

GMSD Board Business Meeting
February 27, 2025 6:00 PM
Board Room, GMSD Office

1. Call to Order
2. Moment of Silence
3. Pledge of Allegiance
4. Swearing in of New Board Member: Scotty Hendricks, Jr.
5. Approval of Agenda
6. Recognition and Awards
7. REPORTS
 - 7.A. TN Legislative Update
 - 7.B. Chairman's Report
 - 7.C. Financial Report
 - 7.D. Superintendent's Report
8. Citizens to be heard
9. CONSENT AGENDA
 - 9.A. Approval of the Minutes
 - 9.B. Revision of Policies - Second Reading
 - 9.C. Miscellaneous FY 24-25 Budget Amendments
 - 9.D. Approval of Special Course Application for Honors Humanities
 - 9.E. New Club Fee
10. Announcements
11. Adjournment

February 2025 Legislative Report

On Tuesday, February 11th, the Board along with Superintendent Manuel visited with legislators in Nashville advocating for legislation that would positively benefit GMSD and public education in Tennessee. We visited with the following members of the Education Committees in the House and Senate:

Representative Chris Hurt

Representative Kirk Haston

House Education Chair Mark White

Representative Kevin Raper

Representative Renea Jones

Senate Education Chair Dawn White

Senate Education 2nd Vice Chair Raumesh Akbari

Senator Rusty Crowe

Senator Adam Lowe

In addition, we met with Representatives Kevin Vaughan and Mark Cochran. Specifically, we advocated for Early Childhood Special Education, allowing high school students to use the ACT for testing in lieu of the TCAP, and for reduction of administrative requirements for our students to be better served. I want to express my personal appreciation to the Board and the Superintendent for their participating in a marathon of meetings. It was a great day on the hill and a great experience for our two newest Board members. I'm proud that our Board sets the standard for legislative advocacy in Tennessee.

Over the next few weeks, legislation will be moving through the Education Committees. A couple of bills that are deep into the process that will impact education are:

HB932/SB897 by Alexander and Haile - As introduced, requires local boards of education and public charter school governing bodies to adopt a policy to prohibit students from using wireless communication devices during instructional time, except in certain circumstances. This bill passed the House Education Committee 16-1 and passed the Senate Education Committee 9-0 and is headed to the full House on Monday and will be scheduled for the Senate next week. Barring something completely unforeseen, this bill will pass and become law on July 1.

HB1162/SB1020 by Stevens and White - As introduced, allows public charter schools to operate outside the geographic boundaries of the local education agency in which the public charter school is authorized to locate in its charter agreement in certain circumstances and under certain conditions. Specifically, this would allow Memphis-Shelby County Schools to authorize a charter school to operate in any of the municipalities in Shelby County. This bill has passed the Senate Education Committee and will be headed to the Senate floor. It is scheduled to be heard in the House K-12 Subcommittee next week.

HB85/SB158 by Cepicky and Hensley - As introduced, increases, from 130 minutes per full school week to 60 minutes per school day, the minimum amount of physical activity required for elementary school students; establishes additional requirements for the minimum amount of physical activity required for elementary school students. This is scheduled for the House Education Administration Subcommittee on Tuesday and the Senate Education Committee on Wednesday, although it's likely to be rolled a week in the Senate. There are now 10 co-sponsors in the House, so there seems to be momentum there. Going from 130 minutes per week of physical activity to 300 minutes per week will impact our elementary schools, so this will be a bill to watch.

HB1323/SB1311 by Lamberth and Johnson - As introduced, makes various changes to certain teacher licensure requirements. There are several significant changes that should allow for some flexibility in filling teacher vacancies and meeting demand. One notable change would be conditions around limited occupational teaching licensure, which would give us maximum flexibility in staffing CTE courses. This is something we have advocated for and would put us on par with the private schools regarding CTE. This bill is being carried by the House and Senate Majority Leaders, so this is a good indication this has the support of the Governor's office. This will be heard in the House Education Administration Subcommittee on Wednesday.

Germantown Municipal School District

BALANCE SHEET

All Funds

As of Month Ending January 31, 2025

	GENERAL FUND 141	FEDERAL FUND 142	SCHOOL NUTRITION FUND 143	CAPITAL IMPROV FUND 177	OPEB TRUST FUND 210	FIXED ASSETS FUND 220	HEALTH INS FUND 263	Total
ASSETS								
Cash and Cash Equivalents	31,707.50	(264,823.56)	1,622,009.31	3,067,835.48	124,931.61	-	462,993.41	5,044,653.75
Investments - LGIP	23,695,403.54	-	-	-	5,919,509.96	-	-	29,614,913.50
Investments - Money Market	-	-	-	-	-	-	-	-
Cash Clearing - School Activity	5,000.00	-	-	-	-	-	-	5,000.00
CDARS - First Horizon	-	-	-	-	-	-	-	-
Accrued Interest	-	-	-	-	531.01	-	-	531.01
Accounts Receivable	-	-	-	-	-	-	-	-
Due from Other Govts	-	265,646.56	46,416.64	-	-	-	-	312,063.20
Due from City	-	-	-	-	-	-	-	-
Due from Schools	-	-	-	-	-	-	-	-
Due from Other Funds	20,406.00	-	-	-	-	-	-	20,406.00
Restricted Investments - SRT	1,217,260.00	-	-	-	-	-	-	1,217,260.00
Prepaid Expenses	7,182.00	-	-	-	-	-	-	7,182.00
Fixed Assets:	-	-	-	-	-	-	-	-
Land	-	-	-	-	-	6,377,894.00	-	6,377,894.00
Land Improvements	-	-	-	-	-	1,970,270.25	-	1,970,270.25
Buildings	-	-	-	-	-	134,853,791.59	-	134,853,791.59
Improvements	-	-	-	-	-	8,568,005.29	-	8,568,005.29
Equipment	-	-	-	-	-	21,668,754.99	-	21,668,754.99
Construction-in-Progress	-	-	-	-	-	1,010,089.65	-	1,010,089.65
Accumulated Depreciation	-	-	-	-	-	(36,031,527.76)	-	(36,031,527.76)
ASSETS TOTAL	24,976,959.04	823.00	1,668,425.95	3,067,835.48	6,044,972.58	138,417,278.01	462,993.41	174,639,287.47
LIABILITIES								
Accounts Payable	531.54	823.00	201,035.37	-	-	-	-	202,389.91
Accrued Expenses	66,358.61	-	-	-	-	-	184,246.00	250,604.61
Due to the City of Germantown	-	-	-	-	-	-	-	-
Due to Schools	-	-	-	-	-	-	-	-
Due to Other Funds	-	-	-	-	-	-	-	-
Unearned Revenue	-	-	348,447.36	-	-	-	-	348,447.36
LIABILITIES TOTAL	66,890.15	823.00	549,482.73	-	-	-	184,246.00	801,441.88
FUND BALANCE								
Change in Fund Balance	705,596.68	-	71,869.71	-	775,103.12	(2,487,182.45)	(1,117,386.26)	(2,051,999.20)
Beginning Fund Balance	24,204,472.21	-	1,047,073.51	3,067,835.48	5,269,869.46	140,904,460.46	1,396,133.67	175,889,844.79
Ending Fund Balance	24,910,068.89	-	1,118,943.22	3,067,835.48	6,044,972.58	138,417,278.01	278,747.41	173,837,845.59
LIABILITIES AND FUND BALANCE TOTAL	24,976,959.04	823.00	1,668,425.95	3,067,835.48	6,044,972.58	138,417,278.01	462,993.41	174,639,287.47
VARIANCE	-	-	-	-	-	-	-	-

Germantown Municipal School District
REVENUE and EXPENSE REPORT
SCHOOL OPERATING FUND
 As of Month Ending January 31, 2025

	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
GENERAL FUND REVENUES - FUND 141					
TISA REVENUE	37,545,387.00	3,720,877.71	23,024,276.28	(14,521,110.72)	61.32%
SHELBY COUNTY GOVERNMENT					
Property Taxes	17,022,053.00	5,742,289.57	7,534,501.45	(9,487,551.55)	44.26%
Sales Tax	10,404,656.00	842,318.10	4,207,100.57	(6,197,555.43)	40.43%
Wheel Tax	1,403,882.00	798,662.11	1,166,276.24	(237,605.76)	83.08%
CITY OF GERMANTOWN					
Maintenance of Effort	3,082,064.00	256,838.67	1,797,870.69	(1,284,193.31)	58.33%
PEG Funding	112,000.00	-	24,972.24	(87,027.76)	22.30%
Mixed Drink Tax	252,000.00	53,575.36	150,949.92	(101,050.08)	59.90%
OTHER LOCAL REVENUE	1,114,000.00	82,027.76	711,823.86	(402,176.14)	63.90%
TUITION	385,011.00	18,653.00	214,151.00	(170,860.00)	55.62%
OTHER STATE REVENUE	2,155,317.00	125,520.57	259,092.75	(1,896,224.25)	12.02%
TRANSFERS - INDIRECT COSTS	35,000.00	-	25,228.50	(9,771.50)	72.08%
RESERVES	3,845,091.58	-	-	(3,845,091.58)	0.00%
TOTAL GENERAL FUND REVENUES	77,356,461.58	11,640,762.85	39,116,243.50	(38,240,218.08)	50.57%

GENERAL FUND EXPENDITURES - FUND 141					
	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
71100 REGULAR INSTRUCTION					
Salaries & Wages	25,243,165.00	1,997,214.82	12,521,462.11	(12,721,702.89)	49.60%
Benefits	5,618,245.00	490,492.44	2,965,522.19	(2,652,722.81)	52.78%
Contract w/Priv. Agencies	264,270.00	-	264,270.00	0.00	100.00%
Maint & Rep - Equipment	12,000.00	1,925.00	2,724.50	(9,275.50)	22.70%
Travel	2,500.00	366.09	1,115.36	(1,384.64)	44.61%
Other Contract Svcs	1,010,065.00	106,088.18	600,016.80	(410,048.20)	59.40%
Inst. Supplies	439,018.53	18,690.76	131,462.76	(307,555.77)	29.94%
Textbooks	774,534.75	245.80	118,685.36	(655,849.39)	15.32%
Software	460,802.25	3,720.00	165,364.49	(295,437.76)	35.89%
Other Supplies	186,500.00	-	161,919.88	(24,580.12)	86.82%
Other Charges	29,384.00	336.04	16,249.91	(13,134.09)	55.30%
Equipment	1,472,800.00	17,685.62	158,080.95	(1,314,719.05)	10.73%
TOTAL REGULAR INSTRUCTION	35,513,284.53	2,636,764.75	17,106,874.31	(18,406,410.22)	48.17%

	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
71150 ALTERNATIVE EDUCATION					
Salaries & Wages	332,637.00	28,074.14	172,406.53	(160,230.47)	51.83%
Benefits	80,959.00	7,138.01	42,102.46	(38,856.54)	52.00%
Inst. Supplies	1,000.00	-	36.26	(963.74)	0.00%
Equipment	1,000.00	-	240.87	(759.13)	24.09%
TOTAL ALTERNATIVE EDUCATION	415,596.00	35,212.15	214,786.12	(200,809.88)	51.68%

	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
71200 SPECIAL EDUCATION INSTRUCTION					
Salaries & Wages	5,147,741.00	394,924.55	2,435,554.49	(2,712,186.51)	47.31%
Benefits	1,270,879.00	109,189.74	644,430.26	(626,448.74)	50.71%
Contract w/Priv. Agencies	44,900.00	840.00	6,573.39	(38,326.61)	14.64%
Contracts for Sub Teachers	5,000.00	-	2,128.44	(2,871.56)	42.57%
Noncertified Subs	5,000.00	-	3,029.65	(1,970.35)	60.59%
Inst. Supplies	50,636.00	3,328.38	25,201.56	(25,434.44)	49.77%
Equipment	3,000.00	1,202.78	1,202.78	(1,797.22)	40.09%
TOTAL SPECIAL EDUCATION INSTRUCTION	6,527,156.00	509,485.45	3,118,120.57	(3,409,035.43)	47.77%

	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
71300 CAREER & TECHNICAL EDUCATION					
Salaries & Wages	1,193,472.00	92,215.08	583,071.40	(610,400.60)	48.86%
Benefits	311,550.00	21,975.59	131,650.99	(179,899.01)	42.26%
Maintenance & Repairs	1,000.00	285.48	1,000.00	0.00	100.00%
Inst. Supplies	22,000.00	-	12,950.00	(9,050.00)	58.86%
Software	10,000.00	-	-	(10,000.00)	0.00%
Other Supplies	10,000.00	-	-	(10,000.00)	0.00%
Other Charges	271,070.00	-	-	(271,070.00)	0.00%
Equipment	775,000.00	-	62,198.85	(712,801.15)	8.03%
TOTAL CAREER & TECHNICAL EDUCATION	2,594,092.00	114,476.15	790,871.24	(1,803,220.76)	30.49%

