



**LAKELAND BOARD OF EDUCATION
BUSINESS MEETING AGENDA
Monday, July 13, 2026, 5:45 PM
Lakeland School System District Office
3009 Davies Plantation Road
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
 - 2. Monthly Financial Summary
 - May 2026
 - 3. Legislative Liaison Update
- VI. **APPROVAL OF AGENDA**
- VII. **CONSENT AGENDA**
 - 1. Approval of Meeting Minutes:
 - Special Called Meeting - June 1, 2026
 - Business Meeting - June 8, 2026
 - 2. Approval of Update to Committee Appointments
 - Disciplinary Hearing Authority (Kim Pickens, Chad Uhiren, Ashley Maclin, Ashley Jackson, Kim Louis, Dr. Dorian Brown, Dr. James Barbee)
 - 3. Approval of FY 27 Consolidated Application Approval for IDEA/ESEA School Year 2026-2027
 - 4. Approval of Uniform Grant Guidance (UGG) Manual
 - 5. Approval of Internal Control Manual
 - 6. Approval of AI Policy Enforcement Report
 - 7. Approval of 2026-2027 Annual Agenda (Board Policy 1.403)
 - 8. Approval of Update to 26-27 School Board Meeting Calendar
 - 9. Approval of 2026-2027 Professional Development Plan
 - 10. Approval of 25-26 Bullying Compliance Report
 - 11. Threat Assessment Reporting
 - 12. Approval of FY 26-27 Budget Amendments (07/26)
 - 13. Approval of 26-27 LPS Extracurricular Activities and Clubs
 - 14. Approval of 26-27 LMPS Extracurricular Activities and Clubs
 - 15. Approval of Amendment to Policy 1.400 - School Board Meetings
 - 16. Approval of Amendment to Policy 1.403 - Agendas
 - 17. Approval of Amendment to Policy 1.404 - Appeals to and Appearances Before the Board
 - 18. Approval of Amendment to Policy 2.100 - Fiscal Management Goals
 - 19. Approval of Amendment to Policy 2.401 - Gifts and Bequests
 - 20. Approval of Amendment to Policy 4.100 - Instructional Goals
 - 21. Approval of Amendment to Policy 4.213 - Family Life Education
 - 22. Approval of Amendment to Policy 4.300 - Extracurricular Activities
 - 23. Approval of Amendment to Policy 4.301 - Interscholastic Athletics
 - 24. Approval of Amendment to Policy 4.600 - Grading System
 - 25. Approval of Amendment to Policy 4.603 - Promotion and Retention
 - 26. Approval of Amendment to Policy 4.605 - Graduation Requirements

27. Approval of Amendment to Policy 5.106 - Application and Employment
28. Approval of Amendment to Policy 5.110 - Compensation Guides & Contracts
29. Approval of Amendment to Policy 5.117 - Teacher Tenure
30. Approval of Amendment to Policy 5.200 - Separation Practices for Tenured Teachers
31. Approval of Amendment to Policy 5.201 - Separation Practices for Non-Tenured Teachers
32. Approval of Amendment to Policy 5.302 - Sick Leave
33. Approval of Amendment to Policy 5.303 - Personal and Professional Leave
34. Approval of Amendment to Policy 5.600 - Staff Rights & Responsibilities
35. Approval of Amendment to Policy 5.801 - Superintendent Recruitment and Selection
36. Approval of Amendment to Policy 6.100 - Student Goals
37. Approval of Amendment to Policy 6.200 - Attendance
38. Approval of Amendment to Policy 6.202 - Home Schools
39. Approval of Amendment to Policy 6.203 - School Admissions
40. Approval of Amendment to Policy 6.205 - Student Assignments
41. Approval of Amendment to Policy 6.2062 - Enrollment of the Children of Employees
42. Approval of Amendment to Policy 6.301 - Rights and Responsibilities of Students
43. Approval of Amendment to Policy 6.303 - Interrogations and Searches
44. Approval of Amendment to Policy 6.304 - Student Discrimination, Harassment, Bullying, Cyber-bullying and Intimidation
45. Approval of Amendment to Policy 6.3041 - Title IX & Sexual Harassment
46. Approval of Amendment to Policy 6.306 - Interference/Disruption of School Activities
47. Approval of Amendment to Policy 6.318 - Admission of Suspended or Expelled Students
48. Approval of Amendment to Policy 6.412 - Emergency Allergy Response Plan
49. Approval of Amendment to Policy 6.506 - Students from Military Families
50. Approval of Resolution 2026 / 07-01: A Resolution to Purchase a Vehicle for Maintenance Use
51. Approval of Katherine Kimmel of Lewis Thomason, P.C. as LSS Board Attorney
52. Five Year Strategic Plan Updates
53. Approval of Updated Branding Elements

VIII. DISCUSSION / ACTION

1. Facilities Condition Assessment Presentation
2. Discussion on LSS Board Room
3. Approval of Policy 4.215 - Instructional Use of Digital Devices (First Reading)
4. Approval of Policy 6.4053 - Outside Applied Behavior Analysis Therapy (First Reading)
5. Approval of 26-27 Schools Fees List

IX. ANNOUNCEMENTS

X. ADJOURNMENT

LAKELAND SCHOOL SYSTEM
Expense Summary Fiscal Year 2026
Period Ending May 31, 2026

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	18,319,436	15,664,743	1,503,534	238,880		2,415,814	87%
Special Education Program	2,966,891	3,079,323	2,361,316	160,771	628		717,380	77%
Vocational Education	175,028	348,112	159,836	19,041	71,211		117,065	66%
Health Services	527,220	534,889	432,759	39,059	186		101,944	81%
Other Student Support	1,213,670	1,213,670	1,069,412	89,957	0		144,258	88%
Regular Instruction Program Support	988,637	988,637	896,066	75,333	1,892		90,679	91%
Special Education Program Support	556,193	556,193	476,431	31,811	0		79,762	86%
Vocational Education Prog (ISM)	0	10,000	2,610	-530	0		7,390	26%
Technology	810,392	790,392	729,297	41,066	0		61,095	92%
Board of Education	795,558	829,549	753,177	24,680	1,000		75,372	91%
Office of the Superintendent	433,865	433,865	352,871	25,932	0		80,994	81%
Office of the Principal	2,064,031	2,208,545	1,849,941	152,806	1,114		357,489	84%
Fiscal Services	502,141	502,141	454,039	31,857	54		48,048	90%
Human Services/Personnel	391,895	391,895	342,208	25,249	0		49,687	87%
Operation of Plant	1,724,398	1,860,173	1,595,539	139,367	751		263,883	86%
Maintenance of Plant	783,435	874,597	704,372	54,095	45,463		124,762	86%
Transportation	1,270,000	1,318,000	987,206	123,812	0		330,794	75%
Transfers to Other Funds	0	1,195	1,195	0	0		0	100%
General Purpose Fund Subtotal	32,851,232	34,286,400	28,833,018	2,534,592	374,785		5,078,598	85%
Federal Projects Regular Instruction	189,482	174,897	140,020	12,146	3,781		31,096	82%
Federal Projects Special Education	271,649	280,671	230,535	20,500	1,040		49,097	83%
Federal Programs Innovative Schools	235,117	61,460	61,460	0	0		0	100%
Federal Projects Other Student Support	61,559	67,822	53,778	6,708	0		14,044	79%
Federal Projects Regular Instruction	50,902	52,114	20,030	272	1,450		30,634	41%
Federal Projects Special Education Support	211,522	227,559	190,987	59,638	4,485		32,086	86%
Federal Projects Vocational	8,072	4,562	4,562	2,098	0		0	100%
Federal Programs Early Childhood Grant	0	2,000	2,000	0	0		0	100%
Food Service	1,055,000	1,376,264	974,919	74,782	1,026		400,319	71%
Before/After School Program	280,000	320,000	317,786	31,245	0		2,215	99%
Education Capital Projects	1,067,927	1,524,792	949,754	47,883	290,317		284,721	81%
GRAND TOTAL:	36,415,483	38,378,542	31,778,849	2,789,864	676,883		5,922,810	85%



**LAKELAND BOARD OF EDUCATION
SPECIAL CALLED MEETING MINUTES**

Monday, June 1, 2026, 5:45 PM

**Lakeland School System District Office
3009 Davies Plantation Road
Lakeland, TN 38002**

I. CALL TO ORDER

With a quorum present, the meeting was called to order on Monday, June 1, 2026, at 5:45 PM, by Vice Chair Jeremy Burnett. Jeremy Burnett 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):	Absent
Jeremy Burnett (Vice-Chair):	Present

III. PUBLIC COMMENT

No comments.

IV. DISCUSSION / ACTION

1. LSS Resolution 2026 / 06-01: A Resolution to Authorize the Execution of a Contract with Moss-Carpenter for the Completion of Campus Projects

Jeremy Burnett (Vice Chair) motioned to bring Resolution 2026 / 06-01 to the floor, seconded by Keith Acton.

When the question was called, Resolution 2026 / 06-01: A Resolution to Authorize the Execution of a Contract with Moss-Carpenter for the Completion of Campus Projects was approved as presented. **Motion carried.**

Acton:	Aye
Burnett (Vice-Chair):	Aye
Childs:	Aye
Thomas:	Aye



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V. ADJOURNMENT

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

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Thomas: Aye

**The meeting was adjourned at 5:49 PM on Monday, June 1, 2026.
These minutes were approved on Monday, July 13, 2026.**

Laura Harrison, Chair

ATTEST:

Dr. Ted Horrell, Superintendent

Summer Smith, Board Secretary



LAKELAND BOARD OF EDUCATION

BUSINESS MEETING MINUTES

Monday, June 8, 2026, 5:45 PM

**Lakeland School System District Office
3009 Davies Plantation Road
Lakeland, TN 38002**

I. CALL TO ORDER / MOMENT OF SILENCE / PLEDGE TO FLAG

With a quorum present, the meeting was called to order on Monday, June 08, 2026, 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 5:46 PM.

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

III. CHAIR'S WELCOME

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

No comments.

V. REPORTS

1. Superintendent's Report

Superintendent Horrell reported on various administrative items:

- Recognition of seven of the fifty-six 2026 TSA State Leadership Conference Attendees: Caleb Barton, Jesus Trillo Malaver, Veer Patel, Cara Carter, Ursula Mbassi, Alexa Daniels, Nathan Harrison and advisor Nick Sweeney were present.

2. Monthly Financial Summary

- April 2026

3. Legislative Liaison Update



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

- Noted that resolutions are due to TSBA at the beginning of September.

VI. APPROVAL OF AGENDA

Laura Harrison (Chair) motioned to move this item to the floor, seconded by Kieth Acton.

Superintendent Horrell requested to add to Discussion/Action the *Approval of Superintendent's Surety Bond*.

Laura Harrison (Chair) motioned to add *Approval of Superintendent's Surety Bond* to the Discussion/Action, seconded by Keith Acton. **Approved without objection.**

Acton: Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

Michelle Childs motioned to move *Approval of 26-27 School Fees List* from the Consent Agenda to Discussion/Action, seconded by Laura Harrison (Chair). **Approved without objection.**

Acton: Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

When the question was called, the agenda was approved as amended.

Acton: Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye



LAKELAND BOARD OF EDUCATION

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VII. CONSENT AGENDA

1. Approval of Meeting Minutes

- Business Meeting - May 11, 2026
- Special Called Meeting - May 19, 2026

2. Approval of FY 25-26 Budget Amendments (06/26)

3. Approval of LSS Job Description

- Finance Manager
- Occupational Therapist

Laura Harrison (Chair) motioned to bring this item to the floor, seconded by Keith Acton. When the question was called, the Consent Agenda was approved as presented. **Motion carried.**

Acton: Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

VIII. DISCUSSION / ACTION

1. Approval of Superintendent Evaluation

Laura Harrison (Chair) motioned to move this item to the floor, seconded by Keith Acton.

Laura Harrison (Chair) explained the domains of the evaluation and revealed an overall score of 4.6 out of 5.

Chair Harrison made the following comments: *"I think he does a wonderful job for the school system. I don't know that we can ask for a better leader with integrity, ethics, vision, all the things that we need a leader to do. He's grown us from a K-5*



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school system to a K-12. We've had a complete school system form under his leadership, which is no small feat. Just forming a school district thirteen years ago—going through that process to just form a school district and then grow it to be a full school district. I thank you for all the work that you've done. You continue to put students and families first along with our teachers, along with our staff. It's important the work you do every day because it makes a difference in our community. I want to say thank you and I appreciate your leadership for the school district".

Keith Acton made the following comments: *"You have consistently represented the school system, our city, with professionalism, integrity, and class. I admire how you can bring us together as a group. You have the great ability to be a statesman in a time when we don't have as many statesmen as we did. You have a great ability to build relationships, and you focus on what's best for our teachers, our administration, but most importantly our students. You have proven yourself to be an education leader, an industry leader and business leader. You run a \$30+ million business here. That is a lot of hats to wear. You understand how to build and structure organizations, develop people, and create a vision for us to follow as a school system. We are a better community because of your leadership. Our schools are stronger because of your commitment to excellence. We had a first class drive this year and the focus and the motto for this year, with it being the first class, and it's a [...] tradition. I appreciate that. Thank you for what you do for us as a school system and as a citizen of the city you are putting a great product out there for our teachers, our students. Thank you".*

Deborah Thomas made the following comments: *"You know, thinking back thirteen years ago, thinking back where we started and it started with a vision. A lot of people in the community who fought for Lakeland to have its own school system. Fought in different ways, you know, at the polls or in other ways, and the vision started with you. And thinking about what Keith just mentioned with all the hats; you've worn a multitude of hats since 2013. You've been able to take some of those off, for good, and delegate those things to our very capable district office staff, our administrators, but your accessibility, your visibility, your [...] with the school system parents. You know, I don't know that in a lot of school systems you see that. You see the superintendent, you know, going to a baseball game and then going up to the choir concert and then stopping by the induction for one of our organizations. It takes a great deal of commitment and determination to build what we've built here and that started with you, so I just want to say thanks".*

Michelle Childs made the following comments: *"I'll echo the statesman part and the*



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hat part, which my favorite was moving furniture in the cafeteria, but as everyone covered, it's been a dream to get to the twelfth year and it's truly a happy place to have that behind us now that we actually have all the grades and we've grown into our email address. It was a dream when that started and you know, we will have a twelfth grade at some point--one day! I just wanted to echo and say thank you.

Laura Harrison (Chair) requested the board's permission to enter into a contract negotiation to be approved at the July board meeting. **Approved without objection.**

2. Approval of Superintendent's Surety Bond

Laura Harrison (Chair) motioned to move this item to the floor, seconded by Keith Acton.

When the question was called, the *Approval of the Superintendent's Surety Bond* was approved as presented. **Motion carried.**

Acton: Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

3. Approval of 26-27 School Fees List

Laura Harrison (Chair) motioned to move this item to the floor, seconded by Keith Acton.

Michelle Childs requested clarification on a fine arts fee.

When the question was called, the *Approval of 26-27 School Fees List* was approved as presented. **Motion carried.**

Acton: Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

IX. ANNOUNCEMENTS



LAKELAND BOARD OF EDUCATION

BUSINESS MEETING MINUTES

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**Lakeland School System District Office
3009 Davies Plantation Road
Lakeland, TN 38002**

X. ADJOURNMENT

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

Acton: Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

The meeting was adjourned at 06:21 PM on Monday, June 8, 2026.

These minutes were approved on Monday, July 13, 2026.

Laura Harrison, Chair

ATTEST:

Dr. Ted Horrell, Superintendent

Summer Smith, Board Secretary

FY 27 Consolidated Application Approval for IDEA/ESEA School Year 2026 - 27

LEA #: 797	LEA Name (Legal Name of Agency): Lakeland School System	
LEA Legal Mailing Address: 3009 Davies Plantation Road, Lakeland, TN 38002		
LEA Street Address: 3009 Davies Plantation Road		
City: Lakeland	State: TN	Zip: 38002

Consolidated Project begins July 1, 2026 and ends June 30, 2027.

The facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are true and correct to the best of my knowledge.

The Board of Education has reviewed and approved this project year application for filing.

This action is recorded in the official minutes of the Agency's Board meeting held on the date entered below:

July 13, 2026
Board Meeting Date

Director of Schools (Signature)	Board of Education Official (Signature)
W. Edward Horrell, III	Laura Harrison
Director of Schools (Print Name)	Board of Education Official (Print Name)
Date Signed	Date Signed



Lakeland School System

UGG & EDGAR Policies and Procedures

Administration of Federal Education Programs

Aligned with the Requirements of the Uniform Grants Guidance
(2 C.F.R. § 200)

7-1-2026

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I. Introduction

This manual sets forth the policies and procedures used by Lakeland School System (the “District”) to administer federal funds. The manual contains the internal controls and grant management standards used by the District to ensure that all federal funds are lawfully expended. It describes in detail the District’s financial management system, including cash management procedures, procurement policies; inventory management protocols; procedures for determining the allowability of expenditures; time and effort reporting; record retention; and sub-recipient monitoring responsibilities.

New employees of the District, as well as incumbent employees, are expected to review this manual to gain familiarity and understanding of the District’s rules and practices. If you have any questions regarding the administration of federal education grants, including questions related to specific federal grant programs, please do not hesitate to contact the applicable program office at the Tennessee Department of Education (TDOE).

II. Financial Management System

The District maintains a proper financial management system in order to receive both direct and State-administered grants and to expend funds associated with a grant award. Certain fiscal controls and procedures must be in place to ensure that all financial management system requirements are met. Failure to meet a requirement may result in the return of funds or termination of the award.

A. Financial Management Standards

The standards for financial management systems are found at 2 C.F.R. § 200.302. The required standards include:

Identification of Awards: The District must identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification must include, as applicable, the Assistance Listings (formerly referred to as the Catalog of Federal Domestic Assistance (CFDA)) title and number, federal award identification number, year the federal award was issued, and name of the federal agency or pass-through entity.

Financial Reporting: Accurate, current, and complete disclosure of the financial results of each federal award or program must be made in accordance with the financial reporting requirements set forth in 2 C.F.R. §§ 200.328–329 and in the Education Department General Administrative Regulations (EDGAR) (34 C.F.R. §§ 75.1–79.13, 299.1–299.28).

Accounting Records: The District must maintain records that sufficiently identify the amount, source, and expenditure of federal funds for federal awards. These records must contain information pertaining to grant or subgrant awards, authorizations, financial obligations,

unobligated balances, assets, expenditures, income, and interest and be supported by source documentation.

Internal Controls: Effective control and accountability must be maintained for all funds, property, and assets. The District must safeguard all assets and ensure they are used solely for authorized purposes.

The District must establish, document, and maintain effective internal controls. “Internal controls” are tools to help program and financial managers achieve results and safeguard the integrity of their program. Internal controls should be designed to provide reasonable assurance that the following objectives are achieved:

- Effectiveness and efficiency of operations
- Reliability of reporting for internal and external use
- Compliance with applicable laws and regulations

The District, as the local education agency (LEA), must evaluate and monitor its compliance. When instances of noncompliance are identified, the District takes prompt action to correct any identified noncompliance.

Lakeland School System (LSS) adheres to the internal controls inherent within the accounting procedures as established by the State of Tennessee for all school districts. LSS adheres to the Internal Control and Compliance Manual for Tennessee Municipalities. LSS follows GASB and FASB regulations relative to accounting processes and reporting. The Board supports the establishment and effectiveness of district internal controls as indicated in board policy 2.100 - through established efficient procedures for accounting, reporting, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

[LSS Board Policy 2.100 \(Fiscal Management Goals\)](#)

In addition, the LEA must take reasonable cybersecurity and other measures to safeguard information, including protected personally identifiable information (PII) and other types of information. This also includes information that the federal agency or pass-through entity designates as sensitive or other information that the LEA considers consistent with applicable privacy laws. (2 C.F.R. § 200.303(e)).

Budget Control: Actual expenditures or outlays must be compared with budgeted amounts for each federal award.

Cash Management: The District must maintain written procedures to implement the cash management requirements found in 2 C.F.R. § 200.305. These procedures are included within this manual.

Allowable Costs: The District must maintain written procedures for determining the allowability of costs in accordance with the terms and conditions of the award. The District uses this manual to demonstrate how it will ensure the allowability of costs.

B. Overview of the Financial Management/Accounting System

Lakeland School System contracts with Skyward to provide an accounting software that meets state and federal requirements. The software has modules in asset management, payroll, purchasing, and general ledger. Budgets are loaded into the above system as soon as final approval is received from the fiscal entity. The Chief Financial Officer (CFO) is responsible for preparing and analyzing the budget, which will be uploaded into Skyward prior to July 1 each fiscal year.

Under 2 C.F.R. § 200.302(b), a recipient must track the Assistance Listing title and number, the federal award identification number, the year the federal award was issued, and the name of the federal agency or pass-through entity. Lakeland School System meets these requirements by generating unique project codes for each federal grant received.

Financial reports for federal grants are compiled by the Finance Director and verified by the Superintendent or Federal Programs Supervisor. In addition, the reports are prepared and submitted as specified by the financial reporting clause of each grant or contract award document. These reports include monthly and cumulative expenditures, project budgets, and a balance remaining column.

C. Budgeting

The Budget Process

Expenditures must be aligned with approved budget items. Discussions are held between the Superintendent, Deputy Superintendent, Chiefs, Directors and building level administration to determine funding needs and priorities based on district goals and priorities. Early decisions for the budget are based on the prior year's award, and adjustments are made once the grant award letter is received and funds are determined. Decisions are made based on needs assessments done each fall, and through monitoring of changes in needs throughout the fiscal year. The district, as well as the individual schools, complete an annual needs assessment each fall in ePlan. Before budget requests for new resources are considered, current and existing resources are reviewed to determine the specific needs for the upcoming fiscal year. Personnel responsible for the budget process include the Superintendent, Deputy Superintendent, Directors, Chiefs, Directors and building level administration. The budgeting process is ongoing, while most planning occurs from January to June. In the case of new awards granted throughout the fiscal year, the process is expedited based on needs, availability of funds, and amount of funds.

