



**Tuesday, August 27, 2024**

**Kingsport City Schools Board of Education Work Session - 6:00 PM**

**Administrative Support Center, Tennessee Room (3rd Floor)**

**400 Clinchfield Street**

**Kingsport, TN 37660 Phone: (423) 378-2102**

1. **CALL TO ORDER**
2. **REPORTS**
  - 2.1. Summer Learning Update (Dr. Brian Cinnamon/Dr. Holly Flora/Dr. Ashley Carter/Dr. Misty Keller/Virginia Marshall/Aubryn Street/Dr. Kindetta Thompson)
  - 2.2. Student Services Report (Mr. Jim Nash)
  - 2.3. Policy Report (Dr. Andy True)
  - 2.4. BOE Committee Reports (Mrs. Melissa Woods)
  - 2.5. Superintendent Report (Dr. Chris Hampton)
3. **ADJOURNMENT**

# KCS Summer Learning Camp Elementary



Dr. Holly Flora

Dr. Ashley Carter- Site Lead

Dr. Misty Keller- Site Lead

Dr. Kandy Thompson-Site Lead

Curriculum and Instruction

# The Basics

**Elementary School (Rising Kindergarten - Rising 5th Grade)**

**Monday, June 3 - Friday, June 28, 2023 (Monday through Friday each week)**

## Locations

**Jackson Elementary - For students of Jackson and Roosevelt)**

**Lead Administrator: Ashley Carter**

**Jefferson Elementary (For students of Jefferson, Johnson and Lincoln )**

**Lead Administrator: Misty Keller**

**Washington Elementary (- For students of Adams, Kennedy, and Washington)**

**Lead Administrator: Kandy Thompson**

**Rising Kindergarten: 8:45 a.m. - 3 p.m. (doors open at 8:30 a.m.)**

**Rising 1st - 5th grade: 8:45 a.m. - 3:10 p.m. (doors open at 8:30 a.m.)**

**Who:** rising K through Rising 5<sup>th</sup> Grade students who experienced learning challenges during the school year as identified by the selection process

★ All students received breakfast and lunch daily at no cost and transportation was provided for all students.

Curriculum and Instruction



# The Details

## ★ Enrollment totals

- Average daily attendance:
  - \*Washington-85%
  - \*Jefferson-86%
  - \*Jackson- 88%

## ★ Core

- \*Literacy Block-90 Minutes
- \*Math Block-1 Hour
- \*Intervention-1 Hour
- \*STREAM-45 Minutes
- \*Movement-40 Minutes
- \*Recess-20 Minutes
- \*Teacher Planning-1 Hour

## ★ Staff

- Site Leads
- KCS teachers, support staff, Interventionists, ALL Corp Tutors
- KCS Nurses, SNS staff, Transportation staff , SRO

## ★ Site-based activities

- Weekly themes and incentives for attendance and discipline

# The Details

<b>Summer Programming Enrollment</b>	
<b>Rising Kindergarten</b>	<b>18</b>
<b>Rising First Grade</b>	<b>66</b>
<b>Rising Second Grade</b>	<b>71</b>
<b>Rising Third Grade</b>	<b>84</b>
<b>Rising Fourth Grade</b>	<b>115</b>
<b>Rising Fifth Grade</b>	<b>63</b>

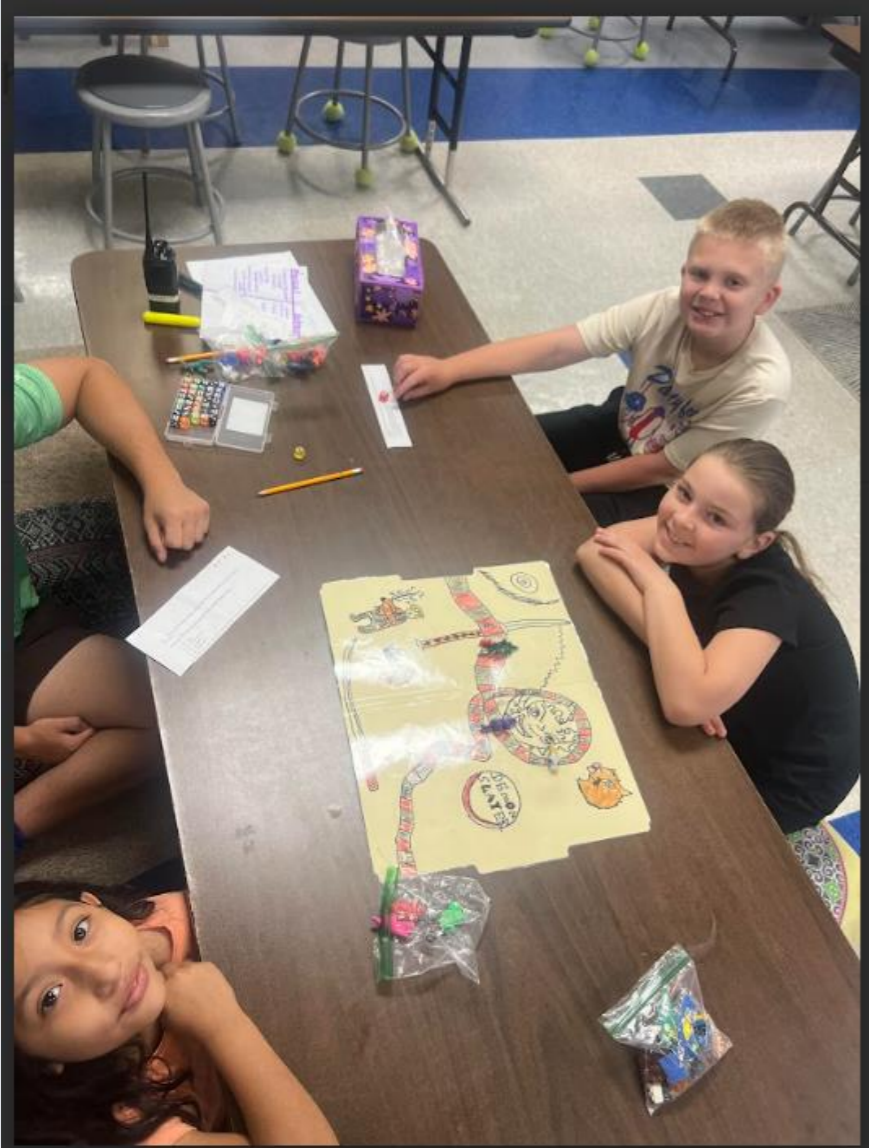


- 69 3rd graders attended summer school as a promotion pathway.
- 68 of these students were promoted to the next grade as a result of participation.
- Only one KCS third grade student was retained. This was a parental decision. That child did still attend summer programming.

# The Details

## Curriculum/Materials used for Summer School

ELA and Math Coordinators worked with InDeS to design units to support the areas of need as evidenced by benchmark and DRA so that teachers could focus on student needs specifically supporting students. Instructional materials were mapped with active links so that teachers could immediately reference materials and tools.



# The Details



## **Selection of Teachers**

Teachers were selected based on past high performance data coupled with an ability to provide the most positive classroom environments motivating children to learn and grow. Rather than send out a blanket email inviting teachers to teach summer school, we specifically invited teachers sharing they were selected because of their expertise and our belief in them to truly move the needle of learning for these students to positively impact their learning.

# Selection Process

- Summer site leads, school administrators and Dr. Flora reviewed student benchmark results from the last assessment in Spring 2024 and began to identify students that scored less than proficient in ELA and Math
- We also considered the student's discipline and attendance records, as well as provisions for support so that we could plan accordingly with staff and appropriate ratios to maximize outcomes



# TDOE Requirements

## Summer Learning Camps

- Rising K, 1, 2, & 3 grades
- 6 hours of daily programming
- Daily programming must include 4 hours of reading and math instruction
- 1 hour of intervention
- 1 hour of physical activity
- 5 days per week for 6 weeks\*

## STREAM Mini Camps

- Science, Technology, Reading, Engineering, Arts, and Mathematics
- Rising K, 1, 2 & 3 grades
  - 1 hour of daily programming focused on STREAM educational approach
  - 4 days a week for 6 weeks\*

## Learning Loss Bridge Camps

- Rising 4th & 5th grades
- 6 hours of daily programming
- Daily programming must include 4 hours of reading and math instruction
- 1 hour of intervention
- 1 hour of physical activity
- 5 days a week for 6 weeks

*\*Eligible for Summer Programming waiver*

# Typical Schedule

Jefferson Summer Learning Master Schedule

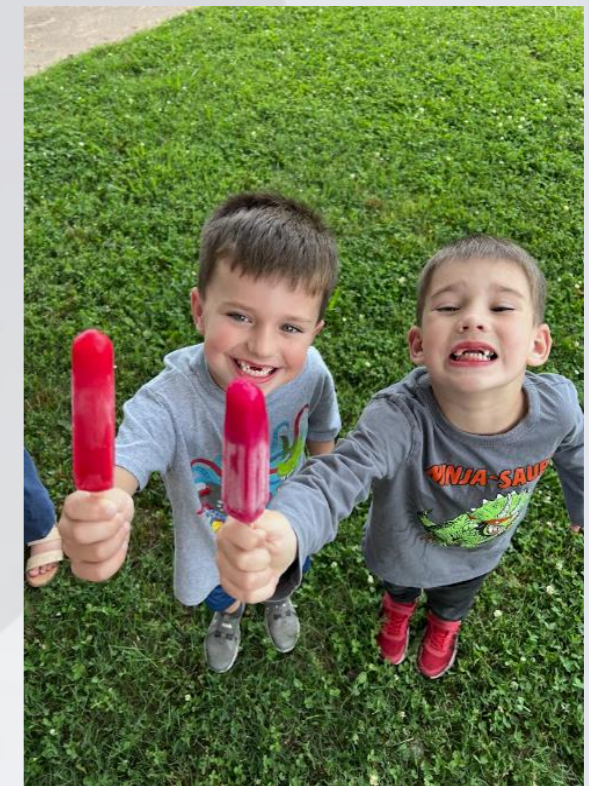
Grade	Breakfast/STEM Integration	Block 1	Block 2	Intervention	PE	Recess	STEM	Lunch	Pack-Up/ Dismissal
RK	8:30 - 8:45	9:20-10:50	12:05-1:35	10:50-11:20; 1:35-2:05	8:45-9:20	11:40-12:05	2:05-3:05	11:20-11:40	3:05-3:10
R 1st	8:30 - 8:45	8:45-9:45; 11:15-11:40	1:45-3:05	12:15-1:15	10:40-11:10	1:20-1:45	9:45-10:35	11:45-12:10	3:05-3:10
					Grimm lunch 12:15-12:45	IA Lunch 1:00-1:30			
R 2nd	8:30 - 8:45	8:45 - 10:10	1:15 - 2:35	10:10-11:10	12:30 - 1:10	2:40-3:00	11:15-11:55	11:55 - 12:25	3:00-3:10
					IA Lunch 12:30-1:00				
R 3rd	8:30 - 8:45	9:45 - 11:10	12:25-1:45	8:45 - 9:45	11:15-11:55	2:40-3:00	1:50-2:40	11:55-12:20	3:00 - 3:10
					IA Lunch 11:25-11:55				
R 4th	8:30 - 8:45	8:45-10:10	10:35-12:00	1:20-2:20	2:20-3:00	10:10-10:30	12:25-1:15	12:00-12:25	3:00-3:10
								IA Lunches 12:05-12:35	
R 5th	8:30 - 8:45	9:40-11:05	12:00-1:20	2:00-3:00	1:20-2:00	11:05-11:25	8:45-9:35	11:30-11:55	3:00 - 3:10
						IA Lunch 10:55-11:25			

- \*Literacy Block-90 Minutes
- \*Math Block-1 Hour
- \*Intervention-1 Hour
- \*STREAM-1 Hour
- \*Movement-40 Minutes
- \*Recess-20 Minutes
- \*Teacher Planning-1 Hour



# Attendance Procedures

- Daily efforts to incentivize
  - \*Spirit Week
  - \*Planned Celebrations based on Theme-Olympics, Once Upon a Summer (book theme)
  - \*Weekly perfect attendance drawings with books as prizes
- Parent communication
  - \*ClassDojo
  - Check-in's



# Monitoring Progress/Growth

- Teachers conducted weekly formative assessments to determine standards-based progress
- Adjustments were made to instruction and ongoing intervention was provided to support progress for all students in the camp
- At the end of camp a post assessment was given to all students as required by TDOE

# Teacher Survey

- **When you reflect on the schedule this summer, what worked well and what are some suggestions you have to help everything move smoothly?**

**Our summer site leads ran things smoothly each week!**

**The schedule worked very well. No changes needed.**

**Everything went smoothly. I am always flexible to meet the demands in helping our students learn and grow.**

**Our schedule worked well.**

**Rising 4th and 5th schedule was great! Focus on academics in the morning and more relaxed afternoon**

**Our schedule worked very well for us.**

**I think that everything was great! I didn't come in until week 2, so I think all of the kinks were worked out by then.**

**Separate STEM and PE for rising K. That way they can have more of a break between academic hours.**

**Everything went smoothly for me!**

**45 minutes was a perfect amount of time for STREAM and lesson plans provided.**

**It seemed like you had lots of IA support in the office and for various duties. This was very helpful.**

**Overall our schedule worked very well! The only thing we would recommend would be to break up the MTSS math and the math block for the younger students. We incorporated a "math walk" break between the two in order to give some time between instruction. Other than that, everything ran very smoothly.**

**5th grade schedule was great. It worked well for us to be sharing that large classroom vs being down the hall from each other since the numbers were always changing. It also saved us time for class change and open communication!**

Yes

No issues at all with rising 4th

# Teacher Survey

- **When you reflect on the curriculum you were given. What worked and what didn't work? What would be some feedback you would like shared with the coordinators?**

**We had great choices!**

**There were opportunities for choice and autonomy indicated in the curriculum where teachers and interventionists could make instructional decisions and adapt based on the needs of the students in their classrooms/groups. I appreciate this flexibility and being given the opportunity to make changes when needed.**

**Rising 4th curriculum was alot to cover every day, rising 5th only focused on 1 book which made it hard for students who missed for camps, vacations, etc**

**We could have used more practice pages on some of the skills.**

**The kids enjoyed building with the Legos, including marshmallow towers/catapults and boats. However, I would not do the blue box Lego sets again next summer because there are many missing pieces and extras of certain pieces left over. The Legos can still be used but it would be difficult to follow the instructions in the manuals provided.**

**The curriculum seemed to have worked well for the rising K.**

**The curriculum was great. It really focused on student deficits and seemed beneficial the whole summer. For the HMH slides, we weren't allowed to edit them so some of the activities were confusing because we couldn't move boxes/type on the slide.**

**The Esperanza Rising Lesson Plans were fantastic. The kids were engaged and really able to understand the concepts that we taught.**

**I enjoyed watching rising 4th students research animals and then write details about the animal they chose to write about in book creator.**

# Teacher Survey

- We were very intentional about adding students this summer and not exceed 15 in a class. What feedback do you have in regard to the class size?