Germantown Municipal School District
REVENUE and EXPENSE REPORT
SCHOOL OPERATING FUND
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72110 ATTENDANCE & PLANNING	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages	679,376.00	55,764.82	377,705.08	(301,670.92)	55.60%
Benefits	163,085.00	10,768.55	69,329.55	(93,755.45)	42.51%
Travel	1,000.00	-	459.93	(540.07)	45.99%
Other Contract Svcs.	40,000.00	-	40,000.00	0.00	0.00%
Other Supplies	5,000.00	-	1,836.53	(3,163.47)	36.73%
Inservice/Staff Dev.	24,500.00	1,369.33	10,808.77	(13,691.23)	44.12%
Other Charges	20,000.00	972.43	10,035.02	(9,964.98)	50.18%
TOTAL ATTENDANCE & PLANNING	932,961.00	68,875.13	510,174.88	(422,786.12)	54.68%
72120 HEALTH SERVICES	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages	579,584.00	47,549.48	298,047.63	(281,536.37)	51.42%
Benefits	171,485.00	14,554.18	80,115.52	(91,369.48)	46.72%
Other Contract Svcs.	1,000.00	-	974.86	(25.14)	97.49%
Other Supplies	12,500.00	-	80.00	(12,420.00)	0.64%
Inservice/Staff Dev.	7,500.00	728.16	3,025.42	(4,474.58)	40.34%
Other Charges	7,500.00	200.00	2,184.66	(5,315.34)	29.13%
Equipment	8,250.00	-	4,158.56	(4,091.44)	50.41%
TOTAL HEALTH SERVICES	787,819.00	63,031.82	388,586.65	(399,232.35)	49.32%
72130 OTHER STUDENT SUPPORT/GUIDANCE	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages	1,465,894.00	108,298.90	723,019.17	(742,874.83)	49.32%
Benefits	341,113.00	24,529.09	171,808.21	(169,304.79)	50.37%
Travel	500.00	27.27	305.52	(194.48)	61.10%
Other Contract Svcs.	30,000.00	366.00	2,562.00	(27,438.00)	8.54%
Other Supplies	15,000.00	-	-	(15,000.00)	0.00%
Inservice/Staff Dev.	98,369.00	1,385.96	3,238.39	(95,130.61)	3.29%
Other Charges	19,000.00	186.82	7,923.79	(11,076.21)	41.70%
Other Equipment	1,831.00	-	-	(1,831.00)	0.00%
TOTAL OTHER STUDENT SUPPORT/GUIDANCE	1,971,707.00	134,794.04	908,857.08	(1,062,849.92)	46.09%
72210 REGULAR INSTRUCTION SUPPORT	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages	2,556,217.00	204,270.32	1,360,992.68	(1,195,224.32)	53.24%
Benefits	543,793.00	49,838.09	309,420.25	(234,372.75)	56.90%
Consultants	30,000.00	4,980.00	15,336.00	(14,664.00)	51.12%
Travel	2,000.00	348.90	1,374.13	(625.87)	68.71%
Library Books/Media	43,400.00	-	43,400.00	0.00	100.00%
Other Supplies	13,570.00	121.19	2,404.95	(11,165.05)	17.72%
Inservice/Staff Dev.	52,000.00	4,972.68	24,190.76	(27,809.24)	46.52%
Other Charges	5,000.00	825.25	2,278.37	(2,721.63)	45.57%
Other Equipment	6,000.00	482.83	3,115.57	(2,884.43)	51.93%
TOTAL REGULAR EDUCATION SUPPORT	3,251,980.00	265,839.26	1,762,512.71	(1,489,467.29)	54.20%
72220 SPECIAL EDUCATION SUPPORT	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages	1,819,245.00	152,472.36	990,370.74	(828,874.26)	54.44%
Benefits	444,059.00	36,119.26	223,384.46	(220,674.54)	50.31%
Contract w/Priv. Agencies	11,000.00	221.65	2,206.77	(8,793.23)	20.06%
Evaluation & Testing	5,000.00	848.32	5,000.00	0.00	100.00%
Travel	7,500.00	372.21	1,442.62	(6,057.38)	19.23%
Other Supplies	7,000.00	-	6,996.94	(3.06)	99.96%
Inservice/Staff Dev.	19,000.00	-	19,000.00	0.00	100.00%
Other Charges	1,500.00	356.05	825.66	(674.34)	55.04%
TOTAL SPECIAL EDUCATION SUPPORT	2,314,304.00	190,389.85	1,249,227.19	(1,065,076.81)	53.98%
72230 CAREER & TECHNICAL SUPPORT	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Director/ Supervisor	21,878.00	1,787.40	12,711.80	(9,166.20)	58.10%
Benefits	5,863.00	516.47	3,320.27	(2,542.73)	56.63%
Other Supplies	1,953.00	-	-	(1,953.00)	0.00%
Inservice/Staff Dev.	4,000.00	-	-	(4,000.00)	0.00%
TOTAL CAREER & TECHNICAL SUPPORT	33,694.00	2,303.87	16,032.07	(17,661.93)	47.58%

Germantown Municipal School District
REVENUE and EXPENSE REPORT
SCHOOL OPERATING FUND
 As of Month Ending January 31, 2025

72250 TECHNOLOGY	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages	874,053.00	71,121.74	502,446.95	(371,606.05)	57.48%
Benefits	263,677.00	18,008.57	115,826.06	(147,850.94)	43.93%
Communications	105,476.36	6,230.55	37,372.52	(68,103.84)	35.43%
Consultants	24,930.00	4,000.00	13,750.00	(11,180.00)	55.15%
Maintenance & Repairs	61,069.00	1,616.87	6,556.82	(54,512.18)	10.74%
Internet Connectivity	221,401.20	15,651.20	99,516.83	(121,884.37)	44.95%
Travel	2,000.00	76.78	622.83	(1,377.17)	31.14%
Other Contract Svcs.	80,000.00	-	-	(80,000.00)	0.00%
Office Supplies	500.00	-	56.51	(443.49)	11.30%
Cabling	15,704.94	-	3,000.00	(12,704.94)	19.10%
Software	598,960.00	35,463.60	469,357.73	(129,602.27)	78.36%
Other Supplies	37,400.00	1,178.57	15,925.33	(21,474.67)	42.58%
Inservice/Staff Dev.	8,000.00	-	1,294.08	(6,705.92)	16.18%
Other Charges	50,000.00	-	49,468.38	(531.62)	98.94%
Adm Equipment	186,038.78	471.71	85,130.94	(100,907.84)	45.76%
Other Equipment	15,025.10	-	12,025.90	(2,999.20)	80.04%
TOTAL TECHNOLOGY	2,544,235.38	153,819.59	1,412,350.88	(1,131,884.50)	55.51%
72310 BOARD OF EDUCATION SERVICES	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages	21,500.00	17,300.00	17,300.00	(4,200.00)	80.47%
Benefits	58,645.00	22,148.21	25,785.76	(32,859.24)	43.97%
OPEB	708,000.00	524,202.00	524,202.00	(183,798.00)	74.04%
Audit Services	70,000.00	-	61,650.00	(8,350.00)	88.07%
Dues & Memberships	21,000.00	-	15,515.54	(5,484.46)	73.88%
Legal Services	210,000.00	11,130.29	71,244.78	(138,755.22)	33.93%
Other Supplies	1,000.00	599.65	692.25	(307.75)	69.23%
Judgments	355,453.00	-	355,453.00	0.00	100.00%
Liability Insurance	110,000.00	-	68,918.00	(41,082.00)	62.65%
Surety Bond Premium	300.00	-	300.00	0.00	100.00%
Trustee Commissions	472,565.00	123,148.78	192,216.09	(280,348.91)	40.68%
Workers' Compensation	90,000.00	(3,056.68)	77,700.10	(12,299.90)	86.33%
Inservice/Staff Dev.	20,000.00	812.42	8,823.12	(11,176.88)	44.12%
TOTAL BOARD OF EDUCATION SERVICES	2,138,463.00	696,284.67	1,419,800.64	(718,662.36)	66.39%
72320 OFFICE OF SUPERINTENDENT	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages	464,884.00	36,654.82	261,175.74	(203,708.26)	56.18%
Benefits	117,465.00	9,780.90	62,317.08	(55,147.92)	53.05%
Dues & Memberships	9,500.00	21.95	5,783.80	(3,716.20)	60.88%
Postal Charges	10,000.00	2,861.36	5,572.08	(4,427.92)	55.72%
Travel	5,000.00	228.43	2,416.19	(2,583.81)	48.32%
Other Contracted Svcs.	29,600.00	1,459.74	12,406.80	(17,193.20)	41.91%
Office Supplies	20,000.00	605.88	6,602.38	(13,397.62)	33.01%
Other Supplies	28,250.00	1,186.44	24,946.39	(3,303.61)	88.31%
Inservice/Staff Dev.	21,200.00	311.20	2,929.17	(18,270.83)	13.82%
Other Charges	1,000.00	439.10	489.10	(510.90)	48.91%
TOTAL OFFICE OF SUPERINTENDENT	706,899.00	53,549.82	384,638.73	(322,260.27)	54.41%
72410 OFFICE OF PRINCIPAL	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages	3,613,837.00	219,339.13	1,913,212.55	(1,700,624.45)	52.94%
Benefits	867,571.00	57,776.43	425,317.58	(442,253.42)	49.02%
Other Supplies	147,001.00	-	147,001.00	0.00	100.00%
Inservice/Staff Dev.	11,999.00	528.39	2,156.60	(9,842.40)	17.97%
Other Charges	16,500.00	-	15,850.00	(650.00)	96.06%
TOTAL OFFICE OF PRINCIPAL	4,656,908.00	277,643.95	2,503,537.73	(2,153,370.27)	53.76%

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72510 FISCAL SERVICES	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages	469,263.00	37,457.00	270,160.67	(199,102.33)	57.57%
Benefits	129,960.00	8,967.24	59,446.40	(70,513.60)	45.74%
Dues & Memberships	700.00	-	-	(700.00)	0.00%
Travel	600.00	-	456.08	(143.92)	76.01%
Other Contract Svcs.	10,000.00	-	-	(10,000.00)	0.00%
Office Supplies	5,000.00	630.07	3,915.54	(1,084.46)	78.31%
Software	88,000.00	7,175.00	71,085.29	(16,914.71)	80.78%
Inservice/Staff Dev.	6,000.00	-	4,399.49	(1,600.51)	73.32%
Other Charges	17,250.00	58,437.33	1,044.60	(16,205.40)	6.06%
Other Equipment	1,500.00	-	1,500.00	0.00	100.00%
TOTAL FISCAL SERVICES	728,273.00	112,666.64	412,008.07	(316,264.93)	56.57%
72520 HUMAN RESOURCES	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages	433,364.00	36,778.44	225,392.91	(207,971.09)	52.01%
Benefits	105,046.00	6,960.99	42,540.50	(62,505.50)	40.50%
Dues & Memberships	864.00	-	539.00	(325.00)	62.38%
Travel	100.00	41.00	41.00	(59.00)	41.00%
Other Contract Svcs.	7,328.00	-	7,328.00	0.00	100.00%
Office Supplies	2,000.00	476.87	1,120.74	(879.26)	56.04%
Software	24,135.00	-	20,928.37	(3,206.63)	86.71%
Other Supplies	1,200.00	-	284.06	(915.94)	23.67%
Inservice/Staff Dev.	40,815.00	1,379.45	31,194.31	(9,620.69)	76.43%
Other Charges	11,040.00	100.00	4,982.84	(6,057.16)	45.13%
TOTAL HUMAN RESOURCES	625,892.00	45,736.75	334,351.73	(291,540.27)	53.42%
72610 OPERATION OF PLANT	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages	616,931.00	51,648.64	350,561.91	(266,369.09)	56.82%
Benefits	193,242.00	14,748.16	92,227.41	(101,014.59)	47.73%
Janitorial Services	1,455,000.00	120,417.24	725,485.54	(729,514.46)	49.86%
Other Contract Svcs.	200,000.00	18,966.28	79,267.48	(120,732.52)	39.63%
Utilities	1,325,000.00	129,094.40	682,113.41	(642,886.59)	51.48%
Property Insurance	380,000.00	-	368,824.00	(11,176.00)	97.06%
Other Charges	58,150.00	1,486.00	32,001.99	(26,148.01)	55.03%
Equipment	5,000.00	-	-	(5,000.00)	0.00%
TOTAL OPERATION OF PLANT	4,233,323.00	336,360.72	2,330,481.74	(1,902,841.26)	55.05%
72620 MAINTENANCE OF PLANT	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages	610,201.00	50,988.26	328,802.28	(281,398.72)	53.88%
Benefits	160,189.00	12,531.72	75,554.65	(84,634.35)	47.17%
Maintenance & Repairs	950,000.00	134,536.12	639,189.88	(310,810.12)	67.28%
Travel	25,000.00	710.89	4,665.27	(20,334.73)	18.66%
Other Contract Svcs.	10,000.00	-	-	(10,000.00)	0.00%
Office Supplies	1,000.00	-	117.96	(882.04)	11.80%
Inservice/Staff Dev.	10,000.00	384.38	859.38	(9,140.62)	8.59%
TOTAL MAINTENANCE OF PLANT	1,766,390.00	199,151.37	1,049,189.42	(717,200.58)	59.40%
72710 TRANSPORTATION	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Contracts w/Other Schools	80,302.00	6,692.00	46,844.00	(33,458.00)	58.33%
Contracts w/Private Agencies	2,100,000.00	138,812.01	816,840.42	(1,283,159.58)	38.90%
Diesel	225,000.00	10,299.81	63,518.74	(161,481.26)	28.23%
TOTAL TRANSPORTATION	2,405,302.00	155,803.82	927,203.16	(1,478,098.84)	38.55%
72830 SCHOOL SAFETY	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Maintenance & Repairs	3,000.00	-	2,250.00	(750.00)	75.00%
Office Supplies	250.00	-	205.85	(44.15)	82.34%
Other Supplies & Materials	500.00	-	54.42	(445.58)	10.88%
Inservice/Staff Dev.	10,000.00	-	2,316.43	(7,683.57)	23.16%
Other Charges	30,000.00	-	4,543.79	(25,456.21)	15.15%
Other Equipment	55,000.00	3,000.00	3,000.00	(52,000.00)	5.45%
TOTAL SCHOOL SAFETY	98,750.00	3,000.00	12,370.49	(86,379.51)	12.53%

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76100 REGULAR CAPITAL OUTLAY	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Architects	283,000.00	245.79	36,307.53	(246,692.47)	12.83%
Oth Contracted Services	80,000.00	-	-	(80,000.00)	0.00%
Transfer to Other Funds	527,130.00	27,283.75	379,038.75	(148,091.25)	71.91%
Other Charges	50,000.00	-	50,000.00	0.00	100.00%
Building Construction	769,600.00	-	76,836.00	(692,764.00)	9.98%
Building Improvements	738,411.02	4,600.00	697,158.79	(41,252.23)	94.41%
Other Capital Outlay	661,291.65	17,200.55	319,330.34	(341,961.31)	48.29%
TOTAL REGULAR CAPITAL OUTLAY	3,109,432.67	49,330.09	1,558,671.41	(1,550,761.26)	50.13%
TRANSFERS TO CAFETERIA FUND	0.00	-	-	0.00	0.00%
TOTAL GENERAL FUND EXPENDITURES	77,356,461.58	6,104,519.89	38,410,646.82	(38,945,814.76)	49.65%
TOTAL GENERAL FUND BALANCE	0.00	5,536,242.96	705,596.68		