Based on feedback from the planning process, the Director of Strategic Programs prepares an annual school-based budget and submits it to the Superintendent and CFO for review. Before the corresponding grant application deadline, the Superintendent will work with the CFO to determine the allowability of recommended expenditures. If a proposed expenditure is determined to be not allowable, then the appropriate Director will make necessary adjustments to meet allowability.

After Receiving the Grant Award Notice (GAN)

Upon receipt of the grant award letter, the Superintendent or Program Administrator will meet with the CFO, Deputy Superintendent, appropriate Director, and building level administration to discuss adjustments that need to occur. If the amount is changed, then a meeting is held to determine the best use of the funds awarded.

Amending the Budget

Any changes or variations from the State-approved budget and grant application need prior approval from the State. 2 C.F.R. §§ 200.308, 200.329(e). When required, the District ensures it obtains timely budget amendments.

Amendments to budgets are initiated by the Superintendent or his/her designee in ePlan. Once the amendments are approved by the District and TDOE, a copy of the amended budget is given to the Lakeland School Board for approval. Once approved by the school board, the budget is updated in the accounting system which allows spending to occur. The documentation for all prior budget amendments is maintained by the Board Secretary and Finance Department.

Budget Control

The District monitors its financial performance by comparing and analyzing actual and budgeted results. Monthly expense reports are prepared, reviewed, and submitted to the Board of Education. The reports display, at minimum, the original and revised budget and the year-to-date and monthly actuals. These reports are made available to the public for download from the District's webpage, while additional reports are generated upon request. The CFO and appropriate Director analyze the monthly spending reports. If any potential area of concern is noted, the Superintendent and/or others involved are immediately notified and enlisted to ensure correction action is taken.

D. Spending Grant Funds

Direct and Indirect Costs

All costs charged to a federal grant are either direct or indirect costs. There is no universal rule for classifying certain costs as direct or indirect. A cost may be direct for some specific service or function but indirect for the federal award or other final cost objective. Therefore, it is essential that each item of cost incurred for the same purpose in like circumstances must be treated consistently as either a direct or indirect cost to avoid possible double charging of federal awards. 2 C.F.R. § 200.412.

Direct Costs: Direct costs are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy. 2 C.F.R. § 200.413(a). Direct costs are generally allowable if they are part of the program budget

and they satisfy the Uniform Guidance's cost principles. Typical costs charged directly to a Federal award are the compensation of employees who work on that award, their related fringe benefit costs, and the costs of materials and other items of expense incurred for the Federal award. 2 C.F.R. § 200.413(b).

Indirect Costs: Indirect costs are those that have been incurred for a common or joint purpose, benefitting more than one cost objective and are not readily assignable to the cost objectives specifically benefited, without effort disproportionate to the results achieved. 2 C.F.R. § 200.1 (*Indirect cost*). Generally, these costs cannot be directly assigned or allocated to one specific project because they support multiple projects. Consistent with the Uniform Guidance, these costs are sometimes classified as "facilities and administration" costs ("F&A costs").

Pursuant to 2 C.F.R. § 200.413(c), the salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

- Administrative or clerical services are integral to a project or activity;
- Individuals involved can be specifically identified with the project or activity; and
- The costs are also not recovered as indirect costs.

Indirect Cost Rate: A District can have two different indirect cost rates: an unrestricted rate and a restricted rate. The unrestricted indirect cost rate is calculated for use on programs without limitations on indirect costs. An unrestricted indirect cost rate is calculated in accordance with 2 C.F.R. § 200.0 et seq. However, certain U.S. Department of Education (ED) grant programs have a statutory requirement prohibiting the use of federal funds to supplant non-federal (or sometimes other federal) funds. These programs require the use of a restricted indirect cost rate, computed in accordance with 34 C.F.R. §§ 76.563–76.569. The formula limits the general management costs that can be included in the indirect cost pool (numerator) and requires adjustments to the modified total direct costs ("MTDC") base (denominator). Generally, adjustments to the unrestricted rate calculation are made and result in a lower rate to claim indirect cost reimbursement on restricted rate programs. (ED, [Cost Allocation Guide for State and Local Governments](#) (2009)).

TDOE approves indirect cost rates each year. Lakeland School System does not currently utilize indirect cost.

The Tennessee Department of Education (TDOE) calculates the District's restricted and unrestricted cost rates. The rate is fixed and calculated annually, valid from July 1 to June 30 of the applicable fiscal year. If the District chooses to negotiate the indirect cost rate, it works with TDOE to recalculate it. The director of schools certifies and approves the final rates, after which TDOE approves them.

Indirect costs are recovered only to the extent of direct costs incurred. The indirect cost rate is applied to the expended direct cost, not the grant award.

The source of information utilized to determine indirect cost rates is the District's Final Expenditure Report (FER) filed with TDOE annually by October 1. Therefore, the District must classify expenditures uniformly and consistently. Types of expenditures identified as indirect costs shall not also be included as direct costs. All expenditures detailed on the FER have been incurred, and the District maintains records supporting those costs.

Applying the Indirect Cost Rate: Once the District has an approved indirect cost rate, the percentage is multiplied against the actual direct costs (excluding distorting items such as equipment, participant support costs, contracts in excess of \$50,000, food supply costs within the school nutrition program, capital outlay, debt service, and transfers to other funds) incurred under a particular grant to produce the dollar amount of indirect costs allowable to that award. 34 C.F.R. §§ 76.567, 76.569; 2 C.F.R. § 200.1 (*Modified Total Direct Cost (MTDC)*). Once the District applies the approved rate, the funds that may be claimed for indirect costs have no federal accountability and may be used as if they were non-federal funds. For Direct Grants, reimbursement of indirect costs is subject to the availability of funds and statutory or administrative restrictions. 34 C.F.R. § 75.564.

Where a federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap must include all direct administrative charges as well as any recovered indirect charges.

Determining Allowability of Costs

When determining how the District will spend its grant funds, the appropriate Director will review the proposed cost to determine whether it is an allowable use of federal grant funds *before* obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR and 2 C.F.R. § 200.400 et seq., which are provided in the bulleted list below. The appropriate Director must consider these factors when making an allowability determination.

Necessary and Reasonable for the performance of the federal award. District staff must consider these elements when determining the reasonableness of a cost. A cost is reasonable if it does not exceed an amount that a prudent person would incur under the circumstances prevailing when the decision was made. While 2 C.F.R. § 200.404 does not provide specific descriptions of what satisfies the "necessary" element beyond its inclusion in the reasonableness analysis above, necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective.

Allocable to the federal award. A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. 2 C.F.R. § 200.405.

Consistent with policies and procedures that apply uniformly to both federally financed and other activities of the District.

Conform to any limitations or exclusions set forth as cost principles in 2 C.F.R. § 200.0 et seq. or in the terms and conditions of the federal award.

Consistent treatment. A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.

Adequately documented. All expenditures must be properly documented.

Be determined in accordance with generally accepted accounting principles (GAAP), unless provided otherwise in 2 C.F.R. § 200.0 et seq.

Not included as a match or cost-share unless the specific federal program authorizes federal costs to be treated as such. Some federal program statutes require the recipient or subrecipient to contribute a certain amount of non-federal resources to be eligible for the federal program.

Be the net of all applicable credits. The term “applicable credits” refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are purchase discounts, rebates or allowances, recoveries or indemnities on losses, and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the State relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. 2 C.F.R. § 200.406.

Administrative Closeout Costs. Administrative closeout costs may be incurred until the due date of the final report(s). If incurred, these costs must be liquidated prior to the due date of the final report(s) and charged to the final budget period of the award unless otherwise specified by the Federal agency. All other costs must be incurred during the approved budget period.

Selected Items of Cost

2 C.F.R. § 200.0 et seq. examines the allowability of 55 specific cost items (commonly referred to as Selected Items of Cost) at 2 C.F.R. §§ 200.420–200.476. These cost items are listed in the chart below, along with the citation where it is discussed whether the item is allowable.

District personnel responsible for spending federal grant funds and for determining allowability must be familiar with the 2 C.F.R. § 200.0 et seq. selected items of cost section. The District must follow these rules when charging these specific expenditures to a federal grant. When applicable, District staff must check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District, and program-specific rules may deem a cost as unallowable, and District personnel must follow those non-federal rules as well.

The selected item of cost addressed in 2 C.F.R. §§ 200.420–200.476 includes the following (in alphabetical order):

Item of Cost	Citation of Allowability Rule
Advertising and public relations	2 C.F.R. § 200.421
Advisory councils	2 C.F.R. § 200.422
Alcoholic beverages	2 C.F.R. § 200.423
Alumni activities	2 C.F.R. § 200.424
Audit services	2 C.F.R. § 200.425
Bad debts	2 C.F.R. § 200.426
Bonding costs	2 C.F.R. § 200.427
Collections of improper payments	2 C.F.R. § 200.428
Commencement and convocation costs	2 C.F.R. § 200.429
Compensation – personal services	2 C.F.R. § 200.430
Compensation – fringe benefits	2 C.F.R. § 200.431
Conferences	2 C.F.R. § 200.432
Contingency provisions	2 C.F.R. § 200.433
Contributions and donations	2 C.F.R. § 200.434
Defense and prosecution of criminal and civil proceedings, claims, appeals and patent infringements	2 C.F.R. § 200.435
Depreciation	2 C.F.R. § 200.436
Employee health and welfare costs	2 C.F.R. § 200.437
Entertainment and prizes	2 C.F.R. § 200.438
Equipment and other capital expenditures	2 C.F.R. § 200.439
Exchange rates	2 C.F.R. § 200.440
Fines, penalties, damages and other settlements	2 C.F.R. § 200.441
Fundraising and investment management costs	2 C.F.R. § 200.442
Gains and losses on the disposition of depreciable assets	2 C.F.R. § 200.443
General costs of government	2 C.F.R. § 200.444
Goods or services for personal use	2 C.F.R. § 200.445
Idle facilities and idle capacity	2 C.F.R. § 200.446
Insurance and indemnification	2 C.F.R. § 200.447
Intellectual property	2 C.F.R. § 200.448
Interest	2 C.F.R. § 200.449
Lobbying	2 C.F.R. § 200.450
Losses on other awards or contracts	2 C.F.R. § 200.451
Maintenance and repair costs	2 C.F.R. § 200.452
Materials and supplies costs, including costs of computing devices	2 C.F.R. § 200.453
Memberships, subscriptions, and professional activity costs	2 C.F.R. § 200.454
Organization costs	2 C.F.R. § 200.455
Participant support costs	2 C.F.R. § 200.456
Plant and security costs	2 C.F.R. § 200.457
Pre-award costs	2 C.F.R. § 200.458
Professional services costs	2 C.F.R. § 200.459
Proposal costs	2 C.F.R. § 200.460
Publication and printing costs	2 C.F.R. § 200.461
Rearrangement and reconversion costs	2 C.F.R. § 200.462
Recruiting costs	2 C.F.R. § 200.463

Relocation costs of employees	2 C.F.R. § 200.464
Rental costs of real property and equipment	2 C.F.R. § 200.465
Scholarships, student aid costs, and tuition remission	2 C.F.R. § 200.466
Selling and marketing costs	2 C.F.R. § 200.467
Specialized service facilities	2 C.F.R. § 200.468
Student activity costs	2 C.F.R. § 200.469
Taxes (including Value Added Tax)	2 C.F.R. § 200.470
Telecommunication and video surveillance costs	2 C.F.R. § 200.471
Termination and standard closeout costs	2 C.F.R. § 200.472
Training and education costs	2 C.F.R. § 200.473
Transportation costs	2 C.F.R. § 200.474
Travel costs	2 C.F.R. § 200.475
Trustees	2 C.F.R. § 200.476

Please do not assume that an item is allowable because it is specifically listed in the regulations, as it may be unallowable despite its inclusion in the selected items of cost section. The expenditure may be unallowable for a number of reasons, including the express language of the regulation stating the item is unallowable, the terms and conditions of the grant deem the item unallowable, or State/local restrictions dictate that the item is unallowable. The item may also be unallowable because it does not meet one of the cost principles, such as being reasonable, because it is considered too expensive. It is also possible for the State and/or District to put additional requirements on a specific item of cost. Under such circumstances, the more restrictive requirements must be met for a cost to be allowable. If an item is unallowable for any of these reasons, federal funds cannot be used to purchase it.

Additionally, for a cost to be allowable, the expenditure must also be allowable under the applicable program statute (e.g., Title I of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. § 6301 et seq.) or the Carl D. Perkins Career and Technical Education Act (Perkins) (20 U.S.C. § 2301 et seq.)), along with accompanying program regulations, non-regulatory guidance, and grant award notifications.

Therefore, employees must consult the specific grant requirements, as well as federal, State, and District requirements when spending federal funds to ensure all costs are allowable.

Frequent Questioned Costs

District employees must be aware of these State and District rules and comply with these requirements.

Travel: Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of a grant recipient. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not selected days of the trip, and results in charges consistent with those normally

allowed in like circumstances in the recipient's non-federally funded activities and in accordance with the recipient's written travel reimbursement policies. 2 C.F.R. § 200.475(a).

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the District in its regular operations as a result of its written travel policy. In addition, if these costs are charged directly to the federal award, documentation must justify that (1) participation of the individual is necessary for the federal award; and (2) the costs are reasonable and consistent with the District's established written policy. 2 C.F.R. § 200.475(b).

Participant Support Costs: The District classifies the following as participant support costs, pursuant to 2 C.F.R. § 200.456. Participant support costs are treated consistently across federal and non-federal awards.

All travel policies may be found on the [Lakeland School System webpage](#).

E. Federal Cash Management Policy/Procedures

The District can receive federal grant funds in two ways: through a reimbursement process or from an advance of funds. Both are further described below.

Payment Methods

Reimbursements: Generally, the District receives payment from TDOE on a reimbursement basis. 2 C.F.R. § 200.305. That means the District will initially charge federal grant expenditures to nonfederal funds and then seek reimbursement of those expenditures.

The CFO or appropriate Director will request reimbursement for actual expenditures incurred under the federal grants monthly. Reimbursement requests will be submitted to TDOE using the ePlan grants management system. All reimbursements are based on actual disbursements, not on obligations. Grant expenditure reports are downloaded directly from the District's accounting system. Any formatting and supplemental information is provided on a grant specific basis.

TDOE will generally process reimbursement requests within five to seven business days.

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (purchase orders, contracts, itemized receipts, invoices, proof of payment, timesheets, payroll stubs, payroll journals, etc.) and will make such documentation available for TDOE review upon request.

Reimbursements of actual expenditures do not require interest calculations.

Advances: The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act (31 U.S.C. § 6501 et seq.; 31 C.F.R. §

205.1 et seq.). Generally, spending federal funds within 72 hours of receipt is considered best practice.

The District will hold federal advance payments in interest-bearing accounts, unless an allowable exception applies. 2 C.F.R. § 200.305(b)(10). The District will calculate interest earned on cash balances after funds are deposited into the District's account. The District may retain interest amounts up to \$500 per year for administrative expenses. 2 C.F.R. § 200.305(b)(12). If the interest exceeds \$500 per year, the District will remit that additional interest earned annually to the U.S. Department of Health and Human Services (HHS) Payment Management System (PMS) in accordance with 2 C.F.R. §§ 200.305(b)(10)–(12).

F. Timely Obligation of Funds

When Obligations are Made

Financial obligations are orders placed for property and services, contracts and subawards made, and similar transactions that require payment under a federal award that will result in expenditures by a recipient or subrecipient under a federal award. 2 C.F.R. § 200.1 (*Financial obligations*).

The following table illustrates when funds are determined to be obligated under federal regulations:

If the obligation is for:	The obligation is made:
Acquisition of property	On the date that the District makes a binding written commitment to acquire the property.
Personal services by an employee of the District	When the services are performed.
Personal services by a contractor who is not an employee of the District	On the date that the District makes a binding written commitment to obtain the services.
Public utility services	When the District receives the services.
Travel	When the travel is taken.
Rental of property	When the District uses the property.
A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 C.F.R. § 200.400 et seq.	On the first day of the project period.

34 C.F.R. §§ 75.707, 76.707.

Period of Availability of Federal Funds

All financial obligations must occur on or between the beginning and ending dates of the grant project. 34 C.F.R. §§ 76.703, 76.707. The time interval between the start and end date of a federal award is known as the period of performance. 2 C.F.R. § 200.1 (*Period of performance*). The period of performance consists of either one or many funded portions or budget periods during which the District is authorized to spend award funds. For a cost to be allowable, it must be incurred in the appropriate budget period. The period of performance and budget period are indicated in the federal award. Further, certain grants have specific requirements for carryover funds that must be adhered to.

State-Administered Grants: Generally, State-administered federal funds are available for obligation within the year for which Congress appropriates the funds. However, given the unique nature of educational institutions, for many federal education grants, the period of availability is 27 months. Federal education grant funds are typically awarded on July 1 of each year. While the District will always plan to spend all current grant funds within the year the grant was appropriated for, the period of obligation for any grant that is covered by the “Tydings Amendment” is 27 months, extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second following fiscal year. *See* 20 U.S.C. § 1225. This maximum period includes a 15-month period of initial availability plus a 12-month period for carryover. 34 C.F.R. § 76.709. For example, funds awarded on July 1, 2025, would remain available for obligation through September 30, 2027.

Direct Grants: In general, the period of availability for funds authorized under direct grants is identified in the GAN.

Closeout

The District must submit all reports (financial, performance, and other reports required by the subaward) to TDOE and liquidate all financial obligations incurred under the award not later than 90 days (unless there is a shorter State timeframe) after the end of the funding period, unless an extension is authorized. When justified, the federal agency or pass-through may approve extensions for the District. 2 C.F.R. § 200.344. Any funds not obligated within the period of availability or liquidated within the appropriate timeframe are said to lapse and must be returned to the federal agency. 2 C.F.R. § 200.344(e). Consequently, the District closely monitors grant spending throughout the grant cycle.

Carryover

State-Administered Grants: As described above, the Tydings Amendment (20 U.S.C. § 1225) extends the period of availability for applicable State-administered program funds. Essentially, it permits recipients to “carry over” any funds left over at the end of the initial 15-month period into the next year. These leftover funds are typically referred to as carryover funds and continue to be available for obligation for an additional 12 months. 34 § C.F.R. 76.709(a). Accordingly, the District may have multiple years of grant funds available under the same program at the same time.

The district Final Expenditure Report (FER) is reconciled and submitted to TDOE in ePlan. Any carryover funds are automatically transferred to the current grant application to be budgeted prior to expending. For programs with carryover limitations (i.e. ESEA Title I, Title III) a carryover waiver request letter will be submitted to TDOE when the carryover exceeds the cap.

Direct Grants: Grantees receiving direct grants are not covered by the 12-month Tydings period. However, under 2 C.F.R. § 200.308(g)(2), direct grantees enjoy unique authority to expand the period of availability of federal funds. The District is authorized to extend a direct grant automatically for one 12-month period, subject to conditions in 2 C.F.R. § 200.308(g)(2)(i)–(iii). If the District is permitted to make a one-time extension without prior approval, the District must provide written notice to the federal agency at least 10 calendar days before the end of the period of performance specified in the award and must include the reasons for the extension, as well as the revised period of performance. This one-time extension may not be exercised merely for the purpose of using unobligated balances.

The District will seek prior approval from the federal agency when the extension will not be contrary to federal statute, regulation, or grant conditions and:

- The terms and conditions of the Federal award prohibit the extension;
- The extension requires additional Federal funds; or
- The extension involves any change in the approved objectives or scope of the project. 2 C.F.R. § 200.308(g)(2).

The Deputy Superintendent, CFO, and appropriate Director will advise the Superintendent, who will make the final decision on extension requests. Specific details per the awarding agency will be provided in writing by the Superintendent or his/her representative.

G. Program Income

Definition

Program income means gross income earned by a grant recipient that is directly generated by a supported activity or earned as a result of the federal award during the grant's period of performance. 2 C.F.R. § 200.1 (*Program income*).

Program income includes, but is not limited to, income from fees for services performed, the use or rental of real or personal property acquired under federal awards, the sale of commodities or items fabricated under a federal award, license fees and royalties on patents and copyrights, and principal and interest on loans made with federal award funds. Interest earned on advances of federal funds is not program income. Except as otherwise provided in federal statutes, regulations, or the terms and conditions of the federal award, program income does not include rebates, credits, discounts, and interest earned on any of them. 2 C.F.R. § 200.1 (*Program income*). Additionally, taxes, special assessments, levies, fines, and similar revenues raised by a recipient are not program income. Finally, proceeds from the sale of real property, equipment, or supplies are not program income. 2 C.F.R. § 200.307(e).

Use of Program Income

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(b). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for costs incurred during the period of performance unless the District is otherwise directed by the federal agency or pass-through entity. 2 C.F.R. § 200.307. The LEA may also request prior approval from the federal agency to use the addition method. Under the addition method, program income may be added to the federal award by the federal agency and the non-federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307.

While the deduction method is the default method, the District always refers to the GAN prior to determining the appropriate use of program income.

Although very unlikely, if a grant were to generate income, then the proceeds would be identified with special revenue codes in the unique program code used to track each federal grant.

III. Procurement System

A. Procurement Methods

The type of purchase procedures required depends on the cost of the item(s) being purchased.

Purchasing is initiated by employees of the Lakeland School System, as delegated by the appropriate school level administrator or CFO. The Superintendent or CFO approve all requested purchases.

The Financial Specialist (Purchasing) is responsible for processing contracts and purchase orders. The ultimate authority over purchases is delegated to the Superintendent or CFO, which is indicated in the approval of a purchase order in the District's accounting system.

Purchases up to \$10,000 (Micro-Purchases)

Micro-purchase means the aggregate amount of the procurement transaction does not exceed the micro-purchase threshold defined in 2 C.F.R. § 200.1, currently set at \$10,000. The micro-purchase method is used to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and cost. Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold.

To the maximum extent practicable, the District distributes micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive price or rate quotations if the District considers the price to be reasonable based on research, experience, purchase history, or other information. 2 C.F.R. § 200.320(a)(1)(ii). Purchase cards can be used

for micro-purchases if procedures are documented and approved by the District. The District maintains evidence of this reasonableness in the records of all micro-purchases.

