



**LAKELAND BOARD OF EDUCATION
BUSINESS MEETING AGENDA
Tuesday, November 4, 2025, 5:45 PM
Lakeland City Hall / Board Room
10001 Highway 70
Lakeland, TN 38002**

- 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. Superintendent's Report
 - Retirement Recognition - B. Autry
 - Recognition of MS Cross Country State Participants
 - Recognition of Elementary Cross Country State Participant
 - Recognition of AP Honors
 - Recognition of National Merit Scholarships
 - Recognition of College Board Awards
 - 2. Monthly Financial Summary
 - September 2025
 - 3. Legislative Liaison Update
- VI. **APPROVAL OF AGENDA**
- VII. **CONSENT AGENDA**
 - 1. Approval of Meeting Minutes: October 6, 2025 - Business Meeting
 - 2. Approval of 2025 LEA Compliance Report
 - 3. Approval of Update to Policy 6.702 - Student Clubs, Activities, and Organizations
 - 4. Approval of Textbook Adoption Committee Members
 - 5. Approval of Update to 25-26 Extracurricular Activities and Clubs
 - 6. Approval of Update to Policy 4.406 - Use of the Internet
 - 7. Approval of FY 26 TISA Accountability Report
 - 8. Approval of Proposal from Renaissance Group to Provide Architectural/Engineering Services for the Proposed Lakeland School System District Office Courtyard Renovations
- VIII. **DISCUSSION / ACTION**
 - 1. LSS Academic Data Presentation (Horrell/Delloso)
 - 2. Approval of New Policy 4.303 - Athletic/Activity Letters [Second Reading]
 - 3. Election of Legislative Liaison (Policy 1.200)
 - 4. Appointment of TSBA Delegate Assembly Representatives
 - 5. Discussion on TSBA Legislative and Legal Institute
 - 6. Review Policy Manual: Sections 3 and 4
 - 7. Lakeland School System 2025 Legislative Agenda
 - 8. Approval of New Policy 4.4065 - Social Media [Second Reading]
- IX. **ANNOUNCEMENTS**
- X. **ADJOURNMENT**

LAKELAND SCHOOL SYSTEM
Expense Summary Fiscal Year 2026
Period Ending September 30, 2025

PROGRAM	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	Monthly Activity	Encumbered Amount	Balance	% EXPENDED
Regular Instruction Program	16,673,665	16,673,665	4,121,331	1,395,380	74,590	12,477,745	25%
Special Education Program	2,966,891	2,966,891	560,999	222,460	1,203	2,404,689	19%
Vocational Education	175,028	175,028	34,476	24,638	2,039	138,513	21%
Other (Bonus Pay)	842,391	1,276,545	429,676	-6,009	0	846,869	34%
School Security	131,822	131,822	43,362	4,811	0	88,460	33%
Health Services	526,970	526,970	101,557	40,625	768	424,644	19%
Other Student Support	1,213,670	1,213,670	305,051	79,708	0	908,620	25%
Regular Instruction Program Support	988,537	988,537	258,849	76,276	1,826	727,862	26%
Special Education Program Support	556,193	556,193	123,056	32,367	0	433,137	22%
Technology	810,392	810,392	252,809	51,722	37,063	520,520	36%
Board of Education	795,558	795,558	376,545	27,742	0	419,013	47%
Office of the Superintendent	433,865	433,865	116,930	29,378	58	316,877	27%
Office of the Principal	2,064,031	2,064,031	548,387	158,285	2,164	1,513,480	27%
Fiscal Services	502,141	502,141	127,584	42,439	47	374,509	25%
Human Services/Personnel	391,895	391,895	108,255	26,924	92	283,548	28%
Operation of Plant	1,721,641	1,721,641	419,724	218,313	4,194	1,297,723	25%
Maintenance of Plant	685,935	737,097	217,071	47,818	7,848	512,178	31%
Transportation	1,270,000	1,270,000	133,860	119,836	0	1,136,140	11%
General Purpose Fund Subtotal	32,750,626	33,235,940	8,282,771	2,592,713	131,893	24,821,277	25%
Federal Projects Regular Instruction	189,482	180,141	73,034	27,457	0	107,107	41%
Federal Projects Special Education	271,649	312,404	49,962	19,246	194	262,248	16%
Federal Programs Innovative Schools	235,117	234,844	61,426	5,078	35	173,384	26%
Federal Projects Other Student Support	61,559	67,658	11,922	5,020	1,400	54,336	20%
Federal Projects Regular Instruction	50,902	50,505	5,212	2,757	0	45,293	10%
Federal Projects Special Education Support	211,522	195,826	72,992	41,504	1,735	121,099	38%
Federal Projects Vocational	8,072	13,200	683	0	0	12,517	5%
Federal Programs Technology	6,777	0	0	0	0	0	0%
Federal Programs Operation of Plant	5,800	5,000	0	0	0	5,000	0%
Federal Programs Early Childhood Grant	0	2,000	2,000	0	0	0	100%
Food Service	1,055,000	1,376,264	232,373	108,303	8,494	1,135,396	18%
State Grants	120,443	120,443	2,935	0	0	117,509	2%
Before/After School Program	280,000	280,000	83,151	48,128	0	196,849	30%
Education Capital Projects	1,067,927	1,472,826	312,769	79,550	201,717	958,340	35%
GRAND TOTAL:	36,314,876	37,547,050	9,191,229	2,929,756	345,467	28,010,355	25%



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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, October 6, 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:	Present
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 without objection.

Legislative Representative Michelle Childs stated that no report was available as the General Assembly was not in session.

- Resolutions voted on at the previous meeting have been submitted to TSBA.

2. Superintendent's Report

Superintendent Horrell reported on various administrative items:

- **2025 HS Tennis Team State Qualifiers Recognition:** Simardeep Chaudhry, Kate Sheridan, Madison Fleming, Jenna Cowell, Melanie Fleming (coach) and Ben Rollins (coach)



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- Enrollment Update: LES - 903 (not including pre-school) and LPS - 1680
- Changes in cafeteria a la carte item pricing
- **FY 26 Budget Update**
 - Chief of Finance, Tristan Gately-Sweatt presented the FY 26 Budget Update (October 2025)

3. Monthly Financial Summary

- **August 2025**

VI. APPROVAL OF AGENDA

Jeremy Burnett (Vice Chair) motioned to move the item to the floor, seconded by Laura Harrison (Chair).

Laura Harrison (Chair) motioned to move the following from the Discussion/Action to the Consent Agenda, seconded by Jeremy Burnett (Vice Chair). **Approved without objection.**

- Approval of Update to Policy 5.403 - Drug & Alcohol Testing for Employees (Harrison)
- Approval of LSS Inactive Student Cafeteria Uncollectible Debt

Michelle Childs motioned to move Approval of Update to 25-26 School Fees List from the Consent Agenda to the Discussion/Action.

Laura Harrison (Chair) moved to approve the agenda as amended. **Motion carried.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye



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VII. CONSENT AGENDA

When the question was called, the Consent Agenda was approved as presented.

1. **Approval of Meeting Minutes: September 8, 2025 - Business Meeting**
2. **Approval of FY 25-26 Budget Amendments (10/25)**
3. **Approval of Update to Policy 4.802 - Student Equal Access (Limited Public Forum)**
4. **Approval of Update to Extracurricular Activities and Clubs**
5. **Approval of Update to Policy 5.403 - Drug & Alcohol Testing for Employees (Harrison)**
6. **Approval of LSS Inactive Student Cafeteria Uncollectible Debt**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

VIII. DISCUSSION / ACTION

1. **Approval of New Policy 4.303 - Athletic/Activity Letters (Childs) [First Reading]**

Jeremy Burnett (Vice Chair) motioned to move this item to the floor for discussion, seconded by Michelle Childs.

Michelle Childs motioned to amend the policy to clarify that "to earn a varsity letter in a school-sponsored sport or activity *that can be substituted for a Physical Education credit*, a high school student must meet the following requirements". Seconded by Jeremy Burnett (Vice Chair). **Motion carried.**

Acton: Aye



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Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

Laura Harrison (Chair) motioned to make a second amendment to #5 and make it a paragraph of its own and create an additional paragraph to clarify that the purchasing of letters is *optional for other Fine Arts programs as approved by the school administration*. Those programs to be listed. Seconded by Jeremy Burnett (Vice Chair). **Motion carried.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

Jeremy Burnett (Vice Chair) motions to amend #2 to add after "approved by the school principal, *and published annually at the beginning of the school year*". Seconded by Laura Harrison (Chair). **Motion carried.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

Keith Acton motions to amend paragraph #5 to add: "*Coaches and sponsors are responsible for formally recognizing students who have earned letters or chevrons and providing the information to purchase a letter and/or chevron by the end of the season.*" Seconded by Jeremy Burnett. **Motion carried.**

Acton: Aye



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Burnett (Vice-Chair): Aye

Childs: Nay

Harrison (Chair): Aye

Thomas: Aye

Deborah Thomas motions to amend the sentence "After meeting the above criteria, students will earn their initial letter" by removing the part that states, "*and will have the opportunity to purchase a letter jacket*". Seconded by Michelle Childs. **Motion carried.**

Acton: Aye

Burnett (Vice-Chair): Nay

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

When the question was called, Policy 4.303 - Athletic/Activity Letters was approved as amended on first reading.

