



**LAKELAND BOARD OF EDUCATION  
BUSINESS MEETING AGENDA  
Monday, September 8, 2025, 5:45 PM  
Lakeland City Hall / Board Room  
10001 Highway 70  
Lakeland, TN 38002**

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- I. **CALL TO ORDER / MOMENT OF SILENCE / PLEDGE TO FLAG**
- II. **ROLL CALL**
- III. **CHAIR'S WELCOME**
- IV. **PUBLIC COMMENT (Limited to two (2) minutes per speaker.)**
- V. **REPORTS**
  - 1. Legislative Liaison Update
  - 2. Superintendent's Report
    - HS Baseball Team Recognition
  - 3. Monthly Financial Summary
    - July 2025
- VI. **APPROVAL OF AGENDA**
- VII. **CONSENT AGENDA**
  - 1. Approval of Meeting Minutes: August 11, 2025 - Business Meeting
  - 2. Approval of FY 25-26 Budget Amendments (09/25)
  - 3. Approval of 25-26 SAVE Act Compliance Package
  - 4. Approval of Update to Intro to Entrepreneurship Curriculum Guide
  - 5. Approval of Update to 25-26 School Fees List
  - 6. Approval of Update to Extracurricular Activities and Clubs
  - 7. Approval of Update to Board Meeting Calendar
  - 8. Approval of Resolution 2025/09-01: A Resolution Requesting the Creation of a Task Force to Evaluate and Reduce the Number of Legislative Regulations for Public Schools
  - 9. Approval of Resolution 2025/09-02: A Resolution Requesting the Eligibility of all Tennessee Public School System Employees for the TN Public Higher Education Fee Discount Program
  - 10. Approval of Resolution 2025/09-03: A Resolution Requesting Funding for Special Education Preschool Students in the Tennessee Investment in Students Achievement Act (TISA) Formula
  - 11. Approval of Resolution 2025/09-05: A Resolution Supporting a Reduction in the Number of Evaluations Required in the TEAM Evaluation System for Teachers Rated "Significantly Above Expectations" Based on Either Composite Scores or TVAAS Scores
  - 12. Approval of Resolution 2025/09-04: A Resolution to Accept a Donated Trailer for Use by the Lakeland Preparatory School Band
- VIII. **DISCUSSION / ACTION**
  - 1. Internet Safety Measures Presentation, Chief of Technology
  - 2. Five Year Strategic Plan Update
  - 3. Discussion on Preliminary Legislative Agenda
  - 4. Discussion on TSBA Annual Convention/Delegate Assembly
- IX. **ANNOUNCEMENTS**
- X. **ADJOURNMENT**

**LAKELAND SCHOOL SYSTEM**  
**Expense Summary Fiscal Year**  
**2026**  
**Period Ending July 31, 2025**

<b>PROGRAM</b>	<b>2025-26 Original Budget</b>	<b>2025-26 Revised Budget</b>	<b>2025-26 FYTD Activity</b>	<b>Monthly Activity</b>	<b>Encumbered Amount</b>	<b>Balance</b>	<b>% EXPENDED</b>
Regular Instruction Program	16,673,665	16,673,665	1,168,232	1,168,232	347,934	15,157,498	9%
Special Education Program	2,966,891	2,966,891	123,089	123,089	7,741	2,836,060	4%
Vocational Education	175,028	175,028	4,709	4,709	1,569	168,751	4%
Other (Bonus Pay)	842,391	1,276,545	0	0	0	1,276,545	0%
School Security	131,822	131,822	18,866	18,866	0	112,957	14%
Health Services	527,220	527,220	21,778	21,778	0	505,442	4%
Other Student Support	1,213,670	1,213,670	120,379	120,379	0	1,093,292	10%
Regular Instruction Program Support	988,637	988,637	106,181	106,181	0	882,456	11%
Special Education Program Support	556,193	556,193	42,645	42,645	0	513,548	8%
Technology	810,392	810,392	101,820	101,820	88,703	619,870	24%
Board of Education	795,558	795,558	334,240	334,240	0	461,318	42%
Office of the Superintendent	433,865	433,865	43,686	43,686	383	389,796	10%
Office of the Principal	2,064,031	2,064,031	205,594	205,594	5,927	1,852,509	10%
Fiscal Services	502,141	502,141	48,332	48,332	4,270	449,538	10%
Human Services/Personnel	391,895	391,895	51,445	51,445	0	340,450	13%
Operation of Plant	1,724,398	1,724,398	87,917	87,917	8,890	1,627,591	6%
Maintenance of Plant	783,435	783,435	39,777	39,777	1,100	742,559	5%
Transportation	1,270,000	1,270,000	6,908	6,908	0	1,263,092	1%
Food Service - Summer Camp	0	0	3,249	3,249	0	-3,249	100%
Regular Capital Outlay	0	0	0	0	0	0	0%
Transfers Out	0	0	0	0	0	0	0%
<b>General Purpose Fund Subtotal</b>	<b>32,851,232</b>	<b>33,285,386</b>	<b>2,528,846</b>	<b>2,528,846</b>	<b>466,517</b>	<b>30,290,023</b>	<b>9%</b>
Federal Projects Regular Instruction	189,482	189,482	18,103	18,103	0	171,379	10%
Federal Projects Special Education	271,649	271,649	13,775	13,775	1,901	255,973	6%
Federal Programs Innovative Schools	235,117	286,370	0	0	0	286,370	0%
Federal Projects Other Student	61,559	59,597	2,296	2,296	0	57,301	4%
Federal Projects Regular Instruction	50,902	50,902	137	137	0	50,765	0%
Federal Projects Special Education	211,522	211,522	9,967	9,967	0	201,555	5%
Federal Projects Vocational	8,072	8,200	380	380	0	7,820	5%
Federal Programs Technology	6,777	6,777	0	0	0	6,777	0%
Federal Programs Operation of Plant	5,800	5,800	0	0	0	5,800	0%
Food Service	1,055,000	1,055,000	12,855	12,855	30,680	1,011,465	4%
State Grants	120,443	120,443	2,935	2,935	0	117,509	2%
Before/After School Program	280,000	280,000	7,419	7,419	0	272,581	3%
Education Capital Projects	1,067,927	1,067,927	7,495	7,495	192,928	867,504	19%
<b>GRAND TOTAL:</b>	<b>36,415,483</b>	<b>36,899,055</b>	<b>2,604,208</b>	<b>2,604,208</b>	<b>692,025</b>	<b>33,602,822</b>	<b>9%</b>



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**BUSINESS MEETING MINUTES**  
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**I. CALL TO ORDER / MOMENT OF SILENCE / PLEDGE TO FLAG**

With a quorum present, the meeting was called to order on Monday, August 11, 2025 at 5:45 PM, by Chair Laura Harrison. Laura Harrison led a moment of silence and led the Pledge to the Flag.

**II. ROLL CALL**

Attendance Taken at 5:45 PM.

Deborah Thomas:	Present
Keith Acton:	Absent
Michelle Childs:	Present
Laura Harrison (Chair):	Present
Jeremy Burnett (Vice-Chair):	Present

**III. CHAIR'S WELCOME**

**IV. PUBLIC COMMENT (Limited to two (2) minutes per speaker.)**

*No comments.*

**V. REPORTS**

**1. Legislative Liaison Update**

This item was taken out of order and the floor was yielded to Superintendent Horrell for the Superintendent's Report.

After the Superintendent's Report, Legislative Representative Michelle Childs stated that no report was available as the General Assembly was not in session. However, she reported the following:

- Will continue to request preschool SPED funding
- Entertaining Resolutions

**2. Superintendent's Report**



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Superintendent Horrell recognized the following groups for State/National achievement:

- HS Track - Abby Stevens, Ben Kanda, Coach Hunter, and Coach Doss
- MS Track - Larry Jackson, Kelsey Phillips, Kira Bacon, Chloe Kirby, Tristen McIntyre, Coach Hunter, and Coach Doss
- TSA - Karim Balkis, Dylan Biblioni, Anne Burnett, Aiden Helton, Cullen Hutchens, Eli Meneses, Caroline Morrison, Isabella Noble, Luke Normand, Ashlyn Poole, Cora Williams, Jackson Wynne, Mr. Luno, and Mr. Sweeney
- Governor's School - Jacob Mans, Zoey Yale, Naima Harper-Bey, Truman Heames, Colin Walker, Isabella Noble, Santiago Gonzalez
- National Gold Key Recipient - Camila Cranford and Ms. Luno

Superintendent Horrell reported on various administrative items:

- Back to school in full swing
- LES Pavilion update
- Work Based Learning for seniors
- LSS awarded \$50K Perkins Grant
- LES celebrating 25th year
- Clear bag policy
- LSS Public Schools Security Grant
- Video board debut at the first home game, August 29

**3. Monthly Financial Summary**

- **June 2025**

**VI. APPROVAL OF AGENDA**

Jeremy Burnett (Vice Chair) moved to approve the agenda, seconded by Laura Harrison (Chair). **Motion carried.**



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Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

**VII. CONSENT AGENDA**

- 1. Approval of Meeting Minutes: July 14, 2025 – Business Meeting**
- 2. Approval of Update to 25-26 School Fees List**
- 3. Approval of Update to Extracurricular Activities and Clubs**
- 4. Approval of Update to Policy 2.805 - Purchasing**
- 5. Approval of Update to Policy 2.806 - Bids and Quotations**
- 6. Approval of FY 25-26 Budget Amendments (08/25)**
- 7. Update to Grades 6-8 Social Studies Curriculum**

Laura Harrison (Chair) moved to approve the items on the Consent Agenda as presented, seconded by Jeremy Burnett (Vice Chair). **Motion carried.**

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

**VIII. DISCUSSION / ACTION**

**1. TSBA Draft Resolutions**

In addition to the preschool SPED funding that was previously mentioned in the Legislative Liaison Update, Superintendent Horrell proposed recommending a task force, at the state level, to review public education regulations that may be archaic or burdensome.

**2. Review of Board Self-Evaluation Instrument**



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Laura Harrison (Chair) moved to bring the Board Self-Evaluation Instrument to the floor, seconded by Jeremy Burnett (Vice Chair).

When the question was called, the Board voted to continue using the TSBA Self-Evaluation tool.

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

**IX. ANNOUNCEMENTS**

Work Session on **Tuesday**, September 2, 2025 due to observance of Labor Day.