A department director or appropriate program administrator contacts the Grant Administrator, Bookkeeper, Finance Specialist, or CFO to initiate the procurement process. The appropriate Director will ensure that the proposed expenses align with the grant budget. The CFO will ensure sufficient funds exist to consider the request and all appropriate documentation is provided prior to approving the purchase order (or requesting that the Superintendent approve). A copy of the purchase order is attached to the order form or original email, along with a copy of the check where final payment was issued. These documents are scanned and attached in the District's accounting system. Purchase orders are pre-numbered each fiscal year.

Under 2 C.F.R. § 200.320(a)(1)(iv), the District may increase its micro-purchase threshold up to \$50,000 through yearly self-certification. Self-certification from the District includes justification and identification of the increased threshold and supporting documentation of any of the following:

1. The District is a low-risk auditee for the most recent audit in accordance with 2 C.F.R. § 200.520;
2. The District receives an annual internal institutional risk assessment that identifies, mitigates, and manages financial risks; or
3. The increased threshold is consistent with State law.

In addition, under 2 C.F.R. § 200.320(a)(1)(v), the District may increase its micro-purchase threshold above \$50,000 with approval from the cognizant agency for indirect costs after submitting documentation that demonstrates that the District is a low-risk auditee or that it receives an annual internal institutional risk assessment.

Based on the above, the District threshold for micropurchases is \$9,999. Purchases between \$10,000 and \$49,999 require three competitive quotes unless certain exceptions are met. Purchases \$50,000 and above require competitive bidding unless certain exceptions are met.

Purchases between \$10,000 and \$250,000 (Simplified Acquisition Procedures)

The simplified acquisition procedures apply when the aggregate dollar amount of the procurement transaction is higher than the micro-purchase threshold but does not exceed the simplified acquisition threshold defined in 2 C.F.R. § 200.1, currently set at \$250,000. The District may lower the threshold based on internal controls, an evaluation of risk, and its documented procurement procedures. If simplified acquisition procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources. Unless specified by the Federal agency, the District may exercise judgment in determining what number is adequate.

Three competitive quotes are required unless certain exceptions are met, including state contract, cooperative agreement, piggybacking, or sole source.

These quotes must be received in writing before a purchase order, requisition, or contract will be issued.

Purchases Over \$250,000

Sealed Bids (Formal Advertising): For purchases over \$250,000, bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid conforms with all the material terms and conditions of the invitation and is the lowest in price. The sealed bids procurement method is preferred for procuring construction and services. Sealed bids are feasible when the following conditions from 2 C.F.R. § 200.320(b)(1)(i) exist:

- A complete, adequate, and realistic specification or purchase description is available;
- Two or more responsible bidders have been identified as willing and able to compete effectively for the business; and
- The procurement lends itself to a firm-fixed-price contract, and the selection of the successful bidder can be made principally based on price.

If sealed bids are used, the following requirements from 2 C.F.R. § 200.320(b)(1)(ii) apply:

- Bids must be solicited from an adequate number of qualified sources, providing them with sufficient response time prior to the date set for opening the bids. Unless specified by the federal agency, the recipient or subrecipient may exercise judgment in determining what number is adequate. For local governments, the invitation for bids must be publicly advertised.
- The invitation for bids must define the items or services with specific information, including any required specifications, for the bidder to properly respond.
- All bids will be opened at the time and place prescribed in the invitation for bids. For local governments, the bids must be opened publicly.
- A firm-fixed-price contract is awarded in writing to the lowest responsive bid and responsible bidder.
- The recipient or subrecipient shall document and provide a justification for all rejected bids.

Competitive Proposals: A procurement method used when conditions are not appropriate for using sealed bids. 2 C.F.R. § 200.320(b)(2). This procurement method may result in either a fixed price or a cost-reimbursement contract. They are awarded in accordance with the following requirements:

- Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. All proposals must be considered to the maximum extent practical.
- Proposals must be solicited from multiple qualified sources.
- The District must have written procedures for conducting technical evaluations and making selections of proposals.

- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the recipient or subrecipient considering price and other factors.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services, whereby the offeror's qualifications are evaluated, and the most qualified offeror is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in the procurement of A/E professional services. The method may not be used to purchase services provided by A/E firms that are a potential source to perform the proposed effort.

All purchases of supplies, materials, equipment, and contractual services in excess of fifty thousand (\$50,000) including those of individual schools, shall be based on competitive bids.¹ These bids shall be solicited by advertisement in a newspaper of general circulation within the school district. The advertisement may be waived by the purchasing agent in an emergency.² Where appropriate, the purchasing agent may satisfy advertising and bid requirements by use of a comprehensive list of vendors; provided, that the vendors on the list are given notice to bid; and provided further, that the purchasing agent shall advertise at least annually for prospective vendors in a newspaper of general circulation and shall update the list of vendors following the advertisement.

The lowest and/or best bid shall be accepted, provided the purchaser reserves the right to reject any or all bids or any part of any bid and, if applicable, to accept the bid which is best as evidenced by reasons relative to the purpose of the purchase. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered. The bidder to whom the award is made may be required to enter into a written contract. The practice of splitting an order or dividing items to be purchased in order to avoid the use of bidding or other purchasing procedures is strictly prohibited. All contracts available for bidding are posted for public application on the Lakeland School System website.

Contract/Price Analysis: The District performs a cost or price analysis for every procurement action in excess of \$250,000, including contract modifications. 2 C.F.R. § 200.324(a). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation (For example, the District should consider potential workforce impacts in their analysis if the procurement transaction will displace public sector employees); however, the Superintendent or his/her representative must come to an independent estimate prior to receiving bids or proposals. 2 C.F.R. § 200.324(a). State contracts, contracts executed by similar entities, and prior contracts executed by the District are considered during the review of competitively bid contracts. The District's Board of Education may review all competitively bid proposals prior to final decisions.

Noncompetitive Proposals (Sole Sourcing)

There are specific circumstances in which noncompetitive procurement can be used. Pursuant to 2 C.F.R. § 200.320(c), noncompetitive procurement methods may only be used if one of the following circumstances applies:

- The aggregate amount of the transaction is under the micro-purchase threshold;
- The procurement transaction can only be fulfilled by a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from providing public notice of a competitive solicitation;
- The recipient or subrecipient requests in writing to use a noncompetitive procurement method, and the federal agency or pass-through entity provides written approval; or
- After solicitation of several sources, the competition is determined to be inadequate.

Educational Consultants and Similar Services

Tenn. Code Ann. § 12-3-1209(a) requires:

“Contracts by counties, cities, metropolitan governments, towns, utility districts, and other municipal and public corporations of the state, for legal services, fiscal agent, financial advisor or advisory services, services from an insurance producer, as that term is defined in [Tenn. Code Ann.] § 56-6-102, educational consultant services, and similar services by professional persons or groups of high ethical standards, shall not be based upon competitive solicitations, but shall be awarded on the basis of recognized competence and integrity. The prohibition against competitive soliciting in this [section] does not prohibit an entity enumerated from interviewing eligible persons or entities to determine the capabilities of such persons or entities.”

However, the federal rules are more restrictive and only allow non-competitive procurement in the five situations listed above. Therefore, this exception does not apply to purchases made with federal funds. To procure educational consultants through sole sourcing in accordance with this State code, the procurement must be paid with State or local funds.

B. Purchase Cards

All purchase cards are issued by the CFO and are reviewed through the monthly bank reconciliation process. Store cards or other forms of payment may be issued where appropriate, provided that the District can maintain strong internal controls.

C. Full and Open Competition

All procurement transactions for the acquisition of property or services required under the Federal award must be conducted in a manner that provides full and open competition consistent with 2 C.F.R. §§ 200.319–200.320. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be

excluded from competing on those procurements. Pursuant to 2 C.F.R. § 200.319, some of the situations considered to be restrictive of competition include, but are not limited to:

- Placing unreasonable requirements on firms in order for them to qualify to do business;
- Prequalified lists that preclude potential bidders from qualifying (2 C.F.R. § 200.319(e));
- Requiring unnecessary experience and excessive bonding;
- Noncompetitive pricing practices between firms or between affiliated companies;
- Noncompetitive contracts to consultants that are on retainer contracts;
- Organizational conflicts of interest;
- Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and
 - Detailed product specifications should be avoided if at all possible (2 C.F.R. § 200.319(d)).
- Any arbitrary action in the procurement process.

The Uniform Guidance further requires the following to ensure adequate competition.

Contractor Preferences

The District must award contracts only to responsible contractors that possess the ability to perform successfully under the terms and conditions of a proposed contract. Recipients and subrecipients must consider the following:

- Contractor integrity
- Public policy compliance
- Proper classification of employees under the Fair Labor Standards Act (29 U.S.C. § 201 et seq.)
- Past performance record
- Financial and technical resources

The District may develop written procedures for procurement transactions that incorporate a scoring mechanism that rewards bidders that commit to specific numbers and types of U.S. jobs, minimum compensation, benefits, on-the-job training for employees making work or products providing services on a contract, and other worker protections. Any scoring mechanism must be consistent with the U.S. Constitution, applicable Federal statutes and regulations, and the terms and conditions of the Federal award.

Domestic Preference for Procurement

The District should, to the greatest extent practicable and consistent with law, provide a preference for the purchase, or acquisition, of goods and products produced in the United States. 2 C.F.R. § 200.322(a). The District must include this preference in all subawards, contracts, and purchase orders for work or products under Federal awards.

Contracting with Small, Minority, Women’s, or Veteran-Owned Businesses

When possible, the District should consider small businesses, minority businesses, women's businesses, veteran-owned businesses, and labor surplus area firms. 2 C.F.R. § 200.321. Consideration means:

- Including these businesses on solicitation lists
- Soliciting whenever deemed eligible as potential sources
- Dividing separate procurements and establishing delivery schedules to permit maximum participation
- Using organizations like the Small Business Administration and the Minority Business Development Agency of the Department of Commerce
- Requiring contractors under a federal award to apply these conditions to subcontracts

Prohibition on Certain Telecommunications Companies

The District will not procure, enter into a contract to procure, or extend or renew a contract to procure covered telecommunications and video surveillance equipment or services. 2 C.F.R. § 200.216(a). Covered telecommunications and video surveillance equipment or services are those produced by Huawei Technologies Company, ZTE Corporation, Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company, or any subsidiary or affiliate of such entities. 2 C.F.R. § 200.216(b). To meet this requirement, the CFO, appropriate Director, or program representative will check sam.gov to ensure the vendor is not excluded for this reason. *See* Office of Management and Budget (OMB), [2 C.F.R. Frequently Asked Questions](#) (2021).

Never Contract with the Enemy

The District complies with the regulations implementing Never Contract with the Enemy in 2 C.F.R. §§ 183.5–183.35 prohibiting contracts, grants and cooperative agreements that exceed \$50,000, are performed outside the U.S. and its territories, and are in support of a contingency operation in which members of the Armed Forces are actively engaged in hostilities. 2 C.F.R. § 200.215.

Prequalified Lists

The District must ensure that all prequalified lists of persons, firms, or products used in procurement transactions are current and include enough qualified sources to ensure maximum open competition. 2 C.F.R. § 200.319(e). When establishing or amending prequalified lists, the recipient or subrecipient must consider objective factors that evaluate price and cost to maximize competition. Also, the District must not preclude potential bidders from qualifying during the solicitation period.

Recovered Materials

The District should, to the greatest extent practicable and consistent with law, purchase, acquire, or use products and services that can be reused, refurbished, or recycled; contain recycled content, are biobased, or are energy- and water-efficient; and are sustainable. This may include

purchasing compostable items and other products and services that reduce the use of single-use plastic products. Executive Order No. 14057, Section 101 (48 C.F.R. § 23.002).

Solicitation Language

The District must ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. 2 C.F.R. § 200.319(d). Such a description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description of features may be used to provide procurement requirements. The specific features of the named brand must be clearly stated and identify all requirements that the offerors must fulfill and all other factors to be used in evaluating bids or proposals. 2 C.F.R. § 200.319(d).

D. Federal Procurement System Standards

Avoiding Acquisition of Unnecessary or Duplicative Items

The District must avoid the acquisition of unnecessary or duplicative items. 2 C.F.R. § 200.318(d). Additionally, consideration is given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis should be made between leasing and purchasing property or equipment to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with federal funds.

Use of Intergovernmental Agreements

When appropriate for the procurement or use of common or shared goods and services, the District is encouraged to enter into State and local intergovernmental agreements for procurement transactions. These or similar procurement arrangements using strategic sourcing may foster a greater economy. Documented procurement actions of this type (using strategic sourcing, shared services, and other similar procurement arrangements) will meet the competition requirements of the Uniform Guidance.

Use of Federal Excess and Surplus Property

The District considers the use of federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs. 2 C.F.R. § 200.318(f).

Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. Appendix II to 2 C.F.R. § 200.0 et seq., Section (H); 2 C.F.R. §§ 180.5 et seq.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. Accordingly, for all contracts over \$25,000 the CFO, appropriate Director, or program representative will ensure this is met by either:

- a. Checking SAM at sam.gov;
- b. Collecting a certification from that person; or
- c. Adding a clause or condition to the covered transaction with that person.

Maintenance of Procurement Records

The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred. Records are maintained in accordance with this manual. All procurement records are maintained in perpetuity by the District's Finance Department.

Time and Materials Contracts

The District may use a time-and-materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time-and-materials type contract means a contract whose cost to the District is the sum of: the actual costs of materials and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at their own risk. Further, the District must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

Pre-Procurement Documents

In accordance with 2 C.F.R. § 200.325, the District will make available upon request from TDOE or the federal agency all procurement documents for pre-procurement review, such as requests for proposals, invitations for bids, or independent cost estimates. The District must submit the technical specifications of proposed procurements when requested by the Federal agency or pass-through entity.

Settlements of Issues Arising Out of Procurements

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. The District must report violations of law to the local, State, or federal authority having proper jurisdiction.

Protest Procedures to Resolve Disputes

The District maintains protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the federal agency. Protest procedures must be in accordance with State and local laws. Issues that should be addressed include, but are not limited to, how potential vendors receive notice of ability to protest, what position/office receives the protest; what position/office reviews the protest; whether a report of the review is provided to the complainant; and timeframes for both making the protest and reviewing the protest. The position/office that reviews the protest should be different from the one that awarded the contract.

Contract Administration

The District maintains the following oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

Contract Provisions

In all federally-funded contracts, the District includes the required federal, State, and local provisions, including the applicable provisions described in Appendix II to 2 C.F.R. § 200.0 et seq. 2 C.F.R. § 200.327.

E. Conflict of Interest Requirements

Standards of Conduct

In accordance with 2 C.F.R. § 200.318(c)(1), the District maintains the following standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts.

No employee, officer, agent, or board member may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, board member, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

The officers, employees, board members, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value.

LSS Board Policy 2.809 (Vendor Relations)

LSS Board Policy 1.107 (Board Member Conflict of Interest)

LSS Board Policy 1.108 (Nepotism)

LSS Board Policy 1.106 (Code of Ethics/Conduct of Interest Disclosure Statement)

LSS Board Policy 1.106a (Code of Ethics/Conduct of Interest Disclosure Statement)

LSS Board Policy 2.809 (Vendor Relations)

Whistleblower protections

Pursuant to 2 C.F.R. § 200.217, an employee of a recipient or subrecipient must not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing to a person or body described in 41 U.S.C. § 4712(a)(2) information that the employee reasonably believes is evidence of gross mismanagement of a Federal contract or grant, a gross waste of Federal funds, an abuse of authority relating to a Federal contract or grant, a substantial and specific danger to public health or safety, or a violation of law, rule, or regulation related to a Federal contract (including the competition for or negotiation of a contract) or grant. 42 U.S.C. § 4712.

The District must inform its employees in writing of employee whistleblower rights and protections under 41 U.S.C. § 4712. R.

Disciplinary Actions

LSS Board Policy 5.501 (Complaints and Grievances)

Mandatory Disclosure

Per 2 C.F.R. § 200.112, the District must disclose in writing any potential conflict of interest to the federal agency or pass-through in accordance with the federal agency's conflicts policies.

Also, the District must promptly disclose whenever it has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations under the Civil False Claims Act (31 U.S.C. §§ 3729–3733). Failure to report can result in remedies for noncompliance per 2 C.F.R. §§ 200.113, 200.339.

- Includes both criminal and civil false claims actions
- Must be made in writing to the Federal agency, the agency's Office of Inspector General, and the pass-through entity (if applicable)
- Also required to report matters to recipient integrity and performance (i.e., SAM and FAPIIS)

- Includes any activities or subawards in connection with the Federal award.

In the case of potential conflict, Lakeland School System will notify the applicable federal awarding agency as soon as possible.

IV. Property Management Systems

A. Property Classifications

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$10,000. 2 C.F.R. § 200.1 (*Equipment*).

Supplies means all tangible personal property other than Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$10,000, regardless of the length of its useful life. 2 C.F.R. § 200.1 (*Supply*).

Computing devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. § 200.1 (*Computing devices*).

Capital assets means tangible or intangible assets used in operations having a useful life of more than one year, which are capitalized in accordance with GAAP. 2 C.F.R. § 200.1 (*Capital assets*). Capital assets include:

- Land, buildings (facilities), equipment, and intellectual property (including software), whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and
- Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance).

B. Inventory Records

For equipment and sensitive non-capital assets purchased with federal funds (in whole or in part), the following information is maintained. See LSS Board Policy 2.702 (Inventories) for more.

- Description of property
- Serial number or other identification number
- Source of funding for the property (including the FAIN)
- Title holder
- Acquisition date

- Cost of the property
- Percentage of federal contribution toward the original purchase
- Location
- Use and condition of the property
- Any disposition data, including the date of disposal and sale price of the property

The District is responsible for maintaining and *updating* property records when there is a change in the status of the property. 2 C.F.R. § 200.313(d). Non-capital assets may be sold or disposed of in accordance with LSS policies and procedures. Records of disposed assets are maintained by the District Office. The Finance Department reviews disposal requests to ensure compliance with federal, state, or other legal requirements. Stolen property is reported to the local law enforcement agency, while irreparable property is removed from inventory and discarded in accordance with local policies.

C. Physical Inventory

A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. 2 C.F.R. § 200.313(d).

LSS Board Policy 2.702 (Inventories)

All inventory is recorded by the Finance Department prior to being distributed to staff. Assets are properly tagged and online databases updated.

D. Maintenance

In accordance with 2 C.F.R. § 200.313(d)(4), the District maintains regular, adequate maintenance procedures to ensure that property is kept in good and proper working condition. Lakeland School System property is to be used for school system purposes only. Personal use of school property inventory is not permitted. If any item is broken, a work order is submitted to the appropriate department for repair. Regular maintenance and inspection occur for all buildings and their components as part of the LSS 5-year strategic plan.

E. Lost or Stolen Items

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property. Any loss, damage, or theft of equipment must be investigated. The District must notify the Federal agency or pass-through entity of any loss, damage, or theft of equipment that will have an impact on the program. 2 C.F.R. § 200.313(d)(3).

An official of any agency of the state having knowledge that a theft, forgery, credit card fraud, or any other act of unlawful or unauthorized taking, or abuse of, public money, property, or services, or other shortages of public funds has occurred shall report the information immediately to the office of the comptroller of the treasury. Tenn. Code Ann. § 8-19-501.

District computing devices are allowed to be taken off-site. The Technology Department is responsible for maintaining a check list of such property assigned to an employee. The staff is responsible for safeguarding property in their care. Computing property is tagged by the Technology Department with a bar code tag identifying the item as property of the school district. Equipment that is lost or stolen is reported to the Technology Department as soon as the item is noticed missing. A thorough search is conducted, and when appropriate, a police and insurance report is filed. All employees that take home their computer devices are required to purchase laptop insurance through the Lakeland School System. Annual agreements are signed at individual schools and staff is responsible for safeguarding said property.

F. Use of Equipment

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the property without prior approval of the federal agency and the pass-through entity. 2 C.F.R. § 200.313. When no longer needed for the original program or project, the equipment may be used in other activities supported by the federal agency, in the following order of priority: (1) activities under a federal award from the federal agency which funded the original program or project; then (2) activities under federal awards from other federal agencies.

During the time equipment is used on the project or program for which it was acquired, the equipment will also be made available for use on other projects or programs currently or previously supported by the federal government, provided that such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported by the federal agency that financed the equipment. Second preference is given to programs or projects under federal awards from other federal agencies. Use for non-federally funded programs or projects is also permissible, provided such use will not interfere with the purpose for which it was originally acquired.

G. Disposal of Equipment

When it is determined that original or replacement equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, the Chief of Finance or Director of Strategic Programs will contact the federal agency or pass-through entity for disposition instructions.

Generally, disposition of equipment is dependent on its fair market value (FMV) at the time of disposition. If the item has a current FMV of \$10,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal agency. If the item has a current FMV of more than \$10,000, the federal agency or pass-through entity is entitled to the federal share of the current market value or sales proceeds. The District may retain \$1,000 to cover expenses associated with the selling and handling of the equipment. 2 C.F.R. § 200.313(e)(2).

If acquiring replacement equipment, the District may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

Unused equipment of tangible value is listed on Gov Deals or similar sites for purchase once all sensitive information has been removed.

Equipment retention

When included in the terms and conditions of the Federal award, the Federal agency may permit the recipient to retain equipment with no further obligation to the Federal Government unless prohibited by Federal statute or regulation.

H. Disposal of Supplies

Supplies are an allowable direct charge. 2 C.F.R. § 200.453. Title to supplies acquired under the Federal award will vest upon acquisition in the recipient or subrecipient. 2 C.F.R. § 200.314.

If there is a residual inventory of unused supplies at the end of the period of performance exceeding \$10,000 in total aggregate value, and the supplies are not needed for any other Federal award, the District may retain or sell the supplies. The federal agency or pass-through entity is entitled to compensation in an amount calculated by multiplying the percentage of the federal agency's or pass-through entity's contribution toward the cost of the original purchase(s) by the current market value or proceeds from the sale. The District may retain \$1,000 to cover expenses associated with the selling and handling of the equipment. 2 C.F.R. § 200.314.