Great experience!

Small groups of 2-4 students was perfect for intervention

We had sufficient amounts of students

Class sizes definitely contributed to the growth we saw this summer.

Class size was great!

The size of the classes was good. We were able to help the kids more that needed it.

I thought class sizes were great!

N/A

Class sizes were not too overwhelming for STEM

It was a good size

When I observed students in the lunch room, they seemed to be getting along well with the class sizes.

We loved having smaller class sizes. Like we talked about this morning, I think the smaller the group size the more beneficial the instruction and intervention can be! Hopefully this continues in the future.

That was amazing! We were really able to connect with the kids and work with their needs.

We had less then 15 in each class and it was wonderful!

Classroom size was great. I felt the one on one connection with those who struggle made them more comfortable to ask for help.



# Teacher Survey

- **What is something you LOVED about Summer Learning this year?**

**People and students with continued learning!**

**The intentional support that we provided based on student needs and the flexibility within the curriculum allowed us to truly meet student needs.**

**The staff and how we all got along. It's starts with leadership and you did a great job, as always, in keeping us informed of changes and having just a positive attitude through it all.**

**I loved that the standards chosen were areas of deficit I have noticed in third grade this year.**

**As always, the people were terrific!**

**I loved the variety I got to experience this summer. Schedule was wonderful! Loved the variety of students: Adams, Washington and Kennedy.**

**The people I worked with :)**

**I loved the positive attitudes of the faculty and staff. Everyone was excited to be here for the kids!**

**The positive atmosphere.**

**The flexibility!**

**Everything during the four weeks was organized, clear, and prepared beforehand. Routines were established quickly, making the weeks go by quickly.**

**I enjoyed working with everyone. They all was very friendly and welcoming.**

**Getting to see my kiddos and staff this summer.**

**I loved working with teachers and assistants that I don't normally get the chance to work with much during the school year. The students were adorable and really seemed to have a lot of fun!**

**my co-workers!**

**Meeting and working with Haley Bishop, meeting staff from other schools and of course being with my Adams crew**

**Getting to know other students and staff from different schools.**

# Teacher Survey

**What is something you would change if you could about Summer**

**I would like to do something to promote attendance all the way to the end, but I am not sure what that would look like. Perhaps we could have a team brainstorm some ideas?**

**I cannot think of anything to change other than the TN-Allcore access.**

**Attendance of students**

**I cannot think of a change. I enjoyed the 18 days I worked.**

**I can't think of anything I would change.**

**I think I would rather work the first two weeks instead of the last two.**

**I would have more students.**

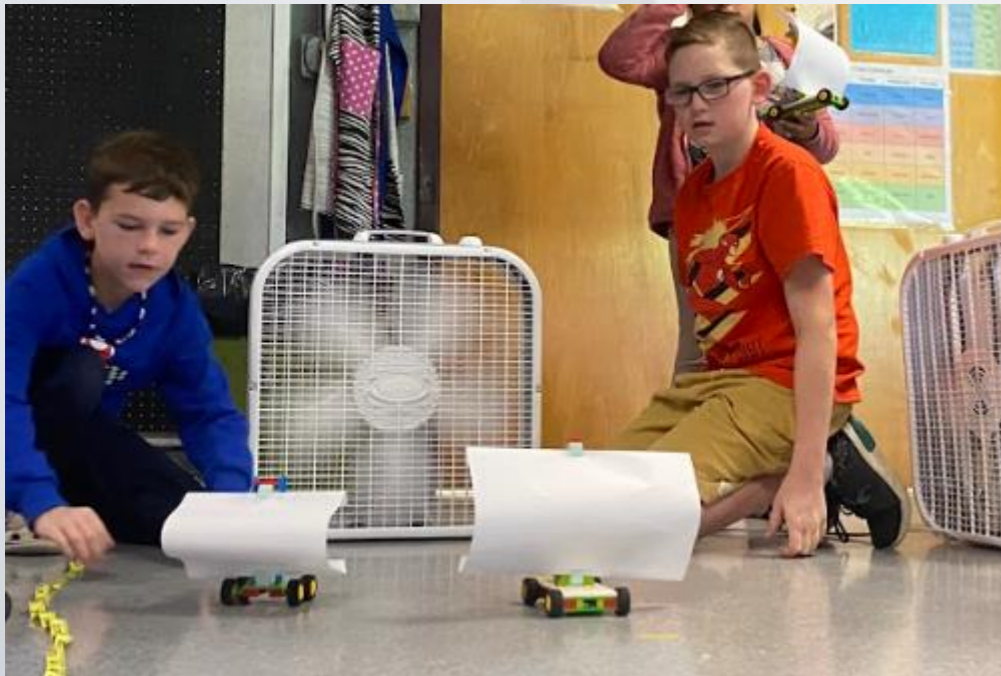
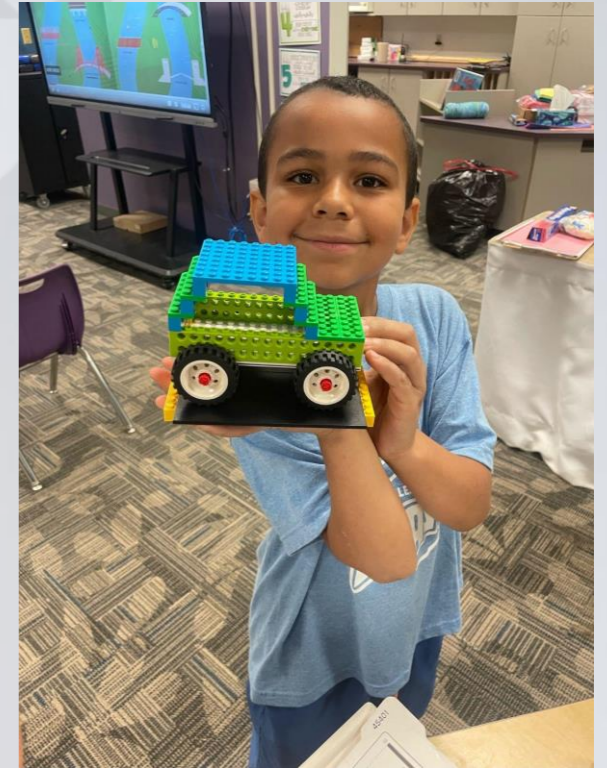
**Nothing! Thank you!**

**For next year, I would not use the blue boxes as mentioned above. I would do more activities similar to the marshmallow catapult/tower, boats, and pipe cleaner towers. I also brought Stomp Rockets for the last day and discussed how force and energy are involved with it. (STREAM)**

**I can't think of anything on this. Seemed to be great!**

**The only thing we might change is the curriculum and activities in STREAM for the younger students. Mr. Kimbril did AMAZING and all of the students loved going to his class. Our assistant just came back every day stating that most of the activities were too complex for the younger students to understand/fully participate independently. Other than that, we wouldn't change a thing!**

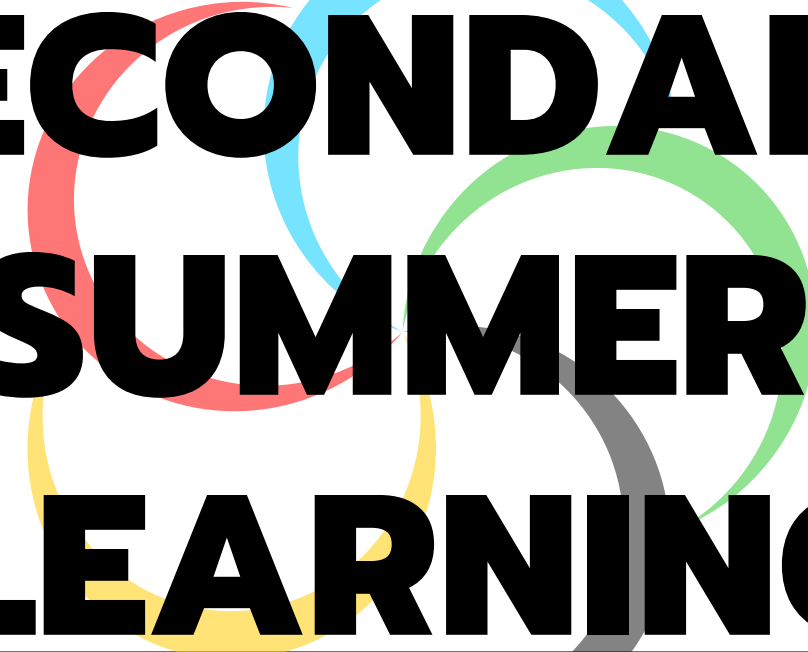
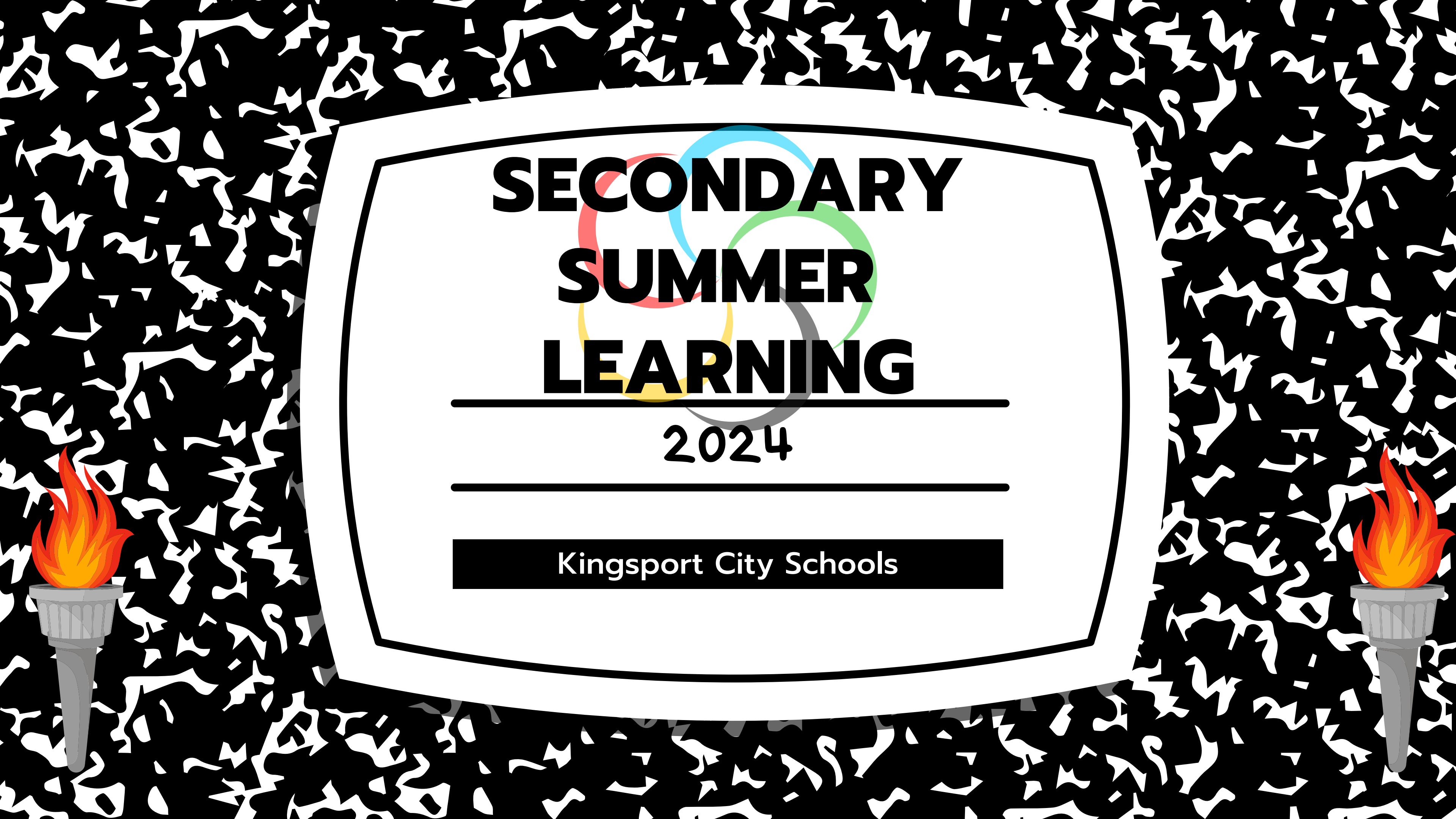
# Site Lead Anecdotes