**X. ADJOURNMENT**

There being no other business on which to take action, Jeremy Burnett (Vice Chair) moved to adjourn the meeting, seconded by Laura Harrison (Chair). **Motion carried.**

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye



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**The meeting was adjourned at 6:31 PM on Monday, August 11, 2025.**  
**These minutes were approved on Monday, September 8, 2025.**

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Laura Harrison, Chair

ATTEST:

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Dr. Ted Horrell, Superintendent      Summer Smith, Board Secretary

LSS Proposed Budget Amendment								
Fund 143 - School Nutrition Fund								
Account Number Fnd T Acct Obj Prj Loc Prg	Account Level Description	FY 25-26 Revised Budget	FY 25-26 FY Activity	FY 25-26 Encumbered	FY 25-26 Available Funds	Proposed Budget Amendment	Difference	
<b>Revenue:</b>								
TMAC Finance Report (Excess Fund Balance)								
<b>Revenue Difference:</b>								\$ -
<b>Expenditures:</b>								
143 E 73100 422 735 00116 000	Food Supplies	\$ 134,488.00	\$ 6,766.26	\$ 1,974.84	\$ 125,400.83	\$ 140,000.00	\$ 5,512.00	
143 E 73100 422 735 03000 000	Food Supplies	\$ 129,800.00	\$ 11,168.05	\$ 4,620.73	\$ 113,632.26	\$ 140,000.00	\$ 10,200.00	
143 E 73100 336 735 00116 000	Maint & Repair - Equipment	\$ 4,000.00	\$ -	\$ -	\$ 4,000.00	\$ 66,551.78	\$ 62,551.78	
143 E 73100 336 735 02000 000	Maint & Repair - Equipment	\$ 2,000.00	\$ 1,235.63	\$ -	\$ 764.37	\$ 32,000.00	\$ 30,000.00	
143 E 73100 336 735 03000 000	Maint & Repair - Equipment	\$ 2,000.00	\$ 1,235.62	\$ -	\$ 764.38	\$ 32,000.00	\$ 30,000.00	
143 E 73100 499 735 00116 000	Other Supplies & Materials	\$ 960.50	\$ -	\$ -	\$ 960.50	\$ 1,960.50	\$ 1,000.00	
143 E 73100 499 735 02000 000	Other Supplies & Materials	\$ 1,000.00	\$ -	\$ 61.20	\$ 938.80	\$ 2,000.00	\$ 1,000.00	
143 E 73100 499 735 03000 000	Other Supplies & Materials	\$ 1,000.00	\$ -	\$ 61.20	\$ 938.80	\$ 2,000.00	\$ 1,000.00	
143 E 73100 710 735 00116 000	Food Service Equipment	\$ 6,004.55	\$ -	\$ 3,085.00	\$ 2,919.55	\$ 66,004.55	\$ 60,000.00	
143 E 73100 710 735 02000 000	Food Service Equipment	\$ 3,000.00	\$ -	\$ -	\$ 3,000.00	\$ 63,000.00	\$ 60,000.00	
143 E 73100 710 735 03000 000	Food Service Equipment	\$ 13,200.00	\$ 13,200.00	\$ -	\$ -	\$ 73,200.00	\$ 60,000.00	
<b>Expenditure Difference:</b>								<b>\$ 321,263.78</b>

LSS Proposed Budget Amendment								
Fund 142 - Federal Programs Fund								
Account Number Fnd T Acct Obj Prj Loc Prg	Account Level Description	FY 25-26 Revised Budget	FY 25-26 FY Activity	FY 25-26 Encumbered	FY 25-26 Available Funds	Proposed Budget Amendment	Difference	
<b>Revenue:</b>								
142 R 47131 000 000 00000 891	Vocational Education - Basic G	\$ 20,407.01	\$ -	\$ -	\$ 20,407.01	\$ 20,315.62	\$ (91.39)	
<b>Revenue Difference:</b>						\$ 20,315.62	\$ (91.39)	
<b>Expenditures:</b>								
142 E 71300 429 000 03000 891	Instructional Supplies & Mater	\$ 1,927.11	\$ -	\$ -	\$ 1,927.11	\$ 3,353.42	\$ 1,426.31	
142 E 71300 730 000 03000 891	Vocational Equipment	\$ 8,280.89	\$ -	\$ -	\$ 8,280.89	\$ 8,107.25	\$ (173.64)	
142 E 72130 524 000 03000 891	In-Service/Staff Development	\$ 3,125.67	\$ -	\$ -	\$ 3,125.67	\$ 1,389.95	\$ (1,735.72)	
142 E 72130 599 000 03000 891	Other Charges	\$ 4,001.34	\$ -	\$ -	\$ 4,001.34	\$ 3,965.00	\$ (36.34)	
142 E 71300 599 000 03000 891	Other Charges	\$ -	\$ -	\$ -	\$ -	\$ 300.00	\$ 300.00	
142 E 72230 524 000 03000 891	In-Service/Staff Development	\$ 3,072.00	\$ -	\$ -	\$ 3,072.00	\$ 3,200.00	\$ 128.00	
<b>Expenditure Difference:</b>						\$ 20,315.62	\$ (91.39)	



Tennessee Department of Education  
School Safety and Transportation

## SAVE Act Compliance Package

The below items are due in ePlan by **September 30, 2025**

For Questions Contact: Kimberly Daubenspeck  
Kimberly.Daubenspeck@tn.gov or (615) 970-2418

ITEM	CHECK IF INCLUDED/ COMPLETED
2025-26 District-Level and School-Level Emergency Operations Plan (EOP) <i>ePlan</i>	<input checked="" type="checkbox"/>
2025-26 District and School-Level Safety Coordinators and Emergency Contact Information Spreadsheet <i>ePlan</i>	<input checked="" type="checkbox"/>
2025-26 Assurances and Cover Sheet (Signatures of the School Board Chairman, Director of Schools, and SAVE Act Coordinator) <i>ePlan</i>	<input checked="" type="checkbox"/>
2024-25 School Drill Logs <i>ePlan</i>	<input checked="" type="checkbox"/>

### Individual Submitting Compliance Package

Local Education Agency:	Lakeland School System
Name:	Matt Adler
Title:	Accountability Director/SAVE Act Coordinator
Address:	3009 Davics Plantation Rd.
Address Continued:	Lakeland, TN 38002
Phone:	901-867-5412
Fax:	
Email Address:	madler@lakelandk12.org

**ASSURANCES**  
**2025-26**

By signing below, I certify that all the information provided is accurate and complete to the best of my knowledge. Furthermore, I certify that our District will comply with the following:

- All reporting requirements included in [Tenn. Code Ann. §§ 49-6-4301-49-6-4302](#) and in the SAVE Act, codified at [Tenn. Code Ann. §§ 49-6-801-49-6-820](#);
- All action steps for implementation of the SAVE Act provided by the Department of Education, including the requirement that significant changes to the district's Emergency Operation Plans be forwarded to the Department of Education;
- All training requirements for administrators, staff and students on district and school level Emergency Operation Plans as determined by the Department of Education,
- The requirement in the SAVE Act that a copy of the district and school level Emergency Operation Plans be submitted to local law enforcement agencies and other appropriate entities; and
- The Threat Assessment Team outlined in [Tenn. Code Ann. § 49-6-2701](#).
- The Teacher Discipline Act codified at [Tenn. Code Ann. §§ 49-6-2801, et seq.](#)
- The Unsafe School Choice Policy outlined in [TN State Board Policy 4.202](#) and will submit a [victim of violent crime form](#) for offenses listed in [Tenn. Code Ann. § 40-38-111\(g\)](#).

School Board Chairman *Signature of Assurances:	
Director of Schools *Signature of Assurances:	
SAVE Act Coordinator *Signature of Assurances:	
Target Date for Completion of All Action Items:	1/1/26
Today's Date:	



*Tennessee Department of Education  
School Safety and Transportation*



## **Intro to Entrepreneurship Curriculum Guide**

*Revised September 2025*

Course Description	Resources
<p>Introduction to Entrepreneurship is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school. <b>Students can earn the Entrepreneurship and Small Business (ESB) certification in this course.</b> Membership into the student organization, DECA, is recommended.</p>	<p><b>Entrepreneurship</b>            Khan Academy            Stock Market Game            Everfi  <b>Entrepreneurship and Small Business (ESB) Certification</b></p>

Standards
<p><b>1. Fundamentals of Entrepreneurship and Business Ownership</b></p> <p><b>1.1</b> Role of Entrepreneurs: Define entrepreneur, entrepreneurship, and small business. Explain the key components of the entrepreneurial startup process (i.e. the entrepreneur, the environment, the opportunity, startup resources, and the new venture organization), as well as the risks and rewards involved.</p> <p><b>1.2</b> Growth of Entrepreneurship in the U.S.: Evaluate the growth of entrepreneurship in the U.S. in the current decade and examine how business cycles, economic indicators (i.e. interest rates, inflation, and unemployment), and the free enterprise system affect entrepreneurial decision-making.</p> <p><b>1.3</b> Entrepreneurial Characteristics &amp; Traits: Identify the personal traits, experiences, and behaviors of successful entrepreneurs and complete an entrepreneurial characteristics self-assessment and evaluation to determine personal strengths and characteristics to develop.</p> <p><b>1.4</b> Business Ownership Types: Identify the common types of business ownership, comparing and contrasting the advantages and</p>

disadvantages of each type for a small business. Analyze the various risks that small businesses encounter and explain how small businesses deal with these risks.

## **2. Communications and Professionalism**

**2.1** Personal and Professional Communication: Demonstrate appropriate verbal and written communication in both professional and personal settings/situations. Compose and format various types of business communications (e.g., letters, memos, reports, resumes, email, etc.). Proofread business documents to ensure clarity, consistency, accuracy, and precision.

**2.2** Cross-Cultural Communication: Demonstrate proper respect for diversity and ability to communicate with people from different cultures and countries. Compose effective business communication according to an understanding of appropriate environments and differences in tone, style, and format.

**2.3** Teamwork and Conflict Resolution: Identify problem-solving strategies for resolving conflict and determine appropriate behavior when engaging with employees, supervisors, and coworkers. Determine best practices for sharing knowledge and skills with others as a method of problem-solving.

## **3. Leadership and Management Functions**

**3.1** Management Functions: Discuss the importance of management and explain the four management functions (i.e. planning, organizing, directing, and controlling) to facilitate workplace organization and efficiency. Identify the primary managerial roles (e.g., entrepreneur, leader, monitor, etc.) within an organization.

**3.2** Leadership Skills and Qualities: Explain the concept of leadership. Distinguish between leadership skills (e.g., initiative, negotiation, adaptability, problem solving, positive reinforcement, etc.) and leadership qualities (e.g., integrity, honesty, responsibility, fairness, positive attitude, etc.), demonstrating both skills and qualities in a professional setting.

**3.3** Leadership Styles: Compare and contrast various leadership styles (e.g., bureaucratic, relationship-oriented, authoritarian, transactional, etc.), outlining the advantages and disadvantages of each. Identify the appropriate style for a given scenario/situation (e.g., handling employee conflict, inspiring/motivating a team, overseeing a new team project, etc.)

**3.4** Human Resources Management: Outline the role and function of human resources and determine the proper human resources procedures for managing employees. Develop a job description, identify appropriate selection tools (e.g., interviews, tests, reference checks, etc.), and plan and conduct job interviews for positions in a small business environment.

## **4. Business Concepts and Operations**

**4.1** Functions of Business: Define the term business and research the four major functions of business: (1) production and procurement, (2) marketing, (3) management, and (4) finance and accounting. Select a product and trace its development through each of the four functions, detailing who is involved at each stage.

**4.2** Factors of Production: Identify factors of production (i.e. natural, labor, capital, and entrepreneur). Discuss the concept of opportunity

cost in business operations and explain how businesses make decisions based on scarcity of resources. Research emerging technologies (e.g., robotics, artificial intelligence, etc.) and identify their impact on changing production.

**4.3 Business Technology:** Explain the use of technology in the workplace, analyzing the effects of technology on worker productivity and workplace skills. Identify best practices for using technology to solve business problems and access online databases, web-based sources, and other information sources to retrieve information.

**4.4 Economic Systems:** Cite the advantages and disadvantages of a market economy, a command economy, and a mixed economy. Discuss the relationships among consumers, business, and government in various economic systems, and analyze differences in these groups' rights and responsibilities in countries where these distinctive systems exist.

**4.5 Elements of a Business Plan:** Explain the importance of developing and organizing a successful business plan. Analyze the procedure for creating a business plan, identifying the proper format and key components of a business plan.

## **5. Marketing**

**5.1 Marketing and Small Business Ownership:** Explain the concept of marketing and its importance to business ownership, identifying the fundamental marketing concepts used by a small business. Describe the four elements of the marketing mix (i.e. price, product, promotion, and place) and analyze the roles of sales and promotion in a small business.

**5.2 Consumer Buying Behavior:** Explain the factors that influence consumer buying behavior, analyzing consumer behavior to determine what motivates decision-making.

## **6. Finance and Budgeting**

**6.1 Financial and Accounting Terms:** Define and explain basic accounting functions and terms, including assets and asset types, cash accounts receivable, fixed, liquid, and inventory goods on hand. Identify liabilities and types of liabilities, including accounts payable, long-term debt, and short-term debt.