- Unused supplies mean supplies that are in new condition, not having been used or opened before.
- The aggregate value of unused supplies consists of all supply types, not just like-item supplies.

V. Written Compensation Policies

A. Time and Effort

Time and Effort Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. 2 C.F.R. § 200.430(g). In addition, employees who are paid from State and local funds, but whose salaries are used for cost sharing or matching must also keep time and effort documentation. 2 C.F.R. § 200.430(g)(4).

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. In accordance with 2 C.F.R. § 200.430(g)(1), these records must:

- Be supported by a system of internal controls that provides reasonable assurance that the charges are accurate, allowable, and properly allocated;

- Be incorporated into official records;
- Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
- Encompass both federally assisted and all other activities compensated by the District on an integrated basis;
- Comply with the established accounting policies and practices of the District; and
- Support the distribution of the employee's salary or wages among specific activities or costs objectives.

Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for charges to federal awards but may be used for interim accounting purposes provided that the system for establishing the estimates produces reasonable approximations of the activity actually performed. 2 C.F.R. § 200.430(g)(1)(vii).

Time and Effort Procedures

The Lakeland School System uses semi-annual certifications. The principal of the school for which the employee is assigned will sign the semi-annual certifications, and these are completed at the end of each semester.

A *cost objective* is a program, function, activity, award, organizational subdivision, contract, or work unit of which cost data are desired and from which provision is made to accumulate and measure the cost of processes, products, jobs, and capital projects. 2 C.F.R. § 200.1 (*Cost objective*).

Districts that choose to use semi-annual certifications for employees who work on a single cost objective must ensure the following requirements are met:

1. Completed at least every six (6) months;
2. Be signed by the employee or the supervisor with direct knowledge of the work being performed;
3. Reflect an after-the-fact distribution of the actual activity; and
4. Account for the total activity for which each employee is compensated.

All employees who work on multiple cost objectives may complete personnel activity reports (PARs), or other similar time and effort documentation that supports the distribution of their salaries/wages and meet the following standards:

1. Reflect an after-the-fact distribution of the actual activity;
2. Account for the total activity for which each employee is compensated;
3. Are prepared at least monthly and coincide with one or more pay periods; and
4. Are signed by the employee.

In the event that either a semi-annual certification or a PAR is not used to document time and effort, other documentation may be utilized, assuming it meets the requirements as outlined under 2 C.F.R. § 200.430(g).]

Reconciliation and Closeout Procedures

It is critical for payroll charges to match the actual distribution of time recorded on the monthly certification documents. Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for charges to federal awards but may be used for interim accounting purposes, provided that the system for establishing the estimates produces reasonable approximations of the activity actually performed. The District ensures that all necessary adjustments are made such that the final amount charged to all Federal awards is accurate, allocable, and properly allocated. 2 C.F.R. § 200.430(g)(1)(vii)(C).

The Chief of Finance prepares a monthly statement of expenditures with budget comparison. The statement is presented to the Superintendent and governing body for review. Department budgets are reconciled with the system and city budgets at the end of each fiscal year. Time and effort certifications are reviewed bi-annually for accuracy and appropriate signatures and dates by the Director of Strategic Programs.

VI. Record Keeping

A. Record Retention

The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 75.730–75.731, 76.730–76.731 . The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

The District follows the State record retention policies. More information is available from the following County Technical Assistance Service (CTAS) guidance: [Department of Education Records](#).

The U.S. Department of Education is authorized to recover any federal funds misspent within five (5) years before the receipt of a program determination letter. *See* 34 C.F.R. § 81.31(c). Therefore, the District retains records for a minimum of five (5) years from the date on which the final Financial Expenditure Report is submitted, unless otherwise notified in writing to extend the retention period by the federal agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.334.

All Lakeland School System records are kept in compliance with the Internal Control and Compliance Manual for Tennessee Municipalities, which is longer than the Federal requirement

of 5 years. When records are no longer needed, they are shredded by the district or appropriate contracted service.

LSS Board Policy 2.701 (Financial Records and Reports)

B. Collection and Transmission of Records

When practicable, the District must collect, transmit, and store Federal award information in an open, non-licensed, and machine-readable format. The District may substitute electronic versions of original paper records through duplication or other forms of electronic conversion, provided that the procedures are subject to quality control reviews. Quality control reviews must ensure that electronic conversion procedures provide reasonable safeguards against alteration of records and assurance that records remain in a format readable by a computer system.

LSS Board Policy 2.701 (Financial Records and Reports)

C. Access to Records

The District provides the federal agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives the right of access to any documents, papers, or other records of the District which are pertinent to the Federal award to perform audits, execute visits, examinations, excerpts, other official use, and transcripts. The right also includes timely and reasonable access to the District's personnel for the purpose of interview and discussion related to such documents or the Federal award in general. 2 C.F.R. § 300.337.

D. Privacy

End users who interface with sensitive information are required to change passwords frequently. When any request is made for a copy of a school record, the individual must fill out the Request of Records form, show their driver's license and/ photo ID, and social security number.

LSS Board Policy 6.600 (Student Records)

LSS Board Policy 6.602 (Student Records Inspection and Correction Procedures)

LSS Board Policy 1.407 (School Board Records)

LSS Board Policy 6.601 (Student Records Annual Notification of Rights)

VII. Legal Authorities and Helpful Resources

The following documents contain relevant grants management requirements. Staff should be familiar with these materials and consult them when making decisions related to the federal grant.

- Education Department General Administrative Regulations (EDGAR)
 - <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (2 C.F.R. § 200.0 et seq.)
 - <http://www.ecfr.gov/cgi-bin/text-idx?SID=ccccf77e01c9e6d4b3a377815f411704&node=pt2.1.200&rgn=div5>
- U.S. Department of Education's Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (2 C.F.R. §§ 3474.1–3474.21)
 - http://www.ecfr.gov/cgi-bin/text-idx?SID=ccccf77e01c9e6d4b3a377815f411704&tpl=/ecfrbrowse/Title02/2cfr3474_main_02.tpl
- Federal program statutes, regulations, and guidance
 - <http://www.ed.gov/>
- State regulations, rules, and policies
 - <https://www.lakelandk12.org/>
- District regulations, rules, and policies
 - <https://www.lakelandk12.org/>
- Organizational Chart
 - <https://www.lakelandk12.org/>



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

INTERNAL CONTROL MANUAL

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● INTRODUCTION

Lakeland School System has the responsibility to its taxpayers, ratepayers, and constituents to be good stewards of public monies and property. In our efforts to serve the public as Lakeland School System school board members or employees, Lakeland School System established this Internal Control Manual using state and federal directives, and widely recognized best practices.

State of Tennessee statutes require the Comptroller's Office, Department of Audit to prescribe uniform accounting systems for entities that handle public funds. Those statutes require public officials to adopt and use the system designated by the Comptroller's Office. The Tennessee Legislature amended TCA Section 9-2-102 in 2015 to require local governments to establish and maintain internal controls in accordance with guidance issued by the U.S. Government Accountability Office (GAO). The guidance is titled *Standards for Internal Control in the Federal Government* (Green Book). The Green Book follows the format developed by the Committee of Sponsoring Organizations (COSO) which has been the gold standard of internal control for all entities except the federal government for several years.

The internal control system consists of three objectives and five main components.

THREE (3) OBJECTIVES OF INTERNAL CONTROLS:

1. **Reporting** – reliability
2. **Operations** – effective and efficient
3. **Compliance** – compliant with applicable laws, regulations, contracts and grant agreements

FIVE (5) MAIN COMPONENTS OF INTERNAL CONTROLS THAT ARE REQUIRED TO BE ADDRESSED:

1. Control Environment
2. Risk Assessment
3. Control Activities
4. Information and Communication
5. Monitoring

The purpose of this manual is to ensure that the objectives of reporting and compliance are established. The policies to achieve these objectives are derived from various financial best practices, state and federal laws, and regulations. Policies may be developed to suit the specific needs of Lakeland School System's functions and resources. Detailed procedures are developed and documented as a means for entities to comply with its established policies.

[Lakeland School System Organizational Chart](#)

● CONSIDERATIONS IN DEVELOPMENT OF INTERNAL CONTROLS

Internal control is defined as a process effected by an entity's oversight body, management, and other personnel that provides reasonable assurance Lakeland School System's objectives will be achieved. Before developing its Internal Control System (ICS), Lakeland School System as a whole and each department should determine its mission, strategic goals, and objectives, and then formulate a plan to achieve those objectives. The internal controls are policies and procedures put in place to help achieve those goals and objectives. By describing how the Lakeland School System and its departments expect to meet its various goals and objectives, using compensating controls to minimize risk, the entire Lakeland School System becomes more aware of expectations. Each department's internal control plan will be unique; however, it must be based on policies included in this guide which incorporate or reference other comprehensive state, federal or standard setting agency policies that have been adopted.

Constant monitoring of all components will ensure that the ICS (which must be reviewed and updated at least annually) is revised whenever changing conditions justify.

Since Lakeland School System's policies and procedures are the control activities for its internal control plans, it is important that they be reviewed in conjunction with the plans and referenced where appropriate. Everyone at Lakeland School System has a responsibility to ensure that internal controls operate effectively.

As directed by T.C.A. 9-18-102 (a) and in accordance with the guidance issued by Tennessee Comptroller's Office, the Lakeland School System has adopted this internal control manual. It is critical to note that the development and operation of the internal control system involves everyone in the organization. As such, management must ensure that the manual is shared with all of its employees. The manual is a work in process and will be assessed periodically.

The following sections document the five components of internal control and significant financial and compliance areas that are deemed high risk.

The Green Book states documentation is management's responsibility:

3.09 Management develops and maintains documentation of its internal control system.

3.10 Effective documentation assists in management's design of internal control by establishing and communicating the who, what, when, where, and why of internal control execution to personnel. Documentation also provides a means to retain organizational knowledge and mitigate the risk of having that knowledge limited to a few personnel, as well as a means to communicate that knowledge as needed to external parties, such as external auditors.

● FIVE COMPONENTS OF INTERNAL CONTROL

CONTROL ENVIRONMENT

Overview

The control environment is the foundation for all other components of internal control, providing discipline and structure. Moreover, management establishes the tone regarding the importance of internal control and the expected standards of conduct; and reinforces those expectations at various levels. Control environment factors include the integrity, ethical values and competence of Lakeland School System's personnel; the distribution of authority and responsibility; the development of its personnel; and the attention and direction provided by the governing body.

■ Objectives

1. The governing body and management should conduct business with integrity and ethical behavior.
2. The governing body and management should provide direction and oversight for Lakeland School System's internal control system.
3. The governing body and management should hire qualified and competent employees.
4. The governing body and management should establish structure, authority, and responsibility to hold individuals accountable for internal control responsibilities.

■ Policies

1. Conflicts of interest must be disclosed before business is conducted.
2. A code of Ethics has been adopted by the Board of Education and management and is reviewed annually with all employees.
3. The Board of Education has adopted a policy manual.
4. The Board of Education uses the budget process as a means of oversight with department heads.
5. Organizational charts are reviewed for needed changes in regard to authority and responsibility.

■ Procedures

- If there is a conflict of interest, the disclosure statement from the policy manual must be completed and signed in front of a witness and given to the appropriate supervisor.
- The policy manual and corresponding forms are available to all employees and board members on the Lakeland School System website.
- The Board of Education formally adopts an annual budget. The adopted budget is given to the City for approval by the Board of Commissioners.
- Lakeland School System adopted a policy manual based on TSBA guidelines. Those policies are reviewed and updated annually by the Board of Education.
- Monthly, the policy review committee reviews current policies and submits their findings to the Board of Education.
- Based on legislative changes, TSBA provides recommended policy updates.
- The Board of Education has adopted a personnel policy related to the recruitment and retention of highly-qualified employees for the Lakeland School System.
- All positions shall be approved through the budget process in accordance with the organizational plan submitted by the Superintendent.
- Lakeland School System's organizational chart is available on the system website to establish a defined chain of command.
- All positions require a job description and copies shall be maintained in the Superintendent's office.
- All Lakeland School System employees are required to complete annual online training and are encouraged to obtain additional professional and/or continuing education credits.

RISK ASSESSMENT

Overview

Lakeland School System officials and management assess the risk of operations continually. The Lakeland School System has chosen to transfer the most common types of risk through the purchase of the following types of insurance:

- Property and Casualty
- Liability
- Errors and Omissions
- Worker Compensation
- Surety Bonds

There are some risks that cannot be anticipated as they relate to financial and compliance issues. We have assessed the following areas and identified certain risks that necessitate the development of internal control policies and procedures. Internal controls will not eliminate all risk but will help reduce risk to gain reasonable assurance that reporting and compliance objectives are met.

■ Objectives

1. Collections are complete, timely and accurate.
2. Disbursements are for valid Lakeland School System purposes and are properly recorded.
3. Assets are properly safeguarded.
4. Lakeland School System is in compliance with contractual, local, state and federal laws and regulations.

▪ Significant Areas of Risk

- **Collections (General/ACH)**
 - Deposits not made within 3 days as required by law
 - Deposits not made intact
 - Funds not locked away until they are deposited
 - No segregation of duties in counting and preparing deposits
 - Receipts not coded to proper revenue codes
 - Receipts not assigned to appropriate funds
 - Unreconciled accounts
 - Commingling of funds
- **Disbursements/Drafts**
 - Broken law – expenditures must be appropriated
 - Owing late fees and penalties
 - Improper reporting in financial statements; inaccurate reporting for the governing body – monthly budget vs actual
 - Possible loss of school district funds; inappropriate disbursement; theft malfeasance
- **Safeguarding Assets**
 - Misuse or loss of assets, not just capital assets (i.e. checking accounts, investment accounts, etc.).
 - Payback of grant funds
- **Reconciliation of Accounts**
 - Misuse or loss
 - Missing entries
- **Control of Investments**
 - Lower than expected rates of return
 - Assessed liability for OPEB investment fund subject to change based on school district policy
- **Debt Management**
 - Debt issuances not in compliance with state law
 - Violations of the policies of the OSLF
 - Additional effort with the annual budgetary practices
 - Potential for defaulting on principal and interest payments
- **Grant Management**
 - Grant requirements may have changed
 - The CFO is not made aware of the grant transactions

The significant areas of risk are identified above and policies and procedures will be documented in the next section to explain how Lakeland School System plans to implement internal controls to help reduce the risks associated with these areas of operations.

CONTROL ACTIVITIES

Overview

This section is where detailed implemented procedures are documented. The objectives, policies, and procedures are described for each of the significant areas identified in the Risk Assessment section.

▪ Collections (General/ACH)

Objectives

1. Collections are complete, timely, and accurate.
2. Collections are safeguarded.
3. Collections are recorded accurately and in a timely manner in the accounting system.

Policies

1. To receipt all revenues to the appropriate fund and revenue code.
2. To receipt all monies in compliance with the state statutes and intact.
3. Pre-numbered receipts are issued for all collections.
4. Two people are involved in the receipting/depositing process.
5. Each person involved in the receipting process has their own cash drawer.
6. All collections are recorded in the General Ledger (G/L).
7. Reconciliations are completed monthly.

Procedures

For Funds Collected at School

- Each person involved in the receipting process must have their own cash drawer.
- All monies collected are receipted on pre-numbered receipts.
- Money receipted at the school is counted by the employee who collects the funds and initials for accuracy. Money is then turned into the School Bookkeeper, who counts and prepares the deposit.
- Deposit slips are prepared in duplicate and initialed by the Bookkeeper; Separate school designee takes all school deposits to the bank.
- Funds are deposited daily, if possible, but no later than three (3) days after receipt. If funds are kept at school overnight, they must be kept in a secure location.
- Once deposit has been made, the bank receipt is given to the Bookkeeper and attached to the duplicate deposit slip.
- The Bookkeeper scans and attaches the electronic copy of the deposit slip in Skyward, assigns the proper revenue code, and receipts it to the G/L.

Procedures (continued)

For ACH collections

- Funds collected at the district office are usually deposited via ACH. The School System CFO prints the remittance advice or verification of deposit and applies the proper revenue code before the Finance Specialist receipts to the G/L.

For Collections at Board Office

- The Chief of Finance receives payments from Administrative Assistant who stamps “For Deposit Only.”
- The Chief of Finance or designee prepares the deposit slip in duplicate, initials, and makes a copy of the payment or stub.
- Administrative Assistant verifies the deposit slip and initials, then carries to the bank to execute deposit within three (3) days of receiving, and returns with the deposit receipt.
- The deposit receipt is initialed by the Administrative Assistant and attached to duplicate deposit slip.
- The Chief of Finance attaches the deposit and duplicate deposit slip to backup documentation and applies the proper revenue code. The Finance Specialist receipts to the GL.

▪ Disbursements/Drafts

Objectives

1. Disbursements are for a valid school system purpose and are necessary.
2. Disbursements are timely.
3. Disbursements are accurately coded and recorded in the accounting system.
4. Disbursements are legally appropriated.

Policies

1. Accounts Payables (A/P) are processed weekly.
2. More than one person reviews the A/P payment process.
3. Separate employees will code invoices and PO's, enter requisitions, and process check files.
4. A purchase order system is in place.
5. All vendor checks are mailed or deposited via ACH.

Procedures

- Before purchases are made, electronic purchase orders approved by the **Chief of Finance/CFO** are required.
- When purchases are received or a service is completed, the packing slips are matched with invoices by the School Bookkeepers or **Finance Specialist** and submitted to the **Chief of Finance** for payment.
- The Chief of Finance processes and prints the vendor checks and accounts payable reports.
- The Administrative Assistant or **Finance Specialist** matches the copies of the checks to invoices and mails the payments.
- At the end of the month, all checks are reconciled by the **Chief of Finance**. An outstanding check register is pulled and filed with the bank reconciliation.
- At year end, the School Bookkeepers, **Finance Specialist**, and **Chief of Finance** will review all of the previous years' accounts, prior year activity, and invoices received to help determine what is still outstanding.

▪ Safeguarding Assets

Objectives

1. Ensure school system assets are properly valued and protected.
2. Ensure cash, accounts receivable and other asset accounts are reconciled.
3. Ensure school system assets are protected against loss, misappropriation or theft.
4. Ensure inventory items are available when needed.
5. Ensure inventory is necessary and reasonable.
6. Ensure all capital assets and inventories are properly recorded.

Policies

1. The **Chief of Finance** reconciles all bank and investment accounts on a monthly basis within 15 days of receipt of a bank statement.
2. Bank accounts are appropriately collateralized.
3. All bank accounts are held in the School System's name.
4. All assets with a value of \$500 or more must be tagged.
5. The School System keeps an asset and inventory log that is updated as assets are acquired and disposed of.

Procedures

- The **Chief of Finance** reconciles all bank and investment accounts monthly and gives them to the Superintendent for review and approval.
- All reconciliations are kept in the **Chief of Finance's** office.
- All employees who handle school monies are bonded and all accounts are in the School System's name and properly collateralized.
- When new assets are acquired, the designated employees record them on the appropriate list (inventory or capital assets). If the item is over \$500, he/she will affix an asset tag.
- When items are determined to be surplus, destroyed, or need to be sold, the Technology Department is responsible for editing the inventory and asset logs.
- Annually, the Technology designee and **Chief of Finance** will review the fixed asset listing. The fixed asset list is provided to auditors annually.

▪ Reconciliation of Accounts

Objectives

1. Ensure that all bank and investment accounts are recorded and reconciled.
2. Ensure that change funds are secure and properly accounted for.

Policies

1. The Chief of Finance reconciles all bank and investment accounts on a monthly basis within 15 days of receipt of the bank statement.
2. Cash drawers are locked.
3. All accounts are accounted for in the general ledger.

Procedures

- Monthly, the Chief of Finance reconciles all general ledger accounts with the bank statements.
- The Chief of Finance/CFO reviews and approves all reconciliations.
- All signed reconciliations are filed in the Chief of Finance's office.
- All cash drawers are counted down daily and locked.
- Deposits are made within the three (3) day rule and verified by multiple employees.
- All accounts (assets, liabilities, revenues, and expenditures) are listed within the accounting software.
- The State of Tennessee's Uniform Chart of Accounts is used, and all active account numbers are in the accounting software.
- Trial balances are periodically pulled and reviewed by the Chief of Finance.

▪ Control of Investments

Objectives

1. Ensure investments are safe and in accordance with adopted investment policy.
2. Ensure that investments are authorized and provide for maximum returns with minimum risks.
3. Ensure investments comply with legal requirements.
4. Ensure investments are recorded accurately.

Policies

1. The Superintendent is authorized to invest excess funds of Lakeland School System.
2. Interest earned shall be credited to the appropriate funds and revenue codes.

Procedures

Other Post-Employment Benefits (OPEB)

- The Board of Education approves OPEB trust contributions as part of the annual budget. Upon Superintendent's approval, the Chief of Finance issues payment to the OPEB trust.
- The School System has an actuarial at least every two (2) years, and annually, auditors record OPEB liability.

LGIP (Local Government Investment Pool)

- Funds invested in the LGIP, with Superintendent's approval, can be wired between the School System's account and the LGIP.
- All interest earned on the LGIP is receipted into the proper fund and revenue code.
- The LGIP statement is printed monthly and reconciled by the Finance Specialist.
- The reconciliation is given to the Chief of Finance to verify and approve.
- Signed reconciliation statements are kept in the Chief of Finance's office.

▪ Debt Management

Objectives

1. Ensure that state and federal regulations are understood and followed in regard to issuance of debt.
2. Ensure that all grant regulations are understood and followed in regard to issuance of debt.
3. Ensure that note disclosures in the financial statements contain all required elements.

Policies

1. All debt issuances are made in compliance with state law
2. All transfers are examined to ensure they do not meet qualifications to be classified as debt.
3. All debt issuances will only be made after approval of the Board of Education.

Procedures

- LSS complies with all legal requirements for notices and public meetings related to issuing debt.
- In the interest of transparency, all associated costs (including interest, issuance, continuing, and one-time) are disclosed in a timely manner.
- Professionals involved in debt transactions are required to disclose any conflicts of interest.