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	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
FEDERAL FUND REVENUES - FUND 142					
Consolidated Admin	76,100.00	5,999.74	42,541.44	(33,558.56)	55.90%
Title I, Part A	2,326,992.00	138,682.03	955,157.12	(1,371,834.88)	41.05%
Title II, Part A	174,569.00	4,313.72	94,044.14	(80,524.86)	53.87%
Title III	18,569.00	384.62	12,783.22	(5,785.78)	68.84%
Title IV	251,094.00	14,573.50	95,012.85	(156,081.15)	37.84%
CTE Perkins Basic	61,175.00	-	34,830.18	(26,344.82)	56.94%
CTE Perkins Reserve	50,000.00	-	-	(50,000.00)	0.00%
IDEA, Part B	2,348,456.00	98,763.45	559,497.88	(1,788,958.12)	23.82%
IDEA Preschool	36,249.00	1,897.50	12,565.92	(23,683.08)	34.67%
ESSER 3.0	2,072,985.00	407.00	2,072,564.39	(420.61)	99.98%
TOTAL FEDERAL FUND REVENUES	7,416,189.00	265,021.56	3,878,997.14	(3,537,191.86)	52.30%

FEDERAL FUND EXPENDITURES - FUND 142					
	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
CONSOLIDATED ADM - 010					
Salaries & Wages	53,622.00	4,468.50	31,779.50	(21,842.50)	59.27%
Benefits	12,506.00	1,026.12	6,652.74	(5,853.26)	53.20%
Other Supplies & Materials	500.00	-	-	(500.00)	0.00%
Indirect Costs	3,000.00	-	-	(3,000.00)	0.00%
Inservice/Staff Dev.	6,472.00	505.12	4,109.20	(2,362.80)	63.49%
TOTAL CONSOLIDATED ADM	76,100.00	5,999.74	42,541.44	(33,558.56)	55.90%

	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
TITLE I, PART A - 100					
Salaries & Wages	489,821.00	24,532.14	197,004.78	(292,816.22)	40.22%
Benefits	113,656.00	5,911.75	41,318.67	(72,337.33)	36.35%
Travel/Mileage	8,000.00	-	-	(8,000.00)	0.00%
Contracts for Sub Teachers	100,119.00	8,031.40	15,255.40	(84,863.60)	15.24%
Other Contract Svcs.	15,730.00	-	4,745.00	(10,985.00)	30.17%
Inst. Supplies	264,320.10	12,190.62	149,525.31	(114,794.79)	56.57%
Software	5,000.00	-	1,696.00	(3,304.00)	33.92%
Other Supplies & Materials	7,600.00	-	-	(7,600.00)	0.00%
Indirect costs	75,000.00	-	-	(75,000.00)	0.00%
Inservice/Staff Dev.	667,309.50	43,009.88	220,724.02	(446,585.48)	33.08%
Other Charges	7,719.00	-	486.60	(7,232.40)	6.30%
Regular Instruction Equipment	571,420.40	45,006.24	324,401.34	(247,019.06)	56.77%
Other Equipment	1,297.00	-	-	(1,297.00)	0.00%
TOTAL TITLE I, PART A	2,326,992.00	138,682.03	955,157.12	(1,371,834.88)	41.05%

	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
TITLE II, PART A - 200					
Salaries & Wages	49,556.00	3,504.70	27,182.90	(22,373.10)	54.85%
Benefits	10,575.00	809.02	5,543.15	(5,031.85)	52.42%
Contracts for Sub Teachers	5,160.00	-	1,032.00	(4,128.00)	20.00%
Indirect Costs	6,000.00	-	-	(6,000.00)	0.00%
Inservice/Staff Dev.	103,278.00	-	60,286.09	(42,991.91)	58.37%
TOTAL TITLE II, PART A	174,569.00	4,313.72	94,044.14	(80,524.86)	53.87%

	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
TITLE III - 300					
Instructional Supplies & Materials	11,898.00	384.62	9,307.17	(2,590.83)	78.22%
Other Supplies & Materials	200.00	-	186.65	(13.35)	93.33%
Inservice/Staff Dev.	6,471.00	-	3,289.40	(3,181.60)	50.83%
TOTAL TITLE III	18,569.00	384.62	12,783.22	(5,785.78)	68.84%

	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
TITLE IV - 440					
Salaries & Wages	26,000.00	2,117.80	12,706.80	(13,293.20)	48.87%
Benefits	8,590.00	725.36	4,124.55	(4,465.45)	48.02%
Contracts for Sub Teachers	5,160.00	-	1,548.00	(3,612.00)	30.00%
Other Contract Svcs.	32,000.00	10,000.00	10,000.00	(22,000.00)	31.25%
Instructional Supplies & Materials	18,000.00	270.00	15,435.46	(2,564.54)	85.75%
Other Supplies	25,584.00	193.69	11,472.17	(14,111.83)	44.84%
Indirect Costs	1,000.00	-	-	(1,000.00)	0.00%
Inservice/Staff Dev.	80,329.00	-	12,459.02	(67,869.98)	15.51%
Reg Instructional Equipment	45,281.00	1,266.65	24,557.63	(20,723.37)	54.23%
Other Equipment	9,150.00	-	2,709.22	(6,440.78)	29.61%
TOTAL TITLE IV	251,094.00	14,573.50	95,012.85	(156,081.15)	37.84%

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CTE PERKINS BASIC - 800		2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Contracts w/ Vehicle Owners		11,421.00	-	1,400.00	(10,021.00)	12.26%
Contracts for Sub Teachers		5,000.00	-	1,032.00	(3,968.00)	20.64%
Instructional Supplies & Materials		2,000.00	-	-	(2,000.00)	0.00%
Software		16,754.00	-	12,582.00	(4,172.00)	75.10%
Other Supplies		10,000.00	-	8,918.00	(1,082.00)	89.18%
Inservice/Staff Dev.		16,000.00	-	10,898.18	(5,101.82)	68.11%
TOTAL CTE PERKINS BASIC		61,175.00	-	34,830.18	(26,344.82)	56.94%
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CTE PERKINS RESERVE - 801		2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Instructional Supplies & Materials		3,500.00	-	-	(3,500.00)	0.00%
Software		3,100.00	-	-	(3,100.00)	0.00%
Other Supplies		6,300.00	-	-	(6,300.00)	0.00%
Vocational Equipment		37,100.00	-	-	(37,100.00)	0.00%
TOTAL CTE PERKINS RESERVE		50,000.00	-	-	(50,000.00)	0.00%
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IDEA, PART B - 900		2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Salaries & Wages		934,000.00	66,502.85	381,910.83	(552,089.17)	40.89%
Benefits		342,804.00	17,945.42	102,065.30	(240,738.70)	29.77%
Contracts W/Private Agencies		205,000.00	-	1,194.10	(203,805.90)	0.58%
Evaluation & Testing		30,000.00	829.88	829.88	(29,170.12)	2.77%
Maintenance & Repairs-Vehicles		3,000.00	-	-	(3,000.00)	0.00%
Contracts for Sub Teachers		42,000.00	-	5,805.00	(36,195.00)	13.82%
Noncertified Subs		42,000.00	-	3,174.28	(38,825.72)	7.56%
Other Contract Svcs.		85,000.00	1,058.75	10,896.58	(74,103.42)	12.82%
Fuel		4,000.00	688.56	688.56	(3,311.44)	17.21%
Instr. Supplies		119,652.00	-	99.00	(119,553.00)	0.08%
Other Supplies		65,000.00	145.01	23,478.60	(41,521.40)	36.12%
Indirect costs		70,000.00	-	-	(70,000.00)	0.00%
Vehicle Insurance		1,000.00	-	251.41	(748.59)	25.14%
Inservice/Staff Dev.		200,000.00	11,587.49	28,436.55	(171,563.45)	14.22%
Other Charges		25,000.00	5.49	218.84	(24,781.16)	0.88%
Special Education Equipment		180,000.00	-	448.95	(179,551.05)	0.25%
TOTAL IDEA, PART B		2,348,456.00	98,763.45	559,497.88	(1,788,958.12)	23.82%
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IDEA PRESCHOOL - 910		2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
Other Contract Svcs.		13,650.00	1,897.50	10,415.92	(3,234.08)	76.31%
Instr. Supplies		17,039.00	-	2,150.00	(14,889.00)	12.62%
Indirect Costs		788.00	-	-	(788.00)	0.00%
Inservice/Staff Dev.		4,772.00	-	-	(4,772.00)	0.00%
TOTAL IDEA PRESCHOOL		36,249.00	1,897.50	12,565.92	(23,683.08)	34.67%
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ESSER 3.0 - 934		2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unencumbered Balance	2024-25 FYTD %
Salaries & Wages		686,500.00	-	686,500.00	0.00	100.00%
Benefits		102,623.50	-	102,609.70	(13.80)	99.99%
Other Contract Svcs.		101,496.00	-	101,496.00	0.00	100.00%
Instr. Supplies		48,891.00	-	48,890.59	(0.41)	100.00%
Software		296,719.00	-	296,717.60	(1.40)	100.00%
Other Supplies & Materials		5,356.00	-	5,356.00	0.00	100.00%
Indirect Costs		25,228.50	-	25,228.50	0.00	100.00%
Regular Instruction Equipment		806,171.00	407.00	805,766.00	(405.00)	99.95%
TOTAL ESSER 3.0		2,072,985.00	407.00	2,072,564.39	(420.61)	99.98%
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TOTAL FEDERAL FUND EXPENDITURES		7,416,189.00	265,021.56	3,878,997.14	(3,537,191.86)	52.30%
TOTAL FEDERAL FUND BALANCE		-	-	-	-	-

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REVENUE and EXPENSE REPORT
CAFETERIA FUND
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	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
SCHOOL NUTRITION FUND REVENUES - FUND 143					
Lunch, Breakfast, A la Carte Sales	1,679,904.00	165,981.40	959,685.97	(720,218.03)	57.13%
USDA School Lunch	512,152.00	41,188.21	247,952.50	(264,199.50)	48.41%
USDA Breakfast	44,600.00	5,228.43	31,664.94	(12,935.06)	71.00%
USDA Other	-	-	8,260.00	8,260.00	0.00%
Other State Funds	-	-	-	-	0.00%
Other Federal Thru State Funds	26,162.00	-	-	(26,162.00)	0.00%
Other Revenue	6,500.00	300.00	2,275.20	(4,224.80)	35.00%
RESERVES	24,592.58			(24,592.58)	0.00%
TOTAL SCHOOL NUTRITION FUND REVENUES	2,293,910.58	212,698.04	1,249,838.61	(1,044,071.97)	54.49%
CONTRACTED EXPENDITURES - FUND 143					
Other Contracted Services - SFE	1,996,832.58	201,035.37	1,131,486.93	(865,345.65)	56.66%
DISTRICT EXPENDITURES - FUND 143					
Maint and Repair - Equipment	40,000.00	1,287.17	5,834.91	(34,165.09)	14.59%
USDA Commodities	122,889.00	-	-	(122,889.00)	0.00%
Other Supplies & Materials	7,000.00	40.84	682.73	(6,317.27)	9.75%
Inservice/ Staff Development	2,000.00	-	391.54	(1,608.46)	19.58%
Equipment	125,189.00	4,339.00	39,572.79	(85,616.21)	31.61%
TOTAL DISTRICT EXPENDITURES	297,078.00	5,667.01	46,481.97	(250,596.03)	15.65%
TOTAL SCHOOL NUTRITION FUND EXPENDITURES	2,293,910.58	206,702.38	1,177,968.90	(1,115,941.68)	
Excess/(Def) of Revenues over Expenditures	-	5,995.66	71,869.71	71,869.71	
Operating Transfer In	-	-	-	-	
SCHOOL NUTRITION FUND BALANCE	-	5,995.66	71,869.71		

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REVENUE and EXPENSE REPORT
CAPITAL PROJECTS FUND
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	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
CAPITAL IMPROV FUND REVENUES - FUND 177					
County Commission	2,500,000.00			(2,500,000.00)	0.00%
Transfers from City of Germantown	-	-	-	-	0.00%
Interest Income	-	-	-	-	0.00%
RESERVES	2,065,657.00				0.00%
TOTAL CAPITAL IMPROV REVENUES	4,565,657.00	-	-	(2,500,000.00)	0.00%
CAPITAL IMPROV FUND EXPENDITURES - FUND 177					
Building Improvements	4,565,657.00	-	-	(4,565,657.00)	0.00%
TOTAL CAPITAL IMPROV EXPENDITURES	4,565,657.00	-	-	(4,565,657.00)	0.00%
CAPITAL IMPROVEMENTS FUND BALANCE	-	-	0.00		

Germantown Municipal School District
REVENUE and EXPENSE REPORT
OPEB FUND
As of Month Ending January 31, 2025

	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
OPEB TRUST FUND REVENUES - 210					
Employer Contributions	755,000.00	544,476.00	544,476.00	(210,524.00)	72.12%
Retiree Contributions	80,000.00			(80,000.00)	0.00%
Interest and Dividend Income	75,000.00	5,674.91	101,386.49	26,386.49	135.18%
Realized gain/(loss) on investments	-	-	327,762.08	327,762.08	0.00%
Unrealized gain/(loss) on investments	318,000.00	117,890.28	(5,809.14)	(323,809.14)	-1.83%
Other Income	-			-	0.00%
TOTAL OPEB TRUST FUND REVENUES	1,228,000.00	668,041.19	967,815.43	(260,184.57)	78.81%
OPEB TRUST FUND EXPENDITURES - 210					
Retiree Stipends	110,000.00	11,250.00	75,900.00	(34,100.00)	69.00%
Medical Claims /Stop Loss Premiums	600,000.00	-	106,604.00	(493,396.00)	17.77%
Administrative Expenses	25,000.00	1,208.33	10,208.31	(14,791.69)	40.83%
Insurance Premiums	50,000.00	-	-	(50,000.00)	0.00%
TOTAL OPEB TRUST FUND EXPENDITURES	785,000.00	12,458.33	192,712.31	(592,287.69)	24.55%
OPEB TRUST FUND BALANCE	443,000.00	655,582.86	775,103.12		