**6.2 Business Expenses:** Identify fixed and variable costs for startup and maintenance of a business. Identify unexpected expenses (e.g., fines, fees, and unexpected repairs).

**6.3 Developing a Budget:** Describe the process of developing a budget for a business, identifying the elements of a budget, including an income statement, balance sheet, and cash flow. Analyze potential sources of income for a business venture.

## **7. Business Law and Ethics**

**7.1 Agency Law and Employment Law:** Analyze the role of agency and employment law as it relates to small business ownership. Assess the role of the Equal Employment Opportunity Commission (EEOC) and its effects on employees' rights. Analyze appropriate behavior when interacting with employees, supervisors, and co-workers.

**7.2 Ethics and Social Responsibility:** Research the concepts of social responsibility and ethics as important components of business. Identify ethical traits (e.g., honesty, integrity, justice, etc.) and unethical employee attitudes and behaviors that would lead to unsatisfactory

customer service.



Approved 8/11/25  
Changes Proposed on 9/8/25

## Lakeland School System Fees List

### REQUIRED FEES FOR 2025-26

School	Required Fee	Purpose	Activity / Program
Lakeland Elementary	\$5	Art Club Fee	Art Club
Lakeland Elementary	Not to exceed \$300	Camp Invention Fee	Camp Invention
Lakeland Elementary	Not to exceed \$150	Chess Club Fee	Chess Club
Lakeland Elementary	\$150	Drama Camp Fee	Drama Camp
Lakeland Elementary	Not to exceed \$75	Drama Club Fee	Drama Club
Lakeland Elementary	Not to exceed \$100	Kindergarten Camp Fee	Kindergarten Camp
Lakeland Elementary	Not to exceed \$200	Lego Club Fee	Lego Club
Lakeland Elementary	Not to exceed \$75	Memphis Youth Athletics	Cross Country
Lakeland Preparatory	\$40	5th Grade Choir Club	5th Grade Choir
Lakeland Preparatory	Not to Exceed \$100	5-6 Winter Musical Cast Fee	Theatre
Lakeland Preparatory	Not to Exceed \$50	5-6 Winter Musical Crew Fee	Theatre
Lakeland Preparatory	Not to Exceed \$100	7-10 Fall Production Cast Fee	Theatre
Lakeland Preparatory	Not to Exceed \$50	7-10 Fall Production Crew Fee	Theatre
Lakeland Preparatory	<del>Not to Exceed \$150</del>	<del>7-10 Spring Production Cast Fee</del>	<del>Theatre</del>
Lakeland Preparatory	Not to Exceed \$200	9-12 Spring Production Cast Fee	Theatre
Lakeland Preparatory	<del>Not to Exceed \$50</del>	<del>7-10 Spring Production Crew Fee</del>	<del>Theatre</del>
Lakeland Preparatory	Not to Exceed \$100	9-12 Spring Production Crew Fee	Theatre
Lakeland Preparatory	Not to exceed \$600	Baseball Fee	Baseball
Lakeland Preparatory	Not to exceed \$1000	Basketball Cheerleading Fee	Basketball Cheer
Lakeland Preparatory	\$21	Battle of the Books Fee	Battle of the Books
Lakeland Preparatory	Not to exceed \$300	Bowling Fee	Bowling
Lakeland Preparatory	Not to exceed \$375	Boys Basketball Fee	Boys Basketball
Lakeland Preparatory	Not to exceed \$400	Boys Lacrosse Fee	Boys Lacrosse
Lakeland Preparatory	Not to exceed \$550	Boys Soccer Fee	Boys Soccer
Lakeland Preparatory	\$250	Chess Club Fee	Chess Club
Lakeland Preparatory	\$10	Club Fee	MS Science Club
Lakeland Preparatory	Not to exceed \$4500	Competitive Cheerleading Fee	Competitive Cheer



Approved 8/11/25  
Changes Proposed on 9/8/25

## Lakeland School System Fees List

### REQUIRED FEES FOR 2025-26

School	Required Fee	Purpose	Activity / Program
Lakeland Preparatory	Not to exceed \$225	Cross Country Fee	Cross Country
Lakeland Preparatory	Not to exceed \$30	DECA Membership	CTE Student Organization (Entrepreneurship)
Lakeland Preparatory	Not to exceed \$50	Debate Club	Debate Club
Lakeland Preparatory	Not to exceed \$50	Events Sponsored by Vendors (All West, Choral Festival, & Other Related Workshops)	Fine Arts Depts
Lakeland Preparatory	\$250	Fall Tennis Fee	Tennis
Lakeland Preparatory	Not to exceed \$375	Football Fee	Football
Lakeland Preparatory	\$40	Gardening Club Fee	Gardening Club
Lakeland Preparatory	Not to exceed \$375	Girls Basketball Fee	Girls Basketball
Lakeland Preparatory	Not to exceed \$400	Girls Lacrosse Fee	Girls Lacrosse
Lakeland Preparatory	Not to exceed \$550	Girls Soccer Fee	Girls Soccer
Lakeland Preparatory	Not to exceed \$250	Golf Fee	Golf
Lakeland Preparatory	\$14	HOSA Membership Fee	CTE Student Organization (Health Sciences)
Lakeland Preparatory	Not to exceed \$60	International Thespian Society (High School)	Theatre
Lakeland Preparatory	\$20	Jazz Band Fee	Band
Lakeland Preparatory	Not to exceed \$30	Jr International Thespian Society (Middle School)	Theatre
Lakeland Preparatory	\$35	Junior Beta Club Membership Fee	Junior Beta Club
Lakeland Preparatory	Not to exceed \$50	Knowledge Bowl Team Fees	Knowledge Bowl Club
Lakeland Preparatory	\$40	Local Membership Fee	American Chemical Society
Lakeland Preparatory	Not to exceed \$550	Marching Band and Color Guard Fee	High School Band and Color Guard
Lakeland Preparatory	\$5	National Elementary Honor Society Dues	NEHS
Lakeland Preparatory	Not to exceed \$70	National Honor Society Membership Fee	NHS
Lakeland Preparatory	\$15	National Junior Honor Society Dues	NEJS
Lakeland Preparatory	Not to exceed \$45	National Technical Honor Society	NTHS
Lakeland Preparatory	Not to exceed \$2000	Non-Curricular Field Trips	Various
Lakeland Preparatory	\$50	Parking Fee	Administrative
Lakeland Preparatory	Not to exceed \$100	Perennial Math Club	Perennial Math Club
Lakeland Preparatory	Not to exceed \$25	PSAT Exam Fee	PSAT Test



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## Lakeland School System Fees List

### REQUIRED FEES FOR 2025-26

School	Required Fee	Purpose	Activity / Program
Lakeland Preparatory	Not to exceed \$275	Robotics Competition Fees	Robotics Club
Lakeland Preparatory	\$125	Senior Activity Fee	Senior Activities
Lakeland Preparatory	Not to exceed \$75	Senior Banner Fee	Various
Lakeland Preparatory	\$50	Senior Parking Painting	Senior Activities
Lakeland Preparatory	Not to exceed \$20	Skills USA Membership	CTE Student Organization (Criminal Justice)
Lakeland Preparatory	Not to exceed \$400	Softball Fee	Softball
Lakeland Preparatory	Not to exceed \$40	Spanish Honor Society	Sociedad Honoraria Hispanica
Lakeland Preparatory	\$100	Spring Production Cast Fee	Theatre
Lakeland Preparatory	Not to exceed \$300	Spring Tennis Fee	Tennis
Lakeland Preparatory	No to exceed \$50	Student Council HS	Student government
Lakeland Preparatory	Not to exceed \$300	Swimming Club Fee	Swim Club
Lakeland Preparatory	Not to exceed \$250	Track & Field Fee	Track & Field
Lakeland Preparatory	Not to exceed \$10	Tri-M	Tri-M
Lakeland Preparatory	Not to exceed \$20	TSA Membership	CTE Student Organization (STEM and A/V Production)
Lakeland Preparatory	Not to exceed \$600	Volleyball Fee	Volleyball
Lakeland Preparatory	Not to exceed \$325	Winter Guard Fee	Winter Guard
Lakeland Preparatory	Not to exceed \$300	Wrestling Fee	Wrestling
Lakeland Preparatory	Not to exceed \$75	WTSBOA All-West Fee	All-West
Lakeland Preparatory	Not to exceed \$60	Ceramics Club	Ceramics Club



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## Lakeland School System Fees List

### REQUESTED FEES FOR 2025-26

School	Requested Fee	Purpose	Course
Lakeland Elementary	\$10	4th Grade Recorder Fee	Music
Lakeland Elementary	Not to exceed \$10	Class T-Shirt Fee	School-wide
Lakeland Elementary	Not to exceed \$288	Chromebook Repair Fee	School-Wide
Lakeland Elementary	\$288	Chromebook Replacement Fee	School-Wide
Lakeland Elementary	\$99	Damaged iPad Fee	School-Wide
Lakeland Elementary	Not to exceed \$50	School Day Field Trips	Varied
Lakeland Elementary	\$30	Technology Fee	School-wide
Lakeland Preparatory	\$200	½ Credit Per Session Fee	Credit Recovery
Lakeland Preparatory	\$50	5 Day Art (All Grades)	Art
Lakeland Preparatory	\$20	5th Grade Art and 6th Grade MAPS Rotation Art	Art
Lakeland Preparatory	\$25	AAPPL Language Test	French
Lakeland Preparatory	\$25	AAPPL Language Test	Spanish
Lakeland Preparatory	Not to Exceed \$100	Advanced Placement (AP) Exam Fee	Various
Lakeland Preparatory	\$80	Autodesk Inventor Certification	STEM III
Lakeland Preparatory	\$75	Band Instrument Rental Fee (Summer)	MS Band / HS Concert Band
Lakeland Preparatory	\$75	Band Instrument Rental Fee Per Semester	MS Band / HS Concert Band
Lakeland Preparatory	\$75	Band Shirt and Supply Fee	MS Band / HS Concert Band
Lakeland Preparatory	\$165	Certified Clinical Medical Assistant (CCMA) Certification	CTE
Lakeland Preparatory	\$75	Choir Shirt and Supply Fee	Choir
Lakeland Preparatory	\$288	Chromebook Replacement Fee	School-Wide
Lakeland Preparatory	\$20	Course Fee	Introduction to Theatre



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## Lakeland School System Fees List

### REQUESTED FEES FOR 2025-26

School	Requested Fee	Purpose	Course
Lakeland Preparatory	\$20	Course Fee	Acting
Lakeland Preparatory	\$20	Course Fee	Tech Theatre
Lakeland Preparatory	\$40	Course Fee	CTE Audio Visual Technology I, II, and III
Lakeland Preparatory	\$20	Course Fee	Middle School Theatre Courses
Lakeland Preparatory	\$20	Course Fee	Production Workshop
Lakeland Preparatory	\$25	Course Fee	Middle School STEM Courses
Lakeland Preparatory	Not to exceed \$50	Curricular Field Trips	Varied
Lakeland Preparatory	\$99	Damaged iPad Fee	School-Wide
Lakeland Preparatory	\$30	Device Case Replacement Fee	School-Wide
Lakeland Preparatory	\$45	Device Charger Replacement Fee	School-Wide
Lakeland Preparatory	\$50	Device Damage Incident Fee	School-Wide
Lakeland Preparatory	\$50	Device Protection Fee	School-wide
Lakeland Preparatory	Not to exceed \$288	Device Repair Fee	School-Wide
Lakeland Preparatory	\$40	Instructional Technology Fee	School-wide
Lakeland Preparatory	\$25	Lab fee	Chemistry
Lakeland Preparatory	\$25	Lab fee	Biology
Lakeland Preparatory	\$40	Lab Fee	AP Environmental Science
Lakeland Preparatory	\$25	Lab Fee	CTE Health Science Education
Lakeland Preparatory	\$25	Lab Fee	CTE Medical Therapeutics
Lakeland Preparatory	\$25	Lab Fee	Earth Science
Lakeland Preparatory	\$30	Lab Fee	Anatomy and Physiology