▪ Grant Management

Objectives

1. Ensure that all grant requirements are met.
2. Ensure that all grant transactions are properly recorded.
3. Ensure that matching funds are available and approved.

Policies

1. Every department must notify the **Chief of Finance** when a grant application is submitted and awarded.
2. All grant applications must be approved by the Superintendent, and all grants with matching requirements must be approved by the Board of Education prior to submission of the application.
3. Once awarded, a detailed budget is prepared outlining the grant.
4. Grant management responsibilities are assigned to an appropriate employee for every grant.

Procedures

- Appropriate personnel complete grant application and submit to Superintendent for approval. If the grant requires matching funds or maintenance of effort, the application must be approved by the Board of Education and budgeted for in annual budget or via budget amendments.
- A copy of the grant application and award letter is given to the **Chief of Finance**. The **Chief of Finance** assigns a project code specific to the grant for tracking in the accounting system.
- The awarded grant has an approved budget detail in e-Plan and that budget is entered into school system accounting software. If any amendments need to be made to the grant budget, state approval is required.
- The Superintendent assigns grant management responsibilities to the appropriate employee. The **Chief of Finance** submits grant reimbursement requests. Grant reimbursements are issued through ACH and receipted to the G/L. The grant manager reviews grants periodically to ensure that funds are properly expended.

INFORMATION AND COMMUNICATION

Overview

Management has the responsibility to adequately communicate information to both internal and external parties. It is important that employees know the objectives, policies and procedures management has established and what the expectations are for internal controls. External stakeholders may also seek information regarding objectives and reliable financial information.

Objectives

1. Necessary information for achieving the entity's objectives is available and used.
2. Necessary information for achieving the entity's objectives is internally communicated by management.
3. Necessary information for achieving the entity's objectives is externally communicated by management.

Policies

1. Information maintained in a format should be communicated in that same format. For example, if the general ledger is maintained on a computer, the monthly budget to actual reports should be provided through a computer-generated report from that software package.
2. Reliable and accurate information from Lakeland School System must be communicated to the people who need it in a timely and useful format.
3. Because the credibility of Lakeland School System, its Board of Education, and its employees is at stake whenever information is released to outside parties, management should be confident the information being released is accurate and in compliance with policies and procedures.
4. The Board of Education communicates the types of information required to achieve their objectives and mitigate risk.

Procedures

- The staff of Lakeland School System is required to submit quality information that allows the Board of Education to make informed decisions and evaluate whether the school system is achieving its objectives.
- Lakeland School System clearly defines lines of communication through the policy manual and organizational chart.
- The internal control manual is available to all staff via the Lakeland School System website.
- Lakeland School System abides by Tennessee's Open Records laws for communicating with external parties, which includes the redaction of sensitive information.
- System generated reports pulled from various software programs are available in both electronic and printed formats.
- Information presented to the Board of Education is provided on a monthly basis and is also available upon request

MONITORING

Overview

The internal control system changes as technology, staff, objectives and policies change. Management is charged with continually monitoring the internal control system to determine if it is operating as designed and to ensure the policies are being followed.

Objectives

1. To practice activities that monitor the internal control system and evaluate the results.
2. To address deficiencies noted in the internal control system in a timely manner.

Policies

1. To ensure that internal controls do not deteriorate and continue to work as designed over time, an annual risk assessment will be conducted by Lakeland School System.
2. To establish more efficient and effective operations over time.
3. To ensure that accurate and reliable financial information is used in decision-making.

Procedures

- Monitor internal control through built-in monitoring activities and separate periodic evaluations and document the results.
- Evaluate differences to determine if:
 1. Changes in internal control have occurred but have not been documented
 2. Internal control has not been properly implemented
 3. Internal control design changes are needed.
- All accounts with financial institutions (checking, savings, investment, etc.) will be reconciled to the general ledger within 15 days of receipt of any statement from the financial institution.
- The above reconciliation will include a listing of outstanding checks and will be reviewed by the Superintendent.
- Reports comparing actual to budget amounts for revenues and expenditures will be generated monthly and reviewed by those in a position of authority over financial operations. Those in a position of authority include, but are not limited to, the Bookkeeper, Chief of Finance, CMFO, CFO, Superintendent, and Board of Education.

● SUMMARY

The framework of this manual complies with the state requirements and was created using the Green Book as guidance. This manual will be reviewed annually and updated as needed. All members of Lakeland School System will be required to abide by the policies and procedures outlined in this manual and it will be made available for reference on the school system website.

In turn, Lakeland School System will abide by the Internal Control and Compliance Manual for Governmental Entities and other Audited Entities in Tennessee issued by the Comptroller. This policy manual does not supersede the requirements outlined in the Administration of Federal Education Programs Uniform Grant Guidance policy manual. Application of the policies and procedures will default to whichever policy manual is most stringent in its requirements.

SUPPLEMENTARY INFORMATION

[UGG Policy Manual](#)

State or Local regulations, rules, and policies

[TN State Board of Education Rules and Regulations](#)

[Education Department General Administrative Regulations \(EDGAR\)](#)

[Internal Control and Compliance Manual \(12/2015\)](#)

[TN Internal School Uniform Accounting Policy Manual](#)

[Lakeland School System Policy Manual](#)

Artificial Intelligence Policy Reporting 26-27

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

Hi, Wanda. When you submit this form, the owner will see your name and email address.

* Required

1. Name of Local Education Agency or Charter School (Please use the full name as displayed in the TN School Directory) * 

Lakeland School System

2. Name of Local Education Agency or Charter School Staff Member completing form: * 

Dr. Wanda Terral

3. Title of local Education Agency staff member or Charter School completing form: * 

Chief of Technology

4. Please select the school year you are submitting the policy for:: * 

2026-2027



5. Does the Local Education Agency or Charter School have a policy regarding the use of artificial intelligence by students, teachers, and staff for instructional and assignment purposes? * 

☒ Yes

☐ No

6. Were there any changes to your policy for this school year from your previously submitted policy

* 

☐ Yes

☒ No

7. Please upload the policy adopted by the local education agency or charter school, along with a copy of the student data privacy agreement in place for AI usage. (Non-anonymous question)



 4214.pdf

↑ **Upload file**

File number limit: 5 Single file size limit: 100MB Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio

8. Which AI tools are currently in use in the Local Education Agency or Charter School today by teachers, students, or staff?



☒ ChatGPT/Codex

☐ CoPilot

☒ NotebookLM

☐ Claude/Claude Code

☒ Gemini

☐ None

☒ SchoolAI is used by students. Staff also use

This part is cut of from the state's form:

SchoolAI is used by students. Staff also use MagicSchool and Brisk

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Lakeland Board of Education

2026-2027

Annual Agenda

JULY

- Approval of Annual Agenda (Board Policy 1.403)
- Approval of Professional Development Plan
- Board Presentation of Annual Bullying Report
- Threat Assessment Reporting

AUGUST

- Approval of Outstanding Purchase Orders for School Activity Funds
- Approval of School Support Organization Cooperative Agreements
- Review of Library Collections
- Review Board Self-Evaluation Instrument
- Review TSBA Resolutions (if applicable)
- List of Extracurricular Activities

SEPTEMBER

- Discuss TSBA Leadership Conference
- Discuss TSBA Annual Convention/Delegate Assembly
- Review of Emergency Preparedness Plan
- Legislative Agenda Preliminary
- Internet Safety Measures Presentation
- Spring Assessment Presentation
- Review Policy Manual: Section 1

OCTOBER

- Finalize/Present Board Evaluation
- Approval of State LEA Compliance Report
- Appointment of TSBA Delegate Assembly Representatives
- Review Policy Manual: Section 3

NOVEMBER

- Discuss TSBA Legislative and Legal Institute
- Elect Legislative Liaison (Policy 1.200)
- Board Approval of Textbook Adoption Committee Members
- Benchmark 1 Presentation
- Review Policy Manual: Section 4

DECEMBER

- Update Status of Strategic Plan with Milestones
- Review/Update 5-Year Strategic Plan
- Standing Committee Appointments (Policy, Ethics, Hearing Officers, etc.)
- Assessment of Facilities Planning for Next Year (Policy 3.208)
- SCOPE Conference Applications



Lakeland Board of Education

2026-2027

Annual Agenda

- Review Policy 1.102 - Board Members (Election Years Only)

JANUARY

- Finalize TSBA Legislative and Legal Institute
- Elect School Board Chairman & Vice Chairman (Policy 1.200)
- Adopt Budget Calendar
- Signing of Code of Ethics by Board
- Collect TSBA Student Achievement Award and TSBA School Volunteer Recognition Award
- Release of SCOPE Conference Application
- Disclosure of Statement of Interest
- Review Policy Manual: Section 2

FEBRUARY

- School Board Appreciation Dinner
- Legislative Agenda (New Items)
- Benchmark 2 Presentation
- Review Policy Manual: Section 5 (First Half)

MARCH

- Review Policy Manual: Section 5 (Second Half)
- Board Approval of TSBA Student Achievement Award and TSBA School Volunteer Recognition Award

APRIL

- Tenure Recommendations to the Board (Policy 5.117)
- List of Items to Be Surplussed
- Board Approval of Textbook Adoption Committee Recommendation
- Submission of Stockpiled Days Application
- Benchmark 3 Presentation
- Review Superintendent Evaluation
- Review Policy Manual: Section 6 (First Half)

MAY

- Tenure Reception / Retiree Recognition
- Adopt Official School Calendar (Policy 1.800)
- Approval of Budget
- Approval of Salary Schedules & Stipend Schedules / New Job Descriptions
- Board Approval of School Fees
- Board Approval of Textbook Fines
- Approval of Textbook Recommendations
- Approval of Annual School Board Meetings Dates
- Approval of Annual Nutrition Form (Local Ag Plan)
- Review Schedule of Fees (Policy 3.206)



Lakeland Board of Education

2026-2027

Annual Agenda

- Review Policy Manual: Section 6 (Second Half)

JUNE

- Approval of Interlocal Agreements (If necessary)
- Charge Offs of Cafeteria Accounts
- Approval of Protected Reading List
- Approval of Superintendent's Surety Bond
- Approval of AI Policy Enforcement Report
- Finalize/Present Superintendent Evaluation
- Approval of Internal Control Manual
- Approval of UGG Manual

Laura Harrison
Board Chair

Jeremy Burnett
Board Vice-Chair

Keith Acton
Board Member

Michelle Childs
Board Member

Deborah Thomas
Board Member

Ted Horrell
Superintendent

2026-2027 Lakeland School Board Meeting Dates

August 2026	September 2026	October 2026	November 2026	December 2026	January 2027
10 Business Meeting 5:45pm LSS District Office	8* Work Session <i>*Tuesday</i> 5:45pm LSS District Office	5 Business Meeting 5:45pm LSS District Office	2 Business Meeting 5:45pm LSS District Office	7 Work Session 5:45pm LSS District Office	11 Business Meeting 5:45pm LSS District Office
	14 Business Meeting 5:45pm LSS District Office		6 Board Retreat 1:00pm Gaylord Opryland Resort	14 Business Meeting 5:45pm LSS District Office	

February 2027	March 2027	April 2027	May 2027	June 2027	July 2027
1 Work Session 5:45pm LSS District Office	1 Work Session 5:45pm LSS District Office	5 Work Session 5:45pm LSS District Office	3 Work Session 5:45pm LSS District Office	7 Work Session 5:45pm LSS District Office	12 Business Meeting 5:45pm LSS District Office
8 Business Meeting 5:45pm LSS District Office	8 Business Meeting 5:45 pm LSS District Office	12 Business Meeting 5:45 pm LSS District Office	10 Business Meeting 5:45pm LSS District Office	14 Business Meeting 5:45pm LSS District Office	

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



Professional Development Plan 2026-27

Professional Learning is the means by which teachers, administrators, and other school system employees acquire, enhance, or refine the knowledge, skills and commitment necessary to create and support high levels of learning for all students. Professional Development is on-going training conducted at the school level. According to TN State Law 49-6-3004, a minimum of 5 days must be devoted to in-service education or professional learning each annual calendar year.

PD Days

July 28, 2026

July 30, 2026

August 5, 2026

November 23-24, 2026 (Flex Days)

December 21-22, 2026 (Flex Days)

February 12, 2027

3 Areas of Focus

1. State Assessment Design and Backwards Planning
2. Reading/Language Arts and Math Intervention
3. Professional Learning Communities

Each area will be covered during In-service week, weekly PLCs, and/or Professional Development Days. Learning will be facilitated by the Principal, Assistant Principals, Interventionist, Instructional Supervisors, School Psychologist, Instructional Technology Specialists, and Teachers teaching Teachers.

Hours

Teachers will accrue 70 hours of professional development during the school year. Additional ongoing PD will be presented at faculty meetings. Also, additional PD hours will be required of new teachers and teachers whose evaluations indicate the need for ongoing support.

2025-2026 Bullying Compliance Report

Re: Policy Enforcement (6.304) and Investigation Procedures

School Year: 2025-2026

Date: July 13, 2026

Completed by: K. Pickens

Submitted by: A. Dellosa

Summary Review and Confirmed Incidents by Type (2025-2026)

- Total number of *investigations* for the 2025-2026 School Year: 3
- Total number of *confirmed cases* (Bullying/Harassment/Intimidation occurred): 2
- Total number of *confirmed cases involving a protected class*:
 - Race, Color, National Origin: 1
 - Sex or Gender-Based Discrimination: 0
 - Disability: 0
- Total number of *confirmed cases that involved the “Use of Electronic Technology”* (Cyberbullying): 1

Disciplinary Actions Taken

- In School Suspension: 2

Response Timeliness:

- All investigations and interventions were initiated within the timeframes required by Policy 6.304, and no cases remain pending.

2025-2026 Threat Assessment Report

Re: Policy Enforcement (3.204)

School Year: 2025-2026

Date: July 13, 2026

Completed by: K. Pickens

Submitted by: A. Dellosa

Annual Report:

- Total number of *threat assessments* conducted for the 2025-2026 school year: 15
- Total number of threat assessments conducted per LSS School:
 - Lakeland Elementary School: 10
 - Lakeland Preparatory School: 5
- Of the above reported total number of threat assessments conducted, what is the total number by following outcomes:
 - Students suspended from school: 1
 - Students expelled from school: 0
 - Students placed under protective guidelines: 2
 - Students that received a behavior intervention plan: 1 student had an IEP and Behavior Plan in place
 - Student referred for mental health services: 1
 - Students placed in a medical facility: 0
 - Students remanded to alternative school: 2
 - Students arrested by law enforcement: 0
- Of the total number of threat assessments conducted, report the number of threat assessments conducted involving the following:
 - Verbal: 12
 - Non-verbal: 1
 - Written Threats: 0
 - Social Media Threats: 0
 - Involving Physical Altercation: 0
 - Involving a weapon: 2
- Of the total number of threat assessments conducted involving weapon, report the number by weapon type:
 - Edged Weapon (Knife, Razor Blade, etc.): 2
 - Firearm: 0
 - Personal Weapon (fists, feet, etc.): 0
 - Improvised Weapon: Blunt objects, furniture, etc.: 0

LSS Proposed Budget Amendment							
Fund 177 - Public School Construction Maintenance							
Account Number Fnd T Acct Obj Prj Loc Prg	Account Level Description	FY 26-27 Revised Budget	FY 26-27 FY Activity	FY 26-27 Encumbered	FY 26-27 Available Funds	Proposed Budget Amendment	Difference
Revenue:							\$ -
Revenue Difference:							\$ -
Expenditures:							
177 E 91300 724 606 00000 000	Site Development	\$ -	\$ -	\$ -	\$ -	\$ 61,910.67	\$ 61,910.67
Expenditures Difference:							\$ 61,910.67

LSS Proposed Budget Amendment							
Fund 142 - Perkins Reserve							
Account Number Fnd T Acct Obj Prj Loc Prg	Account Level Description	FY 26-27 Revised Budget	FY 26-27 FY Activity	FY 26-27 Encumbered	FY 26-27 Available Funds	Proposed Budget Amendment	Difference
Revenue:							
142 R 47131 000 000 00000 892	Perkins Reserve Grant					\$ 50,000.00	\$ 50,000.00
Revenue Difference:							\$ 50,000.00
Expenditures:							
142 E 71300 429 000 03000 892	Instructional Supplies & Materials	\$ -	\$ -	\$ -	\$ -	\$ 11,634.00	\$ 11,634.00
142 E 71300 730 000 03000 892	Vocational Equipment	\$ -	\$ -	\$ -	\$ -	\$ 38,366.00	\$ 38,366.00
Expenditures Difference:							\$ 50,000.00



26-27 Sports

Middle School Football	6-8	MS Track Boys	6-8
High School Football	9-12	MS Track Girls	6-8
MS Basketball Boys	6-8	HS Track Boys	9-12
MS Basketball Girls	6-8	HS Track Girls	9-12
HS Basketball Boys	9-12	HS Cross Country Boys	9-12
HS Basketball Girls	9-12	MS Cross Country Boys	6-8*
MS Baseball	6-8	HS Cross Country Girls	9-12
HS Baseball	9-12	MS Cross Country Girls	6-8*
HS Bowling	9-12	HS Soccer Boys	9-12
MS Cheer-basketball	5-8	HS Soccer Girls	9-12
HS Cheer-basketball	9-12	MS Soccer Boys	6-8
MS Cheer Competitive	5-8	MS Soccer Girls	6-8
HS Cheer Competitive	9-12	HS Lacrosse Boys	9-12
MS Volleyball	6-8	MS Lacrosse Boys	5-8
HS Volleyball	9-12	HS Swimming	9-12
MS Softball	6-8	MS Swimming	6-8*
HS Softball	9-12	HS Tennis	9-12
HS Golf Boys	9-12	MS Tennis	6-8*
HS Golf Girls	9-12	HS Wrestling	9-12
MS Golf Boys	6-8		
MS Golf Girls	6-8		

Some TSSAA sports allow 8th graders to participate on high school teams, but that varies by sport and may vary by season. Coaches will announce during tryouts whether 8th graders are eligible to try out for high school teams. *5th graders may participate in Cross Country practices with LPS, but they run on LES's team. 5th graders may practice with middle school swim, however they cannot compete until they are in 6th grade.



26-27 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.



26-27 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.



26-27 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.



26-27 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 members.
Science National Honor Society	10-12	Science National Honor Society will be open to students in an Honors or higher science course in 10th- 12th grades. Students must be enrolled in a science course to maintain membership and meet GPA and behavior requirements as stated in the bylaws. A chapter membership to the Science National Honor Society is beneficial to students and schools as it promotes academic excellence, fosters a sense of community, enhances science education, and positively impacts students by providing recognition, networking opportunities, skill development, and avenues for community service.
Fellowship for Christian Students	9-12	Fellowship of Christian Students is a club of students who share the faith of Christianity. In our meetings, we spend time in scripture, worshiping, praying and practicing sharing the Gospel together. This club gives students the opportunity to teach lessons from the Bible, lead worship, and prayer. FCS also participates in community service projects in order to reach out and help our community. All students 7-12th grade are invited to join!
Asian Culture and Heritage Association	9-12	The Asian Culture & Heritage Association (ACHA) at LPS is a student made and run club all about celebrating and sharing the diversity of Asian cultures through activities, events, and discussions. ACHA is an open inclusive club, meaning that you do NOT have to be Asian to join. We're open to all students who are interested in learning more about Asian heritage, making new friends, and having fun in our community!
Debate Club	9-12	The National Speech and Debate Association's mission is "to connect, support, and inspire a diverse community committed to empowering students through competitive speech and debate." The 2025-2026 school year would be established as an organizational year to recruit, educate members in process, and practice skills. Registration for competitions would start in 2026-2027.
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.



26-27 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.
Student Ambassadors	9-12	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.

Lakeland Middle Preparatory School

26-27 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.
Junior 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.

Lakeland Middle Preparatory School

26-27 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	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.

Lakeland Middle Preparatory School

26-27 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	The purpose of the 5th Grade Choir Club is to generate interest in the vocal music program at the 5th grade level in order to advance the growth in the 6th grade choir program.

Lakeland Middle Preparatory School

26-27 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.

Lakeland Middle Preparatory School 26-27 Sports

Middle School Football	6-8	MS Track Boys	6-8
High School Football	9-12	MS Track Girls	6-8
MS Basketball Boys	6-8	HS Track Boys	9-12
MS Basketball Girls	6-8	HS Track Girls	9-12
HS Basketball Boys	9-12	HS Cross Country Boys	9-12
HS Basketball Girls	9-12	MS Cross Country Boys	6-8*
MS Baseball	6-8	HS Cross Country Girls	9-12
HS Baseball	9-12	MS Cross Country Girls	6-8*
HS Bowling	9-12	HS Soccer Boys	9-12
MS Cheer-basketball	5-8	HS Soccer Girls	9-12
HS Cheer-basketball	9-12	MS Soccer Boys	6-8
MS Cheer Competitive	5-8	MS Soccer Girls	6-8
HS Cheer Competitive	9-12	HS Lacrosse Boys	9-12
MS Volleyball	6-8	MS Lacrosse Boys	5-8
HS Volleyball	9-12	HS Swimming	9-12
MS Softball	6-8	MS Swimming	6-8*
HS Softball	9-12	HS Tennis	9-12
HS Golf Boys	9-12	MS Tennis	6-8*
HS Golf Girls	9-12	HS Wrestling	9-12
MS Golf Boys	6-8		
MS Golf Girls	6-8		

~~Some TSSAA sports allow 8th graders to participate on high school teams, but that varies by sport and may vary by season. Coaches will announce during tryouts whether 8th graders are eligible to try out for high school teams. *5th graders may participate in Cross Country practices with LMPS, but they run on LES's team. 5th graders may practice with certain middle school teams. Contact the athletic director for more information. middle school swim, however they cannot compete until they are in 6th grade.~~

1

Lakeland Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: School Board Meetings	Descriptor Code: 1.400	Issued Date: 07/13/26
		Rescinds: 1.400	Issued: 07/10/23

2 The Board will transact all business at official meetings which may be either regular or special.

3 Every meeting of the Board shall be open to the public, except for those meetings in which the law
4 allows closed sessions.¹ Open meetings will be physically accessible to all students, employees, and
5 interested citizens.²

6 No one shall bring a camera, camcorder or other photographic equipment to Board meetings without
7 the consent of the Board.³

8 **REGULAR MEETINGS**

9 Regular meetings of the Board shall typically be held on the second Monday of the month at 5:45 p.m.
10 at ~~Lakeland City Hall~~ Lakeland School System District Office or a location designated in the
11 notification of meetings. Work Sessions are usually held one (1) week prior at 5:45 pm.