# Questions?





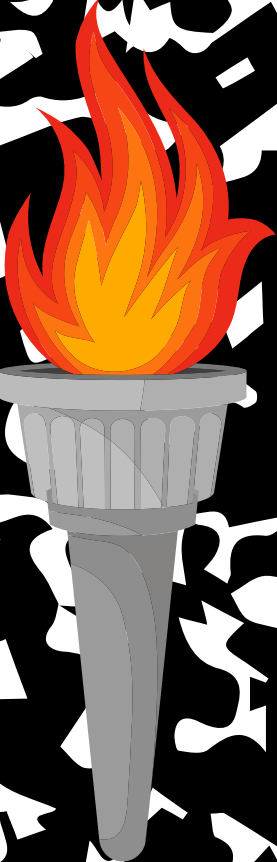
# **SECONDARY SUMMER LEARNING**

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**2024**

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**Kingsport City Schools**





# Hello and welcome



**Aubryn Street**  
Summer Admin



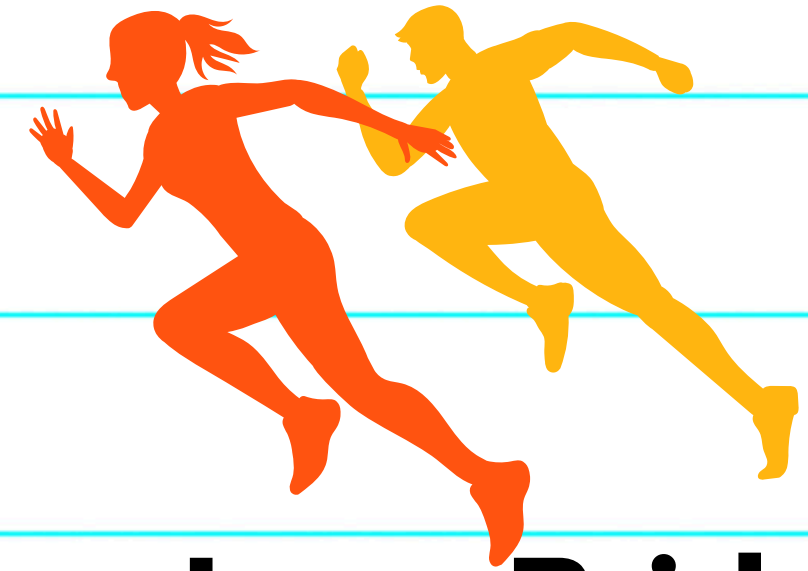
**Virginia Marshall**  
Summer Admin



**Holly Perdue**  
Summer Admin

**Dr. Brian Cinnamon**  
**Chief Academic Officer (Secondary)**

# TDOE Requirements



**Districts are required to provide Learning Loss Bridge Camps that meet the following requirements:**

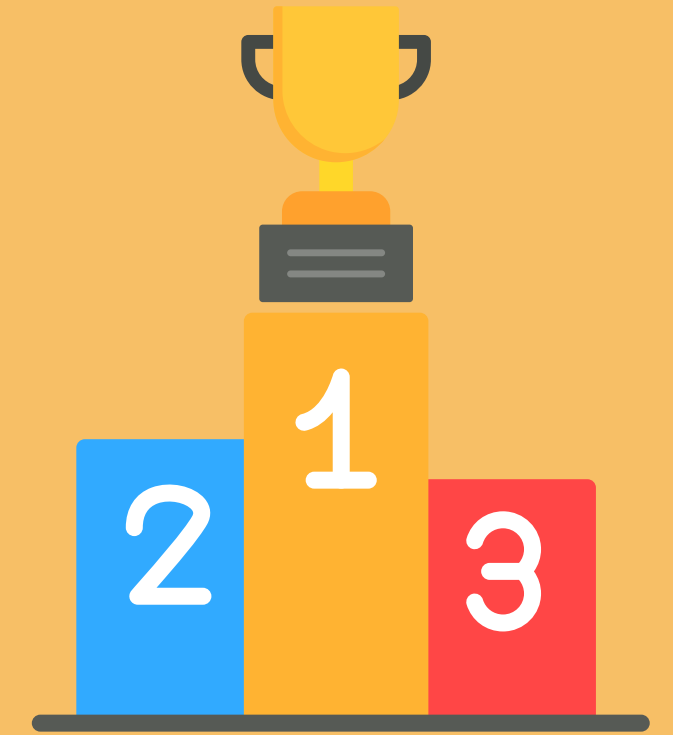
- **6 hours of daily programming that includes:**
  - 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading);
  - One hour of intervention;
  - One hour of physical activity or “play”;
  - 5 days per week for 4 weeks

# Selection Process

- Summer site leads, school administrators and Dr. Cinnamon reviewed student benchmark results from the most recent assessment in the Spring 2024, intervention screening data, previous TVAAS data, and recommendations to begin to identify students that were “at-risk” for making the most attainable progress.
- Student discipline and attendance records, as well as provisions for support were also considered so that we could plan accordingly with staff and appropriate ratios to maximize outcomes.



# Logistics - Early Planning



## Who?

Rising 5th - 8th graders who experienced learning challenges during the school year

## When?

June 3-28  
Monday-Friday  
8:00-2:30

## What?

1.5 hours of math, 1.5 hours of ELA, 1 hour of intervention, 1 hour of movement, lunch, intramurals

## Where?

John Sevier  
Middle School

# Daily Details

## Staff

Site leads, KCS teachers, support staff, IA's, interventionists, All Corp tutors, transportation, nursing, food and nutrition staff

## Enrollment Totals

Average Daily Attendance = 100 students

## Site-based Activities

Olympic theme  
Classes chose a country to represent  
Point incentives for attendance

## Attendance Procedures

Daily efforts to incentivize (phone calls, etc.)  
Theme and Intramurals  
Positive Parent Communication



All students received breakfast and lunch daily at no cost and transportation was provided for all students.



# Typical Daily Schedule

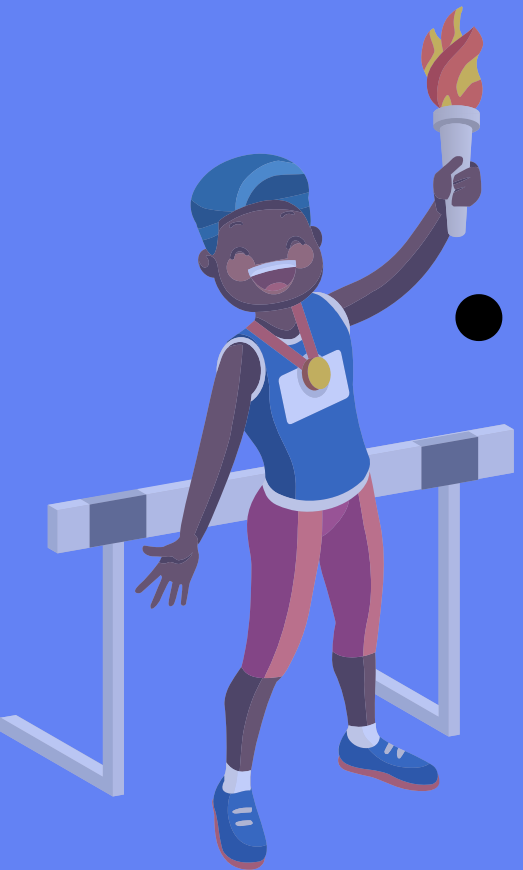
Schedule								
	7:45-8:00	8:00-9:30	9:30-10:30	10:30-11:00	11:00-11:30	11:30-1:00	1:00-2:00	2:00-2:30
6th Grade	Arrival/Breakfast	ELA/Math	Intervention	Activity Time	Lunch	ELA/Math	Movement	Intramural/Dismissal
	7:45-8:00	8:00-9:30	9:30-10:30	10:30-11:30	11:30-12:00	12:00-12:30	12:30-2:00	2:00-2:30
7th Grade	Arrival/Breakfast	ELA/Math	Movement	intervention	Activity Time	Lunch	ELA/Math	Intramurals/Dismissal
	7:45-8:00	8:00-9:00	9:00-10:30	10:30-11:30	11:30-12:00	12:00-12:30	12:30-2:00	2:00-2:30
8th Grade	Arrival/Breakfast	Intervention	ELA/Math	Movement	Lunch	Activity Time	ELA/Math	Intramurals/Dismissal

Daily Schedule Intervention	
7:30 - 8:00	Morning Duty
8:00 - 9:00	8th Grade Intervention
9:00 - 9:30	Planning
9:30 - 10:30	6th Grade Intervention
10:30 - 11:30	7th Grade Intervention
11:30 - 12:30	Lunch/Planning
12:30 - 2:00	Push into Academic Blocks
2:00 - 2:45	Intermurals/Afternoon Duty

AM Duty 7:30-8:00				
Location	Week 1	Week 2	Week 3	Week 4
Morning Cafeteria	Adam Lytle	Debbie Hash	Keitha Simonton	Jaime Harper
Morning Cafeteria	Keitha Simonton	Kaylee Hubbard	Tracy Stefan	Casey Adams
Morning Cafeteria	Tracy Stefan	Clara Lytle	Sadie Frady	Clara Lytle
Morning Cafeteria	Leland Holifield	Leland Holifield	Leland Holifield	Adam Lytle
Car Line	Admin	Admin	Admin	Admin
Bus	Admin	Admin	Admin	Admin
6th Grade Hallway	Debbie Hash	Nancy Burem	Debbie Hash	Kaylee Hubbard
6th Grade Bathrooms	Sadie Frady	Jaime Harper	Madison Dockery	Madison Dockery

# Evaluation

- Teachers conducted weekly formative assessments to determine standards-based progress
- Adjustments were made to instruction and ongoing intervention was provided to support progress for all students in the camp
- At the end of camp a post assessment was given to all students as required by TDOE

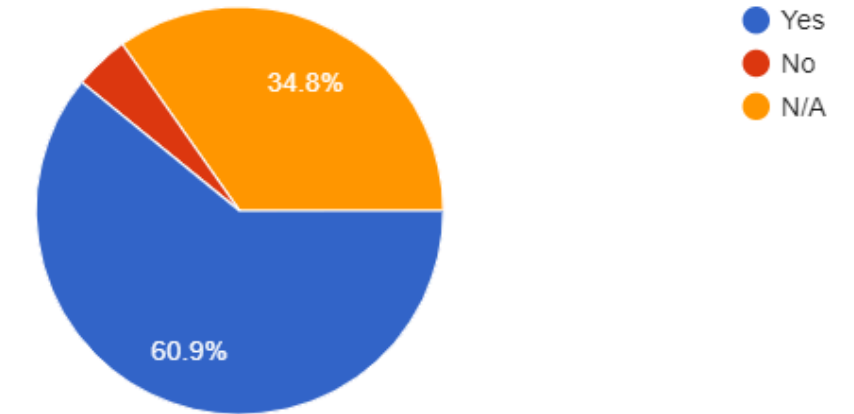


# Teacher Survey Feedback

- "I thought overall the summer learning program went extremely well. Suggestion of changes... academic classes 1 hour, add STEM, and end at 2:00."
- "I thought the information we received at the orientation was essential to having a successful summer learning program. I also thought the summer learning drive helped to keep everything well organized."
- "All administrators were amazing to work with during Summer School. I have enjoyed getting to know each of you. I loved knowing that you all had answers or if you didn't, you would find one as soon as possible. I think these four weeks were seamless! Thank you!"
- "Summer admin were always seen throughout the course of the day. I also liked collaborating and working with other teachers."
- "I thought there was a good mesh of academic and activity."

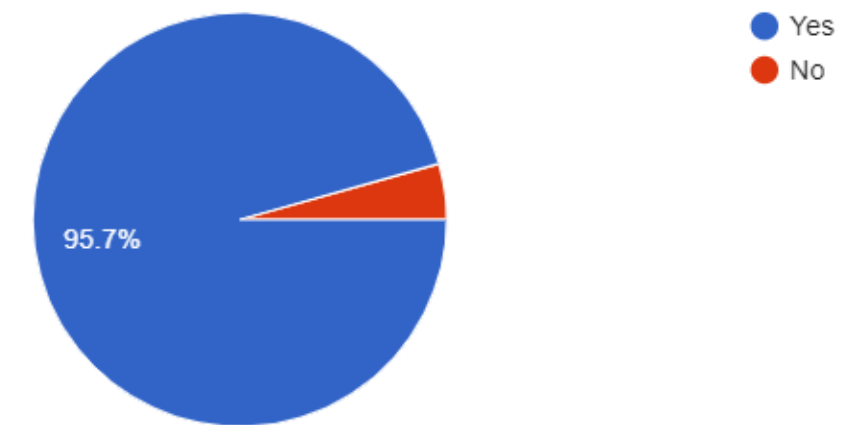
If you were able to attend the summer learning orientation, did you find it beneficial?

23 responses



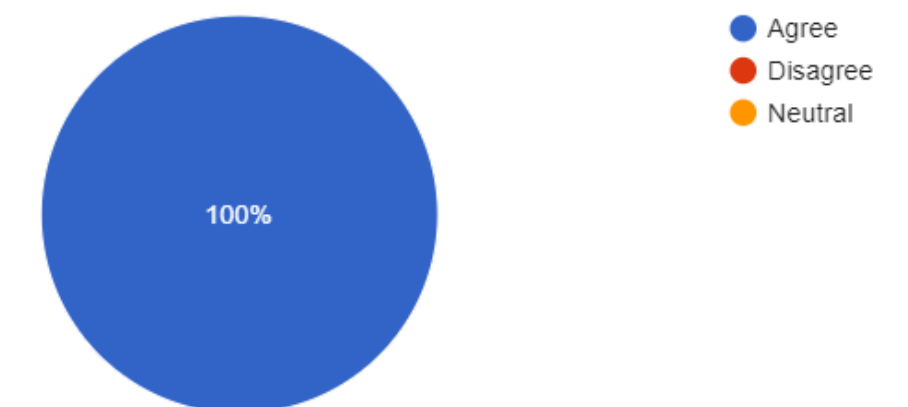
I was given the tools and materials I needed to successfully teach the curriculum.

