May 24	10 a.m.	SHHS Graduation	Freedom Hall	All Board & Supt.
Saturday, May 24		Administrative Day	All Schools	All Staff
Monday, May 26		Holiday		All 11/12- mo. employees
(TBD)		BOE Retreat		Board Members & Supt.

**JUNE 2025**

DATE	TIME	EVENT	PLACE	ATTENDEES
Monday, June 2	6 p.m.	Regular BOE Meeting	Board Room-CO	Board Members & Supt.

**JULY 2025**

DATE	TIME	EVENT	PLACE	ATTENDEES
Thursday, July 4		Holiday		All 12-month employees
Monday, July 7 (Subject to change)	6 p.m.	Regular BOE Meeting	Board Room-CO	Board Members & Supt.

**Melony Surrett**  
**Technology Director**

**Johnson City Schools**

100 E. Maple St.  
Johnson City, TN 37605

Phone: (423) 434-5208  
Fax: (423) 218-0550  
Email: [surrettm@jcschools.org](mailto:surrettm@jcschools.org)

## MEMO

**DATE:** April 22, 2024  
**TO:** Dr. Steve Barnett  
**FROM:** Melony Surrett, Technology Director  
**SUBJECT:** Student Data Privacy Agreement

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For many years we have used our own data privacy agreement for vendors with whom we share student data. These agreements are to ensure the vendor we share student data with is aware of privacy laws and abides by standard security procedures in protecting student data, as well as what the expectations are for destroying our data once the contract is severed. The agreement also outlines what is expected if there is a data breach of the vendor and assigns the liability of protecting the data to the vendor.

Our state technology organization has paid for districts in Tennessee to become members of the Student Data Privacy Consortium which provides a National Student Data Privacy Agreement used by member organizations across the nation. This agreement is an attempt to standardize a data privacy agreement to be used by all member districts which vendors will be familiar with in hopes of streamlining the process of execution of the agreements and providing an easier mechanism for districts. If one district in Tennessee has a signed agreement and agreed to allow other district to participate, another district only needs to complete and addendum to be added to the existing privacy agreement, further expediting the approval process. This national agreement has been vetted by many attorneys from across the nation and has also been reviewed and approved by legal counsel at the City of Johnson City. This will also give us one location for all of our agreements that can be shared with teachers and parents and provides a workflow of the process. Although there are no specific laws at this time in the state of Tennessee, there is a section to add specific state laws that vendors will have to agree to at which time those laws are applicable.

This is for information, but also for approval to begin using the National Student Data Privacy Agreement for any vendor/application with which we share student data.

# STANDARD STUDENT DATA PRIVACY AGREEMENT

TN-NDPA-V1

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**AGREEMENT TYPE**

**Insert Originating LEA Name**

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**LEA**

**and**

**Insert Provider Name**

---

**Provider**

---

**Date**

This Student Data Privacy Agreement (“DPA”) is entered into on the date of full execution (the “Effective Date”) and is entered into by and between:

[ Insert Originating LEA Name ], located at [ Street, City, State ] (the “Local Education Agency” or “LEA”) and [ Insert Provider Name ], located at [ Street, City, State ] (the “Provider”).

**WHEREAS**, the Provider is providing educational or digital services to LEA.

**WHEREAS**, the Provider and LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act (“FERPA”) at 20 U.S.C. § 1232g (34 CFR Part 99); the Children’s Online Privacy Protection Act (“COPPA”) at 15 U.S.C. § 6501-6506 (16 CFR Part 312), applicable state privacy laws and regulations and

**WHEREAS**, the Provider and LEA desire to enter into this DPA for the purpose of establishing their respective obligations and duties in order to comply with applicable laws and regulations.

**NOW THEREFORE**, for good and valuable consideration, LEA and Provider agree as follows:

1. A description of the Services to be provided, the categories of Student Data that may be provided by LEA to Provider, and other information specific to this DPA are contained in the Standard Clauses hereto.

2. **Special Provisions. Check if Required**

If checked, the Supplemental State Terms and attached hereto as **Exhibit “G”** are hereby incorporated by reference into this DPA in their entirety.

If checked, LEA and Provider agree to the additional terms or modifications set forth in **Exhibit “H”. (Optional)**

If Checked, the Provider, has signed **Exhibit “E”** to the Standard Clauses, otherwise known as General Offer of Privacy Terms

3. In the event of a conflict between the SDPC Standard Clauses, the State or Special Provisions will control. In the event there is conflict between the terms of the DPA and any other writing, including, but not limited to the Service Agreement and Provider Terms of Service or Privacy Policy the terms of this DPA shall control.
4. This DPA shall stay in effect for three years. Exhibit E will expire 3 years from the date the original DPA was signed.
5. The services to be provided by Provider to LEA pursuant to this DPA are detailed in **Exhibit “A”** (the “Services”).
6. **Notices.** All notices or other communication required or permitted to be given hereunder may be given via e-mail transmission, or first-class mail, sent to the designated representatives below.

The designated representative for the LEA for this DPA is:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Address: **Street, City, State** \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

The designated representative for the Provider for this DPA is:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Address: **Street, City, State** \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**IN WITNESS WHEREOF**, LEA and Provider execute this DPA as of the Effective Date.

**LEA** [ **Insert Originating LEA Name** ] \_\_\_\_\_

By: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Title/Position: \_\_\_\_\_

**Provider** [ **Insert Provider Name** ] \_\_\_\_\_

By: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Title/Position: \_\_\_\_\_

## **STANDARD CLAUSES**

Version 1.0

### **ARTICLE I: PURPOSE AND SCOPE**

- Purpose of DPA.** The purpose of this DPA is to describe the duties and responsibilities to protect Student Data including compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time. In performing these services, the Provider shall be considered a School Official with a legitimate educational interest, and performing services otherwise provided by the LEA. Provider shall be under the direct control and supervision of the LEA, with respect to its use of Student Data
- Student Data to Be Provided.** In order to perform the Services described above, LEA shall provide Student Data as identified in the Schedule of Data, attached hereto as **Exhibit "B"**.
- DPA Definitions.** The definition of terms used in this DPA is found in **Exhibit "C"**. In the event of a conflict, definitions used in this DPA shall prevail over terms used in any other writing, including, but not limited to the Service Agreement, Terms of Service, Privacy Policies etc.

### **ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS**

- Student Data Property of LEA.** All Student Data transmitted to the Provider pursuant to the Service Agreement is and will continue to be the property of and under the control of the LEA. The Provider further acknowledges and agrees that all copies of such Student Data transmitted to the Provider, including any modifications or additions or any portion thereof from any source, are subject to the provisions of this DPA in the same manner as the original Student Data. The Parties agree that as between them, all rights, including all intellectual property rights in and to Student Data contemplated per the Service Agreement, shall remain the exclusive property of the LEA. For the purposes of FERPA, the Provider shall be considered a School Official, under the control and direction of the LEA as it pertains to the use of Student Data, notwithstanding the above.
- Parent Access.** To the extent required by law the LEA shall establish reasonable procedures by which a parent, legal guardian, or eligible student may review Education Records and/or Student Data correct erroneous information, and procedures for the transfer of student-generated content to a personal account, consistent with the functionality of services. Provider shall respond in a reasonably timely manner (and no later than forty five (45) days from the date of the request or pursuant to the time frame required under state law for an LEA to respond to a parent or student, whichever is sooner) to the LEA's request for Student Data in a student's records held by the Provider to view or correct as necessary. In the event that a parent of a student or other individual contacts the Provider to review any of the Student Data accessed pursuant to the Services, the Provider shall refer the parent or individual to the LEA, who will follow the necessary and proper procedures regarding the requested information.
- Separate Account.** If Student-Generated Content is stored or maintained by the Provider, Provider shall, at the request of the LEA, transfer, or provide a mechanism for the LEA to transfer, said Student-Generated Content to a separate account created by the student.