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## Lakeland School System Fees List

### REQUESTED FEES FOR 2025-26

School	Requested Fee	Purpose	Course
Lakeland Preparatory	\$30	Lab Fee	Physics
Lakeland Preparatory	\$40	Lab Fee	AP Biology
Lakeland Preparatory	\$40	Lab Fee	AP Chemistry
Lakeland Preparatory	\$25	Lab Fee	CTE STEM I
Lakeland Preparatory	\$25	Lab Fee	CTE STEM II
Lakeland Preparatory	\$25	Lab Fee	CTE STEM III
Lakeland Preparatory	\$40	Lab Fee	Dual Enrollment Anatomy and Physiology
Lakeland Preparatory	\$40	Lab Fee	Dual Enrollment Biology
Lakeland Preparatory	\$25	Local Dual Credit Wellness Course Exam Fee	Wellness
Lakeland Preparatory	<del>\$96</del>	<del>Microsoft Office Specialist Certification</del>	<del>CTE Entrepreneurship</del>
Lakeland Preparatory	\$73	Entrepreneurship and Small Business Certification	CTE Entrepreneurship
Lakeland Preparatory	\$99	Adobe Premier Pro Certification	CTE Audio Visual Technology III
Lakeland Preparatory	\$10	MS Science Lab Fee	All MS Science Courses
Lakeland Preparatory	\$32	OSHA 10 Certification Fee	CTE
Lakeland Preparatory	\$25	PE Uniform Fee	PE
Lakeland Preparatory	Not to exceed \$60	Pre-Engineering and Robotics Certification	STEM II
Lakeland Preparatory	\$10	Recorder Fee	Music (5th Grade)
Lakeland Preparatory	\$75	Strings Instrument Rental Fee Per Semester	Strings
Lakeland Preparatory	\$75	Strings Shirt and Supply Fee	Strings
Lakeland Preparatory	\$40	Lab Fee	AP Physics



### 25-26 MIDDLE SCHOOL CLUBS

Club	Grades Involved	Description
Junior Beta Club	6th, 7th, 8th	National Beta Club is the largest independent, non-profit, educational youth organization in America. And for more than 80 years, it has prepared today's students to be tomorrow's leaders. The National Beta Club is an organization for 4th through 12th grade students in the United States. Its purpose is "to promote the ideals of academic achievement, character, leadership and service among elementary and secondary school students."
Art Club	5th, 6th, 7th, 8th	*These clubs may be combined or may stay separate. 5th-6th Grade Art Club will be tailored to students who want to dive a little deeper in the art making process. Students will be focusing on an artist and creating artwork that is inspired by that artist. Students involved in art classes should apply. Art Club will meet once a week for a 4-5 week period during the second semester. 7th-8th Grade Art Club will include (but is not limited to) creating banners, posters, etc. for school events. They will also be involved in creating art for the plays. Students will be required to have a high level of artistic skills and be self motivated to complete projects. Art Club will meet periodically throughout the year.
Chess Club	5th, 6th, 7th, 8th	Students learn and play chess! FOUNDERS OF MID-SOUTH CHESS are International Grandmaster Alex Stripunsky, a competitive player and premier chess instructor dedicated to spreading quality chess in the Mid-South, and International Master Jake Kleiman, a native Memphian and Phi Beta Kappa Rhodes College graduate recognized as one of the top players in the country. MID-SOUTH CHESS INSTRUCTORS are college students and recent graduates who must exhibit chess ability, skill, enthusiasm, play actively, possess communicative-child friendly skills and fine moral character. Our instruction has spanned 21 years in Memphis and includes coaching elementary, middle, and high school students, camps, tournaments, seminars, and simultaneous chess exhibitions.
Drama Club - Soon to be Thespian Troupe	5th, 6th, 7th, 8th	Jr. Thespian and Thespian Troupe 10902 - Lakeland Preparatory School - Commitment to theatre is what the International Thespian Society is all about. The Society was established in 1929 by a group of college and high school teachers in Fairmont, West Virginia. They named their organization for Thespis, the Greek who, according to legend, was the first actor; their guiding principle was a dedication to excellence in theatre arts in secondary schools. In the years since, the Society has grown into an international organization with more than 2.2 million members, but its goals haven't changed; the International Thespian Society still strives to make education and arts programs places for good theatre and to honor those students who do theatre well. The Society is a service as well as an honorary organization. This school year we will hold Thespian meetings, elect officers, attend the TN Thespian Conference in January and have special events. We are excited for the future of Jr. Thespian and Thespian Troupe 10902.
Jazz Band	5th, 6th, 7th, 8th	The LPS Jazz Bands will serve as an introduction to the rich history of jazz music. Through ensemble rehearsal, individual practice, and a variety of performance opportunities, the student will gain an understanding and appreciation for this great art form. Emphasis will be placed on rudimentary improvisational skills, a sense of personal accountability, and musicianship as well as performance techniques. Members will study and perform different forms of music including jazz, funk, and blues. Each student is expected to show musical and technical growth through participation in this ensemble. Public and outside of school day performances are a requirement of the ensemble.



### 25-26 MIDDLE SCHOOL CLUBS

Club	Grades Involved	Description
Gamers Unplugged	5th, 6th, 7th, 8th	Gamers Unplugged is a time for students to unplug from technology and have fun with their fellow classmates. Students play non-electronic card games, board games, and building games with one another. This club was funded by an LEF grant and will enter into its second year this school year. The club had 59 members last school year.
National Elementary Honor Society	5th	The National Elementary Honor Society (NEHS) provides students in Fifth Grade a place to develop and apply their passion for service, while obtaining the skills to be confident young leaders for years to come. NEHS membership is centered on recognizing students for their accomplishments while challenging and equipping them to develop further as leaders through service to their school and community. The NEHS program empowers and equips our students with the knowledge and skills to be transformative leaders in our school, community, and beyond.
National Junior Honor Society	6th, 7th, 8th	The National Junior Honor Society (NJHS) provides students with the opportunity to show their outstanding qualities in scholarship, character, citizenship, leadership, and service. NJHS is an honor society that meets once a month; we have guest speakers, group building exercises, and discussions about the five pillars that form the foundation of NJHS.
Spanish Club	5th, 6th, 7th, 8th	This club is for students to come and explore the diverse perspectives of the Spanish speaking world. Whether to bolster the learning taking place in Spanish class or to increase awareness and curiosity for language learning and culture, Spanish club provides a safe space for all middle school students to engage in some cultural celebrations, experience some traditional foods, play with the language, listen to guest native speakers, and understand more about what connects us all as a global community.
Student Ambassadors	5th, 6th, 7th, 8th	The LPS Student Ambassadors Program is a leadership opportunity for students who would like to represent Lakeland Preparatory School. This group of students will be dedicated to the positive promotion of our school. They will play an active role in welcoming new students, leading school tours for visitors, and helping with a variety of school-related events. Ambassadors will show leadership, good judgment, maturity, honesty, and integrity while upholding their responsibilities of being a model student.
Student Council (MS)	5th, 6th, 7th, 8th	This is an annually elected body of students serving the high school student community. It consists of 4 officer positions (President, Vice President, Secretary and Historian) and 5 representatives from each class (freshmen, sophomores, juniors, seniors). The entire council meets monthly and the executive council meets bi weekly. The group carries out a variety of events, activities and programs with the aim of fostering community and school spirit. Students may also be asked to work in tandem with faculty and administration in advising policies which affect student life.
Origami Club	5th, 6th, 7th, 8th	The Origami Club focuses on a different paper folding project each meeting, ranging from small boxes to animals. Club members may request to lead a meeting to teach the group how to create an origami project of their choice. No experience is required and all ability levels are welcome. Only students in grades 5-8 may join.



### 25-26 MIDDLE SCHOOL CLUBS

Club	Grades Involved	Description
Robotics Club	6th, 7th, 8th	This program will primarily focus on VEX IQ Robotic Competitions. VEX IQ is the world's largest robotics competitions for middle school students. Student's (grade 6-8) required applications will be considered and awarded final membership via teacher invitation. Selected team members will apply classroom STEM concepts, complete research, and create innovative CODING solutions to problems. Teams will also work together using a completely tool-less method of robotic assembly. This is a multi-membered team activity. Students MUST be dedicated to working both independently and collectively within their group. Members MUST also be committed to attending EVERY meeting and participating throughout their time on the team.
Kindness Club	5th, 6th, 7th, 8th	This 5 - 8 club works to highlight LPS groups, students, or teachers to spread kindness to. Typically, we create cards and goodie bags. It is a free club.
Pokemon Club	5th, 6th, 7th, 8th	This 5 - 8 club is a place for students to play the Pokémon card game. Students may leave cards with Mrs. Campbell in the morning on club days. They may show their cards during club time, but they may not have them out at school.
History Club	8th	This new club will serve as a "deeper dive" into the 8th Grade Social Studies curriculum. It will increase students' enthusiasm for American history (especially Tennessee history) through morning meetings and parent-accompanied Saturday field trips to historic sites and museums. History club students would also learn how to properly raise, lower, and fold our school's flags, assisting Student Council with flag duty when needed.
Battle of the Books	5th and 6th	Students read books and come together, usually in groups, to demonstrate their abilities and to test their knowledge of the books they have read.
LPS Community Book Club	7th and 8th	In our club students in grades 7 and 8 will participate in a book club with the faculty and staff. Students will meet twice a month. At one meeting students will write discussion questions and plan the club meeting. The second meeting of the month will be with the faculty/staff participants. At this time students will take turns asking discussion questions about the book and leading the conversations. Each month there will be a new book that is appropriate for all audiences in the club.
Lunch Time Book Club	5th-8th	The librarian will choose the books, and students will participate in reading and discussing the books during lunch usually once per week.
Science Club	6th-8th	The Science Club is a 6-8 grade club. Students will experiment with the Magic of Science at each meeting!
Perennial Math	5th-6th	Perennial Math is a math competition club. Students may participate in online competitions, on-site competitions, or virtual tournaments.
5th Grade Choir Club	5th Grade	The purpose of the 5th Grade Choir Club is to generate interest in the vocal music program at the 5th grade level in or



### 25-26 MIDDLE SCHOOL CLUBS

Club	Grades Involved	Description
Fellowship for Christian Students	7th - 8th	Fellowship of Christian Students is a club of students who share the faith of Christianity. In our meetings, we spend time in scripture, worshiping, praying and practicing sharing the Gospel together. This club gives students the opportunity to teach lessons from the Bible, lead worship, and prayer. FCS also participates in community service projects in order to reach out and help our community. All students 7-12th grade are invited to join!