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye



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2. Approval of New Policy 4.4065 - Social Media (Harrison) [First Reading]

Laura Harrison (Chair) motions to move this item to the floor, seconded by Jeremy Burnett (Vice Chair).

Jeremy Burnett (Vice Chair) moved to amend the sentence under "Social Media Guidelines", paragraph three, to state "Lakeland School System employees agree to abide by the expectations in the Lakeland School System policy manual" and remove the referenced policies. **Motion carried.**

When the question was called, Policy 4.4065 - Social Media was approved as amended on first reading.

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

3. Approval of Update to Policy 4.406 - Use of the Internet (Harrison)

Without objection, Laura Harrison (Chair) requested to table the Discussion/Action on Policy 4.403 - Use of the Internet to the November 2025 Business Meeting.

4. Approval of Update to 25-26 School Fees List

Laura Harrison (Chair) motions to move this item to the floor. Second by Jeremy Burnett (Vice Chair).

Michelle Childs motions for the fees for the ACT Boot Camp to not exceed \$100. Second by Laura Harrison (Chair). **Motion carried.**

Acton: Aye

Burnett (Vice-Chair): Aye



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Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

When the question was called, the update to the 25-26 School Fees List was approved as amended.

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

IX. ANNOUNCEMENTS

Community Feedback Night October 28, 2025 @ 5:30pm in the LPS HS cafeteria

X. ADJOURNMENT

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

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

The meeting was adjourned at 07:22 PM on Monday, October 6 2025.

These minutes were approved on Tuesday, November 4, 2025.



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Laura Harrison, Chair

ATTEST:

Dr. Ted Horrell, Superintendent

Summer Smith, Board Secretary

2025 Local Education Agency Compliance Report

Local education agencies (LEAs) are required to comply with all federal and state education laws and State Board of Education (SBE) rules. This annual compliance report is one mechanism the department uses to ensure education laws and rules are faithfully executed. The commissioner of education is charged with taking corrective action when an LEA is noncompliant with those laws and rules or is not following a department-approved compliance plan.

Each LEA must submit this report and, if applicable, the corresponding corrective action plan, to the department by **November 28, 2025**. During completion, an LEA should carefully check the status of its compliance with all federal and state education laws and SBE rules. The department monitors and verifies LEA compliance via multiple data sources (e.g., Education Information System, internal program managers) and will consider those sources in making a final determination of an LEA's compliance. Please be advised annual compliance report data may inform an LEA's approval classification.

I certify that the LEA is in compliance with all federal and state education laws and SBE rules.

I certify that, with the exception of areas indicated in the **attached corrective action plan**, the LEA is in compliance with all federal and state education laws and SBE rules.

LEA Name:

Director of Schools/Superintendent Name:

Director of Schools/Superintendent **Signature:**

School Board Chair Name:

School Board Chair **Signature:**

Date of School Board Approval:

UPLOAD COMPLETED REPORT TO ePlan BY **NOVEMBER 28, 2025**

(including the corresponding corrective action plan if applicable).

Upload instructions are accessible [here](#).

Appendix B

The following is a list of helpful links to state education laws and SBE rules:

Public chapters regarding education passed during the 2025 legislative session:

<https://www.tn.gov/content/dam/tn/education/legal/2025%20Legislative%20Report.pdf>

Current and pending SBE rules:

<https://www.tn.gov/sbe/rules--policies-and-guidance.html>

Tennessee Code Annotated:

<http://www.lexisnexis.com/hottopics/tncode/>

If you have questions regarding education laws or SBE rules, please contact the department's general counsel, Christy Ballard, at (615) 741-2921 or Christy.Ballard@tn.gov.

Lakeland Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Student Clubs, Activities, and Organizations	Descriptor Code: 6.702	Issued Date: 11/04/25
		Rescinds:	Issued: 03/07/22

1 SCHOOL SPONSORED CLUBS/ACTIVITIES¹

2 The principals shall encourage students to broaden their knowledge and citizenship by establishing
3 school-sponsored clubs or other groups organized to promote or pursue specialized activities outside
4 the classroom. Membership must be open to all interested and/or eligible students, and an LSS
5 employee, approved by the principal, must attend all meetings/activities as an official sponsor and
6 advisor. In addition to the items listed below, all other district policies and procedures relating to
7 school operations remain in effect for activities relating to School Sponsored Clubs.

- 8 1. Schools may provide a pay supplement to the School-Sponsored Club advisor.
- 9 2. All fundraising requests must adhere to LSS Board policies governing fundraisers.
- 10 3. Schools may charge LSS BOE authorized fees.
- 11 4. Schools may authorize student field trips for participation in related activities.
- 12 5. Schools may authorize administrative leave for field trips relating to the School Sponsored
13 Club.
- 14 6. Schools may provide meeting space in accordance with Board policy.
- 15 7. School Sponsored Clubs may be included in school and district communications.

16 SCHOOL SPONSORED CLUBS/ACTIVITIES AFFILIATED WITH NON-PROFIT 17 ORGANIZATIONS¹

18 Principals may allow school sponsored clubs to affiliate with non-profits which have been approved by
19 the Board. All non-profit organizations desiring to affiliate with LSS must complete an application
20 provided by the district office and be approved by the superintendent or designee. An LSS employee,
21 approved by the principal, must attend all meetings/activities as an official sponsor and advisor. In
22 addition to the items listed below, all other district policies and procedures relating to school
23 operations remain in effect for activities relating to school sponsored clubs.

- 24 1. Schools may provide a pay supplement to the School-Sponsored Club advisor.
- 25 2. All fundraising requests must adhere to LSS Board policies governing fundraisers.
- 26 3. Schools may charge LSS BOE authorized fees if approved by the Board.

- 1 4. Schools may authorize student field trips for participation in related activities.
- 2 5. Schools may authorize administrative leave for field trips relating to the School Sponsored
3 Club.
- 4 6. Schools may provide meeting space in accordance with Board policy.
- 5 7. School Clubs Affiliated with Non-Profits may be included in school and district
6 communications.

7 **CONTRACTED SERVICES WITH EXTERNAL ORGANIZATIONS¹**

- 8 1. Lakeland Schools officials may contract with non-profit organizations as permitted in LSS
9 Board Policy 3.206.
- 10 2. Lakeland Schools officials may contract with for-profit organizations as permitted in LSS
11 Board Policy 3.206.

12 For-Profit Organizations are not permitted to use district resources or facilities except as permitted
13 above.

14 **NON-SCHOOL SPONSORED, STUDENT-LED CLUBS/ACTIVITIES¹**

15 A student who wishes to organize a non-school sponsored, student-led club must obtain prior written
16 consent from the school principal. Requests for approval of non-school sponsored, student-led
17 clubs/activities must be submitted to the school administrator prior to the last day of the first quarter of
18 each school year. The school principal will identify an LSS employee to volunteer without additional
19 compensation to serve as a monitor of the group's activity which occurs on a LSS campus. LSS'
20 supervision of these activities is limited to this monitor's presence during activities occurring on a LSS
21 campus. The student organizer is responsible for annually obtaining the written consent of the
22 parent(s)/guardian(s) of all students who wish to participate in the student-led organization.

- 23 1. Schools cannot provide a pay supplement to the school employee who is acting as a monitor of
24 the club.
- 25 2. The school employee monitor shall not lead, coordinate or be a participant in any activity of
26 this student-led club, although the monitor should ensure that receipts for any fundraising
27 activities are deposited in accordance with school and school system procedures.
- 28 3. All fundraising requests must adhere to LSS Board policies governing fundraisers.
- 29 4. Schools may not charge any fees for these activities.
- 30 5. Schools may provide meeting space in accordance with board policy.
- 31 6. Students participating in these activities are subject to all school attendance rules and
32 procedures applicable to any other students.

33 Clubs which do not qualify as school sponsored clubs are considered to be non-school clubs. Any club
34 or organization not directly under control of school authorities shall be deemed to be a non-school

1 club. The formation of such clubs shall be initiated by students. Non-school clubs may not conduct
2 their activities on campus during the instructional day.

3 **PATRIOTIC SOCIETIES²**

4 Principals shall allow representatives of a patriotic society the opportunity to speak with students
5 during school hours. The principal shall approve one (1) day at the beginning of each academic school
6 year for the patriotic society to speak to the students at the school. The principal shall allow the society
7 to speak to the students for no more than ten (10) minutes.