4. **Law Enforcement Requests.** Should law enforcement or other government entities (“Requesting Party(ies)”) contact Provider with a request for Student Data held by the Provider pursuant to the Services, the Provider shall notify the LEA in advance of a compelled disclosure to the Requesting Party, unless lawfully directed by the Requesting Party not to inform the LEA of the request.
5. **Subprocessors.** Provider shall enter into written agreements with all Subprocessors performing functions for the Provider in order for the Provider to provide the Services pursuant to the Service Agreement, whereby the Subprocessors agree to protect Student Data in a manner no less stringent than the terms of this DPA.

### **ARTICLE III: DUTIES OF LEA**

1. **Provide Data in Compliance with Applicable Laws.** LEA shall provide Student Data for the purposes of obtaining the Services in compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time.
2. **Annual Notification of Rights.** If the LEA has a policy of disclosing Education Records and/or Student Data under FERPA (34 CFR § 99.31(a)(1)), LEA shall include a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest in its annual notification of rights.
3. **Reasonable Precautions.** LEA shall take reasonable precautions to secure usernames, passwords, and any other means of gaining access to the services and hosted Student Data.
4. **Unauthorized Access Notification.** LEA shall notify Provider promptly of any known unauthorized access. LEA will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access.

### **ARTICLE IV: DUTIES OF PROVIDER**

1. **Privacy Compliance.** The Provider shall comply with all applicable federal, state, and local laws, rules, and regulations pertaining to Student Data privacy and security, all as may be amended from time to time.
2. **Authorized Use.** The Student Data shared pursuant to the Service Agreement, including persistent unique identifiers, shall be used for no purpose other than the Services outlined in Exhibit A or stated in the Service Agreement and/or otherwise authorized under the statutes referred to herein this DPA.
3. **Provider Employee Obligation.** Provider shall require all of Provider’s employees and agents who have access to Student Data to comply with all applicable provisions of this DPA with respect to the Student Data shared under the Service Agreement. Provider agrees to require and maintain an appropriate confidentiality agreement from each employee or agent with access to Student Data pursuant to the Service Agreement.
4. **No Disclosure.** Provider acknowledges and agrees that it shall not make any re-disclosure of any Student Data or any portion thereof, including without limitation, user content or other non-public information and/or personally identifiable information contained in the Student Data other than as directed or



permitted by the LEA or this DPA. This prohibition against disclosure shall not apply to aggregate summaries of De-Identified information, Student Data disclosed pursuant to a lawfully issued subpoena or other legal process, or to subprocessors performing services on behalf of the Provider pursuant to this DPA. Provider will not Sell Student Data to any third party.

5. **De-Identified Data**: Provider agrees not to attempt to re-identify de-identified Student Data. De-Identified Data may be used by the Provider for those purposes allowed under FERPA and the following purposes: (1) assisting the LEA or other governmental agencies in conducting research and other studies; and (2) research and development of the Provider's educational sites, services, or applications, and to demonstrate the effectiveness of the Services; and (3) for adaptive learning purpose and for customized student learning. Provider's use of De-Identified Data shall survive termination of this DPA or any request by LEA to return or destroy Student Data. Except for Subprocessors, Provider agrees not to transfer de-identified Student Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written notice has been given to the LEA who has provided prior written consent for such transfer. Prior to publishing any document that names the LEA explicitly or indirectly, the Provider shall obtain the LEA's written approval of the manner in which de-identified data is presented.
6. **Disposition of Data**. Upon written request from the LEA, Provider shall dispose of or provide a mechanism for the LEA to transfer Student Data obtained under the Service Agreement, within sixty (60) days of the date of said request and according to a schedule and procedure as the Parties may reasonably agree. Upon termination of this DPA, if no written request from the LEA is received, Provider shall dispose of all Student Data after providing the LEA with reasonable prior notice. The duty to dispose of Student Data shall not extend to Student Data that had been De-Identified or placed in a separate student account pursuant to section II 3. The LEA may employ a "Directive for Disposition of Data" form, a copy of which is attached hereto as **Exhibit "D"**. If the LEA and Provider employ Exhibit "D," no further written request or notice is required on the part of either party prior to the disposition of Student Data described in Exhibit "D".
7. **Advertising Limitations**. Provider is prohibited from using, disclosing, or selling Student Data to (a) inform, influence, or enable Targeted Advertising; or (b) develop a profile of a student, family member/guardian or group, for any purpose other than providing the Service to LEA. This section does not prohibit Provider from using Student Data (i) for adaptive learning or customized student learning (including generating personalized learning recommendations); or (ii) to make product recommendations to teachers or LEA employees; or (iii) to notify account holders about new education product updates, features, or services or from otherwise using Student Data as permitted in this DPA and its accompanying exhibits

## **ARTICLE V: DATA PROVISIONS**

1. **Data Storage**. Where required by applicable law, Student Data shall be stored within the United States. Upon request of the LEA, Provider will provide a list of the locations where Student Data is stored.
2. **Audits**. No more than once a year, or following unauthorized access, upon receipt of a written request from the LEA with at least ten (10) business days' notice and upon the execution of an appropriate confidentiality agreement, the Provider will allow the LEA to audit the security and privacy measures that are in place to ensure protection of Student Data or any portion thereof as it pertains to the delivery of services to the LEA . The Provider will cooperate reasonably with the LEA and any local, state, or federal

agency with oversight authority or jurisdiction in connection with any audit or investigation of the Provider and/or delivery of Services to students and/or LEA, and shall provide reasonable access to the Provider's facilities, staff, agents and LEA's Student Data and all records pertaining to the Provider, LEA and delivery of Services to the LEA. Failure to reasonably cooperate shall be deemed a material breach of the DPA.

3. **Data Security.** The Provider agrees to utilize administrative, physical, and technical safeguards designed to protect Student Data from unauthorized access, disclosure, acquisition, destruction, use, or modification. The Provider shall adhere to any applicable law relating to data security. The provider shall implement an adequate Cybersecurity Framework based on one of the nationally recognized standards set forth set forth in **Exhibit "F"**. Exclusions, variations, or exemptions to the identified Cybersecurity Framework must be detailed in an attachment to **Exhibit "H"**. Additionally, Provider may choose to further detail its security programs and measures that augment or are in addition to the Cybersecurity Framework in **Exhibit "F"**. Provider shall provide, in the Standard Schedule to the DPA, contact information of an employee who LEA may contact if there are any data security concerns or questions.
4. **Data Breach.** In the event of an unauthorized release, disclosure or acquisition of Student Data that compromises the security, confidentiality or integrity of the Student Data maintained by the Provider the Provider shall provide notification to LEA within seventy-two (72) hours of confirmation of the incident, unless notification within this time limit would disrupt investigation of the incident by law enforcement. In such an event, notification shall be made within a reasonable time after the incident. Provider shall follow the following process:
  - (1) The security breach notification described above shall include, at a minimum, the following information to the extent known by the Provider and as it becomes available:
    - i. The name and contact information of the reporting LEA subject to this section.
    - ii. A list of the types of personal information that were or are reasonably believed to have been the subject of a breach.
    - iii. If the information is possible to determine at the time the notice is provided, then either (1) the date of the breach, (2) the estimated date of the breach, or (3) the date range within which the breach occurred. The notification shall also include the date of the notice.
    - iv. Whether the notification was delayed as a result of a law enforcement investigation, if that information is possible to determine at the time the notice is provided; and
    - v. A general description of the breach incident, if that information is possible to determine at the time the notice is provided.
  - (2) Provider agrees to adhere to all federal and state requirements with respect to a data breach related to the Student Data, including, when appropriate or required, the required responsibilities and procedures for notification and mitigation of any such data breach.
  - (3) Provider further acknowledges and agrees to have a written incident response plan that reflects best practices and is consistent with industry standards and federal and state law for responding to a data breach, breach of security, privacy incident or unauthorized acquisition or use of Student Data or any portion thereof, including personally identifiable information and agrees to provide LEA, upon request, with a summary of said written incident response plan.