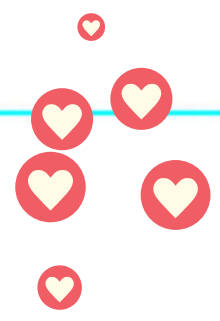
23 responses



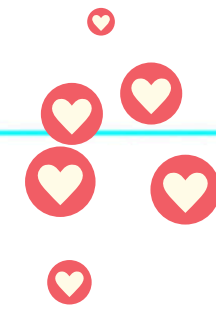
Communication: I feel that lines of communication were open between teachers and administrators.

23 responses



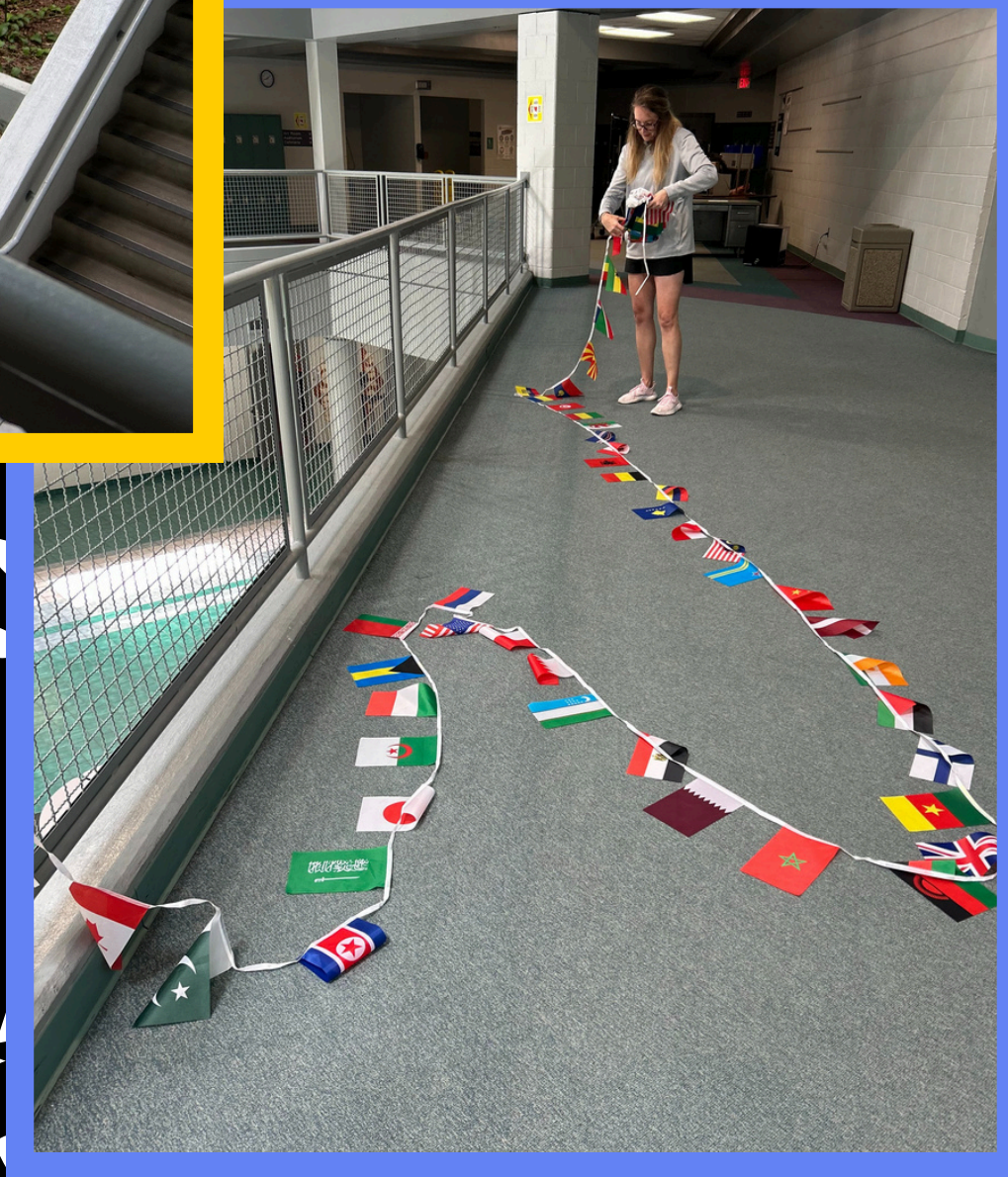


# **Powerful testimonies**

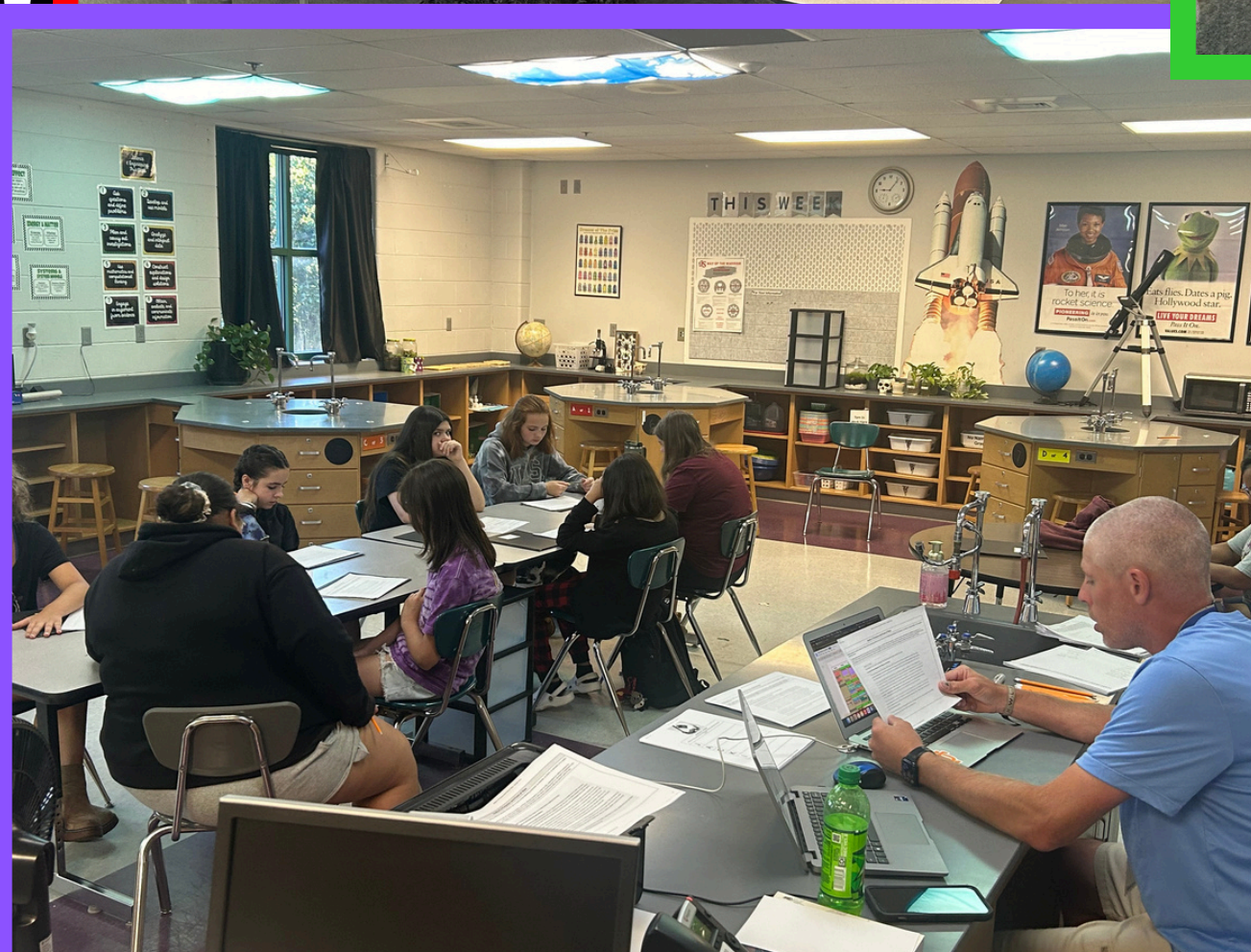
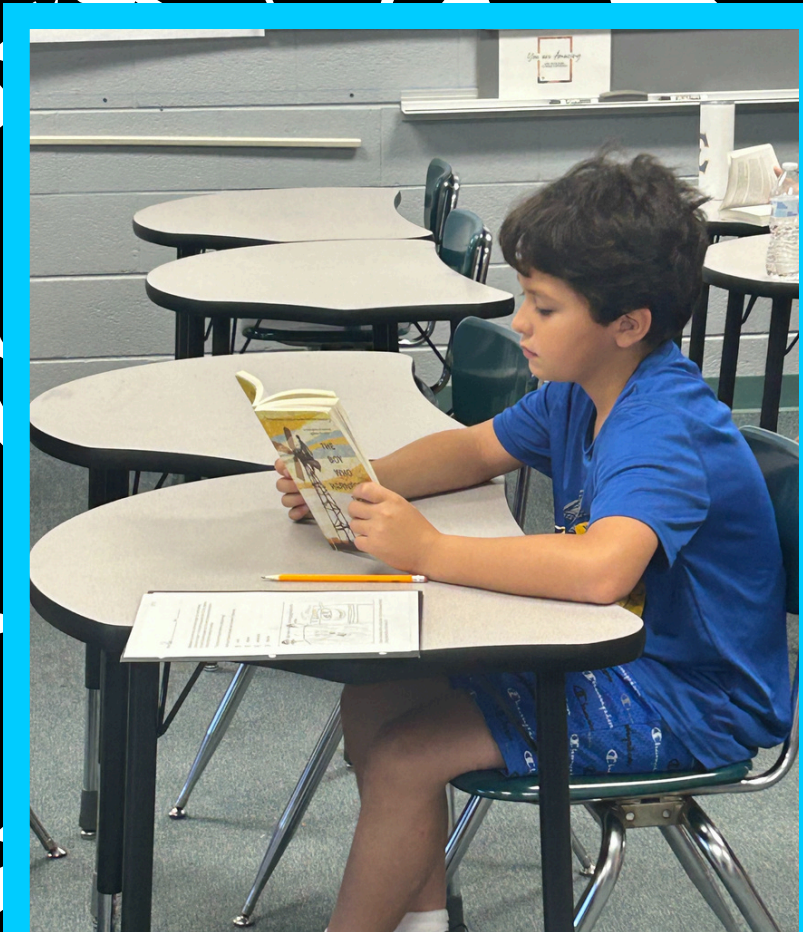


**“I’d like to take a moment to share my exceptional Summer Learning experience this year. Summer Learning is something I deeply cherish, as it allows me to connect with students in a unique and meaningful way, fostering strong relationships. This year’s program stands out as the best of my Summer Learning experiences.”**

**“The planning and organization for this year’s camp have been impeccable. I must commend the three remarkable women that are site leads—they have been outstanding in their roles (Perdue, Marshall, Street). Their professionalism and responsiveness to any needs or questions have been exemplary. Moreover, they have handled issues swiftly and skillfully.”**



**Prepping for learning and summer Olympics**



**Our students hard at work**



today's **AGENDA** Thursday 27TH

**Learning Goal:**  
L.8-10.L.1-10  
By the end of the year, read and comprehend literary nonfiction in the grades 8-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

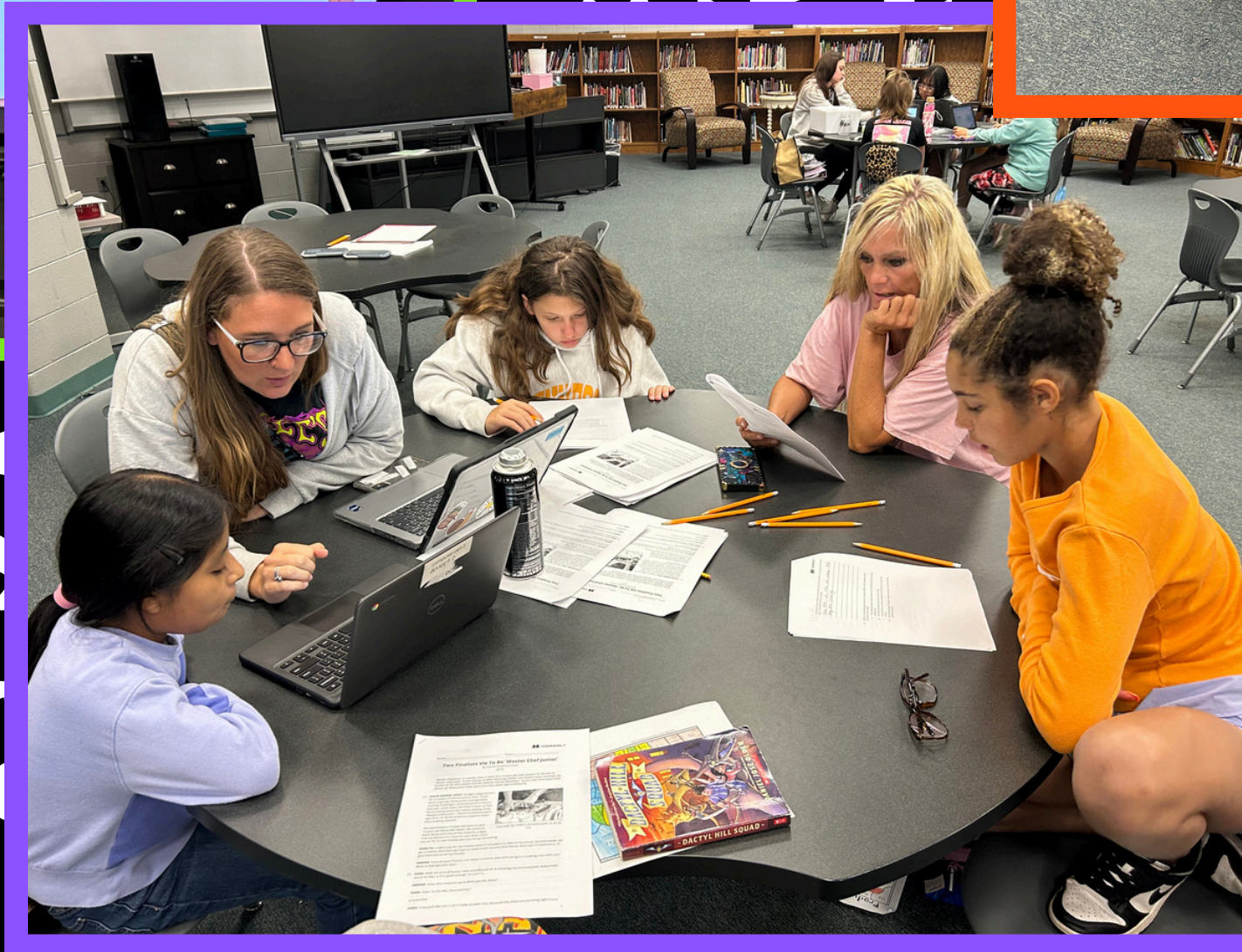
**Materials:**  
I will supply all pencils