12 In instances when any regular meeting date falls on a legal holiday, or if the availability of a quorum is
13 in question, the meeting shall be rescheduled by the chair.

14 **SPECIAL MEETINGS**

15 The Board shall hold such special meetings as necessary to transact the business of the Board. Such
16 meetings shall be called by the chair whenever, in the chair's judgment, the interests of the schools
17 require it, or when requested to do so by a majority of the Board.⁴

18 Only business related to the call of the meeting, and details related to agenda items shall be discussed
19 or transacted by the Board at a special meeting.

20 **ELECTRONIC ATTENDANCE⁵**

21 Absent Board members may attend a regular or special meeting by electronic means for certain
22 qualifying reasons. The following requirements apply to all electronic attendance, regardless of the
23 reason for the absence:

1. A quorum of the Board must be physically present at the meeting in order for any member to attend electronically except in the case of inclement weather or natural disasters (permitted for a maximum of three times per year).
2. Any member wishing to participate electronically must do so using technology which allows the Chair to visually identify the member.
3. The responsibility for the connection lies with the member wishing to participate electronically. No more than three (3) attempts to connect shall be made, unless the Board chooses to make additional attempts.

Work Related Absence

A board member may attend a meeting by electronic means if out of the county due to work; however, he/she may only participate electronically two (2) times per year for this reason. The board member shall give the Chair and Superintendent at least five (5) days' notice prior to the meeting of the board member's intention to participate electronically.

Sickness or Period of Convalescence

A board member may attend a meeting by electronic means if sick or in a period of convalescence on the advice of a healthcare professional; however, he/she may only participate electronically three (3) times per year for this reason.

Inclement Weather or Natural Disaster

A board member may attend a meeting by electronic means due to inclement weather or natural disaster if the schools in the school district are closed; however, he/she may only participate electronically three (3) times per year for this reason.

Family Emergency

A board member may attend a meeting by electronic means if there is a family emergency that prevents him/her from attending in person. The absence shall be due to the hospitalization of the board member or the death or hospitalization of the member's spouse, father, mother, son, daughter, brother, sister, son-in-law, daughter-in-law, stepson, stepdaughter, father-in-law, mother-in-law, brother-in-law, or sister-in-law. The board member may only participate electronically two (2) times per year for this reason.

Military Service

A board member may attend a meeting by electronic means if out of the county due to military service. The board member may participate electronically as often as he/she is able to do so.

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Legal References

1. TCA 8-44-102; TCA 49-6-804(b)
2. 28 CFR § 36.201(a); 28 CFR § 36.202
3. Tenn. Att’y Gen. Op. No. 95-126 (December 28, 1995)
4. TCA 49-2-202(c)(1)
5. TCA 49-2-203(c); Public Acts of 2023, Chapter No. 350

Cross References

School Board Legal Status and Authority 1.100
Board Committees 1.300
Notification of Meetings 1.402
Appearances Before the Board 1.404
Section 504 and ADA Grievance Procedures 1.802

6

Lakeland Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Agendas	Descriptor Code: 1.403	Issued Date: 07/13/26
		Rescinds: 1.403	Issued: 10/03/16

2 The Executive Committee of the Board shall be responsible for developing an agenda for each board
3 meeting. Any board member may place items on the agenda for discussion. The particular order may
4 vary from meeting to meeting in keeping with the business at hand.

5 For a regular board meeting, the agenda (which shall include the consent agenda), together with
6 supporting materials, shall be distributed to board members at least four (4) days prior to the scheduled
7 date of the meeting. The agenda shall be available for public inspection and/or distribution when it is
8 distributed to the board members. The final agenda, together with supporting materials, shall be
9 published on the school district website no later than forty-eight (48) hours prior to the regular board
10 meeting.

11 At the beginning of each meeting, the Board shall, by a majority vote, approve the agenda for the
12 meeting, which may involve the addition to or deletion of items previously included on the agenda. The
13 Board, however, shall not revise board policies or adopt new ones, unless such action has been scheduled.
14 At the beginning of each meeting, the Board shall have the opportunity to add or delete items from the
15 agenda after which the agenda will be considered approved.

16 Staff members or citizens of the district may suggest items for the agenda by making a request in writing
17 to the superintendent at least three (3) work days prior to the publication of the agenda. Items will be
18 added at the discretion of the Executive Committee.

19 **CONSENT AGENDA**

20 While developing the agenda, the chair and superintendent shall identify routine or non-controversial
21 items to be placed on the consent agenda, which shall become a part of the regular agenda. If any
22 member objects to including an item on the consent agenda, that item shall be moved to the regular
23 agenda as an action item requiring discussion. The remaining consent items shall be adopted in a single
24 vote without discussion.

25 **TIMED AGENDA**

26 The Executive Committee shall assign to each item a certain amount of time determined to be sufficient
27 for disposing of each item on the agenda.

28 **ANNUAL AGENDA**

- 1 At the beginning of each fiscal year, the Board shall adopt an annual planning calendar, stating month-
- 2 by-month actions required by law and those required to carry out the Board's annual goals and objectives
- 3 and the State Board of Education's performance standards. In addition, the annual agenda shall designate
- 4 dates to monitor/review designated sections of the Board Policy Manual and to evaluate progress of
- 5 programs for student achievement.

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Lakeland Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Appeals to and Appearances Before the Board	Descriptor Code: 1.404	Issued Date: 07/13/26
		Rescinds: 1.404	Issued: 07/10/23

2 **APPEALS TO THE BOARD**

3 Any matter relating to the operation of the school system may be appealed to the Board. However, the
4 Board desires that all matters be settled at the lowest level of responsibility and will not hear
5 complaints or concerns which have not advanced through the proper administrative procedure from the
6 point of origin. If all steps of the administrative procedure have been pursued and there is still a desire
7 to appeal to the Board, the matter shall be referred in writing to the office of the superintendent and the
8 Board shall determine whether to hear the appeal.

9 **APPEARING BEFORE THE BOARD**

10 *Adding an Item to the Agenda*

11 Individuals desiring to appear before the Board must submit a written request with descriptive
12 materials to the office of the superintendent three (3) work days before the meeting. If the request is
13 approved by the Executive Committee, the item will be placed on the agenda. Individuals placed on the
14 agenda will be recognized at the beginning of the meeting and given time to speak when their topic of
15 interest is addressed on the agenda. All requests submitted will be included in the board packet.

16 *Public Comment Period^l*

17 There shall be a public comment period for each meeting with actionable items on the agenda, with the
18 exception of teacher disciplinary hearings. **Comments shall be limited to topics listed on the agenda**
19 **and matters that are germane to the school board's jurisdiction.** Only those members of the public who
20 complete a public comment card providing their name, address, and subject of presentation shall be
21 permitted to address the Board during the public comment portion of a meeting. The public comment
22 cards shall be collected by the recorder and submitted to the chair to be called in the order submitted
23 during the public comment portion of the agenda. The chair shall note which speakers are or are not
24 residents of Lakeland.

25 The chair may recognize individuals not on the agenda for remarks to the Board if it is determined that
26 such is in the public interest. A majority vote of members present can overrule the decision of the
27 chair.

Individuals speaking to the Board shall address remarks to the chair and may direct questions to individual board members or staff members only upon approval of the chair. Each person speaking shall state his name and subject of presentation. Remarks will be limited to two (2) minutes unless time is extended by the Board. No more than two (2) additional members of the public who are in attendance and have completed and submitted a public comment card may yield their time to another speaker in which case that speaker's remarks may not exceed six (6) minutes. The chair shall have the authority to terminate the remarks of any individual who is disruptive or does not adhere to Board rules.²

Individuals desiring additional information about any item on the agenda shall direct such inquiries to the office of the Superintendent.

Legal References

1. TCA 39-17-306
2. Public Acts of 2023, Chapter No. 300

Cross References

School Board Meetings 1.400
 Public Hearings 1.401
 Agendas 1.403
 Discrimination/Harassment of Employees 5.500
 Complaints and Grievances 5.501
 Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
 Student Concerns 6.305

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Lakeland Board of Education			
Monitoring: Review: Annually, in July	Descriptor Term: Fiscal Management Goals	Descriptor Code: 2.100	Issued Date: 07/13/26
		Rescinds:	Issued: 03/17/14

General

The Board shall practice sound fiscal management procedures which guarantee maximum use of all resources provided. The Board assumes responsibility, within its financial capabilities, for providing at public expense all items of equipment, supplies and services that may be required in the interest of education in the schools under its jurisdiction.¹

In fiscal management, the Board seeks to achieve the following goals:

1. To engage in advance planning, with broad-based staff and community involvement;
2. To establish levels of funding which will provide quality education for the system’s students;
3. Require the Superintendent to develop procedures for accounting, reporting, purchasing and delivery, payroll, payment of vendors and contractors, internal controls, and all other areas of fiscal management. Financial policies and accompanying procedures shall be reviewed annually to ensure ongoing compliance.²
- ~~3. To use the available techniques for budget development and management;~~
- ~~4. To provide timely and appropriate information to all staff with fiscal management responsibilities; and~~
- ~~5. To establish efficient procedures for accounting, reporting, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.~~

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Legal Reference:

- 5 1. [Internal School Funds Manual, Section 3-1](#)
6 2. [Tenn. Comptroller of the Treasury, Fiscal Health Principles for Tenn. School Districts and Local Governments \(2026\)](#)

Lakeland Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Gifts and Bequests	Descriptor Code: 2.401	Issued Date: 07/13/26
		Rescinds:	Issued: 03/17/14

1 *General*

2 The superintendent is authorized to accept gifts to the school system and may designate others to
3 accept gifts for particular schools on behalf of the Board.¹

4
5 In instances where the superintendent doubts the appropriateness or usefulness of an offered gift, the gift
6 may be declined.

7
8 In accepting gifts and donations, the following guidelines shall be followed:

9
10 1. Unless otherwise expressly specified in writing, all property contributed, given, or otherwise
11 placed on school premises shall for all intents and purposes be a gift and shall become school
12 system property subject to the same controls and regulations that govern the use of other school-
13 owned property.

14
15 2. Contributions of equipment or services that may involve major costs for installation,
16 maintenance, or initial or continuing financial commitments from school funds shall be presented
17 by the superintendent of schools' office for Board consideration and approval.

18
19 3. Individuals or organizations wanting to contribute supplies or equipment shall consult with
20 school officials about the feasibility of accepting such contributions.

21
22 ~~4. A list of supplies and equipment which have been contributed shall be reported to the Board by~~
23 ~~the superintendent's office annually.~~

Legal References

1. TCA 49-6-2006(a)

Cross References

Staff Conflict of Interest 5.601
Staff Gifts and Solicitations 5.605
Student Gifts 6.710

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Lakeland Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Instructional Goals	Descriptor Code: 4.100	Issued Date: 07/13/26
		Rescinds: 4.100	Issued: 07/14/25

2 *General*

3 The Board shall not discriminate on the basis of race, color, religion, sex, national origin, or disability
4 in its instructional program or activities.¹

5 Sex shall be defined as the “immutable characteristics of the person’s reproductive system that identify
6 the person as male or female, as determined by anatomy and genetics existing at the time of birth.”²

7 Discrimination shall include antisemitism, defined as a certain perception of Jews, which may be
8 expressed as hatred toward Jews including, but not limited to, rhetorical and physical manifestations of
9 antisemitism directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish
10 community institutions and religious facilities.²

11 **GOALS**

12 The Board approves the following instructional goals for students:

- 13 • To acquire the knowledge and attitude necessary to achieve and maintain good physical and mental
14 health;
- 15 • To develop the skills necessary to function as a self-directed person;
- 16 • To know the principles involved in making moral and ethical choices; To develop the basic skills of
17 reading, writing, computation, spelling, speaking, problem solving and scientific processes
- 18 • To develop a knowledge and appreciation of the fine arts and humanities
- 19 • To develop technological literacy in/for today’s global society
- 20 • To develop a positive attitude toward the lifelong endeavor of learning;
- 21 • To learn to identify personal talents and interests, make appropriate career choices, and develop
22 career skills;
-

- 1 • To acquire knowledge and to develop skills in the management of personal and public resources
- 2 necessary for meeting obligations to self, family and society;
- 3 • To learn to act in a responsible manner;
- 4 • To learn of the rights and responsibilities of citizens of the community, state, nation and world; and
- 5 • To learn to understand, respect and interact with people of different cultures, generations, races, and
- 6 abilities.

Legal References

1. [42 USCA § 2000d *et seq.*](#)
2. [Public Acts of 2025, Chapter No. 293](#)

Cross References

School District Goals 1.700
Student Goals 6.100
Student Concerns 6.305

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Lakeland Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Family Life Education	Descriptor Code: 4.213	Issued Date: 07/13/26
		Rescinds: 4.213	Issued: 07/01/24

2 *General*

3 A family life education program shall be implemented within the school district in compliance with state
4 law.¹

5 A parent/guardian who chooses not to have a student participate in the family life education program
6 shall submit such request in writing to the principal. A student who is excused from the program shall
7 be assigned alternative health activities and shall not be penalized academically.

8 **FAMILY LIFE INSTRUCTION**

9 The curriculum for the family life education program shall, in a manner that is age-appropriate and
10 factually and medically accurate, include the following:²

- 11 1. Teach the skills needed to make healthy decisions in all aspects of marriage and family life;
12
13 2. Encourage sexual health by helping students understand how the whole person is affected by
14 sexual activity as well as other risk behaviors;
15
16 3. Provide information about human reproduction, including conception, birth, and prenatal care,
17 as well as the process of adoption and its benefits;
18
19 4. Provide information on the family unit and the responsibilities and consequences related to sexual
20 activity, including the challenges of single teen parenting;
21
22 5. Promote only sexual risk avoidance through abstinence and the positive results of avoiding sexual
23 activity;
24

6. Provide instruction on the detection, intervention, prevention, and treatment of child sexual abuse, including such abuse that may occur in the home, and human trafficking in which a victim is the child, and internet crimes against children;
7. Provide instruction on the prevention of dating violence;
8. Encourage communication between parent(s)/guardian(s) and students; and
9. Address the legal aspects of sexual activity with emphasis on the rights of the student.
10. Include the presentation of a high-quality, computer-generated animation or high-definition ultrasound of at least three (3) minutes in duration that shows the development of the brain, heart, and other vital organs in early fetal development per state academic standards.³

Instruction in topics related to sexual activity are not age-appropriate for students in grades kindergarten through five (K-5) and shall not be taught as part of the family life curriculum. This does not prohibit instruction on detection, intervention, prevention, and treatment of child sexual abuse and human trafficking of children.⁴

The family life education program shall be reviewed annually to ensure that the prohibited items of instruction, as provided for in state law,⁵ are not included in the curriculum.

TRAINING ON INSTRUCTION

Personnel providing family life instruction shall receive training prior to presenting such instruction. Personnel shall conduct such instruction with maturity and discretion.

CHILD TRAFFICKING PREVENTION EDUCATION

Instruction on child trafficking prevention and awareness shall be provided for all students in grades K-12 in a manner that is age-appropriate, grade-appropriate, and advances each year through developmentally appropriate instruction and skill building.⁶

The Superintendent/designee shall develop a plan to implement child trafficking prevention education into the district's health education instruction and present it to the Board for approval.

REPORTING²

At the beginning of each school year, the Director of Schools shall provide the contact information to the Department of Children's Services of each employee or trained professional providing instruction on family life curriculum related to child sex abuse, human trafficking, and internet crimes. The Director shall also report on the curriculum selected by the Board of Education.

Legal References

1. [TCA 49-6-1302](#)
2. [TCA 49-6-1304; Public Acts of 2024, Chapter No. 571](#)
3. [Public Acts of 2024, Chapter No. 795](#)
4. [Public Acts of 2024, Chapter No. 970](#)
5. [TCA 49-6-1304\(b\)](#)
6. [Public Acts of 2026, Chapter No. 744](#)

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Lakeland Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Extracurricular Activities	Descriptor Code: 4.300	Issued Date: 07/13/26
		Rescinds: 4.300	Issued: 07/10/23

2 *General*

3 The following shall be adhered to

- 4 1. The Board shall initially approve extracurricular activities at the district-level to ensure proper
5 support and supervision.
- 6 2. Each student activity must be under the guidance and direction of a staff member.
- 7 3. All extracurricular activities and clubs at the school level shall have the approval of the
8 principal.
- 9 4. Student activities occurring before or after regularly scheduled school hours must be under the
10 supervision of the principal or his/her designee.
- 11 5. Secret organizations shall not be operated in any school.
- 12 6. A student shall not be required to attend an extracurricular activity that is scheduled at a time
13 which conflicts with his/her religious practices.¹
- 14 7. Extracurricular activities during vacation periods shall be restricted to regularly scheduled
15 athletic programs and major events which cannot be scheduled otherwise.
- 16 8. Student groups shall not participate in state or national activities which are not listed as
17 approved activities by a regional accrediting association or the state and national principals'
18 associations without the approval of the superintendent.
- 19 9. A student on out-of-school suspension shall not be permitted to participate in extracurricular
20 activities.
- 21 10. Activities which restrict participation because of race, color, religion, sex, disabilities, or
22 national origin are strictly forbidden.² Sex shall be defined as the “immutable characteristics of
23 the person’s reproductive system that identify the person as male or female, as determined by
24 anatomy and genetics existing at the time of birth.”³

11. The principal or designee may use attendance in determining eligibility to participate in extracurricular activities.

STUDENT CLUBS & ORGANIZATIONS³

All students under the age of eighteen (18) shall present a signed and dated statement from their parent/guardian before joining any club or organization or participating in activities of a club or organization. The Superintendent shall develop administrative procedures outlining this recordkeeping process.

Legal References

1. TCA 49-6-1002(c)
2. 34 CFR § 106.41
3. Public Acts of 2023, Chapter No. 353

Cross References

Special Use of School Vehicles 3.402
Interscholastic Athletics 4.301
Field Trips/Excursions/Competitions 4.302
Attendance 6.200

1

Lakeland Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Interscholastic Athletics	Descriptor Code: 4.301	Issued Date: 07/13/26
		Rescinds: 4.301	Issued: 07/14/25

2 *General*

3 No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be
4 treated differently from another person, or otherwise be discriminated against in any athletic program of
5 the school. Equal athletic opportunities shall be provided for members of both sexes.¹

6 Sex shall be defined as the “immutable characteristics of the person’s reproductive system that identify
7 the person as male or female, as determined by anatomy and genetics existing at the time of birth”.²

8 Student athletes shall only be allowed to participate in athletic activities or events that align with the
9 student’s sex indicated on his/her original birth certificate.² The Director of Schools/designee shall
10 require the parent/guardian to provide the student’s original birth certificate prior to participation in any
11 interscholastic athletics. If the original birth certificate is not available or does not indicate the student’s
12 sex at the time of birth, the parent/guardian shall provide medical documentation showing evidence of
13 the student’s sex at birth.

14 Interscholastic athletics shall be administered as a part of the regular school program and shall be the
15 principal’s responsibility. Principals shall ensure that school regulations regarding participation in a sport
16 are reasonable. Athletic schedules shall be filed in each principal’s office. The principal/designee shall
17 accompany an athletic team on trips. Transportation of teams to athletic games is approved by the Board,
18 provided the team’s school reimburses the Board for mileage.

19 Bylaws of the Tennessee Secondary School Athletic Association shall regulate the operation and control
20 of athletics.³ The Director of Schools shall develop a code of conduct for all coaches to follow in order
21 to ensure the health and safety of athletes.⁴

22 **INSURANCE & PHYSICAL EXAMINATIONS**

23 In the event that the school's insurance provider does not extend coverage to an athlete, the athlete shall
24 provide proof of independently secured catastrophic coverage and liability coverage, with the school
25 district as a named insured, of not less than the limits set forth in state law.⁵ It shall be the responsibility
26 of the parent(s)/guardian(s) to provide health and hospitalization insurance for all students participating
27 in interscholastic athletics.

28 Prior to participation in interscholastic athletics, every student shall complete an annual physical
29 examination.⁶ The parent(s)/guardian(s) of each student shall be responsible for covering the cost of the
30 examination, and these records shall be on file in the principal’s office.

31 **SCHEDULING CONFLICTS**

No principal or teacher of any school under control of the Board shall dismiss his/her school or any group of students for the purpose of attending the practice of any interscholastic sport during the school day without written permission from the Board.⁷ This does not prevent regular physical training lessons in the daily school program.

Students shall not be required to attend a school athletic event, or event related to participation on a school athletic team, if the event is on an official school holiday, observed day of worship, or religious holiday. The student's parent or legal guardian shall notify the coach in writing three (3) full school days prior to the event.⁸

SEVERE WEATHER⁴

Severe weather is any type of weather that could impede the safety of any athlete by compromising the playing conditions of the interscholastic sport. Severe weather includes, but is not limited to, thunder, lightning, and extreme temperatures. When severe weather is forecasted, suspension of play shall be discussed with all players, coaches, and officials, if applicable.

All coaches who oversee or participate in outdoor training, practice, or competition shall annually complete a heat illness prevention course approved by the Tennessee Department of Health as well as receive training on activity modifications based on environmental conditions.

PROHIBITION AGAINST HAZING

Coaches, employees, and volunteers of the school district shall not encourage, permit, condone, or tolerate hazing activities.⁹

HOME SCHOOL STUDENT PARTICIPATION¹⁰

Home school students shall be permitted to participate in accordance with TSSAA or TMSAA guidelines. If a school is not a member with these organizations, home school students that are zoned for the school shall be permitted to participate in interscholastic athletics to the same extent as other students.

VIRTUAL SCHOOL STUDENT PARTICIPATION¹¹

Virtual school students shall be permitted to participate in accordance with TSSAA or TMSAA guidelines. If a school is not a member with these organizations, virtual school students that are zoned for the school shall be permitted to participate in interscholastic athletics to the same extent as other students.