- (4) LEA shall provide notice and facts surrounding the breach to the affected students, parents or guardians.
- (5) In the event of a breach originating from LEA's use of the Service, Provider shall cooperate with LEA to the extent necessary to expeditiously secure Student Data.

## **ARTICLE VI: GENERAL OFFER OF TERMS**

Provider may, by signing the attached form of "General Offer of Privacy Terms" (General Offer, attached hereto as **Exhibit "E"**), be bound by the terms of **Exhibit "E"** to any other LEA who signs the acceptance on said Exhibit. The form is limited by the terms and conditions described therein.

## **ARTICLE VII: MISCELLANEOUS**

1. **Termination.** In the event that either Party seeks to terminate this DPA, they may do so by mutual written consent so long as the Service Agreement has lapsed or has been terminated. Either party may terminate this DPA and any service agreement or contract if the other party breaches any terms of this DPA.
2. **Effect of Termination Survival.** If the Service Agreement is terminated, the Provider shall destroy all of LEA's Student Data pursuant to Article IV, section 6.
3. **Priority of Agreements.** This DPA shall govern the treatment of Student Data in order to comply with the privacy protections, including those found in FERPA and all applicable privacy statutes identified in this DPA. In the event there is conflict between the terms of the DPA and the Service Agreement, Terms of Service, Privacy Policies, or with any other bid/RFP, license agreement, or writing, the terms of this DPA shall apply and take precedence. In the event of a conflict between Exhibit H, the SDPC Standard Clauses, and/or the Supplemental State Terms, Exhibit H will control, followed by the Supplemental State Terms. Except as described in this paragraph herein, all other provisions of the Service Agreement shall remain in effect.
4. **Entire Agreement.** This DPA and the Service Agreement constitute the entire agreement of the Parties relating to the subject matter hereof and supersedes all prior communications, representations, or agreements, oral or written, by the Parties relating thereto. This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both Parties. Neither failure nor delay on the part of any Party in exercising any right, power, or privilege hereunder shall operate as a waiver of such right, nor shall any single or partial exercise of any such right, power, or privilege preclude any further exercise thereof or the exercise of any other right, power, or privilege.

5. **Severability**. Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the Parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.
6. **Governing Law; Venue and Jurisdiction**. THIS DPA WILL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF THE LEA, WITHOUT REGARD TO CONFLICTS OF LAW PRINCIPLES. EACH PARTY CONSENTS AND SUBMITS TO THE SOLE AND EXCLUSIVE JURISDICTION TO THE STATE AND FEDERAL COURTS FOR THE COUNTY OF THE LEA FOR ANY DISPUTE ARISING OUT OF OR RELATING TO THIS DPA OR THE TRANSACTIONS CONTEMPLATED HEREBY.
7. **Successors Bound**: This DPA is and shall be binding upon the respective successors in interest to Provider in the event of a merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of such business In the event that the Provider sells, merges, or otherwise disposes of its business to a successor during the term of this DPA, the Provider shall provide written notice to the LEA no later than sixty (60) days after the closing date of sale, merger, or disposal. Such notice shall include a written, signed assurance that the successor will assume the obligations of the DPA and any obligations with respect to Student Data within the Service Agreement. The LEA has the authority to terminate the DPA if it disapproves of the successor to whom the Provider is selling, merging, or otherwise disposing of its business.
8. **Authority**. Each party represents that it is authorized to bind to the terms of this DPA, including confidentiality and destruction of Student Data and any portion thereof contained therein, all related or associated institutions, individuals, employees or contractors who may have access to the Student Data and/or any portion thereof.
9. **Waiver**. No delay or omission by either party to exercise any right hereunder shall be construed as a waiver of any such right and both parties reserve the right to exercise any such right from time to time, as often as may be deemed expedient.

**EXHIBIT "A"**  
**DESCRIPTION OF SERVICES**

**EXHIBIT "B"**  
**SCHEDULE OF DATA**

Category of Data	Elements	Check if Used by Your System
Application Technology Meta Data	IP Addresses of users, Use of cookies, etc.	<input type="checkbox"/>
	Other application technology meta data-Please specify:	<input type="checkbox"/>
Application Use Statistics	Meta data on user interaction with application	<input type="checkbox"/>
Assessment	Standardized test scores	<input type="checkbox"/>
	Observation data	<input type="checkbox"/>
	Other assessment data-Please specify:	<input type="checkbox"/>
Attendance	Student school (daily) attendance data	<input type="checkbox"/>
	Student class attendance data	<input type="checkbox"/>
Communications	Online communications captured (emails, blog entries)	<input type="checkbox"/>
Conduct	Conduct or behavioral data	<input type="checkbox"/>
Demographics	Date of Birth	<input type="checkbox"/>
	Place of Birth	<input type="checkbox"/>
	Gender	<input type="checkbox"/>
	Ethnicity or race	<input type="checkbox"/>
	Language information (native, or primary language spoken by student)	<input type="checkbox"/>
	Other demographic information-Please specify:	<input type="checkbox"/>
Enrollment	Student school enrollment	<input type="checkbox"/>
	Student grade level	<input type="checkbox"/>
	Homeroom	<input type="checkbox"/>
	Guidance counselor	<input type="checkbox"/>
	Specific curriculum programs	<input type="checkbox"/>
	Year of graduation	<input type="checkbox"/>
	Other enrollment information-Please specify:	<input type="checkbox"/>
Parent/Guardian Contact Information	Address	<input type="checkbox"/>
	Email	<input type="checkbox"/>