**To Do:**

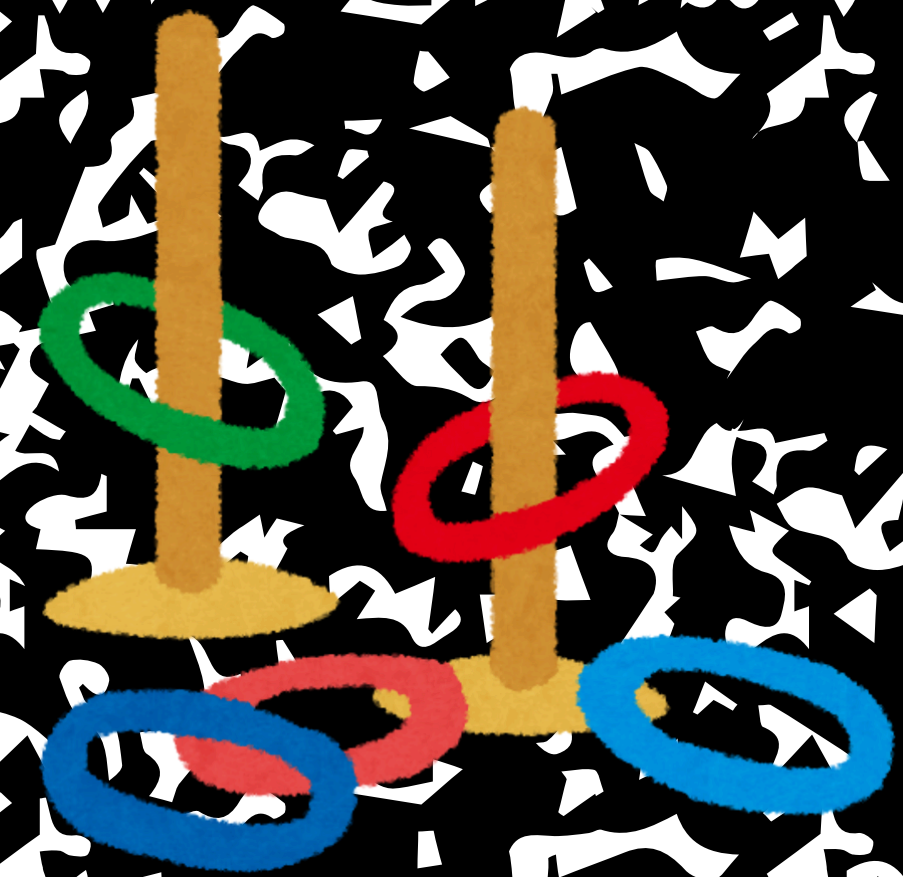
1. Figurative Language
2. Let's Read!
3. Finish Worksheet
4. booklet

**Reminders:**

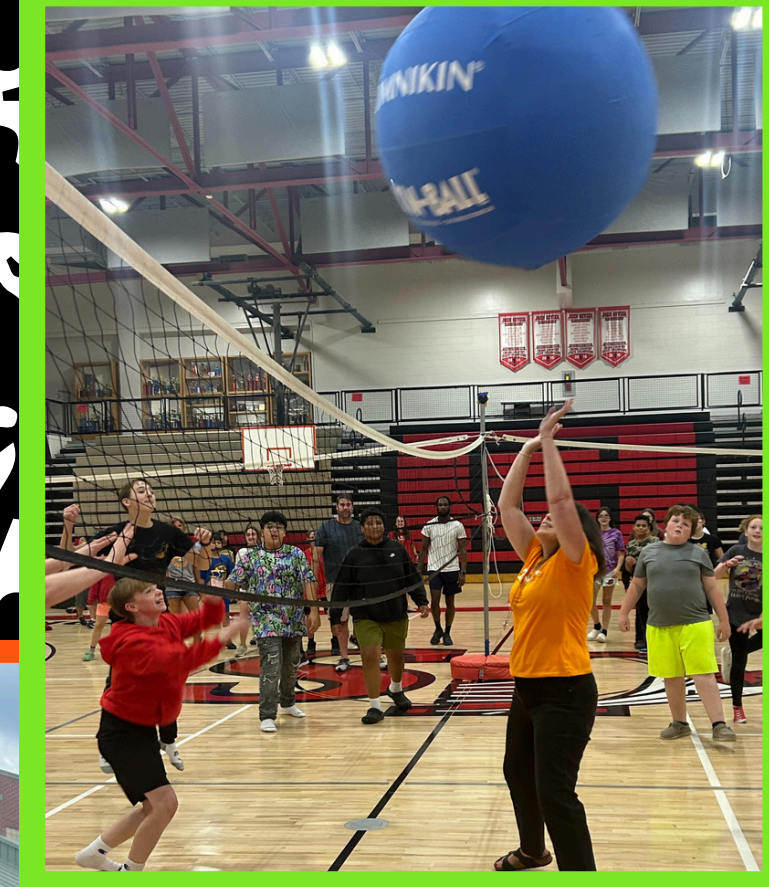
THURSDAY  
FRIDAY



**Intervention  
time in the  
library**



# Summer Learning Olympic Games





**Thank you!**

Questions?



# KCS Student Services Update

**BOE Worksession  
August 27, 2024**

# Student Services Topics to Discuss

- Safety
- Bullying Update (Required by BOE Policy 6.304)
- Discipline Update
- Attendance

# KCS Safety Task Force

- Safety Task Force comprised of multiple members, including safety experts and stakeholders within the community
  - KCS employees with representation across the district
  - Safety experts with representation from KPD, KFD, Sullivan County EMS, Mental Health Agencies, and Sullivan County Emergency Management
  - Smaller working group that meets at least quarterly to discuss specific events and safety processes

# State Safety Requirements

- Two annual drills required at each school by state law
  - Incident Command Drill held in conjunction with KPD, first responders, and the school safety team
    - Review actions and processes during an emergency event
    - 23-24 Focus on Active Shooter Event
    - 24-25 Focus on Reunification
  - Emergency Safety Bus Drill
    - Conducted without students
    - Prepare school staff and law enforcement on what to expect in an emergency situation
- Continue with Active Shooter Drills at each location

# Incident Command Drills

- Conducted Incident Command Drills focusing on an Active Shooter Event at all locations last year including KPD, KFD, and EMS. Survey data below from those completing feedback (153). Scale
- Incident Command Drills will continue this year with a focus on reunification following an event

Pre-exercise briefings were informative and provided the necessary information for my role in the exercise.	The exercise scenario was plausible and realistic.	Exercise participants included the right people in terms of level and mix of disciplines.	Participants were actively involved in the exercise.	Exercise participation was appropriate for someone in my field with my level of experience/training.	The exercise increased my understanding about and familiarity with the capabilities and resources of other participating organizations.	The exercise provided the opportunity to address significant decisions in support of critical mission areas.
4.5	4.8	4.7	4.7	4.8	4.8	4.7

Five point scale (1 Strongly Disagree to 5 Strongly Agree)

## 2024-25 KCS SRO Status

- All locations except Palmer Early Learning Center and D-B EXCEL have full-time SRO coverage
  - Two locations getting additional walk throughs by KPD
  - Continued discussion with KPD for coverage
- KPD receives state grant that provides funding for each location with a school number



# KCS School Safety Processes Regarding Threats of Violence or Weapons

- Follow all school related processes and Code of Conduct
- Communication with parent/guardian
- Involvement with KPD and DCS as appropriate
- Communication between district office and KPD with each event
- Conduct Threat Assessment as appropriate
- Based upon recent change (summer 2023) in law, could be a zero tolerance offense and result in alternative school placement, suspension, or expulsion

# KCS Processes Related to Vaping and THC Edibles

- **How will KCS medical personnel respond if a child has a medical reaction due to consuming a vaping device?** If KCS personnel becomes aware that a student at school has consumed material from a vaping device or a THC laced edible and experiences a medical reaction (such as due to the device being laced with a THC product), all appropriate and necessary medical care will be provided, including potential transport to a local medical facility by emergency medical services.
- **What school consequences may result from a student possessing or sharing a vaping device at a KCS school?** The possession of a vaping device at school is strictly prohibited. Consequences will be enforced using the KCS Code of Conduct, Kingsport Board of Education policies, and Tennessee State Law
- **What should a student do if she/he is aware these items are at school?** KCS encourages students to immediately notify an adult at school so steps can be taken to prevent a child from consuming the item and experiencing a significant health risk. This reporting can also be done through the [Anonymous reporting](#) link found at [www.k12k.com](http://www.k12k.com)

# KCS Safety Assessments

- State mandated annual safety assessments at each school location
- Team Requirement: Principal and SRO/KPD required by law
  - KCS adds Chief Student Services Officer (Nash), Maintenance Supervisor (Sewell), and Chief Technology Officer(Arnold) or designee
  - Additional KPD and SRO's participate along with other KCS staff
- Site visits take approximately 3-6 hours to complete
- Standards included 232 items that the team assessed at each school
- The results of these assessments determine safety work for the upcoming school year

# **KCS BOE Policy 6.304**

## **Student discrimination, Harassment, Bullying, Cyberbullying, and Intimidation**

- BOE Policy 6.304 outlines definitions and timelines
- LEA's required to submit data to state by August 1 of each school year
- BOE report at August Work Session

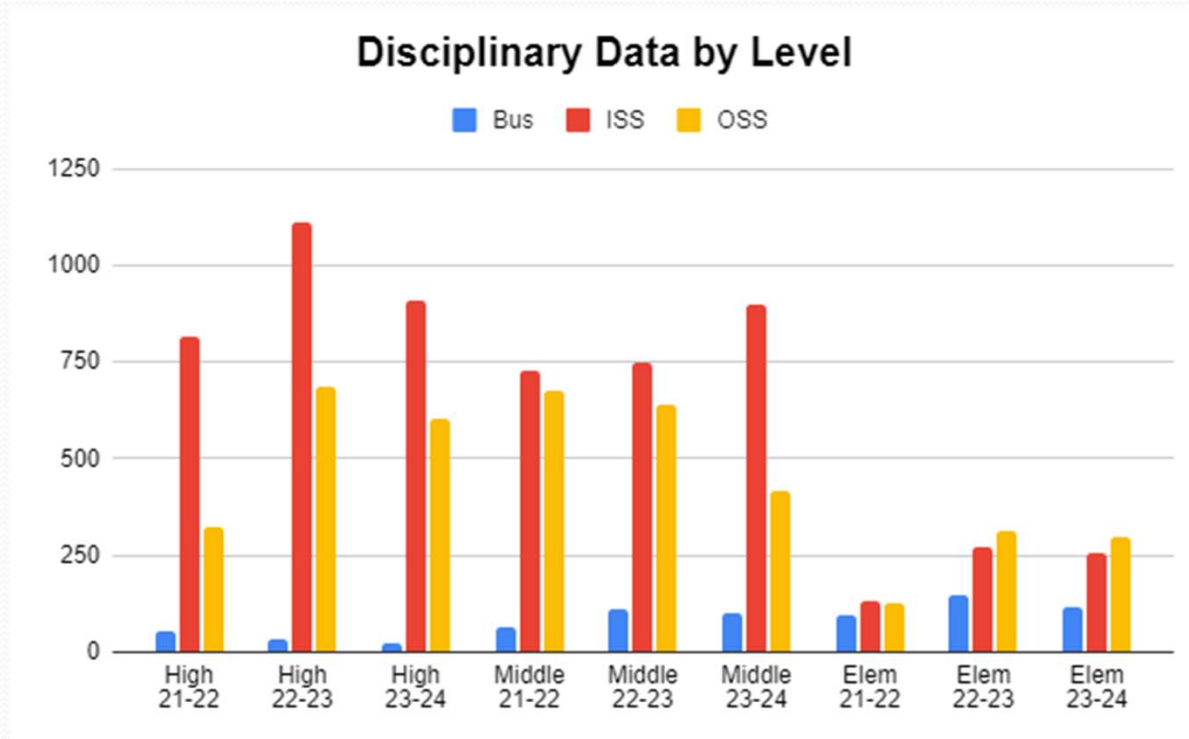
# KCS State Reported Data

School Year	Reported Bullying Cases	Total Cases Indicating Bullying Occurred	Total of Cases Involving Race, Color, National Origin	Total of Cases Involving Sex or Gender Based Bullying	Total of Disability Bullying Cases	Total Cases Involving Electronic Technology	Total Cases Investigations not Initiated in 48 Hours	Total Cases Not Initiated in 20 Days	Total Bullying Cases Pending	Total Cases Resulting in Discipline other than OSS	Total Cases Resulting in OSS<10 days	Total Cases Resulting in OSS>10 days
23-24	143	50	4	7	6	6	0	0	0	41	9	0
22-23	98	33	2	1	0	1	0	0	0	30	2	0
21-22	61	45	0	13	1	1	0	0	0	29	16	0
20-21	38	31	1	22	0	0	0	0	0	26	5	0
19-20	42	11	0	4	1	0	0	0	0	3	8	0
18-19	54	25	1	10	0	4	0	0	0	25	15	0

# Discipline Information

- School discipline data is reviewed annually by school administration
- Each level (elementary, middle, and high) has developed internal disciplinary crosswalks for consistency
  - High school crosswalk has been in place
  - Middle and elementary have fully implemented same practice
  - Annual reviews are conducted for updates as appropriate
- Data presented is from the 21-22, 22-23, and 23-24 school years.