PRIVATE SCHOOL STUDENT PARTICIPATION¹²

While students from private schools are permitted to try out for interscholastic athletics teams, this does not guarantee that they will make the team. As with all students, those from other schools shall only be admitted to the team subject to the independent decision of the coach or other relevant school official.

Public Schools with TSSAA or TMSAA Membership

Private school students shall be permitted to participate in accordance with TSSAA or TMSAA guidelines subject to the following conditions. These students must:

- Attend a private school that is not a member with TSSAA or TMSAA and serves fewer than two-hundred (200) students in grades six through eight (6-8) or fewer than two hundred students in grades nine through twelve (9-12);
- Satisfy the eligibility requirements established by TSSAA or TMSAA; and
- Reside within the geographic boundaries of the district.

These students shall be permitted to participate in athletic programs not offered by the private school, but only in the middle or high school that they are zoned to attend.

COACHES' CODE OF CONDUCT:

All coaches, whether employed by Lakeland School System or as a volunteer, shall adhere to the following Coaches' Code of Conduct:

As an employee coach or volunteer coach for Lakeland School System athletics, I Will:

1. Be aware that I have tremendous influence, for good or ill, on the education of the student-athlete and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.
2. In all personal contact with student-athletes, parents, officials, athletic directors, school administrators, the media, and the public, I will strive to set an example of the highest ethical and moral conduct.
3. Take an active role in the prevention of drug, alcohol, and tobacco use.
4. Refrain from the use of alcohol and tobacco products when in contact with players.
5. Master the contest rules and teach them to student-athletes. I shall not seek an advantage by circumvention of the spirit or letter of the rules.
6. Respect and support contest officials. I shall not indulge in conduct which would incite players or spectators against the officials. Public criticism of officials is prohibited.
7. Before and after contests, I will meet and exchange cordial greetings with opposing team coaches to set the correct tone for the event.
8. Not exert pressure on faculty members to give student-athletes special consideration.
9. Conduct myself in a dignified manner relating to emotions, language, attitude, and actions.
10. Refrain from physical contact with athletes except where necessary for the development of the athletes' skill(s) or athletic ability.
11. Strive to develop in each athlete the qualities of leadership, initiative, and good judgment.

- 1 12. Respect each individual athlete.
- 2 13. Seek to inculcate good health habits, including the establishment of sound training rules.
- 3 14. Fulfill responsibilities to provide an environment free of safety hazards.
- 4 15. Display modesty in victory and graciousness in defeat.
- 5 16. Seek to avoid conflicts of interest and potential conflicts of interest in all areas including the
- 6 coaching of school athletes in non-school contexts and openly disclose any such conflicts. I
- 7 will immediately inform Lakeland Schools if such a potential conflict arises.

Legal References

1. [34 CFR § 106.41](#); [20 USCA § 1681 *et seq.*](#)
2. [TCA 49-6-310\(a\)](#)
3. [TRR/MS 0520-01-02-.08\(1\)](#)
4. [TCA 49-6-3601](#)
5. [TCA 29-20-403](#)
6. [20 USCA § 1232h\(c\)](#); [TRR/MS 0520-01-13-.01\(1\)\(a\)](#)
7. [TCA 49-6-1002\(a\)](#)
8. [TCA 49-6-1002\(c\)](#)
9. [TCA 49-2-120](#)
10. [TCA 49-6-3050\(e\)\(1\)\(B\)](#)
11. [Public Acts of 2025, Chapter No. 173](#)

Cross References

Special Use of School Vehicles 3.402
 Student Insurance Program 3.601
 Extracurricular Activities 4.300
 Attendance 6.200

1

Lakeland Board of Education			
Monitoring: Review: Annually, in December	Descriptor Term: Grading System	Descriptor Code: 4.600	Issued Date: 07/13/26
		Rescinds: 4.600	Issued: 12/08/25

2 **GRADING PROCEDURES FOR GRADES K-5^{1,2}**

3 The grading system for Lakeland School System schools in accordance with the Tennessee Uniform
4 Grading System establishes the grading system for grades Kindergarten through Fifth grade.

5 Two (2) report cards are used in grades K-5; (1) for Kindergarten; (1) for grades 1-5. Teachers should
6 refer to the appropriate card for an explanation of the grading system for each level.

7 **Kindergarten:**

8 The Kindergarten report cards show progress toward the state standards. The grade level standard is set
9 by the state and indicates what a student should know and be able to do. Students are evaluated based
10 on their progress toward meeting benchmarks for each standard. This is indicated by mastery or non-
11 mastery for each skill. Report cards are sent home at the end of each nine-week quarter.

12 **Grades 1-5:**

13 In all schools, students’ conduct is graded as “E”, “G”, “S”, “N”, or “U” and is to be reported at each
14 grading period on the report card. Self-contained classes receive one homeroom conduct grade.
15 Individual subject classes each give a conduct grade.

16 The basic grading system for knowledge/subject area is expressed by the letters “A”, “B”, “C”, “D”,
17 and “F” with the following numerical values except for 1st grade science and social studies, which will
18 be expressed by the letter “S” or “N”.

- 19
- 20 • A (90-100)
 - 21 • B (80-89)
 - 22 • C (70-79)
 - 23 • D (60-69)
 - 24 • F (0-59)

25 **GRADING PROCEDURES FOR GRADES Six-Eight (6-8)^{1,2}**

26 Lakeland School System Board of Education policy, in accordance with the Tennessee Uniform
27 Grading System, establishes the grading system for grades 6-12.

1 Report cards are sent to parents at the end of each nine-week period. Parents must be notified within a
2 report card period when a student is not doing acceptable work.

3 **Grades Six-Eight (6-8):**

- 4 1. In all schools, students' conduct is graded as "E", "G", "S", "N", or "U" and is to be reported at
5 each grading period on the report card. Self-contained classes receive one homeroom conduct
6 grade. Individual subject classes each give a conduct grade.
- 7 2. The basic grading system for knowledge/subject area is expressed by the letters "A", "B", "C",
8 "D", and "F" with the following numerical values

- 9 ● A (90-100)
- 10 ● B (80-89)
- 11 ● C (70-79)
- 12 ● D (60-69)
- 13 ● F (0-59)

14 **Grade Calculations for Grades Six-Eight (6-8)**

15 Scores on state-mandated exams shall comprise a percentage of the students' final grade for the second
16 semester. (TCA 49-1-617)

17 No student should fail for the semester or year if the only failing grade is that of the end of course
18 state-mandated exam. Semester exams are not given to students in grades 6-8 with the exception of
19 high school level courses. High school level courses taken in middle school will be handled in the
20 same manner as all other high school courses taken in grades 9-12.

21 For courses which have no state-mandated exam required during a given semester, semester grades are
22 determined by counting the two quarter grades as 50%. For courses which have a state-mandated exam
23 required during the second semester, the second semester grades are determined by counting the two
24 quarter grades as 90% and the state-mandated exam as 10%. ~~Should LSS not receive its students' state-~~
25 ~~mandated exam scores at least five (5) instructional days before the end of the school year, second~~
26 ~~semester grades shall be determined by averaging the two quarter grades.~~ The Superintendent may
27 exclude these scores from students' final grades if results are not received by the district at least five
28 (5) instructional days before the end of the course. If the Superintendent excludes scores, second
29 semester grades shall be determined by averaging the two quarter grades. ^{4,5}

30

31 **GRADING SYSTEM: GRADES NINE - TWELVE (9-12)²**

32 The grading system for Lakeland School System schools is in accordance with the Tennessee State
33 Board of Education Uniform Grading Policy 3.301 for grading scales and weighting of advanced
34 coursework for grades nine (9) through twelve (12). This shall also apply to middle school students for
35 the grades achieved on high school courses.

Grades will be reported on report cards and transcript records using the numerical values indicated below:

- A (90-100)
- B (80-89)
- C (70-79)
- D (60-69)
- F (0-59)

Credits

High School credits will be awarded in a .5 increment upon successful completion of a semester. A student will receive one full high school credit in a course if he/she receives a passing yearly grade for the course.

Students will receive one (1) full credit for a semester-long Dual Enrollment course that awards three (3) or more college credit hours, but for the purposes of GPA calculation and course weighting, a semester Dual Enrollment course will be calculated in the same way as a standard one-semester course.

Conduct

Student conduct is graded as “E”, “S”, “N”, or “U” and is to be reported at each grading period on the report card.

Calculation For High School Course GPA Weighting

The Lakeland School System weighted grading scale shall be used for report cards, GPA, class rank, honor roll and all official purposes with the exception of the Lottery/HOPE Scholarship. Advanced Coursework weighting will be as follows:

Grade	Value	Honors Courses	Local & State Dual Credit, Industry Certification	Dual Enrollment, Advanced Placement Courses
A	90-100	Shall include the addition of 3 percentage points to the grades used to calculate the semester average.	Shall include the addition of 4 percentage points to the grades used to calculate the semester average.	Shall include the addition of 5 percentage points to the grades used to calculate the semester average.
B	80-89			
C	70-79			
D	60-69			

F	0-59			
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- 1 Quality points will be issued for high school courses as indicated below:

Grade	Value	Standard	Honors	Advanced Placement, Dual Enrollment, Local & State Dual Credit, Industry Certification
A	90-100	4.0	4.5	5.0
B	80-89	3.0	3.5	4.0
C	70-79	2.0	2.5	3.0
D	60-69	1.0	1.5	2.0
F	0-59	0	0	0

2 Tennessee Uniform Grading Scale for the Lottery/Hope Scholarship

3 Schools teaching grades nine (9) through twelve (12) shall use the uniform grading system established
 4 by the State Board of Education for the purpose of applying for the Lottery/HOPE Scholarship. Using
 5 the uniform grading system, students' grades shall be reported for the purposes of application for post-
 6 secondary financial assistance administered by the Tennessee Student Assistance Corporation (TSAC).

7 Subject area grades shall be expressed by the following letters with their corresponding percentage
 8 range and advanced coursework grades shall be weighted with additional percentage points to calculate
 9 the semester average as indicated below:

Grade	Value	Honors Courses	Local & State Dual Credit, Industry Certification	Dual Enrollment, Advanced Placement Courses
A	90-100	Shall include the	Shall include the	Shall include the

B	80-89	addition of 3 percentage points to the grades used to calculate the semester average.	addition of 4 percentage points to the grades used to calculate the semester average.	addition of 5 percentage points to the grades used to calculate the semester average.
C	70-79			
D	60-69			
F	0-59			

- 1 Assigning additional quality points above 4.0 for advanced coursework is not allowed for the purpose
2 of determining eligibility for the lottery scholarships. Quality points will be awarded as follows for the
3 Lottery/Hope Scholarship GPA.

Grade	Value	Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	0-59	0

- 4 The GPA used to determine eligibility for the HOPE Scholarship shall be reported on the student's
5 transcript as the "Hope Scholarship GPA."

6 **Advanced Coursework**

- 7 Students enrolled in Advanced Placement courses, State Dual Credit Courses, Local Dual Credit
8 Courses, or National Industry Certification courses are expected to sit for the culminating exam
9 associated with the course. Students who fail to sit for the culminating exam associated with the AP
10 Courses, State Dual Credit Courses, Local Dual Credit Courses, or the National Industry Certification
11 Courses will not be awarded the quality points or weighting points attributed to the course. For
12 students who do not sit for the culminating exam, grades will be deducted for all grading periods
13 within the current school year.

14 **GRADING**

15 **Semester Grades**

- 16 The first and second semester grades are determined by counting the two quarter grades as 80% and
17 the semester teacher-created examination as 20%. For second semester grades, state-mandated exams

may also be calculated into the student's second semester grade if received in time to be required by law. All high school courses will have a teacher-made exam even if that course also has a state-mandated exam.

State-Mandated Exams

For students in grades 9-12, scores on state-mandated exams shall comprise 10% of the students' final grade for the second semester while the teacher-made exam will be worth 10% of the student's final grade for the second semester. The Superintendent may exclude these scores from students' final grades if results are not received by the district at least five (5) instructional days before the end of the course.^{4,5} If the Superintendent excludes scores, the teacher-made exam will be worth 20% of the student's second semester grade.

Semester Exams

All high school level courses will have a first semester exam that will be taken by all students in ninth, tenth, and eleventh grades as well as middle school students who are taking high school courses. Twelfth graders will have the option to be exempt if they meet exemption criteria; however, for courses that are only one semester, students in grades 9-11 may also be exempt during the first semester. All grade levels in high school courses are eligible for teacher created second semester exam exemption.

Requirements for First Semester Exam Exemptions for Twelfth Graders

- Twelfth graders who have a 90 or higher average for the two quarters during the first semester in a high school course will be exempted from the semester exam if the student desires. When a student is exempted from the examination, the semester average will be the average of the two quarter grades only plus the end of course state-mandated exam, if applicable.
- Additionally, to be eligible for exam exemption, a student must have zero unexcused absences or partial unexcused absences for the semester in which the course exam is taken.
- Students who receive a truancy notification letter will be disqualified from all exemptions.

Requirements for Second Semester Exam Exemptions in High School Courses for All Students

- Students who have a 90 or higher average for the two quarters during the second semester in a high school course will be exempted from the semester exam if the student desires. When a student is exempted from the examination, the semester average will be the average of the two quarter grades unless the course has a state-mandated exam and those scores are returned on time.
- Additionally, to be eligible for exam exemption, a student must have zero unexcused absences or partial unexcused absences for the semester in which the course exam is taken.
- Students who receive a truancy notification letter will be disqualified from all exemptions.

Transfer Grades

Students who transfer grades from another school district must be on an official school transcript for credit to be awarded.

LOTTERY SCHOLARSHIPS⁴

Each school counselor shall provide incoming 9th graders with information on college core courses required for lottery scholarships as well as necessary criteria (grade point average, ACT and SAT score, etc.) that must be met in order to receive a scholarship.

Twelfth graders may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal Student Aid (FAFSA). The FAFSA is available at the guidance office or online. Students shall be made aware of all applicable FAFSA deadlines and encouraged to submit applications in a timely manner.

Elementary school counselors shall explain the HOPE Scholarship and its requirements to their students and impress upon them the benefits of making good grades.

LOTTERY SCHOLARSHIP DAY

Each school year, prior to scheduling courses for the following school year, schools teaching students in grades 8-11 shall conduct a lottery scholarship day for students and their parents.⁵

Legal References

1. [TCA 49-2-203\(b\)\(16\)](#); [TCA 49-2-301\(b\)\(1\)\(H\)](#)
2. [TRR/MS 0520-01-03-.02](#); [State Board of Education Policy 3.301](#); [TCA 49-6-407](#)
3. [TCA 49-6-407\(c\)\(2\)](#)
4. [TCA 49-4-904](#), [905](#), [907](#)
5. [TCA 49-4-932\(f\)](#)

Cross References

Enrollment in Advanced Courses 4.205
Alternative Credit Options 4.209
Credit Recovery 4.210
Reporting Student Progress 4.601
Honor Roll, Awards, & Class Ranking 4.602
Promotion and Retention 4.603
Transcript Alterations 4.608

1

Lakeland Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date: 07/13/26
		Rescinds: 4.603	Issued: 01/15/25

2 *General*

3 All promotion and retention decisions shall be made on a case-by-case basis and comply with state and
4 federal law. All decisions shall be made in consultation with a student's IEP and/or 504 team, if
5 applicable.¹

6 Students who have difficulty in achieving the requirements for promotion **may be considered** for
7 retention. Schools shall identify these students by February 1st. Factors used to identify students for
8 retention shall include:²

- 9 1. Ability to perform at the current grade level;
- 10 2. Results of local assessments, screening, or monitoring tools;
- 11 3. State assessments, as applicable;
- 12 4. Home Literacy Reports;³
- 13 5. Overall academic achievement of the student;
- 14 6. Likelihood of success with more difficult material if promoted to the next grade;
- 15 7. Attendance record;
- 16 8. The student's maturity; and

17 ~~9. English Language (EL) acquisition as required by state and federal law.~~

18 Students may be identified for retention after the February 1st deadline if the delay in identifying a
19 student is due to:⁴

- 20 1. Date of enrollment; or
- 21 2. Additional information acquired after results of local assessment, screening, or monitoring are
22 released **or**
- 23 3. **Social/behavioral factors that were not previously evidenced by February 1st.**

VOLUNTARY RETENTION⁵

A parent/guardian of a student enrolled in kindergarten through second grade may choose to retain his/her student in the current grade level if:

1. The student has a documented academic or behavioral delay; and
2. The parent/guardian believes that retention may benefit the student.

This information shall be submitted in writing within thirty (30) days of the end of the school year. The district shall send written notice to the parent/guardian confirming whether the student is eligible for retention under state law.

PROMOTION PLANS⁶

When a student is identified as a candidate for retention, the student's parent(s)/guardian(s) shall be notified within fifteen (15) days, and an individualized promotion plan shall be developed to help the student avoid retention. The plan shall be developed in coordination with the student's teachers, IEP or 504 team, if applicable, and may also include input from the student's parent(s)/guardian(s), school counselor, or other appropriate school personnel.

Promotion plans shall incorporate evidence-based strategies, including expectations and measurements that will verify whether a student has made sufficient progress to be promoted to the next grade level, and be tailored to the student's learning needs. Promotion plans for students in third and fourth grade will include additional requirements for promoting students in these grades. A copy of the plan will be provided to the student's parent(s)/guardian(s), and the school shall offer the opportunity for a parent-teacher conference to discuss the plan. If a student is not making progress on the promotion plan, then the strategies shall be modified. Parent(s)/guardian(s) shall be provided with any changes to the promotion plan. Evidence-based strategies may include:

1. Response to Instruction and Intervention (RTI²) to address deficits in student learning;
2. Modification (individualized) of curriculum and instruction;
3. Individual and/or small group tutoring;
4. School counseling services – individual or small group;
5. Attendance intervention and support; and/or
6. Special Education services for students who qualify based on state and federal guidelines.

A student who demonstrates sufficient academic progress according to his/her promotion plan shall be promoted to the next grade level unless retention is required per additional requirements for students in third and fourth grade.⁷

If a student has not demonstrated sufficient academic progress according to his/her promotion plan by the end of the school year, the student shall be eligible to enroll in a summer reading or learning program, if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10)

calendar days prior to the start of the next school year if the student was enrolled in a summer program. However, if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be notified of a decision for retention at least thirty (30) calendar days prior to the start of the next school year.⁸

RETENTION⁷

A student may be retained when such retention is in the best interest of the student or when retention is required per additional requirements for students in third and fourth grade. However, a student shall not be retained more than once in any grade.

Decision of Retention – General⁹

If a student is retained, the superintendent/designee shall develop an individualized academic remediation plan within thirty (30) calendar days after the beginning of the next school year. A copy of the plan shall be provided to the student's parent(s)/guardian(s) within ten (10) days of its development. This plan shall include at least one of the following strategies:

1. Adjustment to the current instructional strategies or materials;
2. Additional instructional time;
3. Individual tutoring;
4. Modification to the student's classroom assignment to ensure the student receives instruction from a teacher with a level of overall effectiveness of above expectations (level 4) or significantly above expectations (level 5); or
5. Attendance or truancy interventions.

A student shall not be retained more than once in any grade. The progress of students who are retained shall be closely monitored and reported to parent(s)/guardian(s) at least three (3) times during the school year in which the student is retained. The superintendent shall develop procedures to ensure appropriate recordkeeping of students who are retained.

Decision of Retention – Third Grade¹⁰

Third grade students shall not be promoted to the next grade unless they are determined to be proficient (i.e., receive a performance level rating of "on track" or "mastered") in English language arts (ELA) based on the student's most recent TCAP test.

Students who are not proficient in ELA may still be promoted if the following conditions are met:

1. A student in third grade receiving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) full years of ELA instruction;
- b. The student was previously retained in grades K-3;
- c. The student is retested before the next school year and scores proficient in ELA;
- d. The student attends a learning loss bridge camp before the next school year, maintains a ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-test at the end of the camp;
- e. The student receives tutoring for the entirety of the next school year in accordance with state law;
- f. The student is determined by IEP or 504 decision to have a disability or suspected disability that impacts reading; or
- g. Beginning with the 2023-2024 school year, the student demonstrates proficiency in ELA standards by scoring within the fiftieth percentile on the most recently administered state-provided benchmark assessment and the district provides tutoring services to the student during the entire fourth grade school year and notifies the student's parent/guardian, in writing, of the benefits of enrolling the student in summer programming; or
- h. The student was administered a state-mandated assessment pursuant to TCA 49-1-616(d) as a third-grade student and the student demonstrates proficiency in ELA based on the student scoring within the fiftieth percentile on the most recently administered universal reading screener approved by the State Board of Education or the Tennessee universal reading screener.¹¹

2. A student in third grade receiving a performance level rating of "below" on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) full years of ELA instruction;
- b. The student was previously retained in grades K-3;
- c. The student is retested before the next school year and scores proficient in ELA; or
- d. The student attends a learning loss bridge camp before the next school year, maintains a ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next school year in accordance with state law.
- e. The student is determined by IEP or 504 decision to have a disability or suspected disability that impacts reading.

Decision of Retention – Fourth Grade¹⁰

Students in the following categories may be promoted to fifth grade if they demonstrate adequate growth on the fourth-grade ELA portion of the TCAP test:

1. A student who was promoted to fourth grade due to receiving tutoring for the entirety of the fourth-grade school year; and
2. A student who was promoted to fourth grade due to attending a learning loss bridge camp while maintaining a ninety percent (90%) attendance rate and receiving tutoring for the entirety of the fourth grade school year.

If a student that was promoted to fourth grade under one of the provisions above does not demonstrate adequate growth on the fourth-grade ELA portion of the TCAP test, then the following shall occur:

1. The student's principal shall convene a conference consisting of the following parties: the student's parent(s)/legal guardian, the student's ELA teacher, and the student's principal.
2. The conference shall review the student's fourth grade ELA performance to determine if the student should be promoted to fifth grade.
3. At the conclusion of the conference, a majority of the parties (rather than a majority of the individuals representing the parties) shall agree to one of the following:
 - a. The student will be promoted to fifth grade and be assigned a tutor for the entirety of the student's fifth-grade year; or
 - b. The student will be retained in fourth grade. A student shall not be retained more than once in fourth grade.