Category of Data	Elements	Check if Used by Your System	
	Phone	<input type="checkbox"/>	<input type="checkbox"/>
Parent/Guardian ID	Parent ID number (created to link parents to students)	<input type="checkbox"/>	<input type="checkbox"/>
Parent/Guardian Name	First and/or Last	<input type="checkbox"/>	<input type="checkbox"/>
Schedule	Student scheduled courses	<input type="checkbox"/>	<input type="checkbox"/>
	Teacher names	<input type="checkbox"/>	<input type="checkbox"/>
Special Indicator	English language learner information	<input type="checkbox"/>	<input type="checkbox"/>
	Low income status	<input type="checkbox"/>	<input type="checkbox"/>
	Medical alerts/ health data	<input type="checkbox"/>	<input type="checkbox"/>
	Student disability information	<input type="checkbox"/>	<input type="checkbox"/>
	Specialized education services (IEP or 504)	<input type="checkbox"/>	<input type="checkbox"/>
	Living situations (homeless/foster care)	<input type="checkbox"/>	<input type="checkbox"/>
	Other indicator information-Please specify:	<input type="checkbox"/>	<input type="checkbox"/>
Student Contact Information	Address	<input type="checkbox"/>	<input type="checkbox"/>
	Email	<input type="checkbox"/>	<input type="checkbox"/>
	Phone	<input type="checkbox"/>	<input type="checkbox"/>
Student Identifiers	Local (School district) ID number	<input type="checkbox"/>	<input type="checkbox"/>
	State ID number	<input type="checkbox"/>	<input type="checkbox"/>
	Provider/App assigned student ID number	<input type="checkbox"/>	<input type="checkbox"/>
	Student app username	<input type="checkbox"/>	<input type="checkbox"/>
	Student app passwords	<input type="checkbox"/>	<input type="checkbox"/>
Student Name	First and/or Last	<input type="checkbox"/>	<input type="checkbox"/>
Student In App Performance	Program/application performance (typing program-student types 60 wpm, reading program-student reads below grade level)	<input type="checkbox"/>	<input type="checkbox"/>
Student Program Membership	Academic or extracurricular activities a student may belong to or participate in	<input type="checkbox"/>	<input type="checkbox"/>
Student Survey Responses	Student responses to surveys or questionnaires	<input type="checkbox"/>	<input type="checkbox"/>
Student work	Student generated content; writing, pictures, etc.	<input type="checkbox"/>	<input type="checkbox"/>
	Other student work data -Please specify:	<input type="checkbox"/>	<input type="checkbox"/>
Transcript	Student course grades	<input type="checkbox"/>	<input type="checkbox"/>
	Student course data	<input type="checkbox"/>	<input type="checkbox"/>

Category of Data	Elements	Check if Used by Your System
	Student course grades/ performance scores	<input type="checkbox"/>
	Other transcript data - Please specify:	<input type="checkbox"/>
Transportation	Student bus assignment	<input type="checkbox"/>
	Student pick up and/or drop off location	<input type="checkbox"/>
	Student bus card ID number	<input type="checkbox"/>
	Other transportation data – Please specify:	<input type="checkbox"/>
Other	Please list each additional data element used, stored, or collected by your application:	<input type="checkbox"/>
None	No Student Data collected at this time. Provider will immediately notify LEA if this designation is no longer applicable.	<input type="checkbox"/>



## EXHIBIT "C" DEFINITIONS

**De-Identified Data and De-Identification:** Records and information are considered to be de-identified when all personally identifiable information has been removed or obscured, such that the remaining information does not reasonably identify a specific individual, including, but not limited to, any information that, alone or in combination is linkable to a specific student and provided that the educational agency, or other party, has made a reasonable determination that a student's identity is not personally identifiable, taking into account reasonable available information.

**Educational Records:** Educational Records are records, files, documents, and other materials directly related to a student and maintained by the school or local education agency, or by a person acting for such school or local education agency, including but not limited to, records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement, and results of evaluative tests, health data, disciplinary status, test protocols and individualized education programs.

**Metadata:** means information that provides meaning and context to other data being collected; including, but not limited to: date and time records and purpose of creation Metadata that have been stripped of all direct and indirect identifiers are not considered Personally Identifiable Information.

**Operator:** means the operator of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used for K-12 school purposes. Any entity that operates an internet website, online service, online application, or mobile application that has entered into a signed, written agreement with an LEA to provide a service to that LEA shall be considered an "operator" for the purposes of this section.

**Originating LEA:** An LEA who originally executes the DPA in its entirety with the Provider.

**Provider:** For purposes of the DPA, the term "Provider" means provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Student Data. Within the DPA the term "Provider" includes the term "Third Party" and the term "Operator" as used in applicable state statutes.

**Student Generated Content:** The term "student-generated content" means materials or content created by a student in the services including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of student content.

**School Official:** For the purposes of this DPA and pursuant to 34 CFR § 99.31(b), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of Student Data including Education Records; and (3) Is subject to 34 CFR § 99.33(a) governing the use and re-disclosure of personally identifiable information from Education Records.

**Service Agreement:** Refers to the Contract, Purchase Order or Terms of Service or Terms of Use.

**Student Data:** Student Data includes any data, whether gathered by Provider or provided by LEA or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to,

information in the student’s educational record or email, first and last name, birthdate, home or other physical address, telephone number, email address, or other information allowing physical or online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, individual purchasing behavior or preferences, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, geolocation information, parents’ names, or any other information or identification number that would provide information about a specific student. Student Data includes Meta Data. Student Data further includes “personally identifiable information (PII),” as defined in 34 C.F.R. § 99.3 and as defined under any applicable state law. Student Data shall constitute Education Records for the purposes of this DPA, and for the purposes of federal, state, and local laws and regulations. Student Data as specified in **Exhibit “B”** is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not constitute that information that has been anonymized or de-identified, or anonymous usage data regarding a student’s use of Provider’s services.

**Subprocessor:** For the purposes of this DPA, the term “Subprocessor” (sometimes referred to as the “Subcontractor”) means a party other than LEA or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its service, and who has access to Student Data.

**Subscribing LEA:** An LEA that was not party to the original Service Agreement and who accepts the Provider’s General Offer of Privacy Terms.

**Targeted Advertising:** means presenting an advertisement to a student where the selection of the advertisement is based on Student Data or inferred over time from the usage of the operator's Internet web site, online service or mobile application by such student or the retention of such student's online activities or requests over time for the purpose of targeting subsequent advertisements. "Targeted advertising" does not include any advertising to a student on an Internet web site based on the content of the web page or in response to a student's response or request for information or feedback.

**Third Party:** The term “Third Party” means a provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Education Records and/or Student Data, as that term is used in some state statutes. However, for the purpose of this DPA, the term “Third Party” when used to indicate the provider of digital educational software or services is replaced by the term “Provider.”

**EXHIBIT "D"**  
**DIRECTIVE FOR DISPOSITION OF DATA**

**Insert LEA Name**

Provider to dispose of data obtained by Provider pursuant to the terms of the Service Agreement between LEA and Provider. The terms of the Disposition are set forth below:

**1. Extent of Disposition**

Disposition is partial. The categories of data to be disposed of are set forth below or are found in an attachment to this Directive:

Insert categories of data here

Disposition is Complete. Disposition extends to all categories of data.

**2. Nature of Disposition**

Disposition shall be by destruction or deletion of data.

Disposition shall be by a transfer of data. The data shall be transferred to the following site as follows:

Insert special instructions

**3. Schedule of Disposition**

Data shall be disposed of by the following date:

As soon as commercially practicable.