## Discipline Data: 21-22, 22-23 and 23-24



## 23-24 School Year Discipline Data

<u>Disciplinary Reason</u>	<u>High</u>	<u>Middle</u>	<u>Elementary</u>
Tardy	1199	1	0
Rules Violations	819	3509	2206
Skipping class	512	19	1
Insubordination	393	46	30
Disrespect	376	94	50
Cell phone violation	161	9	4
Fighting	45	98	21
Assault	27	11	48
School transportation violation	24	202	295
Vandalism/damage of property	6	3	9
THC Laced Vapes/Edibles	27	8	0
Vaping/Tobacco	157	131	3
Theft of Property	10	4	2
Drugs (ZT)	23	7	0
Possession of weapon	3	2	3
Possession/Use of alcohol	3	5	1
ZT -Aggravated assault of teacher or staff	2	4	2
Threat of Mass Violence	7	6	10
Total	3794	4159	2103

# Discipline Supports

- Counseling services (school based and contracted)
- SEL supports
- Behavior support specialists in some Title schools
- Behavior interventionists
- Middle School Academies
- Cora Cox Academy
- Elementary Academy

# 2023-24 Attendance Chronic Absenteeism Data

	Number of Students	Enrollment	Percent Chronically Absent	Number of Absences	Average Number of Days Absent
Elementary	609	3342	18.2%	15691	25.8
Middle	396	1718	23.1%	11711	29.6
High	692	2236	30.9%	20566	29.7
Total	1697	7296	23.3%	47968	28.3

# Attendance Data

School Year	Tier 2	Tier 3	Attendance Letters	Chronically Absent	ADA	Petitions
2020-21	824	184	3525	1263	94.19	91
2021-22	516	13	4171	1483	93.28	116
2022-23	483	49	3825	1785	92.76	122
2023-24	453	62	2386	1697	92.51	129



Kingsport  
City Schools™

**Questions?**

**BOE Worksession  
August 27, 2024**

# KINGSPORT BOARD OF EDUCATION POLICY RECOMMENDATIONS

## For: Initial Review

August 27, 2024 - Board of Education Work Session

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### **Revised Policies considered for adoption on 1<sup>st</sup> Reading**

#### REVISED POLICY – 1<sup>st</sup> Reading

##### 3.202 – Emergency Preparedness Plan

Public Chapter 563 requires districts to develop procedures on how staff will determine the cause of fire alarm activation including the potential for an active shooter event. TSBA has included a provision on this requirement in model policy. As the contents of the procedure will differ across districts, TSBA recommends working with local law enforcement and the local fire department to develop the specifics of individual procedures. This new law will also require updates to the district's safety plan.

#### REVISED POLICY – 1<sup>st</sup> Reading

##### 3.400 – Student Transportation Management

A change from the 2023 legislative session, Public Chapter 122, goes into effect July 1, 2024. This new state law requires Boards to issue certificates to bus drivers. These certificates may be revoked if the bus driver is no longer fit to operate a school bus. In addition, Public Chapter 548 requires notices to be posted on buses stating that only authorized individuals may enter. TSBA has updated model policy to include these additional requirements.

#### REVISED POLICY – 1<sup>st</sup> Reading

##### 5.307 – Physical Assault Leave

Previously, per state law, physical assault leave was only available to teachers. Public Chapter 839 expands this type of leave to include any employee who is absent from assigned duties as a result of physical assault or other violent criminal acts committed in the course of their employment duties. TSBA has updated model policy to reflect this change and have also included a notice requirement per Public Chapter 915.

#### REVISED POLICY – 1<sup>st</sup> Reading

##### 5.701 – Classified Substitutes

Public Chapter 735 requires that substitute teachers receive annual school safety training. TSBA has updated model policy to include a provision on this requirement.

### **New Policies considered for adoption on 2<sup>nd</sup> Reading**

#### NEW POLICY – 2<sup>nd</sup> Reading

##### 4.214 – Use of Artificial Intelligence Programs

Public Chapter 550 requires all Boards to adopt a policy on the use of artificial intelligence for instructional and assignment purposes. TSBA has created a new model policy that covers this topic. As this is an emerging area of technology, TSBA recommends working closely with district staff to ensure implementation aligns with board policy. More updates to this policy may be forthcoming as this area of law and technology develops.

# Kingsport City Board of Education

Monitoring: <b>Review: Annually, in October</b>	Descriptor Term: <b>Emergency Preparedness Plan</b>	Descriptor Code: <b>3.202</b>	Issued Date: <b>08/08/23</b>
		Rescinds: <b>3.202</b>	Issued: <b>11/12/19</b>

1 The Superintendent of Schools shall be responsible for developing, maintaining and acquiring Board  
2 approval of the district Emergency Preparedness Plan,<sup>1</sup> which shall include procedures for bomb  
3 threats, civil disturbances, armed intruders, earthquakes, fires, tornadoes or other severe weather, and  
4 medical emergencies.

5 The principal of each school shall develop and implement emergency preparedness drills which shall  
6 be approved by the Superintendent of Schools. When appropriate, such drills shall be held in  
7 conjunction with emergency response agencies.

## 8 **FIRE AND SAFETY DRILLS**

9 The principal shall be responsible for ensuring that one fire drill requiring full evacuation is given  
10 every month during the school year with an additional fire drill to be conducted within the first fifteen  
11 (15) days of school.<sup>2</sup> Additionally, he/she shall ensure that four (4) fire safety educational  
12 announcements are conducted throughout the year.<sup>2</sup>

13 The principal shall also ensure that three (3) additional safety drills are given during the school year.<sup>2</sup>  
14 These drills may cover inclement weather, earthquakes, armed intruders or other emergency drills that  
15 do not require full evacuation. A record of all fire or safety drills, including the time and date, shall be  
16 kept in each school's office.<sup>3</sup>

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

19 [The district shall work with local law enforcement and the local fire department to develop a procedure  
20 for identifying the cause of fire alarm activation. This procedure must be in place by January 1, 2025  
21 and shall be reviewed and updated annually thereafter.](#)<sup>8</sup>

## 22 **ANNUAL DRILLS<sup>4</sup>**

23 The Superintendent of Schools or his/her designee shall ensure the school safety team conducts each of  
24 the following types of drills annually:

- 25 1. An armed intruder drill in coordination with local law enforcement;
- 26 2. An incident command drill; and
- 27 3. An emergency safety bus drill.

**1 AED DRILLS**

2 All schools with an AED shall conduct a CPR and AED drill to ensure students are aware of the steps  
3 that must be taken in the event of a medical emergency. The principal shall be responsible for ensuring  
4 the drill occurs.<sup>5</sup>

**5 MEDICAL EMERGENCIES/PANDEMIC FLU**

6 In the event of medical emergencies, such as a pandemic flu outbreak, school officials shall cooperate  
7 and consult with the local and state health departments and other local emergency or healthcare  
8 providers in protecting students and the community from further infection. The Superintendent of  
9 Schools shall develop procedures for health emergencies in accordance with state law and regulations.<sup>6</sup>

**10 REMOTE LEARNING DRILLS<sup>7</sup>**

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

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**Legal References**

1. TRR/MS 0520-01-02-.30(2); TCA 49-6-804; TCA 49-6-805(8)
2. TCA 68-102-137(b)
3. TCA 68-102-137(f)
4. TCA 49-6-807; Public Acts of 2023, Chapter No. 367
5. TCA 49-2-122; TCA 49-6-1208
6. TCA 49-6-3004(a), (e); TCA 49-5-404
7. TCA 49-2-139
8. Public Acts of 2024, Chapter No. 563

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**Cross References**

Emergency Closings 1.8011  
Safety 3.201  
Community Use of School Facilities 3.206



# State of Tennessee

## PUBLIC CHAPTER NO. 563

### HOUSE BILL NO. 1644

**By Representatives Lamberth, Slater, Sherrell, Alexander, Garrett, Hardaway, Gant, Zachary, Gary Hicks, Russell, Richey, Moon, Leatherwood, Bricken, Littleton, Moody, Davis, Wright, Powell, Todd, Jernigan, Whitson, Carringer, McCalmon, Eldridge, Ragan, Marsh, Hawk, Miller, Raper, Stevens, Love, Howell, Helton-Haynes, Cochran, Terry, Carr, Kumar, Tim Hicks, Hurt, Cepicky, Powers**

**Substituted for: Senate Bill No. 1679**

**By Senators Haile, White, Akbari, Bowling, Campbell, Jackson, Kyle, Lowe, Massey, Walley**

AN ACT to amend Tennessee Code Annotated, Title 39 and Title 49, relative to safety precautions taken in response to potential active shooter situations.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

WHEREAS, the safety of Tennessee students, teachers, substitute teachers, and staff is paramount; and

WHEREAS, Tennessee schools are equipped with alarm systems and regularly conduct a variety of drills to direct the actions of students, teachers, substitute teachers, and staff on school premises in the event of a fire, inclement weather, and in active shooter situations; and

WHEREAS, it is essential that students, teachers, substitute teachers, and staff are notified of the correct emergency or threat occurring on school premises and take the correct safety measures; and

WHEREAS, smoke generated from ammunition fired within a school building could activate a fire alarm, causing students, teachers, substitute teachers, and staff to move or congregate into areas that are unsafe and that place them in grave danger in an active shooter situation; and

WHEREAS, Tennessee schools must anticipate and plan for the possibility of a fire alarm being activated automatically by the presence of gunfire or manually by an active shooter with criminal intent, and that students, teachers, substitute teachers, and staff may unknowingly respond to the wrong emergency or threat, placing them in grave danger; now, therefore,

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-6-807, is amended by designating subsection (e) as subsection (f) and adding the following as a new subsection (e):

(e)

(1) Each LEA, public charter school, private school, and church-related school shall develop a procedure for determining the cause of a fire alarm activation, including the potential for an active shooter event. The procedure must be developed in consultation with local fire department and law enforcement officials and must comply with applicable fire and building codes. The procedure must include response procedures for students and school staff, including substitute teachers and other part-time staff and school volunteers, after a determination is made regarding whether the emergency situation involves a fire, an active shooter, or other incident. Each LEA, public charter school, private school, and church-related school shall annually train all school staff, including substitute teachers and other part-time staff and school volunteers, on the safety procedure developed pursuant to this subsection (e).

**HB1644**


(2) Each LEA, and to the extent applicable, each public charter school, shall coordinate with its district-wide school safety team and building-level school safety team to incorporate the procedure developed pursuant to this subsection (e) in its district-wide school safety plan and building-level school safety plan.

(3) Each procedure developed pursuant to this subsection (e) must be implemented no later than January 1, 2025, and must be annually reviewed and updated, if necessary, to ensure the procedure reflects best practices for the safety of students and school staff, including substitute teachers and other part-time staff and school volunteers.

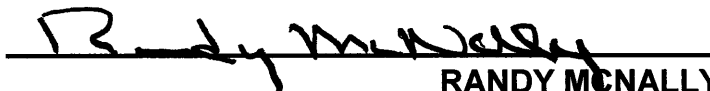
SECTION 2. This act takes effect upon becoming a law, the public welfare requiring it.

HOUSE BILL NO. 1644

PASSED: February 26, 2024



CAMERON SEXTON, SPEAKER  
HOUSE OF REPRESENTATIVES



RANDY MCNALLY  
SPEAKER OF THE SENATE

APPROVED this 12<sup>th</sup> day of March 2024



BILL LEE, GOVERNOR

# Kingsport City Board of Education

Monitoring: <b>Review: Annually, in October</b>	Descriptor Term: <b>Student Transportation Management</b>	Descriptor Code: <b>3.400</b>	Issued Date: <b>11/12/19</b>
		Rescinds: <b>3.400</b>	Issued: <b>01/09/18</b>

1 The Kingsport Board of Education transports all eligible full-time students as safely and efficiently  
2 as possible to and from their assigned schools. No person shall board a school bus except students  
3 assigned to that bus, the staff of the school and other persons (including parents) with lawful and valid  
4 business on the bus.

5 Transportation procedures shall be developed and maintained by the Superintendent of Schools (or  
6 designee) and communicated to transportation employees in the Transportation Services Manual.

7 Students whose place of residence is one and one-half (1 ½) miles or more from their assigned school  
8 shall be eligible for transportation services. The determination of routes and distances shall be made by  
9 the Superintendent of Schools and his delegate(s).

10 Rules for student behavior on System-provided transportation shall be posted in each vehicle. The school  
11 bus driver and principal shall jointly regulate the conduct of students on buses. The principal has the  
12 authority to suspend a student from riding a school bus if the student's behavior violates the posted  
13 rules.

14 Items that are not authorized at school are prohibited from buses. Some items, due to their size or  
15 composition, may not be authorized on a school bus (i.e. large band instruments, school projects,  
16 animals etc). The authorization of such items will be left to the discretion of the Supervisor of  
17 Transportation, or designee. Service animals are allowed on the school bus for those who need them.