Germantown Municipal School District
REVENUE and EXPENSE REPORT
HEALTH INSURANCE FUND
As of Month Ending January 31, 2025

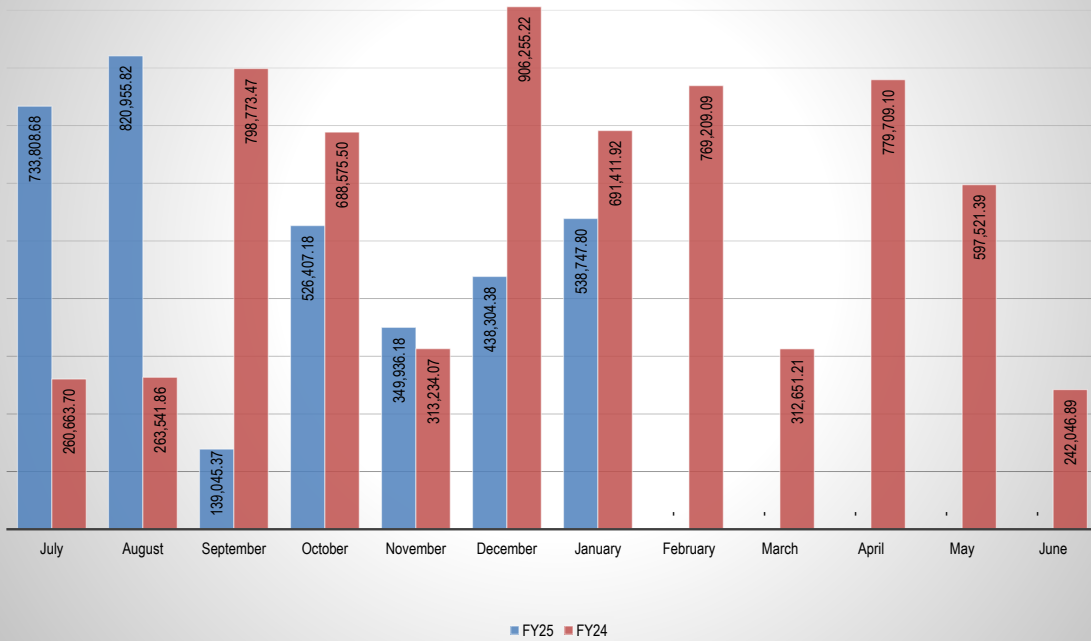
	2024-25 FYTD Revised Bdgt	January 2025 Monthly Activity	2024-25 FYTD Activity	Unexpended Balance	2024-25 FYTD %
HEALTH INS FUND REVENUES - FUND 263					
Employee Contributions	2,028,640.00	208,022.41	1,150,057.57	(878,582.43)	56.69%
Employer Contributions	3,731,200.00	382,619.73	2,115,934.50	(1,615,265.50)	56.71%
Other Income	160,000.00	-	19,944.20	(140,055.80)	12.47%
Interest Income	-	-	-	-	0.00%
RESERVES	1,280,160.00	-	-	(1,280,160.00)	0.00%
TOTAL HEALTH INS FUND REVENUES	7,200,000.00	590,642.14	3,285,936.27	(3,914,063.73)	45.64%
HEALTH INS FUND EXPENDITURES - FUND 263					
Medical Claims	5,500,000.00	538,747.80	3,547,205.41	(1,952,794.59)	64.49%
Stop-Loss Premiums	900,000.00	83,501.34	555,888.80	(344,111.20)	61.77%
Administrative Expenses	300,000.00	23,443.69	164,693.04	(135,306.96)	54.90%
Other Contracted Services - Clinic	500,000.00	36,154.55	135,535.28	(364,464.72)	27.11%
TOTAL HEALTH INS FUND EXPENDITURES	7,200,000.00	681,847.38	4,403,322.53	(2,796,677.47)	61.16%
HEALTH INSURANCE FUND BALANCE	-	(91,205.24)	(1,117,386.26)		

Germantown Municipal School District
REVENUE and EXPENSE REPORT
HEALTH INSURANCE FUND
As of Month Ending January 31, 2025

CASH BASIS HEALTH CLAIMS ANALYSIS

MONTH	FY 25 Cash Basis Claims	FY 24 Cash Basis Claims	
July	733,808.68	260,663.70	
August	820,955.82	263,541.86	
September	139,045.37	798,773.47	
October	526,407.18	688,575.50	
November	349,936.18	313,234.07	
December	438,304.38	906,255.22	
January	538,747.80	691,411.92	
February	-	769,209.09	
March	-	312,651.21	
April	-	779,709.10	
May	-	597,521.39	
June	-	242,046.89	
Y-T-D	3,547,205.41	6,623,593.42	Monthly Average Budgeted <u>458,333.33</u>

Analysis of Cash Basis Claims for FY 2024-2025





GMSD Board Business Meeting

January 21, 2025 6:00 PM

Board Room, GMSD Office, 3350 S. Forest Hill Irene Road, Germantown, TN 38138

Board Members:

Mr. Ryan Strain: Present

Mr. Brian Curry: Present

Mrs. Angela Griffith: Present

Mr. Andy Ellis: Present

Student Board Representative:

Jack Boccher

In Attendance:

Superintendent: Mr. Jason Manuel

Board Secretary: Mrs. Jo Ellen Druelinger

1. Call to Order

Chair Angela Griffith called the meeting to order at 6:01 p.m.

2. Moment of Silence

Chair Angela Griffith called for a moment of silence.

3. Pledge of Allegiance

Board member Ryan Strain led the Pledge of Allegiance.

4. Approval of Agenda

Motion passed: I move to approve the agenda, passed with a motion by Mr. Brian Curry and a second by Mr. Ryan Strain.

Dr. Daniel Chatham: Yea

Mr. Brian Curry: Yea

Mr. Andy Ellis: Yea

Mrs. Angela Griffith: Yea

Mr. Ryan Strain: Yea

Yea: 5, Nay: 0

5. Recognition and Awards

Celebrating Teachers of the Year: Julie McMinn, Samuel Andereck, Seulah Ku Lee

Supervisor of the Year: Megan Gaschler

Principal of the Year: Joseph Bond

Superintendent Manuel recognized the Teachers, Principal and Supervisor of the Year award winners. Beyond the well-deserved recognition and the coveted Star of Excellence trophy, winners also receive district support as they move forward to compete in the state's Teacher, Principal and Supervisor of the Year competitions.

- Grades PreK-4 GMSD Teacher of the Year: Julie McMinn
"With 38 years of experience, Julie has a magical ability to make math and science come alive. Her innovative teaching strategies and commitment to student success have earned the admiration of parents and colleagues alike. Her principal calls her 'the epitome of what a teacher should be'—and we couldn't agree more!"
- Grades 5-8 GMSD Teacher of the Year Samuel Andereck
"Samuel doesn't just teach history—he brings it to life. Whether it's through project-based learning or leading the Mustang House System, he's helping students connect the past to the present in unforgettable ways. His leadership has truly transformed the culture at Houston Middle."
- Grades 9-12 GMSD Teacher of the Year Seulah Ku Lee"
Ms. Lee has not only conquered the complexities of teaching advanced math, but she's also created an environment where students feel both challenged and supported. With an AP Precalculus class average of 4.61 and students calling her 'the best teacher in the country,' we think she's pretty amazing too!"
- GMSD Supervisor of the Year: Megan Gaschler
"Megan's leadership in professional development and her work with PLCs have created a ripple effect throughout GMSD, impacting teachers and students alike. Her passion for learning and collaboration is inspiring."
- GMSD Principal of the Year: Joseph Bond
"With 26 years at Riverdale, Mr. Bond's commitment to fostering a family-like atmosphere and pushing for academic excellence has made a lasting impact. From Reward School recognitions to 25 years of outstanding theater productions, Riverdale truly is his second home."

6. REPORTS

A. TN Legislative Update

Board member and TN Legislative Representative Brian Curry presented as follows:



The 114th Tennessee General Assembly convened last Tuesday, January 14. Last Thursday, the committee assignments were released for the House and Senate. In the House, the Education Administration and Education Instruction Committees have been combined into one Education Committee, chaired by Representative Mark White. There are many new faces on the House Education Committee, while area Representatives John Gillespie, Ron Gant, Antonio Parkinson, and Debra Moody are no longer on any House Education Committees. Representative Chris Hurt is the only other House member from West Tennessee on the House Education Committee. On the Senate side, Sen. Dawn White of Murfreesboro is the new chair of the Senate Education Committee. Senator White has been on the Education Committee for the last two General Assemblies and has an Education background. Senator Adam Lowe is new to the committee. Senator Raumesh Akbari is the only Senator from West Tennessee on the Senate Education Committee, serving as Second Vice Chair. Governor Bill Lee has called for a Special Session of the General Assembly starting next Monday, January 27. The Governor's call includes his push for vouchers, disaster relief for East Tennessee from Hurricane Helene, and immigration reform. Residents are encouraged to contact their elected members of the General Assembly to share their thoughts on vouchers, as this legislation will have profound impacts on public education in Tennessee. Finally, there are bills filed related to education in Tennessee that will be addressed once the Special Session concludes. Topics that will be addressed include banning the use of cell phones during instructional time, one-time athletic transfers, reduction of testing requirements, increasing the amount of required recess for elementary students, and cleaning up language from last year's bill permitting school nurses to apply bandages or ice for minor cuts, scrapes, bumps, and bruises. The House and Senate bill filing deadline is Thursday, February 6. After that, we will have specific bills to monitor and advocate for passage.

B. Chairman's Report

Chair Angela Griffith presented as follows:

Board member District-related activities since our last business meeting include the following:

- Board members Curry and Griffith each met with Mayor Palazzolo since our last board meeting
- Board members Curry, Strain and Ellis hosted and met with Chairman of the House Education Committee Mark White to discuss our Legislative Agenda
- Board member Curry:
Attended the Houston vs. Collierville boys and girls basketball games
- Board member Strain:
Attended a couple school board applicant interviews
Attended Dogwood Elementary PTO's January meeting
- Board member Ellis:
Attended the FHES and Middle School Choir Concert
Participated in the Germantown Parade



- And finally, I attended a meeting with City Administration along with Mr. Manuel, Mr. Cathey and Mr. Percoski to discuss funding options and priorities for the HHS Master Plan.

And now for my report. I'd like to officially wish all GMSD students, families and staff a HAPPY NEW YEAR! May 2025 be full of opportunity and personal growth for all of stakeholders. The first few weeks of the year have already been eventful with us experiencing and enjoying a snow day during our first week back to school following the break. Sometimes that's just what we need, is slowly to ease back into our routines. Often at the start of a new year, we look at the things that we want to begin or start a fresh or a new. Many look to improve their physical and mental health or increase their productivity by refocusing on goals or establishing new priorities. This is customary with many of my friends and family and likely even with some of us up here tonight. This year however, I have taken a bit of a different approach to new calendar year as it pertains to the school year. Although some students and teachers may experience new classes due to them being semester by nature, the majority of them are actually embarking on the mid way mark of the year. This perspective has me looking at January not as the beginning of the year but as the mid way mark. If each nine weeks is like a lap around the track, the semester has us half way through this year's mile. If you were to ask my children what is a go to saying of your mom's I can almost guarantee they would reply likely while laughing, "slow and steady wins the race" as it is one I utter often and about almost any scenario. While I am all for fresh starts and resets, I also value the benefit of continuing a commitment or applying a strategy involving perseverance. While some are motivated by simply marking something off their list, others measure success in the actual completion of the task. Regardless of which each of you are, I encourage you all to run your own race and compete only with yourself each day as we all strive to first inspire personal excellence in ourselves so we can ultimately do that for others.

C. Financial Report

Chief Financial Officer Kevin Jones reported the Total Assets, Liabilities, and Fund Balances on the Balance Sheet for period ending December 31,2024.

SCHOOL OPERATING/GENERAL FUND

The district received a \$710,000 outcomes bonus in TISA funding.

HEALTH INSURANCE FUND

Health insurance claims totaled \$438K for the month, versus \$458K budgeted.

CAFETERIA FUND

SFE reported a net income of \$25K for the month.

OPEB TRUST FUND

Net realized and unrealized gains on investments totaled \$204K year-to-date.

D. Superintendent's Report

Superintendent Jason Manuel presented the January Superintendent's Report with a review of *GMSD Data Goals: Mastery Preview Predictive Assessment (MVPA) from December of 2024*.

Highlights from focused data goals included:

Goal One Foundational Literacy: 3rd grade ELA

Goal Two Math Proficiency: 7th grade math

Goal Three High School and Beyond: Graduation rates

7. Citizens to be heard

There were no citizens to be heard at this time.

8. CONSENT AGENDA

Motion passed: I move to approve all the items in the Consent Agenda, passed with a motion by Mr. Ryan Strain and a second by Mr. Andy Ellis.

Mr. Brian Curry: Yea

Mr. Andy Ellis: Yea

Mrs. Angela Griffith: Yea

Mr. Scotty Hendricks Jr.: Yea

Mr. Ryan Strain: Yea

Yea: 5, Nay: 0

A. Approval of the Minutes

B. Revision of Policies - First Reading

Revisions are recommended for the following.

First Reading - 1/21/25

Second Reading - (date)

Policy 4.603: Grades K-8 Promotion and Retention

The recommended changes are based upon changes to a State Board Rule and State law.

Policy 6.200: Attendance and Truancy

The recommended changes are based upon changes to a State Board Rule.

9. BOARD ACTION ITEMS

A. Miscellaneous FY 24-25 Budget Amendments #17-18

Motion passed: I move to approve Budget Amendments #17 and 18, passed with a motion by Mr. Ryan Strain and a second by Mr. Brian Curry.

Mr. Brian Curry: Yea

Mr. Andy Ellis: Yea

Mrs. Angela Griffith: Yea

Mr. Scotty Hendricks Jr.: Yea

Mr. Ryan Strain: Yea

Yea: 5, Nay: 0



B. RFP for GOAL Curriculum

Motion passed: I move to approve RFP #GMSD FY2025-002 to provide the Learning Management System for the Germantown Online Academy of Learning for the 2025-2026 school year and award the RFP to Village Virtual in the amount of \$240,000, passed with a motion by Mr. Ryan Strain and a second by Mr. Andy Ellis.