By Enter the Date

**4. Signature**

\_\_\_\_\_  
Authorized Representative of LEA

\_\_\_\_\_  
Date

**5. Verification of Disposition of Data**

\_\_\_\_\_  
Authorized Representative of Company

\_\_\_\_\_  
Date

**EXHIBIT "E"**  
**GENERAL OFFER OF PRIVACY TERMS**

**1. Offer of Terms**

Provider offers the same privacy protections found in this DPA between it and [Insert Originating LEA Name] ("Originating LEA") which is dated [\_\_\_\_\_], to any other LEA ("Subscribing LEA") who accepts this General Offer of Privacy Terms ("General Offer") through its signature below. This General Offer shall extend only to privacy protections, and Provider's signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing LEA may also agree to change the data provided by Subscribing LEA to the Provider to suit the unique needs of the Subscribing LEA. The Provider may withdraw the General Offer in the event of: (1) a material change in the applicable privacy statutes; (2) a material change in the services and products listed in the originating Service Agreement; or three (3) years after the date of Provider's signature to this Form. Subscribing LEAs should send the signed **Exhibit "E"** to Provider at the following email address:  
\_\_\_\_\_.  
Email to Send Exhibit E's

[Insert Provider Name]

BY: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Title/Position: \_\_\_\_\_

**2. Subscribing LEA**

A Subscribing LEA, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing LEA and the Provider shall therefore be bound by the same terms of this DPA for the term of the DPA between the [Insert Originating LEA Name] and the Provider. **\*\*PRIOR TO ITS EFFECTIVENESS, SUBSCRIBING LEA MUST DELIVER NOTICE OF ACCEPTANCE TO PROVIDER PURSUANT TO ARTICLE VII, SECTION 5. \*\***

BY: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Title/Position: \_\_\_\_\_

SCHOOL DISTRICT NAME: \_\_\_\_\_

DESIGNATED REPRESENTATIVE OF LEA:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email: \_\_\_\_\_

**EXHIBIT “F”**  
**DATA SECURITY REQUIREMENTS**

**Adequate Cybersecurity Frameworks**  
**2/24/2020**

The Education Security and Privacy Exchange (“Edspex”) works in partnership with the Student Data Privacy Consortium and industry leaders to maintain a list of known and credible cybersecurity frameworks which can protect digital learning ecosystems chosen based on a set of guiding cybersecurity principles\* (“Cybersecurity Frameworks”) that may be utilized by Provider .

Cybersecurity Frameworks

	<b>MAINTAINING ORGANIZATION/GROUP</b>	<b>FRAMEWORK(S)</b>
<input type="checkbox"/>	National Institute of Standards and Technology	NIST Cybersecurity Framework Version 1.1
<input type="checkbox"/>	National Institute of Standards and Technology	NIST SP 800-53, Cybersecurity Framework for Improving Critical Infrastructure Cybersecurity (CSF), Special Publication 800-171
<input type="checkbox"/>	International Standards Organization	Information technology — Security techniques — Information security management systems (ISO 27000 series)
<input type="checkbox"/>	Secure Controls Framework Council, LLC	Security Controls Framework (SCF)
<input type="checkbox"/>	Center for Internet Security	CIS Critical Security Controls (CSC, CIS Top 20)
<input type="checkbox"/>	Office of the Under Secretary of Defense for Acquisition and Sustainment (OUSD(A&S))	Cybersecurity Maturity Model Certification (CMMC, ~FAR/DFAR)

Please visit <http://www.edspex.org> for further details about the noted frameworks.

\*Cybersecurity Principles used to choose the Cybersecurity Frameworks are located here

**EXHIBIT "G"**  
**Supplemental SDPC State Terms for [State]**  
Version \_\_\_\_\_

[The State Supplement is an ***optional*** set of terms that will be generated on an as-needed basis in collaboration between the national SDPC legal working group and the State Consortia. The scope of these State Supplements will be to address any state specific data privacy statutes and their requirements to the extent that they require terms in addition to or different from the National Standard Clauses. The State Supplements will be written in a manner such that they will not be edited/updated by individual parties and will be posted on the SDPC website to provide the authoritative version of the terms. Any changes by LEAs or Providers will be made in amendment form in an Exhibit (**Exhibit "H"** in this proposed structure).]

**[THIS PAGE HAS BEEN INTENTIONALLY LEFT BLANK]**

**EXHIBIT "H"**  
**Additional Terms or Modifications**  
Version \_\_\_\_\_

LEA and Provider agree to the following additional terms and modifications:

This is a free text field that the parties can use to add or modify terms in or to the DPA. If there are no additional or modified terms, this field should read "None."

## 2024 Board Committee Reports

1. Athletic Committee – Herb Greenlee, Jonathan Kinnick and Paula Treece
2. Communications Committee – Beth Simpson and Paula Treece
3. Curriculum Council: (Usually the 4<sup>th</sup> Tuesday of every month from 4-6 p.m. but dates are subject to change - no meeting in June, July, or December)
  - January 23, 2024 – Beth Simpson
  - February 27, 2024 – Dr. Ginger Carter
  - March 26, 2024 – Herb Greenlee
  - April 23, 2024 – Kathy Hall
  - May 14, 2024 – Paula Treece
  - August 20, 2024 – Jonathan Kinnick
  - September 24, 2024 – Tom Hager
  - October 22, 2024 – Beth Simpson
  - November 26, 2024 – Kathy Hall
4. Facilities/Capital Improvements/Site Selection Committee – Dr. Ginger Carter, Herb Greenlee, Kathy Hall and Jonathan Kinnick
5. Finance Committee – Tom Hager, Kathy Hall, Jonathan Kinnick, and Paula Treece
6. Foundation Board – Kathy Hall and Beth Simpson
7. Policy Committee – Kathy Hall, plus one other Board Member:

<u>Section</u>	<u>Committee Meets</u>	<u>Board Review 5:00 p.m.</u>	<u>Board Member</u>
Five – Personnel	January	February	Herb Greenlee
One – School Board Operations	August	November	Dr. Ginger Carter
Three – Support Services	September	November	Tom Hager
Four – Instructional Services	October	November	Paula Treece
Two – Fiscal Management	November	February	Jonathan Kinnick
Six – Students	December	February	Beth Simpson

8. School Zone Assignment Advisory Committee – Tom Hager and Paula Treece
9. Sick Leave Bank Trustee (Second year of a three-year term) – Tom Hager
10. Superintendent’s Compensation Committee – Paula Treece (Chair) and Kathy Hall
11. Tennessee Legislative Network (TLN) – Beth Simpson
12. Safety Security Committee - Dr. Ginger Carter, Herb Greenlee, Kathy Hall and Jonathan Kinnick
13. Student Activities Ad Hoc Committee - Kathy Hall, Beth Simpson and Paula Treece
14. Ad Hoc Foyers Committee - Kathy Hall, Beth Simpson and Paula Treece
15. JC Council of PTAs Committee - Beth Simpson, Kathy Hall, Paula Treece and Tom Hager February 7, and May 1.



**CERTIFIED LEAVE**

Jones, Kaytee Principal  
South Side Elementary  
4/2---6/11/2024

Klug, Haley 5<sup>th</sup> Grade Teacher  
North Side Elementary  
4/5---ESY 2023-2024

**CERTIFIED INTERIMS**

Cross, Caitlin 1<sup>st</sup> Grade Teacher  
Woodland Elementary  
4/29--ESY 2023-2024  
For: K. Dempsey

Hoilman, Tracey Gap Lab Teacher  
Science Hill 10/12  
4/15---ESY 2023-2024  
For: T. Devault

Hibbitts, Tiffany Dr Principal  
South Side Elementary  
Thru June 11, 2024  
For: K. Jones

**CERTIFIED HIRES**

Lee, Chelsea Dr. Principal  
Mtn. View Elementary  
Replace: Dr. M. Stukes

Wood, Renee Dr. Elementary Education Supervisor  
Central Office  
Replace: Dr. R. Anderson

**CERTIFIED RETIREES**

Kleven, Jeffrey Automotive Technology Instructor  
Science Hill – CTE  
ESY 2023-2024