Legal References

1. 20 USC § 4071
2. TCA 49-6-305

Cross References

Fundraising Activities 2.601
Student Activity Fund Management 2.900
Community Use of School Facilities 3.206
Student Equal Access 4.802

2025-2026 Lifetime Wellness/STEM/Computer Science Textbook Adoption Committee Recommendation

10 Members include the following:

LPS Representatives

- Kay Dotson- Lifetime Wellness
- Tyler Boyd- Lifetime Wellness
- Mark Harris- Computer Science
- Nick Sweeney- STEM
- Quanta Hess- STEM
- Matt Parker- HS IFD
- Crystal Nolen- MS IFD
- Seth Kuhl- AP

Non-Education Representatives

- Deesha Connor- parent
- Justin Manis- parent

DO Representatives

- Keri Eldridge- Director of Instruction (5-8)
- Ashley Jackson- Director of Instruction (9-12)

***For qualifications and parameters for appointments to local textbook adoption committees, see
TCA-49-6-2207 (c) (1- 4); (d)(1-2);(e); (f)***

(c) (1) Boards shall make their adoption upon recommendations of committees. These committees shall be set up by subject matter fields and composed of teachers, or supervisors and teachers, with the number of members of each committee to be determined by the board based upon the relative size of the local school system.

(2) These committees shall be composed of teachers and supervisors who are now teaching or supervising the respective subject and shall be by grade or groups of grades arranged so that a committee may consider an entire series of books if it should so desire; provided, that in all cases, the teachers appointed on the committees herein provided for shall hold assignments utilizing electronic textbooks furnished by the board.

(3) The members of the committee authorized in this section shall serve for one (1) fiscal year.

(4) In recommending textbooks for use in economics or business oriented courses or programs, the local committee should include, at least as a supplemental textbook, one (1) textbook written, illustrated and exemplified in such a manner as to facilitate comprehension by all students, including those of disadvantaged socioeconomic

*circumstances and of culturally different backgrounds
(d) (1) All members appointed on such committees shall subscribe to the oath as set out in § 49-6-2201(f). (See page 2)*

(2) The oath shall be administered by the county executive or by some authorized official empowered to administer an oath

(e) The director of schools in the school district, adopting textbooks under the provisions of this part, shall serve as ex officio member of all committees, and shall record a list of all books adopted and immediately at the completion of the adoption forward a copy of such recorded adoption to the commissioner of education.

(f) As provided in 49-6-2202(d), a local board may furnish electronic textbooks to pupils attending the public schools, provided the electronic textbooks are furnished free of charge. A board that chooses to furnish electronic textbooks to pupils attending school in the district shall provide reasonable access to the electronic textbooks and other necessary computer equipment to pupils in the district who are required to complete homework assignments and to teachers providing homework assignments utilizing electronic textbooks

OATH

49-6-2201(f) (f) Before beginning the discharge of their duties, it shall be the duty of each member of the commission to take and subscribe to the following oath:

"I do hereby declare that I am not now directly or indirectly financially interested in, or employed by, any textbook publisher or agency, and that I will not become directly or indirectly financially interested in any of the proposed contracts, nor in any book, nor in any publishing concern handling or offering any books or other publications to the commission, of which I am a member, for listing and adoption, and I do hereby promise that I will act honestly, faithfully and conscientiously, and in all respects will discharge my duty as a member of this commission to the best of my skill and ability."

Signed _____ Date _____

Subscribed and sworn to before me, in my presence, this _____ day of _____, _____,
a Notary Public in and for the state of Tennessee.

Notary Public



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!
Best Buddies	5th-8th	Best Buddies Friendship programs represent one of our organization's four key mission pillars. These programs build one-to-one friendships between people with and without intellectual and developmental disabilities (IDD), offering social interactions while improving the quality of life and level of inclusion for a population that is often isolated and excluded. Through their participation, people with IDD form meaningful connections with their peers, gain self-confidence and self-esteem, and share interests, experiences and activities that many other individuals enjoy.



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. https://hosa.org/
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. https://www.deca.org/
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. https://www.skillsusa.org/
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. https://tsaweb.org/
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, worshipping, 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.
Black Student Union	9th - 12th	The Black Student Union is a student-led club that provides a space for Black students to connect, share experiences, and celebrate culture. The purpose of this club is to empower students through community, leadership, and education while giving them more awareness of Black history and culture. The BSU works to uplift its members, encourage academic success, and build unity within the school and community by fostering inclusivity and cultural pride.
Mu Alpha Theta	9th - 12th	The National Mathematics Honor Society Members must be high school students in grades 9 through 12 who have completed the equivalent of two years of college preparatory mathematics, including algebra and/or geometry, and have completed or are enrolled in a third year of college preparatory mathematics. On the 4-point grading scale, members must have at least a 3.0 math grade point average.
Best Buddies	9th - 12th	Best Buddies Friendship programs represent one of our organization's four key mission pillars. These programs build one-to-one friendships between people with and without intellectual and developmental disabilities (IDD), offering social interactions while improving the quality of life and level of inclusion for a population that is often isolated and excluded. Through their participation, people with IDD form meaningful connections with their peers, gain self-confidence and self-esteem, and share interests, experiences and activities that many other individuals enjoy.



25-26 HIGH SCHOOL CLUBS

Club	Grades Involved	Description
Helping Hands	9-12	Helping Hands is a student led club dedicated to using creativity to make a difference in our community. Our mission is to craft essential clothing items such as socks, scarves, and other necessities to support those in need. Donation drives and care packages are also made for those in need. Through hands-on workshops, we'll learn and work on sewing, knitting, and other crafting techniques while fostering teamwork and compassion. Whether you're experienced or a complete beginner, everyone is welcome to join and contribute.

1

Lakeland Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Use of the Internet	Descriptor Code: 4.406	Issued Date: 11/04/25
		Rescinds: 4.406	Issued: 07/14/25

2

3 The Board supports the right of staff and students to have reasonable access to various information
4 formats and believes that it is incumbent upon staff and students to use this privilege in an appropriate
5 and responsible manner.

6 **Employees**

7 Before any employee is allowed use of the district's Internet or intranet access, the employee shall sign
8 a written agreement, developed by the superintendent/designee that sets out the terms and conditions of
9 such use. Any employee who accesses the district's computer system for any purpose agrees to be bound
10 by the terms of that agreement, even if no signed written agreement is on file.

11 The superintendent or designee shall develop and implement procedures for appropriate Internet use
12 which shall address the following:

- 13 1. Development of the Network and Internet Use Agreement.
- 14 2. General rules and ethics of Internet access.
- 15 3. Guidelines regarding appropriate instruction and oversight of student Internet use.
- 16 4. Prohibited and illegal activities, including but not limited to the following:¹
 - 17 • Sending or displaying offensive messages or pictures
 - 18 • Using obscene language
 - 19 • Harassing, insulting, defaming or attacking others
 - 20 • Damaging computers, computer systems or computer networks
 - 21 • Hacking or attempting unauthorized access to any computer
 - 22 • Violation of copyright laws
 - 23 • Trespassing in another's folders, work or files
 - 24 • Intentional misuse of resources
 - 25 • Using another's password or other identifier (impersonation)
 - 26 • Use of the network for commercial purposes
 - 27 • Buying or selling on the Internet

28 **Students**

29 The superintendent shall develop and implement procedures for appropriate Internet use by students.
30 Procedures shall address the following:

- 1 1. General rules and ethics of Internet use.
- 2
- 3 2. Prohibited or illegal activities, including, but not limited to:¹
- 4 • Sending or displaying offensive messages or pictures
- 5 • Using obscene language
- 6 • Harassing, insulting, defaming or attacking others
- 7 • Damaging computers, computer systems or computer networks
- 8 • Hacking or attempting unauthorized access
- 9 • Violation of copyright laws
- 10 • Trespassing in another's folders, work or files
- 11 • Intentional misuse of resources
- 12 • Using another's password or other identifier (impersonation)
- 13 • Use of the network for commercial purposes
- 14 • Buying or selling on the Internet

15 **INTERNET SAFETY MEASURES²**

16 Internet safety measures shall be implemented that effectively address the following:

- 17 1. Limiting the content accessible by students using the Internet access provided by the district to
- 18 content that is age-appropriate;
- 19 2. Protecting the safety and security of students when they are using electronic mail, chat rooms,
- 20 and other forms of direct electronic communication using Internet access provided by the district;
- 21 3. Preventing unauthorized access, including "hacking" and other unlawful activities by students
- 22 online;
- 23 4. Preventing students from using Internet access provided by the district to access websites, web
- 24 applications or software that does not protect students against the disclosure, use, or
- 25 dissemination of their personal information; and
- 26 5. Restricting students' access to materials harmful to them.