## 25-26 HIGH SCHOOL CLUBS

Club	Grades Involved	Description
Knowledge Bowl	9-12	This is a high school based club which practices competitive knowledge based questions in a timed scenario. The team competes against other area high schools in local tournaments and WREG's pre-recorded, televised tournament. The team practices monthly and holds other practice rounds as necessary.
HS Student Council	9-12	This is an annually elected body of students serving the high school student community. It consists of 4 officer positions (President, Vice President, Secretary and Historian) and 5 representatives from each class (freshmen, sophomores, juniors, seniors). The entire council meets monthly and the executive council meets bi weekly. The group carries out a variety of events, activities and programs with the aim of fostering community and school spirit. Students may also be asked to work in tandem with faculty and administration in advising policies which affect student life.
BETA Club	9-12	"National Beta is committed to recognizing high academic achievement, rewarding and nurturing worthy character, fostering leadership skills and encouraging service to others."
Art Club	9-12	Art club is a chance for students who have a strong interest in art to come and create along with other like minded students. We will have different projects and pieces that will help students to understand art and its relation to the school and community. Students applying should be responsible, self motivated, and excel in the art classroom.
Robotics Club	9-12	Planning and Preparing for Robotics Competitions
Marching Band	9-12	The Marching Band is a music ensemble that meets during the summer and fall. The ensemble consists of woodwinds, brass, percussion, and a color guard. The Marching band provides entertainment at home football games, local events, and competes all over the Mid-South.
Color Guard/Winter Guard	9-12	Color guard is a part of the marching band that uses flags, dance, rifles, sabres, and other equipment to visually represent what is happening in the music. Since color guard is part of the marching band, the season begins mid-summer and continues throughout the fall. Winterguard is a group that uses choreography, dancing, staging, and equipment (flags, rifles, sabres, etc.) to interpret music. Although similar to color guard, winterguard is performed indoors without the band and occurs during the winter/spring seasons.
Emerging Bilingual Club	9-12	The Emerging Bilingual Club proposes to promote awareness, appreciation, and understanding of the people and diverse cultural productions of the languages around the world. It also proposes to contribute and encourage the study and appreciation of world languages. Finally, it proposes to foster friendly relations with other clubs and organizations, as well as the community, and to work with them to better understand diversity through cultural awareness. The Emerging Bilingual Club is composed of students in all levels or just those who are interested in diverse cultures.
Technology Community	9-12	Students will learn the importance of using graphic design and communication as a tool to keep our community informed of events and happenings within the school. Students will learn to design, edit, and proof graphics and articles as well as utilize technology to provide resources and technology tutorials to the community and school. Students will also learn the importance of digital citizenship and understand the digital footprint their interactivity with technology creates.



## 25-26 HIGH SCHOOL CLUBS

Club	Grades Involved	Description
Theatre - Soon to be Thespian Troupe	9-12	Jr. Thespian and Thespian Troupe 10902 - Lakeland Preparatory School - Commitment to theatre is what the International Thespian Society is all about. The Society was established in 1929 by a group of college and high school teachers in Fairmont, West Virginia. They named their organization for Thespis, the Greek who, according to legend, was the first actor; their guiding principle was a dedication to excellence in theatre arts in secondary schools. In the years since, the Society has grown into an international organization with more than 2.2 million members, but its goals haven't changed; the International Thespian Society still strives to make education and arts programs places for good theatre and to honor those students who do theatre well. The Society is a service as well as an honorary organization. This school year we will hold Thespian meetings, elect officers, attend the TN Thespian Conference in January and have special events. We are excited for the future of Jr. Thespian and Thespian Troupe 10902.
HOSA Health Occupations Students of America	9-12	HOSA provides a unique program of leadership development, motivation, and recognition exclusively for secondary, postsecondary, adult, and collegiate students enrolled in health science education and biomedical science programs or have interests in pursuing careers in health professions. <a href="https://hosa.org/">https://hosa.org/</a>
DECA Distributive Education Clubs of America	9-12	DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. <a href="https://www.deca.org/">https://www.deca.org/</a>
SkillsUSA	9-12	A nonprofit national education association, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers in trade, technical and skilled service occupations. <a href="https://www.skillsusa.org/">https://www.skillsusa.org/</a>
TSA Technology Student Association	9-12	The Technology Student Association fosters personal growth, leadership, and opportunities in technology, innovation, design, and engineering. Members apply and integrate science, technology, engineering and mathematics (STEM) concepts through co-curricular activities, competitions and related programs. <a href="https://tsaweb.org/">https://tsaweb.org/</a>
History Club	9-12	This new club will serve as a "deeper dive" into the 8th Grade Social Studies curriculum. It will increase students' enthusiasm for American history (especially Tennessee history) through morning meetings and parent-accompanied Saturday field trips to historic sites and museums. History club students would also learn how to properly raise, lower, and fold our school's flags, assisting Student Council with flag duty when needed.
National Honor Society	10-12	The National Honor Society enshrines four pillars at its heart: Scholarship, Service, Leadership, and Character. More than mere badges of honor for NHS members, these principles are transformative keys that unlock potential, enhancing every student's educational journey, and ultimately empowering them to make profound, enduring contributions to our world.
Lunch Time Book Club	9-12	The librarian will choose the books, and students will participate in reading and discussing the books during lunch usually once per week.



## 25-26 HIGH SCHOOL CLUBS

Club	Grades Involved	Description
Chess Club	9-12	Students learn and play chess! FOUNDERS OF MID-SOUTH CHESS are International Grandmaster Alex Stripunsky, a competitive player and premier chess instructor dedicated to spreading quality chess in the Mid-South, and International Master Jake Kleiman, a native Memphian and Phi Beta Kappa Rhodes College graduate recognized as one of the top players in the country. MID-SOUTH CHESS INSTRUCTORS are college students and recent graduates who must exhibit chess ability, skill, enthusiasm, play actively, possess communicative-child friendly skills and fine moral character. Our instruction has spanned 21 years in Memphis and includes coaching elementary, middle, and high school students, camps, tournaments, seminars, and simultaneous chess exhibitions.
American Chemical Society	9-12	Create opportunities for students studying chemical science to become better acquainted with peers in the following ways: secure the intellectual stimulation that arises from professional association, obtain experience in preparing and presenting technical material before audiences focusing on chemistry, foster a professional spirit among the members, instill a professional pride in the chemical sciences, foster an awareness of the responsibilities and challenges of the modern chemist
Roar Corp	9-12	This group will help promote school spirit in a variety of ways!
National Technical Honor Society	10-12	National Technical Honor Society (NTHS) is the honor society for Career & Technical Education (CTE). As a national non-profit student organization, NTHS has been recognizing outstanding student achievement in CTE since 1984. Having served over 1.2 million members in secondary and postsecondary chapters across the country and beyond, NTHS continues to support the next generation of skilled workers and leaders through chapter activities built around our Core Four Objectives of career development, leadership development, service, and recognition.
Coding Club	9-12	Provide students the opportunity to learn the basics of computer coding and computer science.
Tri-M Music Honors Society	9-12	Tri-M is a Music Honor Society that will give students opportunities to perform, lead and serve LPS and the greater Lakeland community. Membership in Tri-M at LPS is contingent on the following criteria:  Students must be enrolled in a music class at LPS. Students must maintain an A in their music class and a B or better in other academic areas. Students must be willing to work cooperatively both in musical endeavors and in serving the greater Lakeland community. Students must strive to demonstrate respect, responsibility, trustworthiness, fairness, caring, and citizenship.
Sociedad Honoraria Hispánica	9-12	The purpose of the SHH is to recognize high achievement in Spanish and Portuguese by students of secondary schools and to promote continuity of interest in Hispanic and Luso-Brazilian studies. The SHH is classified as a national and international academic honor society in the study of high school Spanish and Portuguese and is sponsored by the American Association of Teachers of Spanish and Portuguese, Inc. (AATSP)
Gardening Club	9-12	Students will learn sustainable gardening techniques, such as growing plants from grocery store produce and from cuttings.
Ceramics Club	9-12	Students will learn how to create ceramics with the utilization of pottery wheels.



## 25-26 HIGH SCHOOL CLUBS

Club	Grades Involved	Description
HS Pokemon Club	9-12	Former Middle School Pokemon Club members may serve as mentors for current Middle School Pokemon Club members.
HS Kindness Club	9-12	Former Middle School Kindness Club members may serve as mentors for current Middle School Middle School members.
Science National Honor Society	10-12	Science National Honor Society will be open to students in an Honors or higher science course in 10th- 12th grades. Students must be enrolled in a science course to maintain membership and meet GPA and behavior requirements as stated in the bylaws. A chapter membership to the Science National Honor Society is beneficial to students and schools as it promotes academic excellence, fosters a sense of community, enhances science education, and positively impacts students by providing recognition, networking opportunities, skill development, and avenues for community service.
Fellowship for Christian Students	9-12	Fellowship of Christian Students is a club of students who share the faith of Christianity. In our meetings, we spend time in scripture, worshiping, praying and practicing sharing the Gospel together. This club gives students the opportunity to teach lessons from the Bible, lead worship, and prayer. FCS also participates in community service projects in order to reach out and help our community. All students 7-12th grade are invited to join!
Asian Culture and Heritage Association	9-12	The Asian Culture & Heritage Association (ACHA) at LPS is a student made and run club all about celebrating and sharing the diversity of Asian cultures through activities, events, and discussions. ACHA is an open inclusive club, meaning that you do NOT have to be Asian to join. We're open to all students who are interested in learning more about Asian heritage, making new friends, and having fun in our community!
Debate Club	9-12	The National Speech and Debate Association's mission is "to connect, support, and inspire a diverse community committed to empowering students through competitive speech and debate." The 2025-2026 school year would be established as an organizational year to recruit, educate members in process, and practice skills. Registration for competitions would start in 2026-2027.

Laura Harrison  
*Board Chair*

Jeremy Burnett  
*Board Vice-Chair*

Keith Acton  
*Board Member*

Michelle Childs  
*Board Member*

Deborah Thomas  
*Board Member*

Ted Horrell  
*Superintendent*

**2025-2026**  
**Lakeland School Board**  
**Meeting Dates**

August 2025	September 2025	October 2025	November 2025	December 2025	January 2026
<b>11</b> Business Meeting <i>5:45pm Lakeland City Hall</i>	<b>2*</b> Work Session <i>*Tuesday</i> <i>5:45pm Lakeland City Hall</i>	<b>6</b> Business Meeting <i>5:45pm Lakeland City Hall</i>	<b>34</b> Business Meeting <i>5:45pm Lakeland City Hall</i>	<b>1</b> Work Session <i>5:45pm Lakeland City Hall</i>	<b>12</b> Business Meeting <i>5:45pm Lakeland City Hall</i>
	<b>8</b> Business Meeting <i>5:45pm Lakeland City Hall</i>		<b>14</b> Board Retreat <i>1:00 pm Gaylord Opryland Hotel</i>	<b>8</b> Business Meeting <i>5:45pm Lakeland City Hall</i>	

February 2026	March 2026	April 2026	May 2026	June 2026	July 2026
<b>2</b> Business Meeting <i>5:45pm Lakeland City Hall</i>	<b>2</b> Work Session <i>5:45pm Lakeland City Hall</i>	<b>6</b> Work Session <i>5:45pm Lakeland City Hall</i>	<b>4</b> Work Session <i>5:45pm Lakeland City Hall</i>	<b>1</b> Work Session <i>5:45pm Lakeland City Hall</i>	<b>13</b> Business Meeting <i>5:45pm Lakeland City Hall</i>
	<b>9</b> Business Meeting <i>5:45 pm Lakeland City Hall</i>	<b>13</b> Business Meeting <i>5:45 pm Lakeland City Hall</i>	<b>11</b> Business Meeting <i>5:45pm Lakeland City Hall</i>	<b>8</b> Business Meeting <i>5:45pm Lakeland City Hall</i>	

\*\*Meeting dates, times and location are subject to change. Meeting dates, times and agendas will always be posted in advance at <http://www.lakelandk12.org/>

RESOLUTION 2025/09-01  
A RESOLUTION REQUESTING THE CREATION OF A TASK FORCE TO EVALUATE  
AND REDUCE THE NUMBER OF LEGISLATIVE REGULATIONS FOR PUBLIC  
SCHOOLS

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WHEREAS, The number of legislative requirements and regulations for public schools in Tennessee has significantly increased in the last decade; and

WHEREAS, A number of current legislative requirements and regulations are outdated and archaic or are no longer relevant; and

WHEREAS, The Tennessee Education Freedom Scholarship Act, Chapter 7 of the Public Acts of 2025, 1st Extraordinary Session (“TN Education Freedom Act”) was signed into law on February 12, 2025; and

WHEREAS, TN Education Freedom Act funds are utilized to fund student enrollment in private schools that do not have to adhere to the same requirements as public schools in Tennessee; and

WHEREAS, The reduction or elimination of outdated, archaic, and irrelevant requirements would allow public school educators to focus more on the core work of teaching and learning;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE LAKELAND SCHOOL SYSTEM: The Board of Education of Lakeland School System requests that the Tennessee General Assembly enact legislation to create a task force charged with evaluating legislative regulations impacting public schools in Tennessee with the goal of recommending ways to reduce the regulatory burden on Tennessee public school educators and school systems.