Miller, Penny	School Counselor Cherokee Elementary ESY 2023-2024
Moody, Pamela	1 <sup>st</sup> Grade Teacher Fairmont Elementary ESY 2023-2024
Carruthers, Glynn	2 <sup>nd</sup> Grade Teacher Towne Acres Elementary ESY 2023-2024

**CLASSIFIED LEAVE**

Hensley, Samantha	Family School Coordinator Full Time North Side Elementary 6/3---8/26/2024
Shannon, Hannah	Care Counselor Full Time Towne Acres Elementary 3/18---3/29/2024
Clark, Tanya	Instructional Assistant Full Time Mtn. View Elementary 4/11---4/29/2024

**CLASSIFIED RESIGNATIONS**

Lovelace, Jessica	Behavioral Assistant (RTI-B) Full Time Lake Ridge Elementary 3/29/2024
Woodward, Kayla	EduCare Assistant Part Time Cherokee Elementary 3/28/2024

Fried, Sarah	Bookkeeper Full Time North Side Elementary 3/25/2024
Besley, Greg	Interim Permanent Substitute Teacher Full Time Mtn. View Elementary 3/19/2024
Richert-Hess, Derek	Special Education Assistant Full Time Indian Trail Middle 3/27/2024
Schmid, Hillary	Family School Coordinator Full Time South Side Elementary 4/19/2024
England, Laura	Café Worker Part Time Food Service 3/28/2024
Mansey, Michael	Campus Monitor Full Time Science Hill 10/12 4/8/2024
Johnson, Amanda	PreK Assistant Part Time North Side Elementary 4/5/2024
McGrew, Lauren	Administrative Secretary Full Time Indian Trail Middle 4/1/2024

Brandon, Jerry	Custodian Full Time South Side Elementary 4/19/2024
Sharpe, Heather	Cheerleading Coach Part Time Liberty Bell Middle 4/1/2024
Hibbitts, Tiffany	Math Coach Full Time Systemwide 4//9/2024
Juboor, Sherry	Café Worker Part Time Food Service 4/18/2024
Hall, Kathleen	Custodian Full Time Indian Trail Middle 3/25/2024
Goehner, Casey	RTI Assistant Part Time Lake Ridge Elementary 7/14/2024
Torraca, Caden	EduCare Assistant Part Time Towne Acres Elementary 4/4/2024
Bestman, St. Matthew	EduCare Assistant Part Time Towne Acres Elementary 4/5/2024

Price, Lili

Case Manager  
Full Time  
Liberty Bell Middle  
4/23/2024

**CLASSIFIED HIRES**

Costello, Kim

Girls Lacrosse Coach  
Part Time  
Science Hill 10/12

Hamilton, Phillip

Boys Lacrosse Coach  
Part Time  
Science Hill 10/12  
Replace: R. Gouge

Woodward, Kayla

Instructional Assistant  
Part Time  
Cherokee Elementary  
Replace: V. McKinley-Kimball

Turner, Ashley

Administrative Secretary  
Full Time  
Science Hill 10/12  
Replace: C. Reaves

McGrew, Lauren

Administrative Secretary/Registrar  
Full Time  
Liberty Bell Middle  
Replace: L. Deel

Creedon, Molly

Fingerprinting Clerk  
Full Time  
Central Office  
Replace: M. Cox

Bowers, Kimberly

Bookkeeper  
Full Time  
North Side Elementary  
Replace: S. Fried

Berry, Danielle	Special Education Assistant Full Time Towne Acers Elementary Replace: D. Richert-Hess
Volk, Emily	Administrative Secretary/Registrar Full Time Indian Trail Middle Replace: L. McGrew (transfer)
Hill, Jazmine	PreK Assistant Part Time North Side Elementary Replace: A. Johnson
Johnson, Sarah	Family School Coordinator Full Time South Side Elementary Replace: H. Schmid
Agarwal, Mary	RTI Instructional Assistant Part Time Lake Ridge Elementary Replace: C. Goehner
Miller, Grace	EduCare Assistant Part Time Lake Ridge Elementary Replace: A. King
Reaves, Macie	EduCare Assistant Part Time Towne Acres Elementary
Brown, Sarah	EduCare Assistant Part Time Cherokee Elementary Replace K. Woodward
Woodward, Abigail	EduCare Assistant Part Time Woodland Elementary Replace: S. Ibrahim

Gouge, Regina

EduCare Assistant  
Part Time  
Woodland Elementary

Henderson, Susan

Café Manager  
Full Time  
Mtn. View Elementary

Eggers, Marly

Assistant Food Service Supervisor  
Full Time  
Central Office  
Replace: H. Upchurch (transfer)

Fried, Sarah

Bookkeeper  
Full Time  
Central Office  
Replace: A. Cornett (transfer)

Davis, Kayla

Café Worker  
Part Time  
Woodland Elementary



**Donation Submittal to BOE Form**

School/Program: Fairmont

From: Beth Baldwin

Date: 3-26-24

Amount: \$ 50.00

Donor: Mary Ruddy

**Donation Stipulation/Restriction:**

Library Books only  
In Memory of Aiden Davis





## Donation Submittal to BOE Form

School/Program: Lake Ridge Elementary School

From: Renee' Wood

Date: 3/26/24

Amount: \$ 200.00

Donor: ETSU College of Public Health, Project Earth

**Donation Stipulation/Restriction:**

Donated garden boxes for our outdoor garden expansion.

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## Donation Submittal to BOE Form

School/Program: Lake Ridge Elementary School

From: Renee' Wood

Date: 3/26/24

Amount: \$ 459.62

Donor: Washington County Extension Office

**Donation Stipulation/Restriction:**

Donated soil for our outdoor garden expansion.

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## Donation Submittal to BOE Form

School/Program: Lake Ridge Elementary School

From: Renee' Wood

Date: 3/26/24

Amount: \$ 200.00

Donor: ETSU College of Public Health, Project Earth

**Donation Stipulation/Restriction:**

Donated garden boxes for our outdoor garden expansion.

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## Donation Submittal to BOE Form

School/Program: Lake Ridge Elementary School

From: Renee' Wood

Date: 3/26/24

Amount: \$ 459.62

Donor: Washington County Extension Office

**Donation Stipulation/Restriction:**

Donated soil for our outdoor garden expansion.

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**Donation Submittal to BOE Form**

**School/Program:** South Side Elementary

**From:** PTA Grant

**Date:** 4/18/24

**Amount:** \$ 2,150.00

**Donor:** PTA

**Donation Stipulation/Restriction:**

This grant represents the many hours our kids spent reading as a  
component of our annual Read-a-thon. These funds are to be used to  
sponsor "book bucks" which are redeemable at the 24 book fair.

South Side PTA



April 11, 2024

Dr. Hawley,

On behalf of South Side PTA I'm thrilled to provide this grant to our South Side library. This grant represents the many hours our kiddos spent reading as a component of our annual Read-a-thon! These funds are to be used to sponsor "book bucks" which are redeemable at the 2024 Scholastic Book fair.

Total Grant: \$2,150.00

Thank you for all you do to help support our South Side students and your participation in the efforts of PTA. We appreciate you so very much!

Best,

A handwritten signature in blue ink, which appears to read "Julia Turpin". The signature is fluid and cursive, with a large initial "J" and a stylized "T".