27 The superintendent/designee shall establish a process to ensure the district's education technology is not
28 used for purposes prohibited by law or for accessing sexually explicit materials. The process shall
29 include, but not be limited to:

- 30 1. Utilizing technology that filters, blocks, or otherwise prevents Internet access (for both students
- 31 and adults) to material that is obscene or pornographic;³
- 32 2. Prohibiting and preventing a user from sending, receiving, viewing, or downloading materials
- 33 that are deemed to be harmful to minors;⁴
- 34 3. Maintaining and securing a usage log; and
- 35 4. Monitoring on-line activities of students.²

36 The Board shall provide reasonable public notice of and at least one (1) public hearing or meeting to
37 address and communicate its internet safety measures.²

1 A written parental consent shall be required prior to the student being granted access to electronic media
 2 involving district technological resources. The required permission/agreement form, which shall specify
 3 acceptable uses, rules of on-line behavior, access privileges and penalties for policy/procedural
 4 violations, must be signed by the parent/legal guardian of minor students (those under 18 years of age)
 5 and also by the student. This document shall be executed each year and shall be valid only in the school
 6 year in which it was signed unless parent(s) provide written notice that consent is withdrawn. In order
 7 to rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must
 8 provide the superintendent with a written request.

9 Complaints alleging a violation of the internet safety measures shall be submitted to the Chief of
 10 Technology. All complaints shall be reviewed to determine how to appropriately respond.

11 **E-MAIL**

12 Users with network access shall not utilize district resources to establish electronic mail accounts through
 13 third-party providers or any other nonstandard electronic mail system. All data including email
 14 communications stored or transmitted on school district computers shall be monitored.
 15 Employees/students have no expectation of privacy with regard to such data. E-mail correspondence
 16 may be a public record under the public records law and may be subject to public inspection.⁵

17 **INTERNET SAFETY INSTRUCTION⁶**

18 Students will be given appropriate instruction in internet safety as a part of any instruction utilizing
 19 computer resources. The superintendent shall provide adequate inservice instruction on internet safety.
 20 Parent(s)/guardian(s) and students will be provided with material to raise awareness of the dangers posed
 21 by the internet and ways in which the internet may be used safely.

22 **~~SOCIAL NETWORKING~~**

23 ~~1. Students are prohibited from accessing social media platforms using district Internet except when~~
 24 ~~expressly authorized by a teacher for educational purposes.⁷ Teachers should follow proper~~
 25 ~~procedures prior to allowing such access.~~

26 ~~2. District staff who have a presence on social networking websites are prohibited from posting~~
 27 ~~data, documents, photographs, or inappropriate information that is likely to create a material and~~
 28 ~~substantial disruption of classroom activity.~~

29 ~~3. District staff are prohibited from accessing personal social networking sites on school computers~~
 30 ~~or during school hours except for work-related purposes.~~

31 ~~4. The board discourages district staff from socializing with students on social networking websites.~~
 32 ~~The same relationship, exchange, interaction, information, or behavior that would be~~
 33 ~~unacceptable in a non-technological medium is unacceptable when done through the use of~~
 34 ~~technology.~~

35 **VIOLATIONS**

36 Violations of this policy or a procedure promulgated under its authority shall be handled in accordance
 37 with the existing disciplinary procedures of this District.

1 **VENDOR CONTRACTS⁸**

2 Prior to entering into any contract for the provision of digital or online materials created or marketed for
3 kindergarten through grade twelve (K-12), the district shall obtain an assurance that the vendor shall
4 adhere to state law. This determination includes ensuring that the vendor filters, blocks, or otherwise
5 prevents access to pornography or obscenity and verifying that the technology prevents a user from
6 sending, receiving, viewing, or downloading materials that are harmful to minors.

7

8

9

10

Legal References

1. [TCA 39-14-602](#)
2. [47 USCA § 254 \(h\)\(5\)\(A\) – \(C\), 254\(l\); 47 CFR § 54.520\(e\)\(1\)\(i\); 20 USCA § 7131; Public Acts of 2025, Chapter No. 195](#)
3. [TCA 49-1-221\(a\)\(1\)\(C\)\(i\)](#)
4. [TCA 39-17-901; TCA 49-1-221\(a\)\(1\)\(C\)\(ii\)](#)
5. [TCA 10-7-512](#)
6. [TCA 49-1-221\(a\)\(1\)\(E\)](#)
7. [Public Acts of 2025, Chapter No. 195](#)
8. [TCA 49-1-221\(c\)](#)

Cross References

- Use of Email 1.805
- Use of Artificial Intelligence Programs 4.214
- School and System Websites 4.407
- Controversial Materials 4.801
- Student Publications 6.704

Overview

Lakeland (797) Public District - FY 2026 - TISA Accountability Report - Rev 0

Overview

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, T.C.A. § 49-3-112 requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- **Goals for student achievement:** One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.
- Explanation of how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. Additionally, the TISA Accountability must be presented for local school board approval. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve their stated goal.

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov.

Completed reports should be submitted in ePlan by **November 1, 2025**.

Resources

[Click here to open the guide.](#)

Cover Page

Lakeland (797) Public District - FY 2026 - TISA Accountability Report - Rev 0

Cover Page

* District Name

Lakeland School System

* Director of Schools Name

Dr. Ted Horrell

* District Point of Contact for TISA Accountability Report Name

Chad Uhiren

* District Point of Contact for TISA Accountability Report Phone Number


(901) 867-5412

District Point of Contact for TISA Accountability Report Email Address

cuhiren@lakelandk12.org

69.8 % of 3rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the most recent spring TCAP

Documents

Type	Document Template	Document/Link
(TISA) Previous Year Report	N/A	 (TISA) Previous Year Report

Resources

[Click here to open the guide.](#)

District Goal Statements

Lakeland (797) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: - 3rd Grade ELA Proficiency

71	%	of students will score proficient on the 3rd grade ELA TCAP by	Year	2025
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District Goal Statements

Goal Number	GOAL STATEMENT(S)
Goal 2	LSS will increase the percentage of students proficient on the Biology EOCs from 59.2% to 61%.
Goal 3	LSS will increase the percentage of 9th grade students proficient on Algebra I EOCs from 29.7% to 32%.
Goal 4	LSS will increase the percentage of Lakeland EL students meeting the WIDA growth standard from 64.4% to 66%.
Goal 5	LSS will increase the percentage of SWD meeting ELA proficiency from 29% to 31%.
Goal 6	

Note: This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

Goal #1

Lakeland (797) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: 3rd Grade ELA Proficiency

71 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2025
------	--	--------------

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	75% of 3rd grade students scored proficient on the 2023-24 3rd grade ELA TCAP assessment.	2023-24 3rd grade ELA TCAP
Year 2: 2024-2025 school year (Use actual outcome)	69.8% of 3rd grade students scored proficient on the 2024-25 3rd grade ELA TCAP assessment.	2024-25 3rd grade ELA TCAP
Year 3: 2025-2026 school year	75% of 3rd grade students will score proficient on the 2025-26 3rd grade ELA TCAP assessment.	2025-26 3rd grade ELA TCAP
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		

* Check the response that best describes the progress made on the 2024-25 target toward Goal 1.

- Exceeded target
- Met target
- Increased but did not meet target
- Did not make progress toward target
- End of year outcome data for 2024-25 is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Lakeland School System exceeded its Year 1 outcomes target of 71% for 3rd grade ELA proficiency, by scoring 75% proficient in the 2023-24 school year. In 2024-25, 69.8% of 3rd grade students scored proficient in ELA, based on last year's TCAP data. Unfortunately, we were unable to meet our Year 2 target goal of 80% of 3rd grade students scoring proficient in ELA. As a result, the district will continue implementing additional strategies to enhance ongoing data analysis training, support, and continual professional development centered on improving differential instruction aligned to TVAAS data, with special attention placed on the K-2 grade bands.

Additional efforts will also include further refinement of professional learning communities (PLCs) and common formative assessments (CFAs), the implementation of instructional practice guide (IPG) walkthroughs, and closer monitoring of collaborative planning groups (CPGs) and lesson prep protocols.

district also hired a second interventionist at Lakeland Elementary School, which should assist with addressing deficiencies. Finally, the district is placing a large emphasis on benchmark assessments administered throughout the year, to provide quality feedback for areas of reinforcement and refinement.