- Mr. Brian Curry: Yea
- Mr. Andy Ellis: Yea
- Mrs. Angela Griffith: Yea
- Mr. Scotty Hendricks Jr.: Yea
- Mr. Ryan Strain: Yea
- Yea: 5, Nay: 0

10. Announcements

Chair Angela Griffith promoted the GMSD app as the place to find information on many exciting activities coming up this month across GMSD including basketball games, mother/son and father/daughter dances and even class pictures. The Board's February work session is scheduled for Tuesday, February 18 at 5:30 p.m. and the Board business meeting is scheduled for Thursday, February 27 at 6:00 p.m.

11. Adjournment

The meeting was adjourned with consensus at 6:34 p.m.

Chairperson

Date

Superintendent

Date

Germantown Municipal School District

Monitoring: Review: Annually	Descriptor Term: Grades K-8 Promotion and Retention	Descriptor Code: 4.603	Issued Date: 01/**/25
		Rescinds: 4.603	Last Issued: 08/13/24

1 A student in the third grade shall not be promoted to the next grade level unless the student is determined
2 to be proficient in English language arts (ELA) based on the student's achieving a performance level
3 rating of "met expectations" or "exceeded expectations" on the ELA portion of the student's most recent
4 Tennessee Comprehensive Assessment Program (TCAP) test.

5 **PROMOTION AND RETENTION**

- 6 1. Promotion to the next grade level shall be based on the successful completion of required
7 academic work or demonstration of satisfactory progress in each of the relevant academic areas.
- 8 2. Schools shall identify students who demonstrate difficulty in achieving the requirements for
9 promotion to the next grade level and therefore may be at risk for retention by February 1.
10 Schools shall notify the parent or guardian of any student who is identified as at risk for retention
11 within fifteen (15) calendar days of identification.
- 12 3. Factors used to identify students who are at risk for retention shall, at a minimum, include:
 - 13 (a) The student's ability to perform at the expectations of the current grade-level standards;
 - 14 (b) The results of local assessments, screening, or monitoring tools;
 - 15 (c) State assessments, as applicable;
 - 16 (d) Home Literacy Reports provided in accordance with T.C.A. § 49-1-905;
 - 17 (e) The overall academic achievement of the student;
 - 18 (f) The student's likelihood of success with more difficult material if promoted to the next
19 grade;
 - 20 (g) The student's attendance record; and
 - 21 (h) The student's maturity.
- 22 4. Schools shall develop and implement an individualized promotion plan for any student identified
23 as at risk for retention to help the student avoid retention.
 - 24 (a) The individualized promotion plan shall be developed in coordination with the student's
25 teachers, IEP or 504 team, if applicable, and may also include input from the student's
26 parents, school counselor, or other appropriate school personnel. All promotion plans

- 1 shall include evidence-based promotion strategies and shall be tailored to the student's
2 learning needs. Each promotion plan shall also include expectations and measurements
3 that can be used to verify that a student has made sufficient progress to be promoted to
4 the next grade level. Promotion plans for students in grades three (3) and four (4) shall
5 include the additional requirements for promotion set forth in paragraph 5 of this Policy.
- 6 (b) A copy of a student's promotion plan shall be provided to his or her parent or legal
7 guardian and the school shall offer to parents or legal guardians the opportunity for a
8 parent-teacher conference to discuss the promotion plan.
- 9 (c) If a student is not making progress on his or her promotion plan, then the promotion
10 strategies shall be modified to support the student in the goal of promotion to the next
11 grade level. A student who demonstrates sufficient academic progress with the strategies
12 included in his or her promotion plan during the school year shall be promoted to the next
13 grade level unless retention is required as set forth in paragraph 5 of this Policy.
- 14 (d) If a student has not demonstrated sufficient academic progress as defined in his or her
15 promotion plan by the end of the school year, the student shall be enrolled in a summer
16 reading or learning program if such program is available. For a student in grade three (3)
17 who is identified for retention in accordance with paragraph 5 of this Policy and attends
18 a summer reading or learning program, the program must be conducted in accordance
19 with T.C.A. § 49-6-3115 and § 49-6-1501, *et seq.*
- 20 (e) If the student was enrolled in a summer reading or learning program then a decision for
21 retention shall be made and communicated to the parent or legal guardian in writing at
22 least ten (10) calendar days prior to the start of the next school year, or, if the student was
23 not enrolled in a summer reading or learning program, a decision for retention shall be
24 made and communicated to the parent or legal guardian in writing at least thirty (30)
25 calendar days prior to the start of the next school year. The notification to the student's
26 parent or legal guardian of the retention decision shall be in writing and sent electronically
27 and shall include information regarding the parent or legal guardian's right to appeal the
28 retention decision in alignment with this Policy.
- 29 (f) Retention shall be considered only when it is in the best interests of the student, or if
30 retention is required by paragraph 5 for students in grades three (3) and four (4).
31 Retention decisions affecting a student receiving special education services shall be made
32 in consultation with the student's Individualized Education Program (IEP) team and in
33 accordance with the provisions of the IEP.
- 34 (g) If a retention decision has been made, then the school shall develop an individualized
35 academic remediation plan for the retained student within thirty (30) calendar days after
36 the beginning of the next school year. A copy of the academic remediation plan shall be
37 provided to the student's parent or guardian within ten (10) calendar days of development
38 of such plan.

- 1 1. The academic remediation plan shall be developed in coordination with the
2 student’s teachers, IEP or 504 team, if applicable, and may also include input from
3 the student’s parents, school counselor, or other appropriate school personnel.
- 4 2. The academic remediation plan shall be implemented to help the retained student
5 attain and demonstrate learning proficiency and shall include at least one (1) of
6 the following strategies:
 - 7 (i) Adjustment to the current instructional strategies or materials;
 - 8 (ii) Additional instructional time;
 - 9 (iii) Individual tutoring;
 - 10 (iv) Modification to the student’s classroom assignment to ensure the student
11 receives instruction from a teacher with a level of overall effectiveness of
12 above expectations (level 4) or significantly above expectations (level 5);
13 or
 - 14 (v) Attendance or truancy interventions.
- 15 (h) A student shall not be retained more than one (1) time in any given grade level.
- 16 (i) Retention shall not:
 - 17 1. Be used without an academic remediation plan;
 - 18 2. Be used as a punitive or disciplinary measure;
 - 19 3. Be based solely on English language proficiency, for students who are identified
20 as English learners;
 - 21 4. Be based solely on the student’s disability or suspected disability; or
 - 22 5. Be based solely on a student’s maturity.
- 23 (j) The progress of a retained student shall be closely monitored and reported to the student’s
24 parent or legal guardian a minimum of three (3) times during the school year in which the
25 student is retained.
- 26 5. At the beginning of each school year, parents of students in grades three (3) and four (4) shall be
27 notified of the following promotion and retention requirements:
 - 28 (a) A student in grade three (3) shall not be promoted to the next grade level unless the student
29 is determined to be proficient in English language arts (ELA) based on the student’s
30 achieving a performance level rating of “on track” or “mastered” (otherwise known as
31 “met expectations” or “exceeded expectations”) on the ELA portion of the student’s most
32 recent Tennessee Comprehensive Assessment Program (TCAP) test.

***For purposes of this Policy, a “student’s most recent TCAP test” is the 3rd grade spring ELA TCAP, or the 3rd grade ELA TCAP re-test opportunity, whichever score is higher.**

- 1 (b) Exceptions:
- 2 1. A student in grade three (3) who is not proficient in ELA, as determined by the
- 3 student's achieving a performance level rating of "approaching expectations" on
- 4 the ELA portion of the student's most recent TCAP test, may be promoted to the
- 5 fourth (4th) grade if:
- 6 (i) Pathway 1: The student is an English language learner and has received
- 7 less than two (2) full school years of ELA instruction;
- 8 (ii) Pathway 2: The student was previously retained in any of the grades
- 9 kindergarten through three (K-3);
- 10 (iii) Pathway 3: The student is retested in accordance with the Tennessee
- 11 Department of Education (TDOE) guidelines before the beginning of the
- 12 next school year and scores proficient in ELA;
- 13 (iv) Pathway 4: The student attends a learning loss bridge camp before the
- 14 beginning of the upcoming school year, maintains a ninety percent (90%)
- 15 attendance rate at the camp, and the student's performance on the post-test
- 16 administered to the student at the end of the learning loss bridge camp, as
- 17 required under T.C.A. § 49-6-1502(4)(F), demonstrates adequate growth,
- 18 as defined in the State Board's Promotion and Retention Policy 3.300; or
- 19 (v) Pathway 5: The student receives high-dosage, low-ratio tutoring for the
- 20 entirety of the upcoming school year from a Tennessee accelerating
- 21 literacy and learning corps (TALLC) tutor. For the purposes of this
- 22 Policy, "high-dosage, low-ratio tutoring" means a minimum of two (2)
- 23 thirty (30) minutes sessions per week with a one to three (1:3) teacher to
- 24 student ratio. TALLC high-dosage, low-ratio tutoring may be provided
- 25 through the following options, in accordance with T.C.A. § 49-6-1507:
- 26 a. A tutor recruited and trained through the TDOE's TN ALL Corps
- 27 grant program.
- 28 b. A GMSD recruited tutor who has completed the TN ALL Corps
- 29 training.
- 30 (vi) Pathway 6: Third (3rd) grade students who demonstrate proficiency in
- 31 ELA standards based on the student scoring at or above the fiftieth (50th)
- 32 percentile on the most recently administered state-provided benchmark
- 33 assessment, if the benchmark assessment is administered to the student in
- 34 a test environment, in accordance with TDOE guidance, and GMSD
- 35 agrees to provide tutoring services to the student for the entirety of the
- 36 student's fourth (4th) grade year.
- 37 a. If a student is promoted to the fourth (4th) grade pursuant to this
- 38 Pathway 6, then the student's parent/guardian shall be notified, in
- 39

1 writing, of the benefits of enrolling their student in a learning loss
2 bridge camp and encouraging the parent or guardian to do so.

3
4 b. For the purposes of Pathway 6, “state-provided benchmark
5 assessment” means the Tennessee Universal Reading Screener
6 provided by TDOE.

7
8 c. The tutoring services provided to the student for the entirety of the
9 student’s fourth (4th) grade year must be high-dosage, low-ratio
10 tutoring. For the purposes of this policy, “high-dosage, low-ratio
11 tutoring” means a minimum of two (2) thirty (30) minute sessions
12 per week with a one to three (1:3) teacher to student ratio. TN
13 ALL Corps high dosage, low-ratio tutoring may be provided
14 through the following options, in accordance with T.C.A. § 49-6-
15 1507:

16
17 1. A tutor recruited and trained through TDOE’s TN ALL
18 Corps grant program.

19
20 2. A GMSD recruited tutor who has completed the TDOE’s
21 TN ALL Corps training.

22 2. A student in grade (3) who is not proficient in ELA, as determined by the student’s
23 achieving a performance level rating of “below expectations” on the ELA portion
24 of the student’s most recent TCAP test, may be promoted to the fourth (4th) grade
25 if:

26 (i) Pathway 1: The student is an English language learner and has received
27 less than two (2) years of ELA instruction;

28 (ii) Pathway 2: The student was previously retained in any of the grades
29 kindergarten through three (K-3);

30 (iii) Pathway 3: The student retested in accordance with TDOE guidelines
31 before the beginning of the next school year and scores proficient in ELA;
32 or

33 (iv) Pathway 4: The student attends a learning loss bridge camp before the
34 beginning of the upcoming school year and maintains a ninety (90%)
35 percent attendance rate at the camp, and receives high-dosage, low-ratio
36 tutoring for the entirety of the upcoming school year from a Tennessee
37 accelerating literacy and learning corps (TALLC) tutor. For the purposes
38 of this policy, “high-dosage, low-ratio tutoring” means a minimum of two
39 (2) thirty (30) minute sessions per week with a one to three (1:3) teacher
40 to student ratio. TALLC high-dosage, low-ratio tutoring may be provided
41 through the following options:

- 1 a. A tutor recruited and trained through the TDOE TN ALL Corps
2 grant program.
- 3 b. A GMSD recruited tutor who has completed the TDOE's TN ALL
4 Corps training.

- 5 (c) Students who are absent from the learning loss bridge camp, as referenced in section
6 5(b)1. and 5(b)2. above shall be permitted one excused absence, during the term of the
7 learning loss bridge camp. Absences will be excused for the reasons set forth in GMSD
8 Board Policy 6.200, Attendance and Truancy. In the event that the absence is excused, it
9 must be made up on the day designated by the GMSD Department of Teaching, Learning,
10 and Assessment. In order for the absence to be excused, within two (2) days of the
11 absence, the parent must present a note to the student's learning loss bridge camp teacher
12 verifying that the absence was due to one of the reasons set forth in the "excused absence"
13 definitions set forth in GMSD Board Policy 6.200. If a note is not received within two
14 (2) days of the absence, the absence will be deemed unexcused.

15 The make-up date for the excused absence will be announced to parents/guardians on the
16 first day of the learning loss bridge camp. Students attending the designated make-up date
17 shall take the required post-test on a date designated by the GMSD Department of
18 Teaching, Learning, and Assessment, as directed by the Tennessee Department of
19 Education. The date of the make-up post-test will be announced to parents/guardians on
20 the first day of the learning loss bridge camp.

21 If the student does not maintain a 90% attendance rate at the learning loss bridge camp,
22 or if the student misses a day due to an excused absence and does not make up the day on
23 the designated make-up day and otherwise does not meet the requirements set forth above,
24 the student may not take advantage of the exceptions to the mandatory retention
25 provisions set forth in sections 5(b)1. and 5(b)2. above.

26 Parents of students attending the learning loss bridge camp shall be provided a copy of
27 this policy upon their submission of camp registration.

- 28 (d) (1) A student who is promoted to the fourth grade pursuant to subdivision 5.(b)1.(v)
29 or 5.(b)2.(iv) may be promoted to the fifth grade if the student shows adequate growth as
30 determined by the Tennessee Department of Education, on the fourth grade ELA portion
31 of the TCAP test.