PASSED AND ADOPTED by the Lakeland Board of Education, Lakeland, Tennessee on this 8<sup>th</sup> day of September, 2025, public welfare requiring it.

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Laura Harrison, *Board Chair*

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Ted Horrell, *Superintendent*

ATTEST:

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Summer Smith, *LSS Board Recorder*

RESOLUTION 2025/09-02  
A RESOLUTION REQUESTING THE ELIGIBILITY OF ALL TENNESSEE PUBLIC  
SCHOOL SYSTEM EMPLOYEES FOR THE TN PUBLIC HIGHER EDUCATION FEE  
DISCOUNT PROGRAM

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WHEREAS, The State of Tennessee’s Public Higher Education Fee Discount program provides a 25 percent discount on enrollment fees for undergraduate courses for the children of qualifying individuals (“the discount”); and

WHEREAS, Teachers licensed by the Tennessee Department of Education (TDOE) who work full time in a Tennessee public school are eligible for the discount; and

WHEREAS, Full-time employees of the executive, judicial, or legislative branch of State government are eligible for the discount; and

WHEREAS, Full-time employees of public schools who are not licensed teachers are not eligible for the discount; and

WHEREAS, The addition of full-time employees of public schools to the list of those eligible for the discount would greatly assist public schools and school systems in the recruitment and retention of qualified individuals as well as provide parity with other employees of Tennessee state government;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE LAKELAND SCHOOL SYSTEM: The Board of Education of Lakeland School System requests that the Tennessee General Assembly enact legislation to allow all-full time employees of Tennessee public schools and public school systems to be eligible for the State of Tennessee’s Public Higher Education Fee Discount program for the children of eligible employees.

PASSED AND ADOPTED by the Lakeland Board of Education, Lakeland, Tennessee on this 8<sup>th</sup> day of September, 2025, public welfare requiring it.

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Laura Harrison, *Board Chair*

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Ted Horrell, *Superintendent*

ATTEST:

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Summer Smith, *LSS Board Recorder*

RESOLUTION 2025/09-03  
A RESOLUTION REQUESTING FUNDING FOR SPECIAL EDUCATION PRESCHOOL  
STUDENTS IN THE TENNESSEE INVESTMENT IN STUDENT ACHIEVEMENT ACT  
(TISA) FORMULA

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WHEREAS, The education of our eligible preschool students with special needs between the ages of three and five, though required by federal law and monitored by the Tennessee Department of Education, is completely unfunded by the TISA funding formula; and

WHEREAS, Lakeland School System, which currently educates approximately 2600 students in grades K-12, has four special education preschool classrooms which currently serve 25 special needs students; and

WHEREAS, Federal and state guidelines require Lakeland School System to serve 27 “peer models” in these classrooms, in addition to the 25 special needs students, in order to provide an inclusive setting; and

WHEREAS, Many of the children in these classes require extra therapies like speech and occupational therapy at school and in the community; and

WHEREAS, Lakeland School System is, therefore, required by federal law and State guidelines to pay for four classroom teachers and eight teacher assistants; and

WHEREAS, These special needs preschool classrooms currently require more than \$621,000 per year to fund and Lakeland School System must divert those funds from other programs because there is no funding allocated for the special needs preschool classrooms; and

WHEREAS, TISA funding is intended to fund Local Education Agencies (LEAs) on a “student based” formula but does not currently account for these special needs students or the peer models that LEAs are required by law to educate;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE LAKELAND SCHOOL SYSTEM: The Board of Education of Lakeland School System requests that funding for preschool special needs students and the required peer models be included in the TISA funding formula.

PASSED AND ADOPTED by the Lakeland Board of Education, Lakeland, Tennessee on this 8<sup>h</sup> day of September, 2025, public welfare requiring it.

*[Signature page follows]*

RESOLUTION 2025/09-03  
A RESOLUTION REQUESTING FUNDING FOR SPECIAL EDUCATION PRESCHOOL  
STUDENTS IN THE TENNESSEE INVESTMENT IN STUDENT ACHIEVEMENT ACT  
(TISA) FORMULA

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Laura Harrison, *Board Chair*

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Ted Horrell, *Superintendent*

ATTEST:

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Summer Smith, *LSS Board Recorder*

RESOLUTION 2025/09-05  
A RESOLUTION SUPPORTING A REDUCTION IN THE NUMBER OF EVALUATIONS  
REQUIRED IN THE TEAM EVALUATION SYSTEM FOR TEACHERS RATED  
“SIGNIFICANTLY ABOVE EXPECTATIONS” BASED ON EITHER COMPOSITE SCORES  
OR TVAAS SCORES

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WHEREAS, The stated goal of the TEAM evaluation system is to provide educators with a model that helps them continuously improve their practice; and

WHEREAS, The TEAM evaluation system requires multiple annual evaluations of every teacher in the State of Tennessee; and

WHEREAS, Teachers in private schools that receive public funds through the Tennessee Education Freedom Scholarship Act are not required to be evaluated at all; and

WHEREAS, The TEAM evaluation system requires school administrators to spend a significant amount of time evaluating the most high-performing teachers in the building at the expense of providing support to lower-performing teachers; and

WHEREAS, A reduction in the number of annual evaluations required of public school administrators would free up valuable time to support teachers who need additional support; and

WHEREAS, A reduction in the number of annual evaluations required of high performing teachers would incentivize high performance on both evaluation observations and student assessments;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE LAKELAND SCHOOL SYSTEM: The Board of Education of Lakeland School System requests that the Tennessee General Assembly enact legislation to require teachers who earn scores indicating “Significantly Above Expectations” on either their composite evaluation score or on their individual TVAAS score to be evaluated once every three years.

*[Signature page follows]*

RESOLUTION 2025/09-05  
A RESOLUTION SUPPORTING A REDUCTION IN THE NUMBER OF EVALUATIONS  
REQUIRED IN THE TEAM EVALUATION SYSTEM FOR TEACHERS RATED  
“SIGNIFICANTLY ABOVE EXPECTATIONS” BASED ON EITHER COMPOSITE SCORES  
OR TVAAS SCORES

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PASSED AND ADOPTED by the Lakeland Board of Education, Lakeland, Tennessee on this 8<sup>th</sup> day of September, 2025, public welfare requiring it.

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Laura Harrison, *Board Chair*

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Ted Horrell, *Superintendent*

ATTEST:

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Summer Smith, *LSS Board Recorder*

RESOLUTION 2025/09-04  
A RESOLUTION TO ACCEPT A DONATED TRAILER FOR USE BY THE LAKELAND  
PREPARATORY SCHOOL BAND

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WHEREAS, The Lakeland Prep Band Boosters is an approved School Support Organization for the 2025-26 school year.

WHEREAS, The Lakeland Prep Band Boosters will secure the necessary funding to purchase a twenty-eight foot trailer to donate to Lakeland Preparatory School.

WHEREAS, The Lakeland Preparatory Administration has reviewed the offer of the proposed donation and finds it to be acceptable and beneficial to the Lakeland Preparatory Band.

WHEREAS, The requested contributions of equipment will require maintenance and continued financial commitments from school funds.

WHEREAS, The Lakeland School System Finance Department has reviewed the ongoing finance commitment of school funds and finds them to be acceptable and beneficial to Lakeland School System.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE LAKELAND SCHOOL SYSTEM: Lakeland School System accepts the donation of a trailer from the Lakeland Prep Band Boosters, and will assume responsibility for maintenance along with full ownership of the aforementioned equipment.

PASSED AND ADOPTED by the Lakeland Board of Education, Lakeland, Tennessee on this 8<sup>th</sup> day of September, 2025, public welfare requiring it.

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Laura Harrison, *Board Chair*

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Dr. Ted Horrell, *Superintendent*

ATTEST:

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Summer Smith, *LSS Board Recorder*



LAKELAND  
SCHOOL SYSTEM  
*— Learn. Grow. Lead. —*

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**LSS 5-Year Strategic Plan Update  
2025–2029**

# Data Used to Identify 2025-26 Priorities

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## Student Achievement Data

Analysis of TCAP, TVAAS, benchmark assessments, and subgroup performance trends to identify strengths and areas of need.

## Stakeholder Feedback

Input from parent and staff surveys and feedback nights to ensure multiple voices inform district priorities.

## Program Assessments

Review of current instructional and support programs to determine effectiveness and identify entry points for Strategic Plan action steps.

## Classroom Observations

Qualitative and quantitative evidence from formal and informal walkthroughs to evaluate instructional practices and student engagement.



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## **BROAD GOAL #1**

# **ENHANCE ACADEMIC EXCELLENCE**

**Objective 1.1 - Develop and implement a comprehensive curriculum review process to ensure alignment with state standards and the inclusion of advanced and remedial coursework, enabling students to **Learn** at the highest levels.**

Action Step:	LES 	LPS 
<p><b>1.1.1 - Establish a curriculum review committee comprised of teachers, administrators, and curriculum specialists.</b></p>	<ul style="list-style-type: none"> <li>• Participate in district adoption committees (Math and Science recently adopted).</li> <li>• Establish Instructional teams to monitor fidelity and effectiveness of HQIM for all learners through classroom observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Review process for supplemental materials to confirm standards alignment and need beyond adopted curriculum.</li> </ul>
<p><b>1.1.2 - Conduct annual curriculum audits to identify gaps and areas for enhancement.</b></p>	<ul style="list-style-type: none"> <li>• Ongoing audits of HQIM use; incorporating teacher feedback, student achievement data, and formal/informal observation data to ensure coverage of depth and breadth of standards.</li> <li>• Annual analysis of curriculum pacing guides.</li> </ul>	
<p><b>1.1.3 - Incorporate feedback from students, parents, and teachers into the curriculum development and approval process.</b></p>	<ul style="list-style-type: none"> <li>• Utilize a variety of methods to include parents in the curriculum adoption process at the district level.</li> <li>• Surveys and community feedback events will collect parent input on curriculum for continuous review and improvement.</li> </ul>	

**Objective 1.2 - Expand access to Advanced Placement (AP), Dual Enrollment (DE), Honors courses, and Career & Technical Education (CTE) programs to help students **Grow** academically.**

Action Step:	LES 	LPS 
<p><b>1.2.1 - Evaluate and, if possible, increase the number of AP, DE, Honors, and CTE courses offered each year.</b></p>		<ul style="list-style-type: none"> <li>• Committed to identifying opportunities to expand AP, DE, Honors, and CTE courses based on student interest and staffing capabilities.</li> <li>• Actively monitoring student EPSO attainment toward Ready Graduate benchmarks.</li> </ul>
<p><b>1.2.2 - Provide professional development for teachers to qualify for and effectively teach advanced courses.</b></p>		<ul style="list-style-type: none"> <li>• Actively review teacher credentials to identify faculty qualified to teach advanced courses.</li> <li>• Arrange for teachers to participate in necessary professional development to effectively teach advanced and CTE courses: AP, DE, and Occupational Licensure required courses.</li> </ul>
<p><b>1.2.3 - Implement a mentorship program for students to support their academic growth.</b></p>		

**Objective 1.3 - Implement a robust professional development program for teachers, administrators, and other non-teaching staff focused on innovative teaching strategies and differentiated instruction, fostering educators who **Lead** in their field.**