Goal 1 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
1. Educational Assistants for ELA and Tiered Intervention Classes: Educational assistants were instrumental in delivering targeted interventions to students at various academic levels, reinforcing our commitment to differentiated instruction.	\$ 55,000.00	This investment provided meaningful instructional support and valuable insights into effective intervention practices. The experience will guide future efforts to better align resources with desired outcomes.
2. Tutoring Stipends: Targeted investments across all grade bands and subject areas to help grow student achievement and proficiency.	\$ 5,000.00	Tutoring stipends expanded access to academic support and provided valuable insight into effective tutoring structures and student engagement strategies for future implementation.
3. Strategic Human Resources (HR) Initiatives: Forward-thinking investments made in salaries and benefits in an effort to increase retention rates among existing faculty and staff members, while enhancing recruitment efforts in filling hard-to-staff positions within our schools.	\$ 12,058.00	The Lakeland School System Human Resources initiatives strengthened the district's ability to attract and support high-quality staff. The initiative provided valuable insights into competitive compensation strategies and will inform future efforts to retain and recruit educators in critical areas.
4. Purchasing of New Curriculum: McGraw-Hill Wonders Reading and Writing Companion Workbooks for 3rd Grade ELA classes.	\$ 4,237.00	This investment provided teachers with structured, standards-aligned materials that supported instruction and informed future curriculum decisions.
5. Benchmark Assessments to Improve Teaching and Learning: The use of benchmark assessments provided actionable insights, helping teachers monitor progress, identify areas for improvement, and tailor instruction to meet student needs effectively.	\$ 2,713.98	Our benchmark assessments provided valuable data to guide instruction, identify learning gaps, and inform future teaching strategies.
6. Instructional Supervisor for Collaborative Planning and Data Analysis: An instructional supervisor played a key role in facilitating collaborative planning sessions among educators and using data-driven analysis to inform instructional strategies and interventions.	\$ 40,437.50	The LSS instructional supervisor enhanced collaborative planning and supported data-driven decision-making, providing valuable guidance for improving instructional strategies.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

- Instructional focus on improving writing outcomes through professional development (PLC on using anchor papers and TCAP Bootcamp with Ignite Literacy Services), intentional planning and increased student expectation
- Data analysis training & support for 3rd grade educators
- Professional development to align differentiated instruction practices to TVAAS data
- Added an interventionist to help with supporting struggling readers
- IPG walkthroughs
- Monitoring of CPG/Intellectual Prep Protocols
- Literacy curriculum audit-discrepancy analysis of literacy curriculum and impact on teaching and learning within the K-5 grade band
- Provide high quality instructional materials (HQIMs) and training with these materials
- Continue Tutoring Programs which meet ratios
- Refine districtwide PLC/CFA implementation to lesson preparation and Acceleration for All

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

Lakeland School System will strategically allocate TISA funding to preserve low student-teacher ratios, advance targeted professional development initiatives, evaluate and implement HQIMs, and ensure sustained investment in tutoring support. Furthermore, we have also added an additional interventionist, as well as implemented IPG walkthroughs to help grow our students' proficiency. Finally, our funding priorities will encompass district-wide operational expenditures, essential support staff, and comprehensive support programs.

Goal #2

Lakeland (797) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 2:

LSS will increase the percentage of students proficient on the Biology EOCs from 59.2% to 61%.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	61% of students scored proficient on the 2023-24 Biology TCAP EOC.	2023-24 Biology TCAP EOC
Year 2: 2024-2025 school year (Use actual outcome)	59.1% of students scored proficient on the 2024-25 Biology TCAP EOC.	2024-25 Biology TCAP EOC
Year 3: 2025-2026 school year	70% of students will score proficient on the 2025-26 Biology TCAP EOC.	2025-26 Biology TCAP EOC
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		

* Check the response that best describes the progress made on the 2024-25 target toward Goal 2.

- Exceeded target
- Met target
- Increased but did not meet target
- Did not make progress toward goal
- End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Lakeland School System successfully met the Year 1 outcomes target of 61% of students demonstrating proficiency according to the 2023-24 Biology TCAP EOC assessment. However, we were unable to achieve our Year 2 target goal of 70% proficiency. It is important to note that most freshmen now take Ecology, with Biology following, as aligned with the new science standards, which may also be impacting our proficiency rates.

For this year, we will maintain our target goal of 70% proficiency on the Biology TCAP EOC. We are hopeful that an increased emphasis on professional development aligned to new science standards and curriculum, the implementation of the Learning Walk Cycle with actionable and timely feedback, along with ongoing data analysis training and meetings to monitor student growth and achievement, will increase student proficiency. We will also plan on careful and deliberate monitoring of our PLCs, as well as our lesson prep protocols. We are optimistic that these new strategies will lead to us meeting our Year 3 target goal.

Goal 2 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
1. Instructional Supervisor for Data Analysis and Curriculum Pacing Guides: The Instructional Supervisor supported teachers by developing pacing guides aligned to Biology standards, ensuring key concepts were taught with appropriate depth and timing. In addition, the Instructional Supervisor established focus groups, and provided targeted professional development for teachers. The Instructional Supervisor also facilitated data analysis, allowing teachers to identify student performance trends and adjust instruction to target specific areas where students needed improvement.	\$ 16,175.00	The instructional supervisor strengthened curriculum alignment, supported teacher professional development, and facilitated data-driven instructional adjustments, providing a foundation for improved student learning.
2. Benchmark Assessments to Drive Instruction: Benchmark assessments provided actionable data on student progress, helping educators monitor mastery of Biology concepts and adjust their teaching strategies to meet students' needs in real time.	\$ 2,500.00	The LSS selected and state approved benchmark assessments provided actionable data that informed instruction and supported teachers in addressing student learning needs in real time.
3. Strategic Human Resources (HR) Initiatives: Forward-thinking investments made in salaries and benefits in an effort to increase retention rates among existing faculty and staff members, while enhancing recruitment efforts in filling hard-to-staff positions within our schools.	\$ 12,058.00	The Lakeland School System strategic Human Resources initiatives strengthened the district's ability to attract and support high-quality staff. The initiative provided valuable insights into competitive compensation strategies and will inform future efforts to retain and recruit educators in critical areas.
4. Tutoring Stipends: Targeted investments across all grade bands and subject areas to help grow student achievement and proficiency.	\$ 5,000.00	Targeted, individualized tutoring stipends expanded access to academic support for students and provided valuable insight into effective tutoring structures and student engagement strategies for future implementation.
5. Purchasing of New Biology Curriculum: McGraw-Hill Tennessee Biology (student edition & digital materials) and Miller & Levine Biology (1 year licensure).	\$ 21,000.00	The purchase of the new Biology curriculum provided teachers with structured, standards-aligned materials that supported instruction and informed future curriculum planning.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

- Collaborative planning groups will analyze the disciplinary core ideas for Tennessee Academic Standards for Science in grades 6-8 to identify opportunities for vertical alignment to Biology I academic standards
- Professional development corresponding to new science standards and curriculum

- Learning Walk Cycle with actionable feedback, providing support when needed
- Data analysis training and meetings to monitor student growth and achievement
- Professional development to align differentiated instruction practices to TVAAS data
- Targeted enrichment and remediation in response to benchmark data
- Monitor CPG and lesson prep protocols

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

Lakeland School System will strategically employ TISA funding through targeted investments that include district-wide biology benchmark assessments to guide our PLC analysis and lesson prep protocols, implement Learning Walk Cycles, as well as data-driven enrichment and remediation opportunities supported by instructional supplies and equipment. In addition, funding will be allocated to address broader district priorities, including operational costs, essential support personnel, and programs designed to foster a comprehensive and well-rounded educational experience.

Goal #3

Lakeland (797) Public District - FY 2026 - TISA Accountability Report - Rev 0

This goal not established.

Goal Statement 3:

LSS will increase the percentage of 9th grade students proficient on Algebra I EOCs from 29.7% to 32%

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	33% of 9th grade students scored proficient on the 2023-24 Algebra I EOCs.	2023-24 Algebra I TCAP EOC (9th grade only)
Year 2: 2024-2025 school year (Use actual outcome)	26.3% of 9th grade students scored proficient on the 2024-25 Algebra I EOCs.	2024-25 Algebra I TCAP EOC (9th grade only)
Year 3: 2025-2026 school year	40% of 9th grade students will score proficient on the 2025-26 Algebra I EOCs.	2025-26 Algebra I TCAP EOC (9th grade only)
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		

* Check the response that best describes the progress made on the 2024-25 target toward Goal 3.

- Exceeded target
- Met target
- Increased but did not meet target
- Did not make progress toward goal
- End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Lakeland School System exceeded the Year 1 outcome target of 32% of ninth grade students meeting proficiency, according to the 2023-24 Algebra I TCAP EOC. Unfortunately, we were not able to achieve our Year 2 target goal of 50% proficiency. For this year, we will strive for 40% proficiency as our Year 3 target goal. We are optimistic that an increased emphasis on professional development aligned to new math standards and curriculum, the implementation of the Learning Walk Cycle, with actionable and timely feedback, along with data analysis training and meetings to monitor student growth and achievement will all lead to desired outcomes. Finally, we will also implement careful and deliberate monitoring of our PLCs, as well as our lesson prep protocols. We believe these proven strategies will result in our students meeting their Year 3 Algebra I target goal.