32 (2) If a student is promoted to the fourth grade pursuant to subdivision 5.(b) 1.(v) or
33 5.(b) 2.(iv), and does not show adequate growth, as determined by the Tennessee
34 Department of Education, on the fourth grade ELA portion of the TCAP test, then the
35 GMSD Teaching, Learning, and Assessment Department shall convene a conference that
36 must be attended by the following categories of participants: the student's
37 parent/guardian, the student's ELA teacher, and the student's School Principal. The

1 recommendations made by the majority of the categories of participants in the conference
2 determines whether the student must be:

3 (i) Promoted to the fifth grade and assigned a tutor to provide tutoring
4 services to the student for the entirety of the student's fifth grade year, based on
5 tutoring requirements established by the Tennessee Department of Education; or

6 (ii) Retained in the fourth grade; provided that a student must not be retained
7 in the fourth grade more than once.

8 (e) Notwithstanding paragraph 5(d) above, a student shall not be retained in the fourth (4th)
9 grade more than once.

10 (f) The requirements set forth in paragraph 5 (a)-(e) do not supersede GMSD's obligation to
11 comply with the Individuals with Disabilities Act (20 U.S.C. § 1400, *et seq.*) or Section
12 504 of the Rehabilitation Act (29 U.S.C. § 794).

13 (g) A student who is retained in any of the grades kindergarten through three (K-3) must be
14 assigned a tutor to provide the student with tutoring services for the entirety of the
15 upcoming school year based on tutoring requirements established by the TDOE.

16 (h) Parents or legal guardians of a student who is identified for retention in third grade
17 pursuant to Paragraph 5(a) of this Policy based on the student's achieving a performance
18 level rating of "approaching" on the ELA portion of the student's most recent TCAP test,
19 may appeal the retention decision to the TDOE on forms provided on the TDOE website.

20 A decision to retain a student for any other reason may be appealed to GMSD's Assistant
21 Superintendent of Teaching, Learning, and Assessment. The GMSD Assistant
22 Superintendent of Teaching, Learning, and Assessment may overturn the decision to
23 retain for good cause shown, and due to extenuating circumstances, as is determined in
24 the discretion of the GMSD Assistant Superintendent of Teaching, Learning, and
25 Assessment. The decision of the GMSD Assistant Superintendent of Teaching, Learning,
26 and Assessment shall be final.

27 **PARENTAL CHOICE REGARDING RETENTION OF K-2 STUDENTS**

28 I. A parent or guardian of a student enrolled in any of the grades kindergarten through two (K-2)
29 may elect to retain the parent's or guardian's student in the student's current grade level if the
30 student has a documented academic or behavioral delay and the parent or guardian believes that
31 retention may benefit the student. If a parent or guardian elects to retain the parent's or guardian's
32 student, the parent or guardian shall notify the student's Principal in writing, within thirty (30)
33 calendar days of the conclusion of the current school year.

34 (a) A documented academic delay is defined as:

35 1. Receiving Tier III academic intervention(s) through the Tennessee's Response to
36 Instruction and Intervention (RTI²) Framework; and

- 1 2. Having a current student intervention plan in the area(s) of reading or math or an
2 Individual Learning Plan – Characteristics of Dyslexia (ILP-D) in accordance
3 with State Board Rule 0520-01-22.
- 4 (b) A documented behavioral delay is defined as:
- 5 1. Receiving Tier III behavior intervention(s) through the Tennessee’s Response to
6 Instruction and Intervention (RTI²) Framework; and
- 7 2. Having a current student intervention plan for behavior.
- 8 II. Within twenty (20) days after the Principal receives the Notice of parent’s or guardian’s election
9 to retain the parent’s or guardian’s student in the current grade, the GMSD Assistant
10 Superintendent of Teaching, Learning, and Assessment shall notify the parent or guardian, in
11 writing, whether the parent’s or guardian’s student is qualified for retention under state law.

Legal References

State Board of Education Policy 3.300
State Board of Education Rule 0520-01-03-.03
State Board of Education Rule 0520-01-03-.16
T.C.A. § 49-6-314
T.C.A. § 49-6-3115

Germantown Municipal School District

Monitoring: Review: Annually	Descriptor Term: Attendance and Truancy	Descriptor Code: 6.200	Issued Date: 01/**/25
		Rescinds: 6.200	Last Issued: 08/13/24

1 Attendance is a key factor in student achievement, and therefore, students are expected to be present
2 each day school is in session. ~~The Superintendent/designee shall develop appropriate administrative
3 procedures to implement this policy.~~

4 The attendance supervisor shall oversee the entire attendance program which shall include:

- 5 1. All accounting and reporting procedures and their dissemination;
- 6
- 7 2. Alternative program options for students who severely fail to meet minimum attendance
8 requirements;
- 9
- 10 3. Ensuring that all school age students attend school;
- 11
- 12 4. Providing documentation of enrollment status upon request for students applying for new
13 or reinstatement of driver's permit or license;
- 14
- 15 5. Notifying the Department of Safety whenever a student with a driver's permit or license
16 withdraws from school; and
- 17
- 18 6. Assisting the Board, under the direction of the Superintendent, with enforcement of the
19 compulsory attendance laws of the State, and to discharge other duties that are necessary
20 to effectuate enforcement of laws, this Policy, and any procedures related to absenteeism
21 and truancy.

22 The Principal shall be responsible for ensuring that:

- 23 1. Attendance is checked and reported daily for each class;
- 24
- 25 2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or
26 absent for the majority of the day;
- 27
- 28 3. All student absences are verified;
- 29 4. Written excuses are submitted for absences and tardiness; and
- 30
- 31 5. System-wide procedures for accounting and reporting are followed.

1 Student attendance records shall be given the same level of confidentiality as other student records. Only
2 authorized school officials with legitimate educational purposes may have access to student information
3 without the consent of the student or parent(s)/guardian(s).

4 The educational program offered by this District is predicated upon the presence of the student and
5 requires continuity of instruction and classroom participation. Attendance shall be required of all
6 students enrolled in the schools during the days and hours that the school is in session or during the
7 attendance sessions to which she/he has been assigned.

8 The Superintendent/designee shall require, from the parent of each student of compulsory school age or
9 from an adult student who has been absent from school or from class for any reason, a written statement
10 of the cause for such absence within (5) days of returning to school. The Superintendent has Board of
11 Education reserves the right to verify such statements and to investigate the cause of each single absence
12 or prolonged absence.

13 **I. UNEXCUSED ABSENCES**

14 Absences for which no written verification is submitted will be considered unexcused.

15 **A. Unexcused Absences Due to Reasons Other Than Suspensions**

16 Students with an unexcused absence due to reasons other than suspensions will be
17 provided the opportunity to make up missed work for up to five (5) unexcused absences.

18 **B. Students in Grades 6-12 with Unexcused Absences Due to First Time Suspensions**

19 Students in Grades 6-12 receiving their first suspension in a school year may be permitted
20 to complete and receive credit on make-up work for their assignments by performing pre-
21 approved community service. This option will be available only to students in Grades 6-
22 12 serving their first suspension in a school year, provided that the following process is
23 followed:

24 1. When the student is readmitted, the Principal or his/her designee will meet
25 with the student to agree upon the community service to be completed.

26 2. The Principal or his/her designee will keep a record of the student's
27 community service documentation.

28 3. The Principal or his/her designee will notify the teachers of the student when
29 the student has completed the community service.

30 4. At that time, the teacher and student will develop a plan for the student to
31 complete and have counted as a grade his make-up work. Make-up work will
32 be completed in a timely manner, directed by the teacher and in accordance
33 with the school's general make-up work procedure.

34 Make up work must be requested no later than two (2) days after the student returns to school.

II. EXCUSED ABSENCES

In the following situations, the absences of school students shall be excused. These students shall be permitted the opportunity to complete all missed assignments.

~~The Board considers the following factors to be reasonable excuses for time missed at school:~~

- A. Personal Illness, injury, or hospitalization of student. Physician verification will be required to justify absences after the accumulation of ten (10) days of absences during the school year. Notes must be date specific and will be required for subsequent absences beyond ten (10) days. After an accumulation of ten (10) check-ins or check-outs during a school year, physician verification will be required to justify the absence from school. Any accumulation of absences, check-ins, or check-outs beyond ten (10) without physician verification will be unexcused;
- B. Personal illness in the family necessitating the presence of the student;
- C. Death in the family;
- ~~D. School Endorsed Activities;~~
- D. Absence due to the incapacity of parent/guardian;
- E. Special and recognized religious holidays regularly observed by persons of their faith;
- F. Legal court summons, court order, or subpoena when it is not a result of the student's misconduct as provided for by law;
- G. Pregnant Students;
- H. Extenuating circumstances approved by the Principal on a case-by-case basis;
- I. Upon approved request to attend a released time course in religious moral instruction;

~~J. School sponsored activities; and~~

III. STUDENTS COUNTED AS PRESENT

In the following situations, students shall be counted as present in the same manner as an educational field trip, rather than given an excused or unexcused absence. Students counted as present shall be afforded the opportunity to complete all missed assignments.

1. Students serving in-school suspension and receiving educational services.
2. Students receiving medical or educational homebound instruction.
3. Students who serve as Pages for the General Assembly during the school year, either at a

1 regular or special session.

2 4. Students participating in school-sponsored events shall be counted present provided the
3 event or activities are school-directed, related to an instructional activity, and have prior
4 approval of the Board.

5 5. Students participating in an activity or program sponsored by 4-H, provided the program
6 or activity does not occur during the TCAP testing window or any period of time for
7 which the student has been suspended, expelled, or assigned to an alternative school or
8 program, if the suspension, expulsion, or program would otherwise preclude the student
9 from participating in an educational field trip.

10 6. Students appointed as the student member of the State Board of Education shall be
11 counted as present for the time the student spends in the performance of duties as a
12 member of the State Board of Education. The student shall provide to the
13 Principal/designee of the student's school written certification from the Executive
14 Director of the State Board of Education that the student was participating in duties as a
15 member of the State Board of Education.

16 **IV. ABSENCES FOR NON-SCHOOL SPONSORED EXTRACURRICULAR ACTIVITIES**

17 School Principals may excuse a student from school attendance to participate in a non-school sponsored
18 extracurricular activity if the following conditions are met:

- 19 (a) The student provides documentation to the school as proof of the student's participation
20 in the non-school sponsored extracurricular activity; and
- 21 (b) The student's parent or guardian, prior to the extracurricular activity, submits to the
22 Principal a written request for the excused absence. The written request shall be
23 submitted no later than seven (7) business days prior to the student's absence and shall
24 include:
- 25 (i) The student's full name and personal identification number;
 - 26 (ii) The student's grade;
 - 27 (iii) The dates of student's absence;
 - 28 (iv) The reason for the student's absence; and
 - 29 (v) The signature of the student and the student's parent or guardian.

30 The Principal shall indicate in writing whether the absence is excused or unexcused.

31 The maximum number of days for which school Principals may excuse students for non-school
32 sponsored extracurricular activities is ten (10) per school year; provided that the Principal may limit the
33 number of days for which students may be excused based upon the student's grades or disciplinary
34 record.

35 All absences must be verified in writing by the parent within two (2) days of the student's return to
36 school.

- 1 Absences for which no written verification is submitted will be considered unexcused.
- 2 Students who have more than five (5) unexcused absences have the opportunity to appeal to the Student
3 Services Supervisor. The decision of the Student Services Supervisor shall be final.

4 **V. ABSENCES OF STUDENTS OF DEPLOYED MILITARY PARENTS OR GUARDIANS**

5 Notwithstanding any other law to the contrary, if a student's parent, custodian, or other person with legal
6 custody or control of the student is a member of the United States Armed Forces, including a member
7 of a state National Guard or a reserve component called to federal active duty, a public school Principal
8 shall give the student:

- 9 (1) An excused absence for one (1) day when the member is deployed;
- 10 (2) An additional excused absence for one (1) day when the service member returns from
11 deployment;
- 12 (3) Excused absences for up to ten (10) days for visitation when the member is granted rest
13 and recuperation leave and is stationed out of the country; and
- 14 (4) Excused absences for up to ten (10) days cumulatively within the school year for
15 visitation during the member's deployment cycle.

16 Total excused absences under numbers "3" and "4" above shall not exceed a total of ten (10) days within
17 the school year.

18 Students receiving an excused absence under this section shall have the opportunity to make up
19 schoolwork missed and shall not have their class grades adversely affected for lack of class attendance
20 or class participation due to the excused absence. Students shall have one (1) day to make up work for
21 each day of excused absence.

22 ~~If necessary, verification may be required to justify absences.~~ The student shall provide documentation
23 to the school Principal proof of the service member's deployment.

24 Absences other than those outlined above shall be considered unexcused.

25 **VI. ABSENCES OF STUDENTS FOR POSTSECONDARY SCHOOL VISITS**

26 High School students participating in postsecondary school visits shall be counted as present, up to four
27 (4) school days; however, the student shall only be counted present the day of the postsecondary visit
28 and shall not be counted during any travel days. In order to be counted as present, the student must
29 satisfy the following requirements:

- 30
- 31 a) Prior **written** notice from a parent or legal guardian, specifying the date of the postsecondary
32 school visit must be provided to the school attendance secretary;
- 33 b) By no later than two (2) school days following the postsecondary school visit, the student must
34 present the school attendance secretary with a signed letter or form from a campus official of the
35 postsecondary institution documenting that the student visited the postsecondary institution; ~~and~~

- 1 c) The student must complete all schoolwork missed during the postsecondary school visit; and
2 d) The postsecondary school visit shall not occur during the TCAP testing window.

3 Although the student will not be counted present for travel days surrounding the aforementioned
4 postsecondary visits, up to two (2) travel days per postsecondary school visit meeting the requirements
5 of this Policy will be excused, provided that the student completes all schoolwork missed during the
6 postsecondary school visit.

7 Postsecondary school visits are not required of any student. The student's parent or guardian, not
8 GMSD, are solely responsible for facilitating postsecondary school visits and for ensuring the safety of
9 the student during the visit.