18 The use of seat belts in City/Board-owned vehicles is mandatory for all passengers in vehicles equipped  
19 with seat belts. All new vehicles acquired by the System shall be equipped with seat belts installed  
20 for the driver and each passenger. The driver of any City/Board-owned vehicle shall ensure that all  
21 passengers use seat belts, as required by law. The driver shall not move the vehicle until the driver and  
22 all passengers are securely belted.

23 On school buses equipped with passenger seat belts, each passenger shall fasten his/her seat belt  
24 immediately after occupying the seat and shall remain belted until exiting the vehicle. Following  
25 established procedures, adult passengers may move about the bus when it is necessary to provide for the  
26 safety, security and welfare of students. The Superintendent shall notify all riders of school buses that  
27 seat belt use is mandatory. The driver shall regulate compliance with this policy.

28 School buses shall be maintained and operated in accordance with state law and State Board Rules and  
29 Regulations.<sup>1</sup>

30 Each KCS-owned and operated bus shall be equipped with the phone number for reporting safety  
31 complaints. This number shall appear on the rear bumper.<sup>2</sup> Buses shall also include notice in a

1 conspicuous place that only authorized persons shall enter the bus. This notice shall include appropriate  
2 contact information in case of an issue on the bus.<sup>6</sup>

3 All accidents, regardless of the damage involved, must be reported to the Supervisor of Transportation,  
4 including incidents in which any part of the bus contacts any other object or vehicle.

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

## 7 **SCHOOL BUS DRIVERS**

8 Each school bus driver shall receive a certificate from the Board prior to operating a school bus for the  
9 school district. The issuance of a certificate to a school bus driver shall be based on the qualifications of  
10 school bus drivers as determined by the Superintendent of Schools.<sup>7</sup>

11 Annually, the Board shall require each school bus driver to have a physical and mental examination. The  
12 Board shall revoke the certificate of any school bus driver found to be physically, mentally, or morally  
13 unfit to operate a school bus. Additionally, a certificate shall be revoked if the school bus driver is  
14 convicted of driving under the influence, vehicular assault, vehicular homicide, aggravated vehicular  
15 homicide, or the manufacture, delivery, sale, or possession of a controlled substance or analogue.<sup>8</sup>

## 16 **TRANSPORTATION SUPERVISOR<sup>3</sup>**

17 The Superintendent of Schools shall appoint a transportation supervisor for the system. He/she shall be  
18 responsible for the monitoring and oversight of transportation services for the district.

19 The transportation supervisor shall complete a student transportation management training program upon  
20 appointment. Every year, the transportation supervisor shall complete a minimum of four (4) hours of  
21 training annually.

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

## 24 **COMPLAINT PROCESS<sup>4</sup>**

25 The following procedure will govern how students, teachers, staff, and community members shall submit  
26 bus safety complaints.

- 27 1. All complaints shall be submitted to the transportation supervisor.
- 28 2. Complaints may be submitted in person, via phone, mail, or email.
- 29 3. Written complaints shall be submitted on the form located on the district's website. In  
30 the case of a complaint received via phone, the person receiving the phone call shall be  
31 responsible for filling out the form and submitting it to the Supervisor of Transportation.

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

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

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

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

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

## 12 **RECORDKEEPING<sup>5</sup>**

13 The Supervisor of Transportation shall be responsible for the collection and maintenance of the following  
14 records:

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

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### Legal References

1. TCA 49-6-2109; TRR/MS 0520-01-05
2. TCA 49-6-2116(d)(3)
3. TCA 49-6-2116(a)-(c)
4. TCA 49-6-2116(d)(1),(2)
5. TCA 49-6-2116(d)(5)
6. Public Acts of 2024, Chapter No. 548
7. TCA 49-6-2107
8. TCA 49-6-2107(e)(1); Public Acts of 2023, Chapter No. 122

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### Cross References

- Bus Safety and Conduct 6.308  
Homeless Students 6.503



# *State of Tennessee*

## **PUBLIC CHAPTER NO. 122**

### **SENATE BILL NO. 579**

**By Pody**

Substituted for: House Bill No. 258

**By Moody**

AN ACT to amend Tennessee Code Annotated, Title 49, Chapter 6, Part 21, relative to student transportation.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-6-2108, is amended by deleting subsection (a) and substituting instead the following:

(a) The local board of education shall require annual physical and mental examinations of school bus drivers and require reports to be made on forms prescribed by the local board of education.

SECTION 2. Tennessee Code Annotated, Section 49-6-2108, is amended by deleting subsection (b) and substituting instead the following:

(b) It is the duty of the local board of education to revoke the certificate issued to a school bus driver under § 49-6-2107 if the school bus driver is found to be physically, mentally, or morally unfit to operate a school bus, or if the school bus driver has been:

(1) Convicted in this state of one (1) or more of the violations outlined in § 49-6-2107(e)(1); or

(2) Convicted in another jurisdiction of violating a law that prohibits the same conduct as one (1) or more of the violations outlined in § 49-6-2107(e)(1).

SECTION 3. Tennessee Code Annotated, Section 49-6-2109, is amended by deleting subsection (a) and substituting instead the following:

(a) Students must be transported in safe equipment:

(1) Constructed of steel or materials providing similar safety; and

(2) That include other safety features as set forth in the specifications for school buses approved by the department of safety. The department of education shall develop the specifications for school buses and shall recommend the specifications for school buses to the department of safety for approval.

SECTION 4. Tennessee Code Annotated, Section 49-6-2109(b)(1), is amended by deleting the language ", and neither the state board of education nor the commissioner of safety shall" and substituting instead ". The commissioner of safety shall not".

SECTION 5. Tennessee Code Annotated, Section 49-6-2109(c)(1), is amended by deleting the language "in accordance with requirements of the state board of education" and substituting instead "in accordance with the specifications for school buses developed by the department of education and approved by the department of safety".

SECTION 6. Tennessee Code Annotated, Section 49-6-2109(c)(2), is amended by deleting the language "state board of education" and substituting instead "department of safety".

SECTION 7. Tennessee Code Annotated, Section 49-6-2109(e)(1), is amended by deleting the language "The board" and substituting instead "The department of safety".

SECTION 8. Tennessee Code Annotated, Section 49-6-2109(e)(2), is amended by deleting the language "The board" and substituting instead "The department of safety".

SECTION 9. Tennessee Code Annotated, Section 49-6-2115, is amended by adding the language "or the department of safety" after the language "state board of education".

SECTION 10. For purposes of promulgating rules, this act takes effect upon becoming a law, the public welfare requiring it. For all other purposes, this act takes effect July 1, 2024, the public welfare requiring it.


SENATE BILL NO. 579

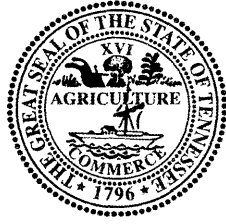
PASSED: March 20, 2023

  
\_\_\_\_\_  
RANDY McNALLY  
SPEAKER OF THE SENATE

  
\_\_\_\_\_  
CAMERON SEXTON, SPEAKER  
HOUSE OF REPRESENTATIVES

APPROVED this 4<sup>th</sup> day of April 2023

  
\_\_\_\_\_  
BILL LEE, GOVERNOR



# *State of Tennessee*

## **PUBLIC CHAPTER NO. 548**

### **SENATE BILL NO. 1680**

**By Haile**

Substituted for: House Bill No. 1700

By Slater, Hurt, Cepicky

AN ACT to amend Tennessee Code Annotated, Title 49, relative to school transportation.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-6-2008, is amended by adding the following as a new subsection:

( ) In order to maintain safety on school buses, each LEA shall post a notice in a conspicuous place on each school bus in operation by the LEA to notify others that no person shall enter onto school buses except for those authorized pursuant to subsection (a). The notice must include appropriate contact information in case of an issue on the school bus.

SECTION 2. Tennessee Code Annotated, Section 49-6-2107(g), is amended by adding "procedures concerning persons improperly on school buses pursuant to § 49-6-2008," after "mirror usage,".

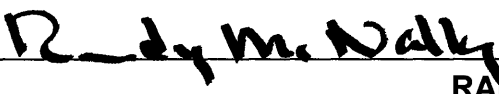
SECTION 3. Tennessee Code Annotated, Section 49-6-2116(b), is amended by adding the following to the end of the subsection:

The annual training and management training program must include procedures concerning persons improperly on school buses pursuant to § 49-6-2008.

SECTION 4. This act takes effect July 1, 2024, the public welfare requiring it.

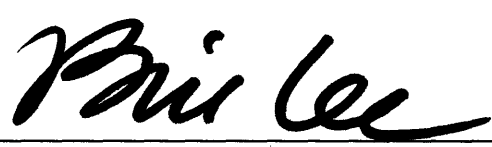
SENATE BILL NO. 1680

PASSED: February 22, 2024

  
\_\_\_\_\_  
RANDY McNALLY  
SPEAKER OF THE SENATE

  
\_\_\_\_\_  
CAMERON SEXTON, SPEAKER  
HOUSE OF REPRESENTATIVES

APPROVED this 11<sup>th</sup> day of March 2024

  
\_\_\_\_\_  
BILL LEE, GOVERNOR

# Kingsport City Board of Education

Monitoring: <b>Review: Annually, in February</b>	Descriptor Term: <b>Physical Assault Leave</b>	Descriptor Code: <b>5.307</b>	Issued Date: <b>12/12/23</b>
		Rescinds: <b>5.307</b>	Issued: <b>11/12/19</b>

1 Employees shall be notified of their right to report a physical assault to the appropriate law enforcement  
2 agency.<sup>4</sup>

3 ~~A teacher who is absent from assigned duties as a result of personal injury caused by physical assault or~~  
4 ~~other violent criminal acts committed in the course of the teacher's employment duties, shall receive~~  
5 ~~his/her full salary and full benefits until the teacher is released by his/her physician to return to work or~~  
6 ~~his/her physician determines the teacher is permanently unable to return to work. If the teacher receives~~  
7 ~~workers' compensation or other similar benefits, the Board shall pay the difference between that amount~~  
8 ~~and the teacher's full salary.<sup>4</sup>~~

9 ~~The school system shall continue to pay the teacher's full benefits including, but not limited to health~~  
10 ~~insurance benefits, until the earlier of the date on which the teacher is released by the teacher's physician~~  
11 ~~to return to work or the date on which the teacher is determined by the teacher's physician to be~~  
12 ~~permanently disabled from returning to work.<sup>2</sup>~~

13 An employee who is absent from assigned duties as a result of personal injury caused by physical assault  
14 or other violent criminal acts committed in the course of the employee's employment duties shall receive  
15 his/her full salary and full benefits until the employee is released by his/her physician to return to work  
16 or his/her physician determines the employee is permanently unable to return to work. Hourly employees  
17 shall receive an amount representing the average number of hours the employee works for the district  
18 per pay period along with their full benefits, if available, until the employee is released by his/her  
19 physician to return to work or his/her physician determines the employee is permanently unable to return  
20 to work. An hourly employee is not eligible to receive the continued pay and benefits if he/she has been  
21 employed by the district for less than one (1) full pay period.<sup>5</sup>

22 If the employee receives workers' compensation or other similar benefits, the Board shall pay the  
23 difference between that amount and the employee's full salary or average pay, as applicable.<sup>5</sup>

24 The district shall pay the full salary or average salary, or the difference between the employee's full  
25 salary or average pay, as applicable, and the workers' compensation or similar benefits, if any, for up to  
26 one (1) year.

27 A signed statement listing the cause of the absence shall be provided by the employee on forms furnished  
28 by the Superintendent of schools and shall promptly be given to the immediate supervisor in support of  
29 all claims. A certificate from the physician on forms furnished by the Superintendent of Schools may  
30 also be required to verify the extent of the injury.<sup>3</sup>

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Legal References

1. TCA 49-5-714(a); Public Acts of 2023, Chapter No. 343
2. TCA 49-5-714(b)
3. TRR/MS 0520-01-02-.04(4)(b)
4. Public Acts of 2024, Chapter No. 915
5. TCA 49-5-714(a); Public Acts of 2024, Chapter No. 839

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Cross References

Worker's Compensation 3.602  
Long Term Leaves of Absence 5.304



# *State of Tennessee*

## **PUBLIC CHAPTER NO. 839**

**SENATE BILL NO. 1943**

**By Crowe, Powers**

Substituted for: House Bill No. 1812

By Alexander, Tim Hicks

AN ACT to amend Tennessee Code Annotated, Title 49, relative to education.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-5-714, is amended by deleting the section and substituting instead the following:

(a)(1)(A) If a salaried employee of an LEA or public charter school is absent from the employee's assigned duties as a result of personal injury caused by a physical assault or other violent criminal act committed against the employee while the employee was acting in the course and scope of the employee's employment with the LEA or public charter school, then the LEA or public charter school shall continue to pay the employee's full salary and full benefits, including, but not limited to, health insurance benefits, until the employee is released by the employee's physician to return to work or is determined by the employee's physician to be permanently and totally disabled from returning to work, whichever occurs first.

(B) If an hourly employee of an LEA or public charter school is absent from the employee's assigned duties as a result of personal injury caused by a physical assault or other violent criminal act committed against the employee while the employee was acting in the course and scope of the employee's employment with the LEA or public charter school, then the LEA or public charter school shall continue to pay the employee an amount representing the average number of hours the employee works for the LEA or public charter school per pay period and the employee's full benefits, including, but not limited to, health insurance benefits, if available to the employee until the employee is released by the employee's physician to return to work or is determined by the employee's physician to be permanently and totally disabled from returning to work, whichever occurs first. An hourly employee is not eligible to receive the continued pay and benefits described in this subdivision (a)(1)(B) if the employee has been employed by the LEA or public charter school for less than one (1) full pay period.