Goal 3 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

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Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
1. High-Quality Benchmark Assessments for Data-Driven Instruction: Benchmark assessments enabled teachers to monitor student progress throughout the year, identify areas of need, and adjust instruction to meet students' learning needs.	\$ 3,200.00	The high-quality benchmark assessments proved invaluable in providing actionable data to pinpoint student needs and gaps in learning. Further, our teachers were able to use this information to help direct their teaching strategies to enhance learning, and will continue to do so in the coming year(s).
2. School Administrators Supporting Professional Learning Communities (PLCs) and CFA Analysis: Administrators facilitated PLCs and guided teachers in analyzing common formative assessments (CFAs), fostering collaboration and continuous improvement in instructional practices.	\$ 21,000.00	This investment established a systematic, reliable cycle of shared responsibility and data-driven dialogue, among our Algebra I teachers, ensuring continuous instructional improvement. This should aid us in achieving our desired outcomes in the future.
3. Instructional Supervisor for Data Analysis and Pacing Guides: The instructional supervisor supported teachers by developing standards-aligned pacing guides and assisting with data analysis to ensure instruction was focused and effective.	\$ 16,175.00	The instructional supervisor's work provided crucial structural consistency through standards-based pacing guides. This foundation was paired with hands-on support in data analysis, which dramatically increased the efficiency and targeted focus of our teachers' daily instructional decisions.
4. Strategic Human Resources (HR) Initiatives: Forward-thinking investments made in salaries and benefits in an effort to increase retention rates among existing faculty and staff members, while enhancing recruitment efforts in filling hard-to-staff positions within our schools.	\$ 12,058.00	The strategic HR initiatives strengthened the district's ability to attract and support high-quality staff. The initiative provided valuable insights into competitive compensation strategies and will inform future efforts to retain and recruit educators in critical areas.
5. Tutoring Stipends: Targeted investments across all grade bands and subject areas to help grow student achievement and proficiency.	\$ 5,000.00	The tutoring program stipends expanded access to academic support and provided valuable insight into effective tutoring structures and student engagement strategies for future implementation.
6. ACT Prep Materials: Methodize ACT Prep offers robust features for teachers looking to improve their students' ACT skills and performance in math.	\$ 2,400.00	The Methodize ACT Prep program proved invaluable as a diagnostic tool for pinpointing precise math content and skill gaps for each student. Furthermore, it established a structured framework for delivering high-quality, individualized practice that can be scaled and adapted for future test readiness interventions.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

- Refine districtwide PLC/CFA implementation
- Enhanced support from district administration, school administration, and teachers, utilizing timely feedback and coaching loops
- Learning Walk Cycle with actionable feedback, providing support when needed
- Common planning and prep for Algebra I teachers
- Data analysis training and meetings to monitor student growth and achievement
- Professional development to align differentiated instruction practices to TVAAS data
- Targeted enrichment and remediation in response to benchmark data
- Closely monitoring CPGs, PLCs, and lesson prep protocols

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

Lakeland School System will strategically leverage TISA funding to sustain instructional staffing and ensure consistent student support. The district will implement benchmark assessments in conjunction with ongoing common formative assessments to strengthen PLCs, initiate Learning Walk Cycles, enhance data-driven analysis, and support informed instructional decision-making. Resources will also be allocated to maintain robust enrichment and remediation opportunities that meet the diverse needs of all learners. In addition, TISA funds will support targeted professional development, with a focus on data analysis and differentiated practices to maximize student achievement.

Goal #4

Lakeland (797) Public District - FY 2026 - TISA Accountability Report - Rev 0

This goal not established.

Goal Statement 4:

LSS will increase the percentage of Lakeland EL students meeting the WIDA growth standard from 64.4% to 66%.

District Goal 4

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	62% of English Learners met the 2023-24 WIDA growth standard.	2023-24 WIDA ACCESS
Year 2: 2024-2025 school year (Use actual outcome)	61.5% of English Learners met the 2024-25 ELPA 21 growth standard.	2024-25 ELPA21 2024-25 ELPA21 ALT
Year 3: 2025-2026 school year	68% of English Learners will meet the 2025-26 ELPA21 growth standard.	2025-26 ELPA21 2025-26 ELPA21 ALT
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		

* Check the response that best describes the progress made on the 2024-25 target toward Goal 4.

- Exceeded target
- Met target
- Increased but did not meet target
- Did not make progress toward goal
- End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

The district did not meet its Year 2 outcome target of 68% of English Learners (EL) students meeting the 2024-25 ELPA21 growth standard. The number of English as a Second Language (ESL) students significantly increased in the 2024-25 school year. Despite the district's efforts to accommodate the growth by hiring an additional ESL teacher, the district was approved to operate at a higher ratio through the waiver process.

For 2025-26, the district will continue to support the transition to ELPA21 standards and support teachers with implementing the instructional shifts necessary to teach those standards through on-going professional development. Further, we will emphasize collaboration among ESL and general education teachers through PLCs/CPGs, by providing HQIM aligned scaffolds to support ESL students in the content area classrooms. Dedicated support staff will support ESL teachers with data-driven instructional needs, evidenced based supplemental materials, and individualized learning plan (ILP) goal development. 44

Goal 4 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
1. Providing a Stipend for an English Learner Facilitator: The EL Facilitator offered district-wide support for ESL teachers, helping them align instruction with student needs and best practices.	\$ 5,000.00	The EL Facilitator stipend was invaluable for establishing district-wide instructional coherence and standardizing best practices across all ESL teams. This commitment built long-term capacity by providing high-quality, targeted support, which ensures a sustainable and effective structure for English Learner success.
2. Designating a School Administrator to Support the EL Program: A designated administrator within each building ensured the EL program received focused leadership and support.	\$ 21,000.00	Designating a building administrator provided the focused leadership necessary to fully integrate the EL program into the school's core mission. This administrative role was invaluable, ensuring the program was consistently prioritized and had the necessary authority to remove barriers and support all instructional staff effectively.
3. District Office Supervisor to Provide Direct Support to the ESL Program: A designated central office supervisor to support ILP development, provide professional development, and ensure program compliance.	\$ 33,900.00	Dedicating a District Office Supervisor for the ESL program proved invaluable for establishing systemic oversight and ensuring consistent compliance across all schools. This role created a stable program foundation by standardizing high-quality professional development and guaranteeing uniformity in Individualized Learning Plan (ILP) development for long-term integrity.
4. Strategic Human Resources (HR) Initiatives: Forward-thinking investments made in salaries and benefits in an effort to increase retention rates among existing faculty and staff members, while enhancing recruitment efforts in filling hard-to-staff positions within our schools.	\$ 12,058.00	The intentional, strategic HR initiatives strengthened the district's ability to attract and support high-quality staff. The initiative provided valuable insights into competitive compensation strategies and will inform future efforts to retain and recruit educators in critical areas.
5. Tutoring Stipends: Targeted investments across all grade bands and subject areas to help grow student achievement and proficiency.	\$ 5,000.00	The tutoring program stipends expanded access to academic support and provided valuable insight into effective tutoring structures and student engagement strategies for future implementation.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

- Data analysis training & support for educators
- Professional development connected to ELPA21 training
- Professional development aligned to scaffolding strategies
- Refine districtwide CPG implementation
- Designated staff to provide support for ESL teachers and school-based administrators to specifically address instructional needs of all ELs, particularly our newcomer population

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

Lakeland School System will leverage TISA funding to maintain ESL staffing and provide a high-quality benchmark assessment to support data-driven instructional practices. Additionally, we will allocate sufficient resources to sustain enrichment and remediation opportunities that address diverse student needs.

TISA funds will be utilized to provide professional development and support staff for educators, focusing on data analysis and differentiation best practices to

maximize student outcomes. Additional funding needs include district-wide operational costs, support staff, and programs that foster a well-rounded educational experience.

Goal #5

Lakeland (797) Public District - FY 2026 - TISA Accountability Report - Rev 0

This goal not established.

Goal Statement 5:

LSS will increase the percentage of SWD meeting ELA proficiency from 29% to 31%.

District Goal 5

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	29% of SWD scored proficient according to the 2023-24 ELA TCAP Assessments.	2023-24 ELA TCAP (District-wide)
Year 2: 2024-2025 school year (Use actual outcome)	30% of SWD scored proficient according to the 2024-25 ELA TCAP Assessments.	2024-25 ELA TCAP (District-wide)
Year 3: 2025-2026 school year	35% of SWD will score proficient according to the 2025-26 ELA TCAP Assessments.	2025-26 ELA TCAP (District-wide)
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		

* Check the response that best describes the progress made on the 2024-25 target toward Goal 5.

- Exceeded target
- Met target
- Increased but did not meet target
- Did not make progress toward goal
- End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

The district did not meet our Year 1 outcome target of 31% proficiency for students with disabilities (SWD) according to the 2023-24 ELA TCAP assessments, and the district more narrowly missed the Year 2 outcome target by achieving 30% proficiency. Our previous action steps included using SPIRE instructional materials, providing professional development, and supporting collaborative teams. This year, we will expand our plan by offering professional development on effective co-teaching practices and supporting SWD access to high quality instructional materials. We will also provide data analysis training and assign designated support staff to offer coaching and tutoring, ensuring teachers have the tools they need to meet students' diverse needs effectively and sustainably.