Action Step:	LES 	LPS 
<p><b>1.3.1 - Schedule regular professional development workshops on innovative teaching practices.</b></p>	<ul style="list-style-type: none"> <li>• Will develop and provide professional development for differentiation and co-teaching to strengthen instructional practices.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Participating in a K-4 written expression workshop to strengthen instructional practices in writing.</li> <li>• Engaging in professional development for foundational literacy for grades K-2, and Science K-4.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject-specific professional development for core content and CTE teachers.</li> </ul>
<p><b>1.3.2 - Create and support peer observation and feedback opportunities for teachers to <b>Learn</b> from each other.</b></p>	<ul style="list-style-type: none"> <li>• Created an Instructional Coach teacher leadership model to promote peer observation, feedback, and sharing of best practices.</li> <li>• Established PLC and collaborative planning expectations to ensure teachers have an opportunity to learn from each other.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Implements Peer Observing Peers (POP) day, where teachers visit other classrooms to observe best practices.</li> </ul>	
<p><b>1.3.3 - Provide support for staff to attend external content - specific and pedagogy conferences.</b></p>	<ul style="list-style-type: none"> <li>• Dedicated funding to support staff attendance at external content-specific and pedagogy conferences.</li> </ul>	

**Objective 1.4 - Increase the use of data-driven, real-time intervention to identify and support students' individual learning needs, ensuring each student can Learn effectively.**

Action Step:	LES 	LPS 
<p><b>1.4.1 - Further develop our data management system and the use of PLCs to track student performance and progress.</b></p>	<ul style="list-style-type: none"> <li>• Director of Instruction (K-4) will provide direct support to teachers to effectively use the Data Studio to improve teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Directors of Instruction (5-12) (9-12) will expand the Data Studio to include additional data sources: ACT, and data necessary to identify students at risk of not graduating college and career ready.</li> </ul>
<p><b>1.4.2 - Further train teachers on how to interpret and use data to inform instruction.</b></p>	<ul style="list-style-type: none"> <li>• Director of Assessment, Accountability, and Data will continue to provide benchmark assessment data analysis directly to teachers.</li> <li>• The district will continue to build the capacity of instructional leaders to interpret state assessment, achievement and growth, data to ensure teacher support staff are equipped to train teachers.</li> <li>• On-going data-analysis training through PLCs and collaborative planning groups.</li> </ul>	
<p><b>1.4.3 - Further develop the capacity of PLCs to develop targeted intervention strategies for struggling students.</b></p>	<ul style="list-style-type: none"> <li>• Revise PLC structures to build in IPG Walkthrough Cycle and provide direct support to build the capacity of teachers in analyzing student data, discussing instructional strategies, and creating targeted intervention plans.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Implement PLCs/CPGs with fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement PLCs/CPGs with fidelity.</li> <li>• Quarterly audits of PLC meetings for standards alignment in CFAs, disaggregated data use, and fidelity to PLC protocols.</li> </ul>

**Objective 1.5 - Establish a college and career readiness program that includes career exploration, internships, and partnerships with local businesses and colleges, preparing students to **Lead** in their future careers.**

Action Step:	LES 	LPS 
<p><b>1.5.1 - Develop a college and career readiness curriculum starting in MS and continuing throughout HS.</b></p>		<ul style="list-style-type: none"> <li>• Develop a committee to review middle and high school curriculum and pacing guides to identify opportunities to align experiences so students move systematically from career awareness in middle school to exploration, preparation, and readiness in high school.</li> </ul>
<p><b>1.5.2 - Create partnerships to offer internship, externship, and work-based learning opportunities.</b></p>		<ul style="list-style-type: none"> <li>• The Director of Special Programs has contacted 20 community health-related industries to establish partnerships for students interested in healthcare careers.</li> <li>• Two internships have been secured with a local architecture firm, expanding opportunities for students interested in design and engineering.</li> </ul>
<p><b>1.5.3 - Organize college fairs and career days to expose students to various post-secondary options.</b></p>	<ul style="list-style-type: none"> <li>• Hosts a grade-level-appropriate Career Event to introduce students to different career fields in an engaging and accessible way.</li> </ul>	<ul style="list-style-type: none"> <li>• Host informational sessions and events for families to learn about EPSOs, graduation requirements, and post-secondary planning. School Counselors will provide guidance on college and career pathways, financial aid, and program opportunities to better prepare families to actively support student decisions.</li> </ul>



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## **BROAD GOAL #2**

**IMPROVE STUDENT SUPPORT  
AND WELL-BEING THROUGH A  
CULTURE OF RESPECTFUL  
BEHAVIORS**

**Objective 2.1 - Develop a comprehensive student support program integrated across all grade levels to help students **Grow** emotionally and socially.**

Action Step:	LES 	LPS 
<p><b>2.1.1 - Integrate student support opportunities into the weekly schedule of all grade levels.</b></p>	<ul style="list-style-type: none"> <li>• School counselors provide weekly lessons through the school support class schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• Hired an additional high school counselor.</li> <li>• The Director of Student Services is collaborating with school administrators to identify innovative ways to integrate weekly support opportunities into the 6-12 schedule.</li> </ul>
	<ul style="list-style-type: none"> <li>• Behavior Transition Facilitator is developing Behavioral Standards (R.O.A.R) to be included in daily lesson objectives.</li> </ul>	
<p><b>2.1.2 - Provide training for teachers and staff on the principles and practices of student support programs.</b></p>	<ul style="list-style-type: none"> <li>• Director of Student Services provides district training in RTI2-B, and supports schools with developing age-appropriate behavior interventions.</li> <li>• Behavior Transition Facilitator provides professional development and classroom coaching to support positive student behaviors.</li> <li>• District commits to sending interventionists, ESL teachers, special education teachers, and district support staff to the state-supported Acceleration for All professional development series.</li> </ul>	
<p><b>2.1.3 - Create a resource library of materials and activities to support student support programs initiatives.</b></p>	<ul style="list-style-type: none"> <li>• Director of Student Services will conduct a needs assessment to identify individual school needs.</li> <li>• Director of Student Services will establish a team to begin creating a resource library of materials and activities to address the needs of the most critical support services. The Behavioral Support Hub is the first planned library of resources.</li> </ul>	

**Objective 2.2 - Increase the number of district and school-based student support staff to provide more individualized attention and mental health resources, ensuring students can **Learn** in a supportive environment.**

Action Step:	LES 	LPS 
<p><b>2.2.1 - Conduct annual efficacy evaluation of programs to determine the need for additional support staff.</b></p>	<ul style="list-style-type: none"> <li>• School counselors maintain data regarding students’ mental health needs. The Director of Student Services will expand this practice to include additional measurable data points such as enrollment trends, discipline records, and quantitative feedback gathered from school principals and counselors. This expanded data collection will provide a more comprehensive evaluation of program effectiveness and inform decisions regarding the allocation of additional support staff.</li> </ul>	
<p><b>2.2.2 - Offer regular mental health workshops and counseling sessions for students.</b></p>	<ul style="list-style-type: none"> <li>• Students in grades K-4 receive weekly counseling lessons. The school is currently gathering data to determine specific needs for mental health workshops and small group counseling opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Grades 5-8 students receive bi-weekly counseling lessons, and workshops are expanding to address emerging needs. In 2025-26, a series will focus on the health risks of vaping and informed decision-making.</li> <li>• Ongoing needs assessments will determine future workshops.</li> </ul>
<p><b>2.2.3 - Educate parents and students on anonymous reporting system for students to seek help or report concerns.</b></p>	<ul style="list-style-type: none"> <li>• Director of Student Services will develop student-facing and parent-facing presentations on the use of the StopIT Anonymous Reporting Application.</li> </ul>	

**Objective 2.3 - Implement programs on respectful behavior and initiatives to promote a safe and inclusive school environment where all students can **Grow** without fear.**

<b>Action Step:</b>	<b>LES</b> 	<b>LPS</b> 
<p><b>2.3.1 - Launch a comprehensive campaign focusing on respectful behaviors with student involvement.</b></p>		<ul style="list-style-type: none"> <li>• Continue implementing the RTI2-B program and positive behavior support campaign in grades 5-6, while expanding respectful behavior initiatives across additional grade levels.</li> </ul>
<p><b>2.3.2 - Conduct regular anti-bullying workshops and assemblies.</b></p>	<ul style="list-style-type: none"> <li>• The RTI2-B team, in collaboration with the Behavior Transition Facilitator and Director of Student Services, will audit current programs and develop strategies to gather student input in shaping future campaign activities.</li> <li>• Families currently receive anti-bullying information during student registration.</li> <li>• The Student Services Department, in collaboration with school administrators and school counselors, is developing grade-band appropriate anti-bullying workshops to be delivered annually.</li> </ul>	
<p><b>2.3.3 - Establish clear policies and procedures for reporting and addressing bullying incidents.</b></p>	<ul style="list-style-type: none"> <li>• Board policy is systematically reviewed and revised to maintain compliance with state law and federal guidelines, with all updates formally approved by the LSS Board.</li> <li>• Procedures for reporting and addressing bullying are developed in accordance with current LSS Board policy and revised as policies are updated.</li> </ul>	

**Objective 2.4 - Create a mentoring program pairing students with staff and community members to support academic and personal growth, guiding them to **Lead** by example.**

Action Step:	LES 	LPS 
<p><b>2.4.1 - Develop a structured mentoring program with training for mentors.</b></p>	<ul style="list-style-type: none"> <li>Establish a district mentoring program design team of staff and community representatives to develop the program structure, criteria for mentors and mentees, training modules, meeting guidelines, and evaluation methods.</li> </ul>	
<p><b>2.4.2 - Match students with mentors based on interests and needs.</b></p>		
<p><b>2.4.3 - Schedule regular mentoring sessions and check-ins to monitor progress.</b></p>		

**Objective 2.5 - Establish wellness programs that include physical fitness, nutrition education, and mindfulness practices to help students **Grow** in all areas of health and wellness.**

Action Step:	LES 	LPS 
2.5.1 - Introduce daily physical activity breaks and fitness programs.	<ul style="list-style-type: none"> <li>For the 2025–26 school year, grades K–4 will participate in daily physical activity through 40 minutes of recess, as well as extended opportunities such as Cross Country and Fit Club.</li> </ul>	<ul style="list-style-type: none"> <li>Students in grades 5-8 participate in daily recess.</li> </ul>
2.5.2 - Implement nutrition education in health classes and through school meal programs.	<ul style="list-style-type: none"> <li>The district will build upon existing practices, including nutrition posters displayed in both cafeterias.</li> <li>Both schools host engagement events led by the cafeteria staff to promote healthy choices among students.</li> </ul>	
		<ul style="list-style-type: none"> <li>At LPS, the cafeteria manager has introduced a Flavor Station featuring no-salt seasonings to encourage healthier meal options.</li> </ul>
2.5.3 - Offer mindfulness and stress-reduction workshops for students and staff.	<ul style="list-style-type: none"> <li>Coordinated School Health Facilitator has created a mobile “Zen Den” to travel to all staff lounges.</li> </ul>	
	<ul style="list-style-type: none"> <li>Yoga is integrated in physical education classes.</li> </ul>	



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## **BROAD GOAL #3**

# **STRENGTHEN COMMUNITY ENGAGEMENT AND COMMUNICATION**

**Objective 3.1 - Develop a comprehensive communication plan to streamline information sharing with parents, students, and the community, fostering a culture where everyone can **Learn** together.**