(2) If, at the time of the personal injury, the employee is eligible for workers' compensation or other similar type benefits, then the employee must file a claim for those benefits. Notwithstanding subdivision (a)(1), if an employee receives benefits under a workers' compensation or similar type benefit while the employee is on leave, then the LEA or public charter school must pay the employee the difference between the employee's full salary or average pay, as applicable, and the workers' compensation or similar type benefits received by the employee.

(3) An employee on leave shall not receive more than the employee's full salary or average pay, as applicable, and full benefits the employee is eligible to receive under this subsection (a).

(4) A leave of absence for personal injury resulting from an assault or other violent criminal act shall not be charged to the employee's sick leave, personal leave, or professional leave accumulated or granted pursuant to this part, if such leave is applicable or available to the employee.

(5) As used in this subsection (a), "full benefits" means the benefits the employee was receiving from the LEA or public charter school when the employee was placed on leave due to the employee's personal injury.

(b) An LEA or public charter school is not required to pay the employee's full salary or average pay, as applicable, and full benefits, or the difference between the employee's full salary or average pay, as applicable, and the workers' compensation or similar type benefits received, if any, under this section for more than one (1) year.

(c) This section does not discourage, diminish, invalidate, or supersede a policy, benefits package, or contract that provides greater benefits or leave for employees injured in the course and scope of the employee's employment with the LEA or public charter school.

SECTION 2. This act takes effect July 1, 2024, the public welfare requiring it.


SENATE BILL NO. 1943

PASSED: April 18, 2024

  
RANDY McNALLY  
SPEAKER OF THE SENATE

  
CAMERON SEXTON, SPEAKER  
HOUSE OF REPRESENTATIVES

APPROVED this 1<sup>st</sup> day of May 2024

  
BILL LEE, GOVERNOR



# State of Tennessee

## PUBLIC CHAPTER NO. 915

HOUSE BILL NO. 2472

By Representatives Raper, Russell, Alexander, Hardaway

Substituted for: Senate Bill No. 2682

By Senator White

AN ACT to amend Tennessee Code Annotated, Title 37; Title 39 and Title 49, relative to school employees.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-6-3401, is amended by adding the following new subsection:

(j)

(1) Notwithstanding subsection (a), a principal, principal-teacher, or assistant principal of a public school in this state, including public charter schools, shall suspend a student who commits an assault, as defined in § 39-13-101, against an employee of the LEA or the public charter school in which the student is enrolled from attendance at school for the period of time specified by the principal, principal-teacher, or assistant principal, and from attendance at all school-sponsored events for no less than one (1) calendar year, unless modified by the director of schools or the director of the public charter school.

(2) Each LEA or public charter school shall advise an LEA or public charter school employee who is assaulted, as defined in § 39-13-101, by a student of the employee's rights as a result of the assault, including, but not limited to, the employee's right to file a report with the appropriate law enforcement agency and judicial authorities.

(3) If a student is suspended for committing an assault against an employee of the student's LEA or public charter school and attends a school-sponsored event during the period of the student's suspension, then the LEA or public charter school must report the violation as trespassing, pursuant to § 39-14-405, and the designated representative for the LEA or public charter school must notify the appropriate law enforcement agency and request the removal of the student from the school-sponsored event.

(4) Each LEA and public charter school shall support and assist an employee who is assaulted by a student in prosecuting the student who committed the assault, and shall encourage the prosecuting attorney to request that the court prohibit the defendant from attending school-sponsored events for a time the court deems appropriate as a part of the sentence for the offense.

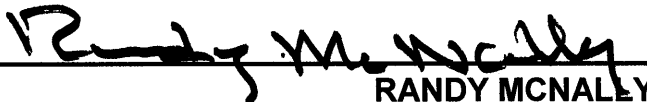
SECTION 2. This act takes effect upon becoming a law, the public welfare requiring it.

HOUSE BILL NO. 2472

PASSED: April 15, 2024



CAMERON SEXTON, SPEAKER  
HOUSE OF REPRESENTATIVES



RANDY MCNALEY  
SPEAKER OF THE SENATE

APPROVED this 3<sup>rd</sup> day of May 2024



BILL LEE, GOVERNOR

# Kingsport City Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Classified Substitutes</b>	Descriptor Code: <b>5.701</b>	Issued Date: <b>11/12/19</b>
		Rescinds: <b>5.701</b>	Issued: <b>03/06/18</b>

- 1 Substitutes shall be secured on an as needed basis when employees are absent from work. A substitute must
- 2 have a minimum of a high school diploma or equivalent and complete the application process, including a criminal
- 3 background check.<sup>1</sup>
  
- 4 Substitutes must complete a training session prior to substituting in Kingsport City Schools. [The Superintendent](#)
- 5 [of Schools shall be responsible for ensuring that there are appropriate training and development programs for](#)
- 6 [substitute teachers that includes the annual school safety training required by state law.](#)<sup>2</sup>
  
- 7 The Superintendent is directed to establish a pay schedule and plan for substitutes for classified staff.
  
- 8 On an annual basis, the Superintendent, with input from the Supervisors, will determine which substitutes
- 9 performed at an acceptable level. Substitutes who performed below an acceptable level shall not be reemployed.

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## Legal References

1. TCA 49-5-413(a)
2. Public Acts of 2024, Chapter No. 735; TCA 49-6-805(7)



# *State of Tennessee*

## **PUBLIC CHAPTER NO. 735**

### **SENATE BILL NO. 2652**

**By White**

Substituted for: House Bill No. 2464

By Stevens, Russell, Ragan, Alexander, Crawford, Doggett, Littleton, Davis, Burkhart, Carringer,  
Hardaway

AN ACT to amend Tennessee Code Annotated, Title 49, relative to substitute teachers.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-2-203(a)(14), is amended by deleting the subdivision and substituting instead the following:

(14) Adopt policies on the use of substitute teachers. The policies must, at a minimum, include the following provisions:

(A) The required qualifications and training, including a requirement that substitute teachers receive the annual school safety training required by § 49-6-805(7) or other instruction on emergency response procedures developed by the local board of education;

(B) A requirement that all substitute teachers providing instruction are subject to background check requirements pursuant to § 49-5-413; and

(C) A prohibition against employing or contracting with any substitute teacher whose records indicate an educator license or certificate in this state or another state currently in revoked or suspended status; and

SECTION 2. This act takes effect upon becoming a law, the public welfare requiring it, and applies to the 2024-2025 school year and each school year thereafter.

SENATE BILL NO. 2652

PASSED: April 4, 2024

  
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RANDY McNALLY  
SPEAKER OF THE SENATE

  
\_\_\_\_\_  
CAMERON SEXTON, SPEAKER  
HOUSE OF REPRESENTATIVES

APPROVED this 19<sup>th</sup> day of April 2024

  
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BILL LEE, GOVERNOR

# Kingsport City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Use of Artificial Intelligence Programs</b>	Descriptor Code: <b>4.214</b>	Issued Date:
		Rescinds:	Issued:

1 *General*

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

4 Only approved AI programs may be utilized in student instruction or in completing student work. The  
5 Superintendent of Schools shall develop a procedure for staff to submit additional programs for  
6 approval.

7 District technology staff, led by the Chief Technology Officer, and district academic staff, led by the  
8 Chief Academic Officer – Elementary and Chief Academic Officer – Secondary, are tasked with  
9 overseeing the implementation of AI programs. These staff members will review artificial intelligence  
10 programs to ensure compliance with district policies as well as state and federal student data privacy  
11 laws and present recommendations to the Superintendent of Schools or designee for approval.

12 Employees shall not place personally identifiable information, financial information, intellectual  
13 property, or other confidential information into an AI system.

14 The Superintendent of Schools shall incorporate training programs on AI into professional  
15 development for district staff. This training shall focus on responsible use of AI and best practices for  
16 use in school settings and include instruction regarding personally identifiable information and the  
17 need to comply with state and federal data privacy laws. Emphasis shall be placed on the importance of  
18 securing and properly storing any data that is collected by the district in compliance with state and  
19 federal law.

20 **STAFF USE**

21 Staff may use AI in the completion of their own work. This may include, but not be limited to, drafting  
22 communications, notes, images, and the development of content for instructional or administrative  
23 purposes, as well as analyzing data and information. The following requirements shall be adhered to  
24 when using AI in the completion of work:

- 25 1. Employees shall disclose their use of a generative AI tool if failure to do so would:
- 26 a. Violate the terms of the use of the AI tool;
- 27 b. Would mislead a supervisor or others as to the nature of the work; or
- 28 c. Would be inconsistent with the teacher code of ethic;<sup>2</sup>
- 29

- 1        2. Employees shall take all reasonable precautions to ensure the security of private student data
- 2        when utilizing AI programs;
- 3
- 4        3. Outputs from AI programs shall be verified by reliable sources and reviewed prior to use in
- 5        order to reduce the risk of errors and inaccuracies;
- 6
- 7        4. Outputs shall not be incorporated into proprietary content or works.

## 8        **STUDENT USE**

9        Teachers may allow students to use approved AI programs for instructional purposes. Any such use  
10       shall align with approved instructional standards and curriculum. Prior to using AI, teachers shall  
11       ensure students are provided with appropriate instruction on the responsible use of AI.

## 12       **ACADEMIC INTEGRITY**

13       Students shall be instructed on responsible use standards including but not limited to the following:

- 14       1. Effective use of generative AI;
- 15
- 16       2. When it is appropriate to use AI in assignments;
- 17
- 18       3. How to determine whether AI responses are accurate;
- 19
- 20       4. Users assume responsibility for incorporating AI content responsibly; and
- 21
- 22       5. The difference between cheating and seeking support.

## 23       **NOTICE TO PARENTS**

24       The Superintendent of Schools shall provide notice to parent(s)/guardian(s) about the use of AI  
25       programs in the district. An approved list of AI programs will be provided by posting on the district  
26       website ([www.k12k.com](http://www.k12k.com)).

## 27       **REPORTING**

28       The Superintendent of Schools shall submit a report to the Board of Education each June on how this  
29       policy will be enforced in the upcoming school year. The Board shall approve the report and the  
30       Superintendent shall submit it to the Department of Education by July 1<sup>st</sup>.

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### Legal References

1. [Public Acts of 2024, Chapter No. 550](#)
2. [TCA 49-5-1001](#)

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### Cross References

Use of the Internet 4.406



# State of Tennessee

## PUBLIC CHAPTER NO. 550

### SENATE BILL NO. 1711

By Hensley, Crowe

Substituted for: House Bill No. 1630

By Cepicky, Hardaway, Grills, Carr

AN ACT to amend Tennessee Code Annotated, Title 49, relative to artificial intelligence.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 7, Part 1, is amended by adding the following as a new section:

(a) As used in this section, "artificial intelligence" means a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments and that is capable of using machine and human-based inputs to perceive real and virtual environments, abstract such perceptions into models through analysis in an automated manner, and use model inference to formulate options for information or action.

(b) The board of trustees of the University of Tennessee, the board of regents, and each local governing board of trustees of a state university shall adopt a policy regarding the use of artificial intelligence technology by students, faculty, and staff for instructional and assignment purposes. The policy must be implemented no later than July 1, 2025. The Uniform Administrative Procedures Act, compiled in title 4, chapter 5, does not apply to a policy adopted pursuant to this subsection (b).

(c) Public institutions of higher education are encouraged to collaborate in the development and implementation of policies regarding the use of artificial intelligence technology pursuant to subsection (b).

(d) The board of trustees of the University of Tennessee, the board of regents, and each local governing board of trustees of a state university shall post the policy adopted pursuant to subsection (b) on the institution's website and submit the policy to the chair of the education committee of the senate and the chair of the education administration committee of the house of representatives no later than July 1, 2025. If the governing board of a public institution of higher education fails to adopt and submit a policy as required by this section, then the governing board for the respective institution must appear before the joint government operations committee no later than sixty (60) days after July 1, 2025, to report on the governing board's noncompliance.

SECTION 2. Tennessee Code Annotated, Section 49-2-203(a), is amended by adding the following as a new subdivision:

( ) Adopt a policy regarding the use of artificial intelligence by students, teachers, and staff for instructional and assignment purposes. The policy must be implemented in schools no later than the 2024-2025 school year. By July 1, 2024, and by each July 1 thereafter, the board shall report to the department of education of its compliance with this subdivision (a)( ). The report must include the adopted policy and describe how the board will enforce the policy in the upcoming school year. As used in this subdivision (a)( ), "artificial intelligence" means a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments and that is capable of using machine and human-based inputs to perceive real and virtual environments, abstract such perceptions into models through analysis in an automated manner, and use model inference to formulate options for information or action.

SECTION 3. Tennessee Code Annotated, Title 49, Chapter 13, is amended by adding the following as a new section:

(a) As used in this section, "artificial intelligence" means a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments and that is capable of using machine and human-based inputs to perceive real and virtual environments, abstract such perceptions into models through analysis in an automated manner, and use model inference to formulate options for information or action.

(b) The governing body of a public charter school shall adopt a policy regarding the use of artificial intelligence by students, teachers, and staff for instructional and assignment purposes. The policy must be implemented in each public charter school no later than the 2024-2025 school year. By July 1, 2024, and by each July 1 thereafter, the governing body shall report to the department of education of its compliance with this section. The report must include the adopted policy and describe how the governing body will enforce the policy in the upcoming school year.

SECTION 4. This act takes effect upon becoming a law, the public welfare requiring it.

SENATE BILL NO. 1711

PASSED: February 22, 2024

  
\_\_\_\_\_  
RANDY McNALLY  
SPEAKER OF THE SENATE

  
\_\_\_\_\_  
CAMERON SEXTON, SPEAKER  
HOUSE OF REPRESENTATIVES

APPROVED this 11<sup>th</sup> day of March 2024

  
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BILL LEE, GOVERNOR