10 **VII. STATE-MANDATED TESTS/ END OF COURSE EXAMS**

11 Students who are absent the day of the scheduled End of Course Exams, whether excused or unexcused,
12 must make up the exam. Make-up dates will occur during the state-mandated testing window.

13 **CHRONICALLY ABSENT STUDENTS**

- 14 1. "Chronically absent" is defined as a student who has been absent from school for eighteen
15 (18) or more school days of the respective school year. "Chronic absenteeism" includes
16 all absences, excused and unexcused.
- 17 2. Within five (5) school days after a student is identified as being chronically absent, the
18 GMSD Department of Student Services shall provide the parent/guardian of a chronically
19 absent student, written notice of the student's status as being chronically absent.
- 20 3. Chronically absent students shall be required to provide documentation from the student's
21 healthcare provider each time a student is absent from school due to receiving medical
22 treatment for chronic illness or other health-related issues, in order for the absence to be
23 excused.
- 24 4. Within five (5) school days after a student is identified as being a chronically absent, and
25 within five (5) school days of every five (5) days a student is absent thereafter, the
26 student's parents/guardians shall receive written correspondence from the GMSD
27 Attendance and Truancy Officer which sets forth:
- 28 a) a schedule for meeting with a school official and the student's parent/guardian;
29 b) a description of how the academic progress of the chronically absent student will be
30 monitored by their school; and
31 c) other intervention methods which are available to assist parents/guardians of
32 chronically absent students in addressing the factors that may be causing or contributing
33 to the student's absence from school.

TRUANCY

Truancy is defined as an absence for an entire school day, a major portion of the school day or the major portion of any class, study hall, or activity during the school day for which the student is scheduled.

By the beginning of each school year, the GMSD Student Services Supervisor shall furnish to the Principals of each school a list of students who will attend the school together with the names of the students' parents or guardians. After the opening of school, each Principal must report to the Superintendent the names of all students on the list furnished to the Principal who have not appeared for enrollment.

Each Principal must report to the Superintendent the names, ages, and residences of all students in attendance at the school within thirty (30) days after the beginning of the school year.

By the beginning of each school year, the Principal shall give written notice to the parent, guardian, or person having control of a student subject to compulsory attendance that the parent, guardian, or other person having control of the student must monitor the student's school attendance and require the student to attend school. The written notice must inform the parent, guardian, or other person having control of a student, that a student who accumulates five (5) days of unexcused absences during the school year is subject to GMSD's Progressive Truancy Plan and that continued unexcused absences may result in a referral to Juvenile Court. The five (5) days of unexcused absences need not be five (5) consecutive days of unexcused absences.

The Principal or designee of a school must report promptly to the GMSD Student Services Supervisor, the names of all students who have withdrawn from school or who have accumulated three (3) days of unexcused absences. Upon a student's accumulation of three (3) days of unexcused absences, the GMSD Student Services Supervisor shall serve upon the parent, guardian, or other person having control of a student subject to compulsory attendance who is unlawfully absent from school, written notice that the student's attendance at school is required by law.

Additionally, the Principal or designee must report promptly to the GMSD Student Services Supervisor, the names of all students who have withdrawn from school or who have accumulated five (5) days of unexcused absences. Each successive accumulation of five (5) days of unexcused absences by a student must also be reported.

When a student accumulates five (5) days of unexcused absences, the GMSD Student Services Supervisor shall serve upon the parent, guardian, or other person having control of a student subject to compulsory attendance who is unlawfully absent from school, written notice that the student's attendance at school is required by law. The GMSD Student Services Supervisor shall send a new notice after each successive accumulation of five (5) unexcused absences.

After a student has accumulated five (5) unexcused absences, and after given adequate time, as determined by the GMSD Student Services Supervisor, the student's parent, guardian, or other person having control of the student has failed to turn in documentation to excuse those absences, the GMSD Student Services Supervisor or designee shall implement the truancy intervention requirements of the second tier of the Progressive Truancy Plan.

Progressive Truancy Plan

1 The first tier of truancy prevention is applicable to all GMSD enrolled students. The second and third
2 tiers of truancy intervention apply to students who have accumulated a minimum of five (5) days of
3 unexcused absences.

4 **Tier One**

5 Tier One of the Progressive Truancy Plan may include, but is not limited to, the following
6 schoolwide prevention-oriented supports:

- 7 a) Counseling;
- 8 b) Community-based services;
- 9 c) Other services/supports to address student performance.

10 The Whole Student Director may be consulted about the school-wide prevention-oriented
11 supports and/or individual student supports.

12 **Tier Two**

13 Tier Two of the Progressive Truancy Plan shall include:

- 14 a) A conference with the GMSD Student Services Supervisor/designee, and the student and
15 the parent, guardian, or other person having control of the student;
- 16 b) A resulting attendance contract to be signed by the student, the parent, guardian, or other
17 person having control of the student, and the GMSD Student Services
18 Supervisor/designee;

19 The contract must include:

- 20 (1) a specific description of the school's attendance expectations for the student;
- 21 (2) the period for which the contract is in effect; and
- 22 (3) penalties for additional absences and alleged school offenses, including additional
23 disciplinary action and potential referral to Juvenile Court.
- 24 c) Regularly scheduled follow-up meetings, which may be with the student and the parent,
25 guardian, or other person having control of the student, to discuss the student's progress;
- 26 d) An individualized assessment by a school employee of the reasons a student has been
27 absent from school; and
- 28 e) If necessary, referral of the student to counseling, community-based services, or other in-
29 school or out-of-school services aimed at addressing the student's attendance problems.

30 **Tier Three**

1 Tier Three of the Progressive Truancy Plan must be implemented if the truancy interventions
2 under Tier Two are unsuccessful. Tier Three of the Progressive Truancy Plan may consist of one
3 (1) or more of the following, at the discretion of the GMSD Student Services Supervisor.

- 4 a) School-based community services;
- 5 b) Collaboration with the Whole Student Director to provide appropriate supports for
6 success; or
- 7 c) Saturday or after-school courses designed to improve attendance and behavior.

8 **Judicial Intervention Regarding Truancy**

9 Notwithstanding the above progressive truancy tiers, if any tier of progressive truancy
10 intervention is unsuccessful, and the GMSD Students Services Supervisor can document that a
11 parent or guardian on four (4) occasions has failed or refused to:

- 12 a) attend conferences as set forth in the GMSD Progressive Truancy Plan,
- 13 b) return telephone calls from the GMSD Student Services Supervisor,
- 14 c) attend follow-up meetings as set forth in the GMSD Progressive Truancy Plan,
- 15 d) enter into an attendance contract as set forth in the GMSD Progressive Truancy Plan, or
- 16 e) actively participate in any of the tiers of truancy intervention set forth in the GMSD
17 Progressive Truancy Plan,

18 the GMSD Student Services Supervisor may report the student's absences to the Juvenile Court
19 of Shelby County, Tennessee, without need to proceed to the next tier, if any.

20 Any parent, guardian, or other person who has control of a student, and who violates the State's
21 truancy law, commits educational neglect, which is a Class C misdemeanor. Each day's unlawful
22 absence constitutes a separate offense.

23 **~~CREDIT/PROMOTION DENIAL~~**

24 ~~Credit/promotion denial determinations may include student attendance; however, student attendance~~
25 ~~may not be the sole criterion. However, if attendance is a factor, prior to credit/promotion denial, the~~
26 ~~following shall occur:~~

- 27 ~~1. Parents and students shall be advised if a student is in danger of credit/promotion denial~~
28 ~~due to excessive absenteeism.~~
- 29 ~~2. Procedures in due process are available to the student when credit or promotion is denied.~~

30 **NOTICE**

1 A copy of this Policy shall be posted on the GMSD Website ~~at each school~~ and school counselors shall
2 be supplied copies of this Policy for discussion with students. This Policy shall be referenced in all
3 School Handbooks. All teachers, administrative staff, and parents/guardians shall be provided a copy of
4 this Policy, electronically or in writing.

Legal References

T.C.A. § 10-7-504
~~T.C.A. § 49-2-203~~
~~T.C.A. § 49-6-2904~~
~~T.C.A. § 49-6-3002~~
T.C.A. § 49-6-3006
T.C.A. § 49-6-3007
T.C.A. § 49-6-3009
T.C.A. § 49-6-3017
T.C.A. § 49-6-3019
T.C.A. § 49-6-3021
T.C.A. § 49-6-3022
T.C.A. § 49-6-3026
~~20 USCA § 1232g~~
State Board of Education Rule 0520-01-02-.17
State Board of Education Rule 0520-01-03-.06
State Board of Education Policy 4.100



Germantown Municipal School District Budget Amendment

Fiscal Year: 2024-2025

Amendment # 19

GMSD Acct #	GMSD Acct	Original Budget	Approved Changes	Requested Changes	Amended Budget
142-72210-524	In-Service/Staff Development	103,277	-	858	104,135
142-47189-200	Title II Revenues	174,569	-	858	175,427
142-71100-429	Instructional Supplies & Materials	11,898	-	303	12,201
142-47146-300	Title III Revenues	18,569	-	303	18,872

REASON FOR AMENDMENT:

Additional allocations for Titles II and III

APPROVAL / DENIAL:

_____ Budget revision is approved effective _____.

_____ Budget revision is denied for the following reason(s):



Germantown Municipal School District Budget Amendment

Fiscal Year: 2024-2025

Amendment # 20

GMSD Acct #	GMSD Acct	Original Budget	Approved Changes	Requested Changes	Amended Budget
142-71200-312	Contracts w/Private Agencies	115,000	-	25,159	140,159
142-47143-900	IDEA Part B Revenues	2,348,456	-	25,159	2,373,615
142-99100-504	Indirect Costs	788	-	370	1,158
142-47145-910	IDEA Preschool Revenues	36,249	-	370	36,619

REASON FOR AMENDMENT:

Additional allocations for IDEA Part B (vision, speech therapy, etc.) and IDEA Preschool (indirect costs)

APPROVAL / DENIAL:

_____ Budget revision is approved effective _____.

_____ Budget revision is denied for the following reason(s):

Special Courses Planning Document

Document Purpose: The following are questions on the special course application. This document is only for district planning purposes and documentation for local board approval. All responses must be transferred to ePlan and submitted for formal review. This document will not be accepted by the Tennessee Department of Education as an official application.

Academics Application

A district may apply for up to twenty academic special courses.

Cover Page
School District Name: Germantown Municipal School District
Are you a Charter School? No
District Contact Name: Megan Jackson
Contact Email: megan.jackson@gmsdk12.org
Contact Phone Number (include extension): 901-757-6479 ext. 7909
Secondary Contact Name: Missy Abel
Secondary Contact Email: missy.able@gmsdk12.org

Academics Course Details: Course 1		
<p>Which content area best describes the academic course?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 01 = English Language and Literature <input type="checkbox"/> 02 = Mathematics <input type="checkbox"/> 03 = Life and Physical Sciences <input checked="" type="checkbox"/> 04 = Social Studies and History <input type="checkbox"/> 05 = Visual and Performing Arts <input type="checkbox"/> 07 = Religion <input type="checkbox"/> 08 = Physical Health and Safety Education <input type="checkbox"/> 22 = English Language Development (use for EL) <input type="checkbox"/> 23 = Early Childhood (non-CTE) <input type="checkbox"/> 24 = Foreign Language and Literature <input type="checkbox"/> 25 = Non-Subject Specific <input type="checkbox"/> 27 = Special Populations (only used for special courses) <input type="checkbox"/> 28 = Philosophy 		
<p>Course Name Be specific and include district name in the course title. (name+district) Humanities (Honors) Germantown Municipal School District</p>		
<p>Renewal What is the course code if previously approved special course?</p>		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input checked="" type="checkbox"/> Yes, previously approved special course</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Not previously approved</td> </tr> </table> <p>Active Course Code: Y04H25</p>	<input checked="" type="checkbox"/> Yes, previously approved special course	<input type="checkbox"/> Not previously approved
<input checked="" type="checkbox"/> Yes, previously approved special course	<input type="checkbox"/> Not previously approved	
<p>Course Level Level 1 (Introduction); Level 2 (Intermediate); Level 3 (Advanced)</p>		

Course Justification

Respond to why this course should be offered to your students. Be thorough and specific. Your responses will be read by state board members pending approval.

Honors Humanities offers students a unique and enriching opportunity to explore the foundations of human culture, creativity, and intellectual thought. This course goes beyond traditional history and literature classes by weaving together art, philosophy, religion, and political thought into a comprehensive study of human civilization.

Students who take this course will develop critical thinking, analytical, and interpretative skills essential for success in college and beyond. By engaging in Socratic seminars, art and music analyses, and project-based learning, students will refine their ability to articulate complex ideas, engage in meaningful discussions, and make connections between historical movements and contemporary issues.

In an increasingly interconnected world, understanding diverse cultural perspectives is more important than ever. This course fosters global awareness by examining how different civilizations have influenced one another and how ideas have shaped societies over time.

For students seeking an intellectually stimulating environment that promotes discussion, creativity, and a deeper appreciation for human achievement, Honors Humanities is a course that will enhance their academic experience and broaden their worldview.

Course Description

Describe the course content and overview of the material to be taught. Be thorough and specific. Your responses will be read by state board members pending approval.

Honors Humanities is an interdisciplinary exploration of human culture, creativity, and intellectual achievements, spanning from the classical world of the Greeks and Romans to the contemporary era. This course integrates literature, history, philosophy, art, music, and architecture to examine the interconnectedness of human expression and experience across time.

Students will engage with primary and secondary sources to analyze the evolution of culture and society, studying major historical periods such as the Ancient World, the Medieval and Gothic Age, the Renaissance and Reformation, the Enlightenment, and the Modern World. Through Socratic seminars, research projects, and artistic analyses, students will develop critical thinking skills while exploring fundamental human questions: Who am I? Why am I here? How should I relate to others?

Designed for students seeking an advanced, discussion-based learning experience, this course fosters a deeper appreciation for diverse cultural perspectives and the enduring influence of historical ideas on the modern world.

Required Teacher Endorsements

Include all that apply to the specific course content. *At least one selection must be made.*

Pre-Requisite Course(s)

Yes No

If yes, list pre-requisite course(s).