Julia Turpin, PTA President 2023/2024



## Donation Submittal to BOE Form

School/Program: South Side Elementary

From: Allie Foster Memorial

Date: 4/22/24

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Amount: \$ 526.00

Donor: West Hills Tractor

**Donation Stipulation/Restriction:**

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Donation in memory of Allie Foster former South Side Student who passed away in an accident. Donation of two Spikeball sets for South Side.

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Allie was a professional Spikeball player.

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## Donation Submittal to BOE Form

**School/Program:** Towne Acres

**From:** Josh Simmons / Hunter Tester

**Date:** 4/10/2024

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**Check Amount:** \$560.98

**Vendor:** Kroger

**Reason / Purpose:**

General donation from Kroger Community Rewards program.

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## Donation Submittal to BOE Form

School/Program: Towne Acres

From: Josh Simmons / Hunter Tester

Date: 4/3/2024

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Check Amount: \$300.00

Vendor: Family Eyecare Center, PLLC

**Reason / Purpose:**

Donation from Family Eyecare Center to purchase solar eclipse viewing glasses.

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**Donation Submittal to BOE Form**

**School/Program:** Indian Trail Middle School

**From:** Alice A. Goodman

**Date:** 3/22/24

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**Amount:** \$ 250.00

**Donor:** George & Leslie Quarles

**Donation Stipulation/Restriction:**

This donation was made in memory of Charlee Blackburn.



## Donation Submittal to BOE Form

School/Program: Indian Trail Middle School

From: Alice A. Goodman

Date: 3/22/24

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Amount: \$ 240.83

Donor: ITMS Soccer Boosters

**Donation Stipulation/Restriction:**

This donations was donated for the purpose of purchasing uniforms.

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## Donation Submittal to BOE Form

**School/Program:** Indian Trail Middle School

**From:** Alice A. Goodman

**Date:** 3/25/24

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**Amount:** \$ 400.00

**Donor:** Scales Elementary School

**Donation Stipulation/Restriction:**

This donation was made in memory of Charlee Blackburn.



## Donation Submittal to BOE Form

**School/Program:** Indian Trail Middle School

**From:** Alice A. Goodman

**Date:** 3/26/24

**Amount:** \$ 50.00

**Donor:** Claire & Jeffrey Isenberg

**Donation Stipulation/Restriction:**

This donation was made in memory of Charlee Blackburn.



## Donation Submittal to BOE Form

School/Program: Indian Trail Middle School

From: Alice A. Goodman

Date: 4/3/24

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Amount: \$ 250.00

Donor: John Fenley

Donation Stipulation/Restriction:

This donation was made for the ITMS Robotics Team to go to the  
Vex World Competition.

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**Donation Submittal to BOE Form**

**School/Program:** Indian Trail Middle School

**From:** Alice A. Goodman

**Date:** 4/5/24

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**Amount:** \$ 50.00

**Donor:** Pi Beta Phi Elementary

**Donation Stipulation/Restriction:**

This donation was made in memory of Charlee Blackburn.



**Donation Submittal to BOE Form**

**School/Program:** Indian Trail Middle School

**From:** Alice A. Goodman

**Date:** 3/28/24

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**Amount:** \$ 50.00

**Donor:** Kristy & Jason Whitson

**Donation Stipulation/Restriction:**

This donation was made for the ITMS robotics team to go to the  
VEX World Competition.

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## Donation Submittal to BOE Form

School/Program: Indian Trail Middle

From: Alice A. Goodman

Date: 4/9/24

Amount: \$ 300.00

Donor: General Shale

Donation Stipulation/Restriction:

This donation was made for the Robotics team to go to the  
World Vex Competition.



## Donation Submittal to BOE Form

School/Program: Indian Trail Middle

From: Alice A. Goodman

Date: 4/9/24

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Amount: \$ 60.00

Donor: Matthew Gerpen

Donation Stipulation/Restriction:

This donation was made for the Robotics Team to go to the  
World Vex Competition.

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## Donation Submittal to BOE Form

School/Program: Indian Trail Middle School

From: Alice A. Goodman

Date: 4/9/24

Amount: \$ 150.00

Donor: Lucy Whelan

**Donation Stipulation/Restriction:**

This donation was made for the Robotics Team to go to the  
World Vex Competition.



## Donation Submittal to BOE Form

School/Program: Liberty Bell Middle School

From: Kelsey Walker/Heather Lonon Date: 4/24/24

*Kelsey Walker*

Amount: \$ 70.00 Donor: Destiny Sanders

Donation Stipulation/Restriction:

Beta Club Carowinds trip



**Donation Submittal to BOE Form**

**School/Program:** Liberty Bell Middle School

**From:** Kelsey Walker/Heather Lonon  
*Kelsey Walker*

**Date:** 4/24/24

**Amount:** \$ 30.00

**Donor:** Robert Tipton

**Donation Stipulation/Restriction:**

Beta club Carowinds trip



## Donation Submittal to BOE Form

**School/Program:** Liberty Bell Middle School

**From:** Kelsey Walker/Heather Lonon

**Date:** 4/24/24

*Kelsey Walker*

**Amount:** \$ 500.00

**Donor:** Blackburn, Childers & Steagall

**Donation Stipulation/Restriction:**

Track & Field



Donation Submittal to BOE form

School/Program: SHHS Deposit code: 90002

From: Sandra McInturff Date: 4/9/24

Amount: \$200.00 Donor: Cooper Family  
address: Raymond James Charitable

Donation Stipulation/Restriction:

TA	\$100.00
SHHS	\$100.00
	\$0.00
	\$0.00

**EMAILED**  
APR 16 2024



**Donation Submittal to BOE form**

School/Program: SCIENCE HILL HIGH SCHOOL

From: Sandy McInturff

Date: 4/1/24

Amount : \$750.00

Donor: Brightspeed

address: PO Box 1480  
Fayetteville, NC 28301

**Donation Stipulation/Restriction:**

General Donation	R30730	\$750.00
		\$0.00
		\$0.00
		\$0.00

**E-MAILED**  
APR 16 2024





Donation Submittal to BOE Form

School/Program: Science Hill High School Showstoppers L70107

From: SHHS PTSA

Date: 4/09/4

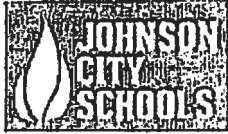
Amount: \$2000.00

Donor: PTSA and Keith Lanham

Donation Stipulation/Restriction:

The PTSA and the Keith Lanham (American Online Giving Foundation) donations  
are to be used to supplement Showstopper transportation to Tennessee High School  
Speech and Drama League (THSSDL) State Tournament, specifically to supplement  
Charter Bus costs

**E-MAILED**  
APR 15 2024



**Donation Submittal to BOE form**

School/Program: SHHS

Deposit code: 80141

From: Elizabeth Bennett

Date: 4/15/24

Amount : \$400.00

Donor: C. Nathaniel Jenkins & Assoc.

address: 208 Sunset Dr, Ste 401

**Donation Stipulation/Restriction:**

STEM food night	\$400.00
	\$0.00
	\$0.00
	\$0.00

**E-MAILED**  
APR 16 2024  
APR 16 2024



**Donation Submittal to BOE Form**

School/Program: SHHS HOSA

From: Ballad Health/Marsh <sup>CP</sup>      Date: 4.12.24  
*[Handwritten Signature]*

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Amount: 250.<sup>00</sup>      Donor: Ballad/Marsh

Donation Stipulation/Restriction:  
\$250 for Hosting 2 Blood Drives  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Donation Submittal to BOE form

School/Program: Topper Academy

From: Nadia Keri  
Case Manager

Date: April 16, 2024.