Goal 5 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
1. Maintaining a Low Student-to-Teacher Ratio: We invested in educators to ensure smaller class sizes, allowing for more personalized instruction to meet the diverse needs of students with disabilities.	\$ 907,167.28	This investment contributed to measurable progress toward the district's target by enabling smaller class sizes that allowed for more individualized instruction and stronger support for students with disabilities. These efforts enhanced student engagement and academic growth, moving the district closer to its proficiency goal.
2. High-Quality Instructional Materials Across Grade Levels: We provided instructional materials aligned with ELA standards to support learning at multiple grade levels, ensuring access to appropriate content for all students.	\$ 16,200.00	The purchase of HQIMs supported measurable progress toward the district's proficiency goals by providing teachers and students with standards-aligned instructional materials across grade levels. Access to high-quality resources strengthened instructional consistency and improved student learning outcomes.
3. Educational Assistants for ELA Instruction at the Elementary Level: Educational assistants played a key role in delivering targeted language instruction and supporting students' literacy development at the elementary level.	\$ 145,432.00	This investment contributed to progress toward literacy goals by expanding instructional support and enabling more targeted reading interventions. Educational assistants played a vital role in strengthening foundational literacy skills and improving student outcomes at the elementary level.
4. Support Staff for Data Analysis and IEP Development: Staff provided direct assistance to educators and administrators in analyzing student data and developing Individualized Education Programs (IEPs) to guide instruction for students with disabilities.	\$ 21,196.00	This investment contributed to measurable progress toward the district's goals by enhancing the quality and efficiency of data analysis and IEP development. The added support strengthened instructional planning and improved outcomes for students with disabilities.
5. Behavior and Transition Specialist for Student Support and Professional Development: Provided direct behavior support to students and delivered professional development to teachers, equipping them with strategies to address behavioral challenges that impact learning.	\$ 14,571.00	Funding for our Behavior and Transition Specialist supported measurable progress toward district goals by improving behavioral interventions and classroom management practices. The specialist's work strengthened teacher capacity to address behavioral challenges, resulting in more positive learning environments and improved student engagement.
6. Benchmark Assessments to Improve Teaching and Learning: The use of benchmark assessments provided actionable insights, helping teachers monitor progress, identify areas for improvement, and tailor instruction to meet student needs effectively.	\$ 15,784.81	This investment moved us toward the district's goal by providing teachers with actionable data to guide instruction and address learning gaps. The use of benchmark assessments enhanced instructional decision-making and supported continuous student growth
7. Strategic Human Resources Initiatives: Forward-thinking investments made in salaries and benefits in an effort to increase retention rates among existing faculty and staff members, while enhancing recruitment efforts in filling hard-to-staff positions within our schools.	\$ 12,058.00	The targeted HR initiatives strengthened the district's ability to attract and support high-quality staff. The initiative provided valuable insights into competitive compensation strategies and will inform future efforts to retain and recruit educators in critical areas.
8. Tutoring Stipends: Targeted investments across all grade bands and subject areas to help grow student achievement and proficiency.	\$ 5,000.00	The tutoring program stipends allowed for expanded access to academic support and provided valuable insight into effective tutoring structures and student engagement strategies for future implementation.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

- Data analysis training and support for educators, including training to all SPED teachers in new teacher TVAAS report
- Professional development aligned to co-teaching and differentiation
- Refine districtwide PLC and CFA implementation
- Collaborative planning groups
- Designated staff to provide support for SWD teachers and school-based administrators
- Learning walks with special education and general education teachers, with specific feedback given to teachers

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

Lakeland School System is committed to using its budget strategically to meet its goals by investing in a high-quality benchmark assessment for ELA to support the data-analysis goals. In addition, we will provide data analysis training and ongoing support for educators, including support staff to provide ongoing data-analysis support. Support staff will provide targeted training on effective co-teaching strategies and differentiation best practices to enhance classroom instruction and meet the diverse needs of students. School-based administrators will refine the implementation of PLCs and CFAs. Lastly, the district will designate staff specifically to support teachers of students with disabilities and school-based administrators, ensuring they receive the guidance and resources necessary to implement effective instructional strategies and improve outcomes for all students.

Lakeland (797) Public District - FY 2026 - TISA Accountability Report - Rev 0

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

Details	Answer
Date(s) of opportunity for local public comment	November 4, 2025
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	Lakeland School System's (LSS) TISA Accountability Report will be shared and available for public comment at the LSS Board of Education meeting on November 4, 2025. Pending LSS School Board approval the TISA Accountability Report will be posted on the LSS website from November 5, 2025 - June 30, 2026. If the plan is not approved or public comment necessitates a revision, an amended report will be submitted for review by the Tennessee Department of Education following the December 8, 2025 Lakeland School Board meeting.
Summary of public comment received. If no comments were received, state, "None received."	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	

Board Approval

TISA accountability reports should be presented to the local school board for approval prior to its submission to the department by November 1. Please select the option that best describes the board approval status when submitting the TISA accountability Report to the department.

- Board approval received. Minutes documenting board approval have been uploaded to the 'Related Documents' section.
- Board approval to be received after Nov. 1. The board agenda for the upcoming meeting or a memo referencing the board meeting date for which the TISA accountability will be on the agenda has been uploaded to the 'Related Documents' section. Immediately upon approval, my district will upload the minutes documenting board approval to the 'Related Documents' section and adjust the response to this question.



October 22, 2025

**To: Dr. Ted Horrell, Superintendent
Lakeland School System
3009 Davies Plantation Road
Lakeland, Tennessee 38002**

**Re: Fee Quotation
Architectural and Engineering Services for the Proposed Lakeland Central Office Courtyard
Renovations
Lakeland School System
3009 Davies Plantation Road
Lakeland, Tennessee**

Dr, Horrell:

Renaissance Group, Inc. is pleased to submit our proposal to provide Architectural and Engineering Services for the Proposed Lakeland Central Office Courtyard Renovations as follows:

PROJECT SCOPE FOR LAKELAND CENTRAL OFFICE COURTYARD RENOVATIONS:

1. Modifications to outdoor courtyard area to include removal of existing planting materials, installing concrete surface with area drains to provide positive drainage away from building.

SCOPE OF SERVICES:

1. Basic services include architectural and civil engineering services.

COST OF SERVICES:

Architectural and Engineering Fee for Scope of Services as identified above will be a lump sum fixed fee amount of **Two Thousand Two-Hundred and No/100 Dollars (\$2,200.00)**.

REIMBURSABLE EXPENSES:

All cost for submission fees, printing cost and shipping cost will be billed to the Owner at our cost with no additional mark-up.



Renaissance
Group

Thank you for this opportunity and we are available to start immediately if this fee quotation is acceptable. If you have any questions or need additional information, please give me a call.

Sincerely,

RENAISSANCE GROUP, INC.

Michael E. Terry, AIA
Senior Vice President | Partner

1

Lakeland Board of Education			
Monitoring: Review: Annually, in July	Descriptor Term: Athletic/Activity Letters VERSION 1	Descriptor Code: 4.303	Issued Date: 11/04/25
		Rescinds:	Issued:

2

3

VARSITY LETTERS

4

5

To earn a varsity letter in a school-sponsored sport or activity **that can be substituted for a Physical Education credit**, a high school student must meet the following requirements:

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1. Be a student in grades 8-12; AND

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2. Complete two seasons on the roster of a varsity team (or equivalent) of an approved school-sponsored sport or activity OR meet the playing/participation requirements for one year set by the individual coach or sponsor that have been approved by the school principal **and published annually at the beginning of the school year.**; AND

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3. Meet the equivalent of the TSSAA academic eligibility requirements during the season/term in which the approved school-sponsored sport or activity occurred; AND

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4. Serve no 10-day or more out-of-school suspensions during the season/term in which the school-sponsored sport or activity occurred.

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After meeting the above criteria, students will earn their initial letter. ~~and will have the opportunity to purchase a letter jacket.~~ In subsequent years, students will ~~receive~~ **earn** a chevron indicating each additional year of lettering in the school-sponsored sport or activity, provided that the aforementioned requirements of participation, academic performance, and behavioral expectations have been met. **This policy is also optional for Fine Arts programs as approved by the school administration.**

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Coaches and sponsors are responsible for formally recognizing students who have earned letters or chevrons and providing the information to purchase a letter and/or chevron by the end of the season.

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~~Coach or sponsor is responsible for ensuring the letters and/or chevrons are purchased and given out each season or at the end of season. Coach or sponsor is responsible for determining eligible players based on the criteria in this policy.~~

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2 A coach or sponsor has the discretion to award a student with a letter if the student has not
3 participated on the varsity team for the entire season. However, a coach or sponsor cannot
4 override the required criteria for academics and behavior.

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6 Effective with the adoption of this policy by the Lakeland Board of Education, a student who has
7 met the conditions of this policy will receive notification of their eligibility to purchase a letter and all
8 associated chevrons for all previous years of qualified participation in their school-sponsored sport or
9 activity.

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Legal References

Cross References

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Lakeland Board of Education			
Monitoring: Review: Annually, in July	Descriptor Term: Athletic/Activity Letters VERSION 2	Descriptor Code: 4.303	Issued Date: 11/04/25
		Rescinds:	Issued:

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VARSITY LETTERS

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To earn a varsity letter in a school-sponsored sport or activity **that can be substituted for a Physical Education credit**, a high school student must meet the following requirements:

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1. Be a student in grades 8-12; AND

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2. Complete two seasons on the roster of a varsity team (or equivalent) of an approved school-sponsored sport or activity OR meet the playing/participation requirements for one year set by the individual coach or sponsor that have been approved by the school principal **and published annually at the beginning of the school year.**; AND

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3. Meet the equivalent of the TSSAA academic eligibility requirements during the season/term in which the approved school-sponsored sport or activity occurred; AND

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4. Serve no 10-day or more out-of-school suspensions during the season/term in which the school-sponsored sport or activity occurred.