<p>When will this course be offered?</p> <p><input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year-long</p>
<p>Credit</p> <p><input type="checkbox"/> 0.5 <input checked="" type="checkbox"/> 1.0</p>
<p>Will any portion of this Year 1 course be delivered online?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, online delivery will be:</p> <p><input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Combination of Synchronous and Asynchronous</p>
<p>Course Development</p> <p>Describe if it is a for-profit course. If so, which one, specifically? Explain if the idea, structure, and curriculum was district developed or modeled from an existing for-profit course.</p> <p>The course was developed as a result of researching current collegiate and university Humanities course scope and syllabi coupled with an alignment to current TN Academic standards in social studies, English language arts, and fine arts.</p>
<p>Course Developers</p> <p>List the names and titles of individuals who developed this course.</p> <p>Houston High School Social Studies faculty</p>
<p>Tennessee Academic Standards</p> <p>Certify the course standards are uploaded to the required documents section and include all appropriate references to Tennessee Academic Standards. <i>Use the provided template in ePlan.</i></p> <p><input checked="" type="checkbox"/> TN Academic standards uploaded to “Required Documents” section in ePlan</p>

Assurance statements may change or be added for each application period. Below are assurance statements that will likely appear in the formal ePlan application but are not guaranteed. Be sure to review each assurance statement in ePlan before confirming and submitting the application.

Assurance Statements	
<input checked="" type="checkbox"/>	A public charter school shall certify that it has provided written notice to its authorizer of its intent to seek approval of the special course. Documentation may be requested verifying the notification to the authorizer.
<input checked="" type="checkbox"/>	We verify that the information on this application is complete and accurate. Assigning the proposed instructor to this special course will not preclude having all State Board of Education approved courses taught by appropriately endorsed teachers.
<input checked="" type="checkbox"/>	We understand that district special courses will not satisfy the “third lab science” graduation requirement. Consider using State Board approved standards for Scientific Research (G03H35) as it will satisfy the third lab science requirement, does not require a special course application, and a student may earn this credit multiple times for a series of special courses.
<input checked="" type="checkbox"/>	We understand that special courses and special programs of study courses are only for 9-12 grade students and are considered elective courses.
<input checked="" type="checkbox"/>	We agree to comply with and verify that this application for a special course or special program of study is not in conflict with, T.C.A. § 49-6-2206(b)(2), which prohibits the use of textbooks and instructional materials that were “created to align exclusively with the Common Core State Standards or that are marketed as Common Core textbooks or materials.”
<input checked="" type="checkbox"/>	We agree to comply with Tenn. Code Ann. § 49-6-1019 and State Board of Education Rule 0520-12-04 relating to Prohibited Concepts in Instruction. We verify that the prohibited topics set forth in state law shall not be taught within this special course or special program of study.
<input checked="" type="checkbox"/>	We understand the Tennessee Department of Education or the State Board of Education may require instructional materials to be submitted for further review to include, but not limited to articles, texts, academic standards, course syllabus, links to videos or websites, and student activities or assignments. Failure to provide these materials upon request may result in a denial of the special course.
<input checked="" type="checkbox"/>	We verify that our local board of education has approved for this course to be offered. Include the date this/these course(s) was/were presented to your local board of education and appear on an official agenda and include a link to the meeting minutes.
<input checked="" type="checkbox"/>	We understand that special course requests may not include Advance Placement, International Baccalaureate, Cambridge, and Dual Enrollment courses and that special courses must align with Special Course Policy 3.201 .
<input checked="" type="checkbox"/>	We understand special courses are approved individually and not as a special program of study and must align with Special Course Policy 3.201 . The application allows a special program of study to be submitted as such; however, the special courses shall be recommended to the State Board of Education as individual courses.

<input checked="" type="checkbox"/>	We understand CTE special courses are not eligible for TISA funding.
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Required Documents	
Course Standards Download Template	Applicants download this template and completes
Course Standards Upload Document	Applicant uploads the completed document

ACADEMIC STANDARDS

Name of Course	Humanities (Honors)
Course Level	Intermediate (Level 2)
District Name	Germantown Municipal School District
Subject Area	Social Studies

List all academic standards that apply to this single course.

Code	Content Standard
SSP.01	Collect data & information from a variety of primary and secondary sources including: <ul style="list-style-type: none"> ○ printed materials ○ graphic representations ○ field observations ○ artifacts
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"> ○ Extract and paraphrase significant ideas ○ Discern differences between evidence and assertion ○ Draw inferences and conclusions ○ Recognize author's purpose, point of view, and potential bias ○ Assess the strengths and limitations of arguments
SSP.03	Synthesize data from a variety of sources in order to: <ul style="list-style-type: none"> ○ Establish accuracy and validity by comparing sources to each other ○ Recognize disparities among multiple accounts ○ Frame appropriate questions for further investigation
SSP.04	Construct and communicate arguments citing supporting evidence to: <ul style="list-style-type: none"> ○ Demonstrate and defend an understanding of ideas ○ Compare and contrast viewpoints ○ Illustrate cause and effect ○ Predict likely outcomes ○ Devise new outcomes or solutions
SSP.05	Develop historical awareness by: <ul style="list-style-type: none"> ○ Recognizing how and why historical accounts change over time ○ Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ○ Evaluating how unique circumstances of time and place create context and contribute to action and reaction ○ Identifying patterns of continuity and change over time, making connections to the present
SSP.06	Develop geographic awareness by: <ul style="list-style-type: none"> ○ Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global)

	<ul style="list-style-type: none"> ○ Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ○ Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ○ Examining how geographers use regions and how perceptions of regions are fluid
AH.03	Describe how the domestication of plants and animals gave rise to stable communities. (C, E, G, H, P)
AH.05	Identify and locate early civilizations & explain why civilizations arose in those places (G, H)
AH.06	Compare and contrast the rise of early civilizations in terms of social, political, and economic development (C, E, G, H, P)
AH.07	Describe the origins and central features of Hinduism and its distinctions from other early religious traditions: <ul style="list-style-type: none"> • Key Person(s): origins in Aryan traditions • Sacred Texts: The Vedas • Basic Beliefs: dharma, karma, reincarnation, and moksha (C, G, H, P)
AH.08	Describe the origins and central features of Judaism and its distinctions from other early religious traditions: <ul style="list-style-type: none"> • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (Hebrew Bible) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility (C, G, H, P)
AH.10	Describe the origins and central features of Zoroastrianism <ul style="list-style-type: none"> • Key Person(s): Zoroaster • Sacred Texts: the Avesta • Basic Beliefs: monotheism, dualism, and humanity (C, G, H, P)
AH.13	Describe the origins and central features of Shintoism <ul style="list-style-type: none"> • Key Person(s): No singular founder • Sacred Texts: No sacred text • Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism (C, H, P)
AH.14	Describe the origins and central features of Buddhism: <ul style="list-style-type: none"> • Key Person(s): Siddhartha Gautama (Buddha) • Sacred Texts: Tripitaka • Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana (C, H, P)
AH.15	Describe the characteristics of early civilizations in Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.
AH.16	Describe the characteristics of early civilizations in China, with emphasis on the development of an empire, the construction of the Great Wall, and the Han Dynasty (C, E, G, H, P)
AH.17	Compare and contrast the impact of eastern religions (e.g., Confucianism, Taoism) on cultural traditions and social relationships (C, G, H)

AH.21	Describe early Greek society, with an emphasis on social classes, cultural traditions, and religious beliefs (C, H)
AH.24	Explain the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great. (C, G, H)
AH.25	Identify the significant developments and contributions of Greece to the following: Architecture, Law, Philosophy, Art/Drama, Literature, Religious institutions, History, Medicine, Science, Language, Technology (C, E, H, P)
AH.27	Explain the social and political structures of the Roman Republic, including: the role of slavery, significance of citizenship, and development of democratic features in the government (C, E, H, P)
AH.28	Explain the rise of the Roman military and impacts of its conquests on political affairs, the economy, social structures, and spread of Roman culture (C, E, G, H, P)
AH.31	Describe the origins and central features and diffusion of Christianity: <ul style="list-style-type: none"> • Key Person(s): Jesus, Paul • Sacred Texts: The Bible Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as messiah (C, H, P)
AH.33	Identify the significant developments and contributions of Rome to the following: <ul style="list-style-type: none"> • Architecture Law Philosophy • Art/Drama Literature Religious institutions • History Medicine Science • Language Technology (C, E, H, P)
AH.36	Describe the contributions of Justinian (e.g., the codification of Roman law) and the economic and political expansion of the Byzantine Empire (C, E, H, P)
AH.37	Compare and contrast Byzantine art and architecture with previous Greek and Roman traditions (C, G, H)
AH.43	Describe cultural and scientific contributions and achievements of Islamic civilization. (C, H)
AH.48	Describe the characteristics of civilizations in the Americas, with emphasis on the Maya and Incans, in terms of geography, society, economy, and religion (C, E, G, H, P)
AH.53	Identify patterns of crisis and recovery related to the Black Death (Bubonic plague). (E, G, H)
AH.57	Examine how economic growth in the Italian city-states enabled patronage for the arts. (C,E,H)
AH.58	Describe how Renaissance art, literature, and philosophy (e.g., Petrarch) differed from those in the medieval period. (C,H)
AH.59	Compare and contrast the Italian and the Northern Renaissances, citing the contributions of writers and artists. (C,G,H)
W.03	Compare the major ideas of philosophers during the Age of Enlightenment, such as Charles- Louis de Montesquieu, Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. (C, E, H, P)
W.04	Examine the causes and consequences of the English Civil War (C,E,H,P)

W.05	Identify the causes of the French Revolution, including the impact of: The American Revolution, Enlightenment Political Thought, Conflicting social classes, Governmental corruption and weakness, Economic factors
W.06	Summarize the major events of the French Revolution (e.g., storming of the Bastille, execution of Louis XVI, reign of terror), and trace the evolution of France's government from constitutional monarchy to democratic despotism to the Napoleonic Empire. (C,E,G,H,P)
W.08	Identify how the ideas of the Enlightenment inspired Thomas Jefferson and the Declaration of Independence, and compare the American Revolution with the French Revolution. (C,G,H,P)
W.10	Explain how the Agricultural Revolution, mechanization, and the "enclosure movement" led to rapid population growth, rural to urban migration, and the growth of major cities in Europe and North America. (C,E, G,H,P)
W.11	Explain the geographic and economic reasons why the Industrial Revolution began in England, including: natural resources, entrepreneurship, labor, and access to capital. (E,G,H)
W.14	Explain how scientific and technological innovations (e.g., the steam engine, new textile technology, steel processing, medical advances, electricity, and new methods of transportation) led to massive social, economic, cultural, and demographic changes. (C,E, G,H,P)
W.15	Evaluate the industrialization in Europe in terms of: <ul style="list-style-type: none"> • Social benefits (e.g., increases in productivity and life expectancy) • Social costs (e.g., harsh working and living conditions, pollution, child labor, and income inequality) • Attempts to address these costs (e.g., political reform, urban planning, philanthropy, labor unionism, education reform, and public health and sanitation) (C,E, G,H,P)
W.17	Define nationalism, and explain how nationalism, cultural geography, and physical geography contributed to the unification of nations, such as Germany and Italy. (C,G,H,P)
W.18	Describe the rise of anti-Semitism in Europe during this time period (C,G,H,P)
W.19	Define imperialism, and analyze reasons for 19th century imperialism, including: competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization. (C,E,G,H,P)
W.21	Analyze the outcomes of the Berlin Conference and the impact of superimposed boundaries on African indigenous populations, and compare the geographic progression of imperialistic claims on the African continent by European empires. (C,E,G,H,P)
W.39	Analyze the cultural, economic, and intellectual trends of the 1920s (C,E,H,T)
S.08	Explain how the various components of culture form a whole culture (C)
S.10	Compare and contrast various cultures of the world (C)
S.14	Identify and evaluate the functions of social institutions (e.g., family, education, religion, economy, government, etc.). (C,E,P)

S.20	Classify types of social groups that exist in society (i.e., reference groups, primary groups, secondary groups, in-groups, out-groups, etc.). (C)
S.21	Describe group roles, their dynamics, and their impact on group behavior. (C)
S.29	Identify common patterns of social inequality (i.e., privilege, poverty, power, race, ethnicity, class, gender, etc.). (C)
S.30	Analyze effects of social inequality on groups and individuals (e.g., life chances, social problems, achievement, education, inter- and intra- group conflict among groups and individuals, etc.). (C)
P.38	Describe the relationship between attitudes (implicit and explicit) and behavior, including attributes associated with different types of behavior.
P.39	Describe the situational effects and group dynamics associated with individual behavior, including how an individual can influence group norms.
P.43	Define culture and diversity
P.44	Examine cultural change, including variations within and across nations, and consider the following factors using psychological research: gender, race, ethnicity, socioeconomic status, and societal norms.
P.45	Explain how social power structures relate to stereotypes, prejudice, and discrimination.
P.46	Examine how perspectives influence stereotypes and the treatment of minority and majority groups in society.
11-12.LCSE.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
11-12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.
11-12.L.VAU.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

11-12.RL.KID.1	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
11-12.RI.KID.1	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
11-12.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
11-12.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
11-12.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.
11-12.RI.RRT.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
11-12.SL.PKI.5	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.
Fine Arts Standard 4.1	Demonstrate an understanding of the ways in which history and culture influence the production of art and architecture. <ul style="list-style-type: none"> Identify artworks in a specific time period that show the influence of changes or advances in society (i.e., historical events, technology, cultural ideas).
Fine Arts Standard 4.2	Research, analyze, and explain how visual art/architecture reflects and influences societies and cultures. <ul style="list-style-type: none"> Compare and contrast how the art/architecture of a given period simultaneously reflects and influences change in its culture.
Gen. Music 8.1	Compare stylistic characteristics of two or more arts within a particular historical period. <ul style="list-style-type: none"> Compare a musical work to another art work (i.e., dance, theatre, or visual art) within the same historical period.
Gen. Music 8.2	Explore the relationship between the arts and other academic disciplines. <ul style="list-style-type: none"> Identify the relationship of music to another academic discipline (e.g., science, history, language arts, world languages).