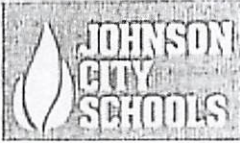
Amount: 100<sup>00</sup>  
4 x 25<sup>00</sup> - gift cards.

Donor: Publix

Donor address: Publix Super Markets, Inc.  
Charlotte office  
4135 South Stream Blvd. Suite 500  
Charlotte, NC 28217

Donation Stipulation/Restriction:

Topper Academy.



Donation Submittal to BOE form

School/Program: SCIENCE HILL HIGH SCHOOL

From: Sean L. Samuel

Date: 3/21/24

Model UN Club

80136

Amount: \$100-

Donor: Sturgill Ortho

address: 801 Sunset Dr Ste E5  
J.C TN 37604

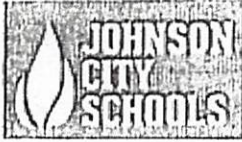
Donation Stipulation/Restriction:

\$0.00

\$0.00

\$0.00

\$0.00



Donation Submittal to BOE form

School/Program: SCIENCE HILL HIGH SCHOOL

From: Sean L. Samuel

Date: 3/21/24

Model UN Club

80136

Amount: 4159<sup>-</sup>

Donor: Sok Tide Foods

address:

Barberitas  
3135 Peoples St. #407  
J.C. TN 37604

Donation Stipulation/Restriction:

	\$0.00
	\$0.00
	\$0.00
	\$0.00



Donation Submittal to BOE form

School/Program: SCIENCE HILL HIGH SCHOOL

From: Sandy McInturff

Date: 3/26/24

Amount:

*gjm*

\$1,000.00

Donor: Richard Manahan

address:

n/a

*816 Yamadu Ct.  
gc 37604*

Donation Stipulation/Restriction:

Wrestling Program L95015

\$1,000.00

\$0.00

\$0.00

\$0.00



CASH DONATION FORM

DATE: 3/25/23

DONATED BY: Stacey Peterson

DONOR ADDRESS: 1300 Lone Oak Rd JC TN 37604

AMOUNT RECEIVED: \$100<sup>00</sup>

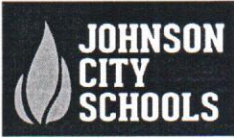
ACCOUNT DONATED TO: Automotive Program

DONATION PURPOSE: Operation of Shop

SIGNATURE OF DONOR: [Handwritten Signature]

SIGNATURE OF RECEIVER: [Handwritten Signature]





## Donation Submittal to BOE Form

School/Program: Towne Acres

From: Josh Simmons / Hunter Tester

Date: 4/16/2024

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Check Amount: \$5,500.00

Vendor: Towne Acres PTA

**Reason / Purpose:**

Donation to put towards 3rd and 4th grade field trip to 4H camp.

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## 2024 Board Committee Reports

1. Athletic Committee – Herb Greenlee, Jonathan Kinnick and Paula Treece
2. Communications Committee – Beth Simpson and Paula Treece
3. Curriculum Council: (Usually the 4<sup>th</sup> Tuesday of every month from 4-6 p.m. but dates are subject to change - no meeting in June, July, or December)
  - January 23, 2024 – Beth Simpson
  - February 27, 2024 – Dr. Ginger Carter
  - March 26, 2024 – Herb Greenlee
  - April 23, 2024 – Kathy Hall
  - May 14, 2024 – Paula Treece
  - August 20, 2024 – Jonathan Kinnick
  - September 24, 2024 – Tom Hager
  - October 22, 2024 – Beth Simpson
  - November 26, 2024 – Kathy Hall
4. Facilities/Capital Improvements/Site Selection Committee – Dr. Ginger Carter, Herb Greenlee, Kathy Hall and Jonathan Kinnick
5. Finance Committee – Tom Hager, Kathy Hall, Jonathan Kinnick, and Paula Treece
6. Foundation Board – Kathy Hall and Beth Simpson
7. Policy Committee – Kathy Hall, plus one other Board Member:

<u>Section</u>	<u>Committee Meets</u>	<u>Board Review 5:00 p.m.</u>	<u>Board Member</u>
Five – Personnel	January	February	Herb Greenlee
One – School Board Operations	August	November	Dr. Ginger Carter
Three – Support Services	September	November	Tom Hager
Four – Instructional Services	October	November	Paula Treece
Two – Fiscal Management	November	February	Jonathan Kinnick
Six – Students	December	February	Beth Simpson

8. School Zone Assignment Advisory Committee – Tom Hager and Paula Treece
9. Sick Leave Bank Trustee (Second year of a three-year term) – Tom Hager
10. Superintendent’s Compensation Committee – Paula Treece (Chair) and Kathy Hall
11. Tennessee Legislative Network (TLN) – Beth Simpson
12. Safety Security Committee - Dr. Ginger Carter, Herb Greenlee, Kathy Hall and Jonathan Kinnick
13. Student Activities Ad Hoc Committee - Kathy Hall, Beth Simpson and Paula Treece
14. Ad Hoc Foyers Committee - Kathy Hall, Beth Simpson and Paula Treece
15. JC Council of PTAs Committee - Beth Simpson, Kathy Hall, Paula Treece and Tom Hager February 7, and May 1.

***JOHNSON CITY  
BOARD OF EDUCATION  
UPCOMING MEETINGS***

- **May 6, 2024 Regular Board Meeting, 6 p.m., Board Room**
- **June 3, 2024 Regular Board Meeting, 6 p.m., Board Room**
- **July - (TBD) Regular Board Meeting, 6 p.m., Board Room (Subject to change)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 JC Volleyball / Aux Gym 5:30 - 9:30 pm	2 JC Volleyball / Aux Gym 5:30 - 9:30 pm	3 JC Volleyball / Aux Gym 5:30 - 9:30 pm	4
5 CINCO DE MAYO 	6 TriCities SS / Aux Gym 5:30 - 9:30 pm	7 JC Volleyball / Aux Gym 5:30 - 9:30 pm	8 JC Volleyball / Aux Gym 5:30 - 9:30 pm	9 JC Volleyball / Aux Gym 5:30 - 9:30 pm	10 ARENA SETUP JEHOVAHS WITNESSES	11 JEHOVAHS WITNESSES #5
12 JEHOVAHS WITNESSES #1 	13 TriCities SS / Aux Gym 5:30 - 9:30 pm	14 JC Volleyball / Aux Gym 5:30 - 9:30 pm	15 ARENA SETUP JC Volleyball / Aux Gym 5:30 - 9:30 pm	16 BREAKING BENJAMIN / DAUGHTRY CONCERT 7:00 PM	17 JC Volleyball / Aux Gym 5:30 - 9:30 pm	18
19 JC Volleyball / Aux Gym Noon - 8:00 pm	20 TriCities SS / Aux Gym 5:30 - 9:30 pm	21 JC Volleyball / Aux Gym 5:30 - 9:30 pm	22 SHHS GRADUATION SETUP	23 SHHS GRADUATION SETUP	24 SHHS GRADUATION REHEARSAL	25 SHHS GRADUATION 10:00 AM
26 Rolling Thunder Bike Run - Lot B JC Volleyball / Aux Gym 5:30 - 9:30 pm	27 memorial DAY  JC Volleyball / Aux Gym 5:30 - 9:30 pm City Offices Closed	28 JC Volleyball / Aux Gym 5:30 - 9:30 pm	29	30	31	