Action Step:	LES 	LPS 
<b>3.1.1 - Research, develop, and train parents on online platform for information and updates.</b>	<ul style="list-style-type: none"> <li>Annually researches and evaluates communication platforms to ensure families have access to reliable, user-friendly tools for information and updates.</li> </ul>	
	<ul style="list-style-type: none"> <li>Hosts an annual Technology Night to guide parents in using the district’s communication platform and ensure they are confident in accessing information.</li> </ul>	<ul style="list-style-type: none"> <li>Hosts an annual Technology Night and maintains a technology website to provide parents with ongoing access to training and resources.</li> </ul>
<b>3.1.2 - Use multiple communication channels to reach all stakeholders.</b>	<ul style="list-style-type: none"> <li>Communication channels include: ParentSquare, the Student Information System (Skyward), social media, and produces a quarterly Out of the Blue newsletter.</li> </ul>	
	<ul style="list-style-type: none"> <li>Reaches families through ParentSquare, Skyward, social media, and weekly updates; teachers also share classroom newsletters.</li> </ul>	<ul style="list-style-type: none"> <li>Shares information with families through ParentSquare, Skyward, social media, and weekly school updates.</li> </ul>
<b>3.1.3 - Conduct surveys to gather feedback on communication effectiveness and areas for improvement.</b>	<ul style="list-style-type: none"> <li>Will expand stakeholder feedback surveys to twice per school year to gather input on communication effectiveness and areas for improvement.</li> </ul>	

**Objective 3.2 - Establish regular town hall meetings and forums for parents and community members to provide feedback and stay informed about school initiatives, ensuring the community can **Grow** with the school.**

Action Step:	LES 	LPS 
<p><b>3.2.1 - Schedule quarterly town hall meetings with the school or district administration.</b></p>	<ul style="list-style-type: none"> <li>• Increase Community Feedback Nights to twice per year (Spring and Fall) to provide structured opportunities for families and community members to engage directly with district leadership.</li> </ul>	
<p><b>3.2.2 - Create focused discussion groups on specific topics of interest.</b></p>	<ul style="list-style-type: none"> <li>• Incorporate focused discussion groups within Community Feedback Nights, and when necessary, facilitate additional stakeholder sessions on priority topics.</li> </ul>	
<p><b>3.2.3 - Provide summaries and follow-up actions from meetings to all stakeholders.</b></p>	<ul style="list-style-type: none"> <li>• Provide stakeholders with updates on survey data analysis and Community Feedback Night summaries, including follow-up actions through district communication platforms and the Five-Year Strategic Plan update.</li> </ul>	

**Objective 3.3 - Increase partnerships with local businesses, organizations, and higher education institutions to enhance educational opportunities and resources, enabling students and the community to **Lead** collaboratively.**

Action Step:	LES 	LPS 
<p><b>3.3.1 - Identify and reach out to potential community partners.</b></p>	<ul style="list-style-type: none"> <li>• The district will strengthen current collaborations and actively identify additional partners to support academic programs, student activities, and school initiatives, building upon existing partnerships such as the CTE Advisory Council, CTSO supporters, Spirit Night supporters, and other community organizations.</li> <li>• New partners will be identified through outreach efforts such as engaging the Chamber of Commerce, leveraging parent and alumni connections, and inviting post-secondary institutions and community organizations to participate in school events and advisory opportunities.</li> </ul>	
<p><b>3.3.2 - Develop joint programs and projects that benefit both students and partners.</b></p>	<ul style="list-style-type: none"> <li>• The district will collaborate with community partners to explore and pilot joint programs, if possible, that provide hands-on learning opportunities for students while advancing the goals of partner organizations. Potential initiatives may include service-learning projects, workplace experiences, and community events that create mutual benefit.</li> </ul>	
<p><b>3.3.3 - Recognize and celebrate successful partnerships through events and communications.</b></p>	<ul style="list-style-type: none"> <li>• The district recognizes community partners through signage displayed across schools and acknowledgment at school events, and will continue to expand opportunities to celebrate partner contributions through additional communications and outreach.</li> </ul>	

**Objective 3.4 - Partner with School Support Organizations to publicize volunteer opportunities for all students while encouraging community members to get involved in school activities and events, helping students see real-world examples of leadership.**

Action Step:	LES 	LPS 
<p><b>3.4.1 - Create a database of volunteer opportunities and community needs.</b></p>	<ul style="list-style-type: none"> <li>• Create a database of volunteer opportunities that reflects both local community needs (e.g., Community clean-up days, Lakeland Arts &amp; Crafts Festival, IH Clubhouse Events) and broader county-wide opportunities (e.g., St. Jude Memphis Marathon, service events). The database will include the organization, contact person, type of volunteer work needed, location, transportation needs, service hour credits, level of commitment, and the time of year the event is typically held.</li> </ul>	
<p><b>3.4.2 - Host volunteer orientation and training sessions.</b></p>	<ul style="list-style-type: none"> <li>• Develop orientation and training materials to prepare students for community volunteer roles, including expectations for professionalism, communication, safety, and serving as ambassadors of the district in the community.</li> </ul>	
<p><b>3.4.3 - Recognize and celebrate the contributions of volunteers regularly.</b></p>		

**Objective 3.5 - Create a student ambassador program to promote school spirit and involve students in community outreach, encouraging them to **Lead** both inside and outside of school.**

<b>Action Step:</b>	<b>LES</b> 	<b>LPS</b> 
<b>3.5.1 - Select and train student ambassadors on leadership and communication skills.</b>	<ul style="list-style-type: none"><li>• <b>Conduct a review of existing student ambassador programs including the selection processes and training materials, and identify areas to grow the programs and make updates as necessary to ensure a consistent emphasis on leadership development and communication skills.</b></li></ul>	
<b>3.5.2 - Organize community service projects and events led by student ambassadors.</b>		
<b>3.5.3 - Highlight the achievements of student ambassadors in school communications and events.</b>		



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## **BROAD GOAL #4**

# **UPGRADE FACILITIES AND TECHNOLOGY**

**Objective 4.1 - Conduct a facilities audit to identify and prioritize maintenance and improvement needs to create an environment where students can **Learn** safely.**

<b>Action Step:</b>	<b>LES</b> 	<b>LPS</b> 
<b>4.1.1 - Hire a professional firm to conduct a comprehensive facilities audit.</b>		
<b>4.1.2 - Develop a prioritized list of maintenance and improvement projects.</b>	<ul style="list-style-type: none"><li>• Superintendent and CFO are compiling a list of maintenance and improvement projects for review at the LSS Board Retreat in November.</li></ul>	
<b>4.1.3 - Secure funding and begin implementation of high-priority projects.</b>		

**Objective 4.2 - Develop a long-term facilities master plan that includes building upgrades, expansion projects, and new construction as needed, ensuring students have the space to *Grow*.**

Action Step:	LES 	LPS 
<b>4.2.1 - Form a facilities planning committee with representatives from all stakeholder groups.</b>	<ul style="list-style-type: none"><li>• Superintendent will recommend an Ad Hoc committee to the LSS Board.</li></ul>	
<b>4.2.2 - Engage architects and planners to draft a master plan based on current and future needs.</b>		
<b>4.2.3 - Present the master plan to the community and revise based on feedback before final approval.</b>		

**Objective 4.3 - Invest in up-to-date technology infrastructure to support digital learning and administrative efficiency, helping the school system **Lead** in educational technology.**

**Action Step:**

**LES**



**LPS**



**4.3.1 - Upgrade network infrastructure to support increased digital learning demands.**

**4.3.2 - Provide professional development for teachers on integrating technology into instruction.**

**4.3.3 - Implement a tech support system for students and staff to address issues promptly.**

- Instructional Technology Facilitators provide professional development and individual teacher support for integrating technology into instruction.**
- Faculty and staff submit technology support needs through the Incident IQ ticketing system, which helps the technology department expedite support and collect data to inform professional development, equipment, and infrastructure needs.**



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## **BROAD GOAL #5**

**FOSTER A CULTURE OF  
CONTINUOUS IMPROVEMENT  
AND INNOVATION**

**Objective 5.1 - Establish a district-wide innovation team to explore and implement cutting-edge educational practices and technologies, positioning the district to **Lead** in educational innovation.**

Action Step:	LES 	LPS 
5.1.1 - Form an innovation team with members from various departments.	<ul style="list-style-type: none"> <li>The district will establish an innovation team comprised of representatives from instructional, student services, technology, and operations departments to guide cross-departmental collaboration and advance strategic initiatives.</li> </ul>	
5.1.2 - Conduct regular meetings to explore new educational technologies and practices.		
5.1.3 - Pilot innovative projects and scale successful initiatives district-wide.		

**Objective 5.2 - Encourage and support student-led initiatives and projects that foster creativity, problem-solving, and entrepreneurship, empowering students to **Learn** by doing and **Lead** through innovation.**

Action Step:	LES 	LPS 
<p><b>5.2.1 - Create a student innovation fund to support project ideas and initiatives.</b></p>	<ul style="list-style-type: none"> <li>• The district will establish a student innovation fund as part of the 2026–27 budgeting process to provide resources for student-led projects and initiatives.</li> </ul>	
<p><b>5.2.2 - Provide mentorship and resources for students pursuing entrepreneurial projects.</b></p>	<ul style="list-style-type: none"> <li>• Although funding will not be allocated until the 2026–27 budget, a district team will begin developing the mentorship program by defining goals, identifying student eligibility criteria, outlining mentor roles, and establishing a process for student applications to local grant opportunities.</li> </ul>	
<p><b>5.2.3 - Showcase student-led projects at school and community events.</b></p>	<ul style="list-style-type: none"> <li>• The district will leverage existing practices, such as highlighting accomplishments on social media, featuring projects at school board meetings, and promoting participation in state, local, and national competitions, while also identifying additional opportunities to expand student showcases at school and community events.</li> </ul>	

**Objective 5.3 - Create processes and procedures to intentionally distinguish between and build upon the experiences of elementary, middle, and high school students to ensure the transition between grade bands and schools is clearly defined as well as developmentally, academically, and socially appropriate.**

Action Step:	LES 	LPS 
<p><b>5.3.1 - Solicit feedback regarding perceptions of students and parents, particularly in middle and high school grades.</b></p>	<ul style="list-style-type: none"> <li>• Collect feedback from students and parents across all grade levels, with particular emphasis on middle and high school, through surveys, Community Feedback Nights, and advisory groups. The information gathered will be utilized to inform ongoing improvement efforts.</li> </ul>	
<p><b>5.3.2 - Annually evaluate organizational and administrative structures to determine adjustments.</b></p>	<ul style="list-style-type: none"> <li>• Establish a framework and criteria for the annual evaluation of organizational and administrative structures, with specific attention to how they support clear and developmentally appropriate transitions across elementary, middle, and high school grade bands.</li> </ul>	
<p><b>5.3.3 - Solicit student and parent involvement in the development of culminating experiences for high school students.</b></p>	<ul style="list-style-type: none"> <li>• Continue the tradition of Senior Walk Day to celebrate graduating seniors and inspire elementary students.</li> </ul>	<ul style="list-style-type: none"> <li>• In preparation for the first graduating class, LPS school administrators are actively engaging students and parents in developing meaningful milestones and traditions that serve as culminating experiences for high school students; Senior Parking Spot Painting, Meet at the 50, Meet the Lions, etc.</li> </ul>

**Objective 5.4 - Develop a system for regular review and assessment of strategic plan goals and objectives, adjusting strategies based on feedback and changing needs, ensuring the district continues to **Grow** and **Lead**.**

Action Step:	LES 	LPS 
<p><b>5.4.1 - Establish a strategic plan review committee to oversee implementation and progress.</b></p>	<ul style="list-style-type: none"> <li>• The district has established a committee comprised of program supervisors who are responsible for leading the implementation of strategic plan initiatives and ensuring systematic monitoring of progress toward established goals.</li> </ul>	
<p><b>5.4.2 - Conduct annual assessments of strategic plan objectives and update goals as needed.</b></p>	<ul style="list-style-type: none"> <li>• The district will conduct bi-annual assessments of strategic plan objectives through stakeholder surveys and Community Feedback Nights, updating goals as necessary to ensure continued alignment with district priorities.</li> </ul>	
<p><b>5.4.3 - Communicate progress and adjustments to the community to maintain transparency and accountability.</b></p>	<ul style="list-style-type: none"> <li>• The district will provide bi-annual updates on the five-year strategic plan to share progress and stakeholder feedback, ensuring transparency and accountability throughout the implementation process.</li> </ul>	