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7 met the conditions of this policy will receive notification of their eligibility to purchase a letter and all
8 associated chevrons for all previous years of qualified participation in their school-sponsored sport or
9 activity.

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Legal References

Cross References

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Lakeland School System 2025 Legislative Agenda

The Board of Education of Lakeland School System believes that local BOEs are best equipped and informed to make decisions that address the needs and challenges of their individual schools. We support measures to expand and improve the pool of qualified teachers. We strongly urge the General Assembly to **fully fund the Tennessee Investment in Student Education (TISA)** and not divert any funds away from public education or add any unfunded mandates.

Lakeland School System (LSS) Position Statements:

Diversion of Funds

- LSS opposes any legislation that diverts funds from public K-12 education to charter schools, voucher programs, scholarships, tax credits, or related schemes to fund private or home school education.

Accountability

- LSS supports a fair, transparent accountability system that utilizes multiple measures to provide information to parents and taxpayers, and supports requiring any schools or districts receiving taxpayer dollars to have the same accountability system.
- LSS supports any school or parent/guardian receiving taxpayer dollars to have the same standardized testing requirements and publicly post the results of schools in a manner that allows for easy, timely, and informed decisions by parents.

Education Funding

- LSS supports **full funding through the TISA funding formula** for federally mandated special education Pre-K classrooms. .
- LSS supports increased funding for school counselors, social workers, mental health providers, and nurses.
- LSS supports budgeted increases to the TISA funding formula that correspond with state-required increases to teacher salaries.

Teacher and Staff Recruitment and Retention

- LSS supports incentives that promote teacher recruitment and retention. This includes paying for PRAXIS exams and offering scholarships, higher pay, or bonuses.
- LSS supports including all TN public school employees to receive the TN Public Higher Education Fee Discount on enrollment of qualifying individuals.
- LSS supports reducing teacher evaluations for high performing teachers to increase teacher morale and provide more time for administrators to offer additional support to low performing teachers.
- LSS supports the legislature to form a task force to evaluate and reduce regulatory burdens on teachers and administrators that are outdated, archaic, irrelevant and allow more time for teaching and learning.

School Safety

- LSS supports additional funding for school safety and security.
- LSS supports recurring funds for School Resource Officers or School Security Officers in all schools.

Unfunded Mandates

- LSS opposes the adoption of any legislation, policies, rules, or regulations by the Tennessee General Assembly, the Tennessee Department of Education, or the Tennessee Board of Education that require the implementation of unfunded mandates.

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Lakeland Board of Education			
Monitoring: Review: Annually, in October	Descriptor Term: Social Media	Descriptor Code: 4.4065	Issued Date: 11/04/25
		Rescinds:	Issued:

2 The purpose of this policy is to establish guidelines and provide direction for district employees when
3 participating in online social media activities. The Superintendent or his/her designee shall establish
4 procedures to ensure effective administration of this policy.

5 **Definitions**

6 Social media: Includes any and all forms of online publication where individuals engage in conversation
7 or exchange of written information or images (such as blogs, micro-blogs, wikis, podcasts, virtual worlds,
8 user rating services, messaging sites, and social networks). Social media tools include online sites such
9 as **X (formally known as Twitter), Facebook, YouTube, Wikipedia, Instagram, Pinterest, Snapchat,**
10 **LinkedIn, and any other social media platforms.** These examples are included by way of illustration and
11 not limitation; new social media platforms are continually emerging, and the named tools shall not
12 constitute an exhaustive list of social media governed by this Policy.

13 Professional Use: Refers to an employee’s personalized presence on social media to advance a program
14 or function of the Lakeland School System as part of the employee’s job responsibilities.

15
16 Personal Use: Refers to an employee’s personalized presence on social media, initiated at will by the
17 employee, to advance a personal objective.

18
19 Disruption to the school environment: Includes any interference with the school environment or violation
20 of Board policy.

21
22 **Social Media Guidelines**

23 Lakeland School System employees shall refrain from using social media for school-related messaging
24 unless otherwise approved by a school or department administrator. The primary method of school
25 communications shall be district-provided communication tools.

26 Professionalism should be maintained in all interactions with students, staff, their families, and the
27 community whether engaging in-person or electronically via social media. Failure to do so may place an
28 employee in violation of Board policy and at risk of discipline.

29 By accessing, creating, or contributing to any professional use of social media, Lakeland School System
30 employees agree to abide by all **expectations set by the Lakeland School System policy manual.**

31 District employees remain personally responsible for content published by, attributable to, or connected
32 with their presence on social media. Online behavior should reflect the same standards of honesty,
33 respect, responsibility, and consideration required of Lakeland School System employees engaged in in-
34 person communications. Online conduct resulting in a disruption to the school environment, whether

1 resulting from professional or personal use of social media, may be subject to disciplinary action up to
2 and including dismissal.

3 **Professional Use of Social Media**

4 District employees are prohibited from using personal social media accounts for official school purposes.
5 If a Lakeland School System employee wishes to incorporate social media into the curriculum or
6 educational program, he or she must first inform and receive approval from his/her school or department
7 administrator and receive express parental informed consent for third party social media platforms. Social
8 media use in the classroom should be incorporated only in cases where the educational benefit outweighs
9 the potential risks of participation. Upon approval by an administrator, district employees may establish
10 a classroom social media account or page using district contact information, including school email
11 account, address, and voicemail extension.

12 Professional use of social media shall be considered an extension of the classroom, and all content
13 associated with such use shall adhere to all classroom and professional **expectations set by the Lakeland**
14 **School System policy manual and employee guides**. Copyright and fair use guidelines should be
15 maintained, and the school and/or district name, logos, and images may not be used without receiving
16 prior permission. District employees incorporating social media into the classroom shall maintain the
17 primary responsibility for monitoring such use, and what is inappropriate in the classroom should be
18 deemed inappropriate online. Social media interactions with students should demonstrate the highest
19 levels of professionalism and should adhere to all district policies regarding student records, safety,
20 privacy, codes of conduct, and ethics.

21 Any student information communicated through social media platforms must comply with all district
22 policies on student privacy and student records. In addition to the privacy requirements set forth in Board
23 policy and in the Family Educational Rights and Privacy Act (FERPA), a student's participation in third
24 party social media sites as part of a district activity shall require express parent informed consent. As part
25 of such consent, parents must be made aware, in writing, that the district is unable to control such third-
26 party sites, that the activity is optional, and that, should the parent decline to consent, a suitable and
27 educationally-equivalent alternative activity or assignment will be made available.

28
29 The district recognizes that student or community groups may create social media accounts representing
30 students or groups associated with the district. If and when district employees join or engage with these
31 social networking groups, they do so as representatives of the district and are encouraged to use a
32 professional social media account. In this capacity, whether on or off duty, all employees are responsible
33 for maintaining appropriate employee-student relationships and have further responsibility for reporting
34 and/or addressing inappropriate behavior or activity on these networks. This responsibility includes
35 maintaining student confidentiality, acting to protect the safety of minors online, reporting abuse,
36 bullying, or harassment, and adhering to the Teacher Code of Ethics. Failure to do so could put an
37 employee in violation of existing district policies and at risk of disciplinary action.

38 **Personal Use of Social Media**

39 District employees are prohibited from using personal social media accounts for official school purposes.
40 Online fraternization between Lakeland School System employees and Lakeland School System students
41 is strictly prohibited, except as outlined above in the section on Professional Use of Social Media.
42 Employees may not use personal social media to solicit or accept "friend" requests or other social media

1 connections from Lakeland School System enrolled students or former students who continue to be
2 minors. This prohibition shall not apply to any “friend” connection between a Lakeland School System
3 employee and members of his or her family.

4 District employees are encouraged to remember that intentional messaging and privacy protections help
5 distinguish personal comments from those communicated on behalf of Lakeland School System.
6 Employees are encouraged to make clear that the view expressed on his/her social media is not the official
7 view of Lakeland School System. Employees shall never use personal social media in any way purporting
8 to be or speaking for Lakeland School System.

9 Even when incorporating the most restrictive privacy settings, employees should assume that all postings
10 are in the public domain. Employees should understand that comments made using certain social media
11 platforms are not protected by privacy settings. Online conduct resulting in a disruption to the school
12 environment, whether resulting from professional or personal use of social media, may be subject to
13 disciplinary action up to and including dismissal.

14 **Reporting Notification, and Training**

15 Improper uses of social media shall be referred to the building administrator and/or Lakeland School
16 System Department of Human Resources for investigation. This Policy shall be disseminated annually
17 to district staff, students, and volunteers via the Acceptable Use of Technology form and the Lakeland
18 School System website. All district employees and volunteers shall be educated on this Policy, acceptable
19 use of social media platforms, and related administrative procedures.
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Legal References

Cross References

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