Decision of Retention – Students with Disabilities¹¹

Retention and promotion decisions shall be made on a case-by-case basis and in consultation with the student's IEP and/or 504 team to determine whether the student's performance on the ELA portion of TCAP was due to the student's disability. The school district shall not retain a student with a disability or a suspected disability that impacts their ability to read.

APPEALS^{8,12}

When a student is identified for **general** retention, the parent(s)/guardian(s) shall be notified about the decision to retain the student and provided with information on the right to appeal the decision **(excluding retention due to the 3rd and 4th grade retention policies)**. Appeals shall be made to a committee appointed by the principal within five (5) business days. The student and his/her parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the committee. The committee shall conduct a hearing within ten (10) business days to determine if the student will be promoted and issue such decision within five (5) business days. Upon notification of the committee decision, the principal shall send written notification to the superintendent/designee and the parent(s)/guardian(s). The notification shall advise parent(s)/guardian(s) of their right to appeal such action within five (5) business days to the superintendent/designee.

The appeal shall be heard no later than ten (10) business days after the request for appeal is received. A decision shall be issued within five (5) business days.

Within five (5) business days of the superintendent/designee rendering a decision, the student's parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record. Following the review, the Board may affirm or overturn the decision of the superintendent/designee. The action of the Board shall be final.

For students where retention is required per the additional requirements for students in third and fourth grade, parent(s)/guardian(s) may appeal this decision directly to the Department of Education in accordance with state law.¹³

Legal References

1. [20 USCA § 1400 *et seq.*; 29 U.S.C. § 794 \(Section 504\); TRR/MS 0520-01-03-.16; TCA 49-6-3115](#)
2. [TRR/MS 0520-01-03-.16\(5\)](#)
3. [TCA 49-1-905\(e\)](#)
4. [TRR/MS 0520-01-03-.16\(4\)](#)
5. [TCA 49-6-314; TRR/MS 0520-01-03-.16\(6\)](#)
6. [TRR/MS 0520-01-03-.16\(6\)](#)
7. [TRR/MS 0520-01-03-.16\(6\)\(f\)](#)
8. [TRR/MS 0520-01-03-.16\(6\)\(e\)](#)
9. [TRR/MS 0520-01-03-.16\(6\)\(g\)](#)
10. [TRR/MS 0520-01-03-.16\(7\)](#)
11. [29 U.S.C. § 794 \(Section 504\); 20 USCA § 1400 *et seq.*; TRR/MS 0520-01-03-.16\(7\)\(e\); Public Acts of 2024, Chapter No. 989](#)
12. [TRR/MS 0520-01-03-.16\(3\); TRR/MS 0520-01-02-.17\(7\); TCA 49-6-3102\(e\)\(1\)](#)
13. [TRR/MS 0520-01-03-.16\(7\)\(f\)](#)

Cross References

Credit Recovery 4.210
 Grading System 4.600
 Reporting Student Progress 4.601

 Attendance 6.200
 Student Assignments 6.205
 Homeless Students 6.503
 Student Records 6.600

1

Lakeland Board of Education			
Monitoring: Review: Annually, in December	Descriptor Term: Graduation Requirements	Descriptor Code: 4.605	Issued Date: 07/13/26
		Rescinds: 4.605	Issued: 12/08/25

2 *General*

3 The program of studies shall include areas required by the State Board of Education.

4 Before high school graduation, every student shall:¹

- 5 1. Achieve the specified twenty-two (22) units of credit;
- 6
- 7 2. Take the required end-of-course exams;
- 8
- 9 3. Have satisfactory records of attendance and conduct;
- 10
- 11 4. Take the ACT or SAT prior to graduation;² and
- 12
- 13 5. Pass a United States civics test.³
- 14

15 If a middle school student successfully completes any of the State Board-required high school credits,
16 as evidenced by a passing grade in the course prior to grade nine (9), the student shall receive graduation
17 credit for the coursework.

18
19 Students may not receive credit for courses in which the student was never enrolled.⁴

20 **SPECIAL EDUCATION STUDENTS⁵**

21 Special education students who earn the prescribed twenty-two (22) credit minimum shall be awarded a
22 regular high school diploma.

23 Students who have received the below diplomas shall continue to make progress towards a regular high
24 school diploma until the end of the school year in which they turn twenty-two (22) years old.

25 *Special Education Diploma*

26 A special education diploma shall be awarded to students who have not met the requirements for a regular
27 high school diploma but have:⁶

1. Completed four (4) years of high school;
2. Made satisfactory progress on their IEP; and
3. Maintained satisfactory records of attendance and conduct.

Occupational Diploma

Special education students who do not meet the requirements for a regular high school diploma may be awarded an occupational diploma if the student has:^{1,5}

1. Completed at least four (4) years of high school;
2. Made satisfactory progress on their IEP;
3. Maintained satisfactory records of attendance and conduct;
4. Completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA); and
5. Has two (2) years of paid or non-paid work experience.

The decision to attain an occupational diploma shall be made at the conclusion of the student's 10th grade year or two (2) academic years prior to the expected graduation date.

Alternate Academic Diploma

Special education students who do not meet the requirements for a regular high school diploma may be awarded an alternate academic diploma if the student has:⁵

1. Completed at least four (4) years of high school;
2. Participated in the high school alternate assessment;
3. Earned the prescribed twenty-two (22) credit minimum;
4. Made satisfactory progress on their IEP;
5. Maintained satisfactory records of attendance and conduct; and
6. Completed a transition assessment that measures postsecondary education and training, employment, independent living, and community involvement.

STUDENT LOAD

All full time students in grades 9-12 shall be enrolled each semester in subjects that produce a minimum of six (6) units of credit for graduation per year. Students with hardships and gifted students may appeal this requirement to the Superintendent and then to the Board.⁷

STATE MOVE ON WHEN READY⁸

A student pursuing early graduation through the Move on When Ready program shall complete an intent form available from the Department of Education and submit it to her or his high school principal and the Department of Education. Intent forms will be available in the counseling office of each high school and should be completed upon entry into the 9th grade.

A public high school student may complete an early high school graduation program and be eligible for unconditional entry into a public two (2)-year institution of higher education or conditional entry into a public four (4)-year institution of higher education, if the student fulfills each of the following requirements:¹

1. Earns seventeen (17) credits that include:
 - a. English I, II, III, and IV
 - b. Algebra I and II*
 - c. Geometry
 - d. United States History
 - e. Two (2) courses in the same world language;
 - f. One (1) course selected from:
 - (i) Economics
 - (ii) Government
 - (iii) World Civilizations
 - (iv) World Geography
 - g. One (1) course selected from:
 - (i) History and appreciation of visual and performing arts
 - (ii) A standards-based arts course, which may include studio art, band, chorus, dance, or other performing arts
 - h. Health and Physical Education (Wellness)
 - i. Biology
 - j. Chemistry
 - k. Computer Science
2. Has a cumulative GPA of at least 3.2 on the Uniform Grading System four (4) point scale;
3. Scores at the on-track or mastered level on each end-of-course assessment taken (excluding end of course assessments taken during the student's final semester prior to early graduation);
4. Meets benchmark scores of twenty-one (21) or higher composite score on the ACT or an equivalent score on the SAT;
5. Achieves a passing score on a nationally recognized world language proficiency assessment;

~~6. Achieve a passing score on a state-normed civics test, as required by the Tennessee State Board of Education; and~~

7. Completes two (2) early postsecondary courses:

- a. Advanced Placement (AP);
- b. International Baccalaureate (IB);
- c. Dual enrollment; or
- d. Dual credit.

A student pursuing early graduation through the Move on When Ready Program may take two (2) high school English courses in an academic year and is exempt from any additional graduation requirements. A student who completes the Move on When Ready Program shall be awarded a regular high school diploma.

EARLY GRADUATION⁸

To earn a regular high school diploma, students must fulfill each of the following requirements:

1. Be in the fourth (4th) year of high school;
2. Meet the minimum standards established by the State Board of Education;
3. Achieve a passing score on a state-normed civics test, as required by the Tennessee State Board of Education;
4. Submit an “Intent to Graduate Early” to their respective counselors prior to their senior year;
5. Meet qualifications for the state definition of a ~~“Ready Graduate”~~ “College and Career Ready”;
and
6. Earn the following twenty-two (22) units of credit:

English	4 Units
Mathematics	4 Units
Science	3 Units
Social Studies	3 Units
Wellness	1 Unit
Physical Education	0.5 Unit
Personal Finance	0.5 Unit
Elective Focus	3 Units
Fine Arts (may be waived pursuant to State Board Policy 2.103)	1 Unit

World Language (may be waived pursuant to State Board Policy 2.103)	2 Units
Computer Science (*may substitute for a 4 th math credit or a 3 rd lab science credit)	1 Unit*

EARLY GRADUATION DETAILS

1. The student's official date of graduation will be the last day of the term in which he/she meets all graduation requirements.
2. As a graduate, he/she will forfeit the right to participate in student/school activities (i.e., sports, prom [except as a guest of a full-time student], etc.).
3. The students will be permitted to participate in graduation ceremonies at the end of the school year, provided that he/she participates in practice activities as required by the school.

The Superintendent shall develop administrative procedures to ensure that the early graduation program is conducted in accordance with state law, including reporting the total number of requests to graduate early to the TN Department of Education.

Legal References

1. [TCA 49-6-6001](#); [State Board of Education Policy 2.103](#); [TRR/MS 0520-01-03-.06](#)
2. [TCA 49-6-6001\(b\)](#); [State Board of Education Policy 2.103](#)
3. [TCA 49-6-408](#); [State Board of Education Policy 2.103](#)
4. [State Board of Education Policy 2.102](#)
5. [TRR/MS 0520-01-03-.06](#); [State Board of Education Policy 2.103](#)
6. [TCA 49-6-6005](#); [State Board of Education Policy 2.103](#)
7. [TRR/MS 0520-01-03-.06\(19\)](#)
8. [TCA 49-6-8103](#); [State Board of Education Policy 2.103](#)

Cross References

Class Size Ratios 4.201
Alternative Credit Options 4.209
Honor Roll, Awards, & Class Ranking 4.602

Lakeland Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Application and Employment	Descriptor Code: 5.106	Issued Date: 07/13/26
		Rescinds: 5.106	Issued: 07/10/23

2 APPLICATION

3 An individual desiring a position with the Board shall make application to the Superintendent on forms
4 developed by his/her office. To ensure the safety and welfare of students and staff, the district shall
5 require criminal history background checks and fingerprinting of applicants for teaching positions and
6 any other positions that require proximity to children.¹ If applying for a teaching position, the
7 Superintendent shall also check the applicant's license status in the State Board of Education's
8 database to determine if there is a hold on that applicant's license, and if so, the reasoning behind the
9 hold.²

0 Knowingly falsifying information shall be sufficient grounds for termination of employment and shall
1 also constitute a Class A misdemeanor which must be reported to the District Attorney General for
2 prosecution.³

3 Any costs incurred to perform these background checks and fingerprinting shall be paid by the
4 applicant.⁴

5.5 Professional Employees

6 The application must include a transcript of credits earned at the colleges or universities attended along
7 with references from persons such as previous employers, college professors, and supervisors of
8 student teachers. Other information shall include whether such applicant has been dismissed for cause
9 from a school system.⁵ If previously employed by a local board of education, the applicant shall
10 provide evidence of acceptable resignation prior to employment.

21 No person shall be employed:

1. Who does not hold a valid license to teach or a temporary permit to teach from the State Board of Education;⁶
2. Who has been identified by the Department of Children’s Services, or on a similar registry in another jurisdiction, as a perpetrator of child abuse, severe child abuse, child sexual abuse, or child neglect, or who poses an immediate threat to the health, safety, or welfare of children;⁷
3. Who is listed on the state’s abuse of vulnerable persons registry maintained by the Department of Health, or on a similar registry in another jurisdiction;⁷

4. Who does not present a physician's certificate showing a satisfactory health record or has any contagious or communicable disease in such form that might endanger the health of school children;⁸
5. ~~Who has not complied with the Immigration Reform and Control Act of 1986;~~ Who has not had their information verified using E-Verify;¹¹
6. Who refuses to take and subscribe to an oath to support the Constitution of the State of Tennessee and of the United States of America;⁹
7. Who advocates the overthrow of the American form of government or who is a member of a political party which advocates the overthrow of the American form of government.
8. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from employment for cause; or
9. Who does not receive a satisfactory background check.¹⁰

Support Employees

No person shall be employed:

1. Who does not present a physician's certificate showing a satisfactory health record or has any contagious or communicable disease in such form that might endanger the health of school children;⁸
2. Who has been identified by the Department of Children's Services, or on a similar registry in another jurisdiction, as a perpetrator of child abuse, severe child abuse, child sexual abuse, or child neglect, or who poses an immediate threat to the health, safety, or welfare of children;⁷
3. Who is listed on the state's abuse of vulnerable persons registry maintained by the Department of Health, or on a similar registry in another jurisdiction;⁷
4. ~~Who has not complied with the Immigration Reform and Control Act of 1986;~~ Who has not had their information verified using E-Verify;¹¹
5. Who refuses to take and subscribe to an oath to support the Constitution of the State of Tennessee and of the United States of America;⁹
6. Who advocates the overthrow of the American form of government or who is a member of a political party which advocates the overthrow of the American form of government.
7. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from employment for cause; or
8. Who does not receive a satisfactory background check.¹⁰

EMPLOYMENT

After checking references and receiving written recommendations, the superintendent shall hire and assign qualified applicants.

Initial Employment for Professional Employees

Upon initial employment, the superintendent shall notify such person, in writing, of the offer and conditions of employment. Upon receipt of employment notification, such person shall respond within

the timeline established by state law.¹² From the date of the written acceptance, such person is considered to be under employment with the Board and is subject to all rights, privileges and duties.

Legal References

1. TCA 49-5-406; TCA 49-5-413
2. State Board of Education Policy 5.501
3. TCA 49-5-406(a)(2)(A)
4. TCA 49-5-413(c)
5. TCA 49-2-131
6. TCA 49-5-403; TCA 49-5-101; TCA 49-5-106
7. TCA 49-5-413(e); Public Acts of 2023, Chapter No. 222
8. TCA 49-5-404
9. TCA 49-5-405
10. TCA 49-5-413(a), (f)
11. Immigration Reform and Control Act of 1986, Pub. L. No. 99-603, 100 Stat. 3359, 8 USCA § 1101 et seq.; Public Acts of 2026, Chapter No. 772
12. TCA 49-5-406(b)

Cross References

Orientation and Probation 5.107
Compensation Guides & Contracts 5.110
Background Investigations 5.118
Recommendations and File Transfers 5.203
Interim Employees 5.700
Qualifications and Duties of the Director of Schools 5.802

1

Lakeland Board of Education			
Monitoring: Review: Annually, in February	Descriptor Term: Compensation Guides & Contracts	Descriptor Code: 5.110	Issued Date: 07/13/26
		Rescinds: 5.110	Issued: 02/13/17

2 Certified personnel must make a written contract with the Board at a fixed salary per year before entering
3 upon their duties.¹

4 The superintendent shall establish the salary rating of each person employed and shall recommend such
5 salary rating to the Board for its approval.²

6 Contracts for administrators and system-wide professional personnel shall include two-hundred (200)
7 days of responsibility, plus twenty (20) days for each additional month assigned by the Board. Each
8 contract shall provide:³

- 9 1. A minimum of one hundred and eighty (180) working days;
10 2. A minimum of five (5) days for in-service education;
11 3. Ten (10) vacation days; and
12 4. Five (5) days as designated by the Board (teachers shall use one (1) day for parent-teacher
13 conferences).

14 The school calendar adopted by the Board each year shall become part of each employee’s contract.

15 Salaries and supplements may be paid from revenue derived from sources other than taxes, provided the
16 revenue is deposited with and salaries paid through the Board. This includes donations or contributions
17 from individual, civic or other non-school related sources of funds from individual school activity funds,
18 such as gate receipts and concessions.^{1,4}

19 **ACCRUED LEAVE & BENEFICIARIES⁵**

20 A deceased employee’s estate or designated beneficiary shall be paid the value of any unused
21 accumulated leave. Unless an employee designates differently, the beneficiary shall be the same as the
22 beneficiary designed for receipt of retirement benefits with the Tennessee Consolidated Retirement
23 System.

24

25

Legal References

1. TCA 49-2-203(a)(1); TCA 49-5-408
2. TCA 49-5-402
3. TCA 49-6-3004
4. TCA 49-6-2006; *Tennessee Internal School Financial Management Manual*, Section 5, Title 6
5. TCA 49-5-717; Public Acts of 2026, Chapter No. 909

Lakeland Board of Education			
Monitoring: Review: Annually in January	Descriptor Term: Teacher Tenure	Descriptor Code: 5.117	Issued Date: 07/13/26
		Rescinds: 5.117	Issued: 07/12/21

1 *General*

2 To attain tenure status,¹ a teacher shall: (1) meet tenure eligibility requirements; (2) be renewed and
3 recommended by the Superintendent; and (3) receive a majority vote of the Board.

4 **TENURE ELIGIBILITY²**

5 A teacher ~~that~~ who meets the following requirements is eligible for tenure:

- 6 1. Has a degree from an approved four-year college or any career and technical teacher who has
7 the equivalent amount of training established and licensed by the State Board of Education;
8
- 9 2. Holds a valid teacher license, issued by the State Board of Education, based on training
10 covering the subjects or grades taught;
11
- 12 3. Has completed a probationary period of five (5) school years or not less than forty-five (45)
13 months within the last seven-year period, with the last two (2) years being employed in a
14 regular teaching position rather than an interim teaching position; and
15
- 16 4. Has received evaluations demonstrating an overall performance effectiveness level of “above
17 expectations” or “significantly above expectations” as provided in the evaluation guidelines
18 adopted by the State Board of Education, during the last two (2) years of the probationary
19 period.

20 If a teacher has met all other requirements for tenure eligibility but has not acquired an official
21 evaluation score during the last one (1) or two (2) years of the probationary period due to allowable
22 circumstances outlined in state law, he/she may utilize the most recent two (2) years of available
23 evaluation scores achieved during the probationary period to become eligible for tenure.³

24 **ACQUISITION OF TENURE STATUS**

25 Once a teacher is eligible for tenure, he/she shall either be recommended by the Superintendent or
26 nonrenewed. For each teacher who is recommended for tenure the following documentation shall be
27 compiled and presented to the Board for their consideration:

- 28 1. Copies of the teacher's Level of Effectiveness (LOE) from the last two years including a
29 breakdown of how that LOE was derived.
- 30
- 31 2. TCAP and/or EOC scores from the most recent two years, if applicable.
- 32

3. A recommendation from an administrator that includes narrative descriptions of specific examples of teacher's excellent work with students in the classroom setting.

~~Once a teacher is eligible for tenure, he/she shall be either recommended by the Director of Schools for tenure or nonrenewed. If tenure is denied by the Board, the teacher shall be dismissed.~~⁴

The following additional guidelines shall apply:

1. The Superintendent will recommend teachers eligible for tenure at a board meeting in ample time to send notice of non-renewal to each teacher not recommended for tenure within five (5) business days following the last instructional day for the school year.⁵
2. The decision to grant tenure is solely within the discretion of the Board.⁶ Only those teachers who receive a majority vote of the membership of the Board will be granted tenure.⁷
3. Teachers who earn tenure will be honored by the Board in a special ceremony, either at a board meeting or in some other special public event.
4. A teacher who is eligible for tenure, but whose tenure is denied by the Board, ~~shall not be rehired~~ cannot be continued in employment beyond the current contract year.⁴

TEACHER RETURNING TO EMPLOYMENT

A teacher who has acquired tenure status in the school district and later resigns shall serve a two-year probationary period upon reemployment, unless the probationary period is waived by the Board upon request of the ~~Director of Schools~~ Superintendent. Upon completion of the two-year period, the teacher shall either be recommended by the ~~Director of Schools~~ Superintendent for tenure or non-renewed. If tenure is denied by the Board, the ~~teacher shall be dismissed~~ teacher cannot be continued in employment beyond the current contract year.⁸

TEACHER RETURNING TO PROBATIONARY STATUS⁹

Any tenured teacher who receives two (2) consecutive years of evaluations demonstrating an overall performance effectiveness level of "below expectations" or "significantly below expectations" shall be returned to probationary status by the ~~Director of Schools~~ Superintendent until the teacher has received two (2) consecutive years of evaluations demonstrating an overall performance effectiveness level of "above expectations" or "significantly above expectations."

When a teacher who has returned to probationary status has received two (2) consecutive years of evaluations demonstrating an overall performance effectiveness level of "above expectations" or "significantly above expectations," the teacher is again eligible for tenure and shall be either recommended by the ~~Director of Schools~~ Superintendent for tenure or nonrenewed; provided, however, that the teacher shall be dismissed if tenure is denied cannot be continued in employment if tenure is not granted by the Board.⁴

This section does not apply to teachers who acquired tenure prior to July 1, 2011.

Legal References

1. TCA 49-5-501(11)(A)
2. TCA 49-5-503
3. Public Acts of 2021, Special Legislative Session
Chapter No. 2
4. TCA 49-5-504(b)
5. TCA 49-5-409(b); Public Acts of 2021, Chapter No.
378
6. TCA 49-2-203(a)(1)
7. TCA 49-2-202(g)
8. TCA 49-5-504(d)
9. TCA 49-5-504(e), (f)

Cross References

Separation Practices for Tenured Teachers 5.200
Separation Practices for Non-Tenured Teachers 5.201

Lakeland Board of Education			
Monitoring: Review: Annually, in February	Descriptor Term: Separation Practices for Tenured Teachers	Descriptor Code: 5.200	Issued Date: 07/13/26
		Rescinds: 5.200	Issued: 05/11/26

2 **ALLEGATIONS REQUIRING TEMPORARY REMOVAL FROM DUTY**

3 If an investigation of an employee's conduct is required, the Superintendent shall determine whether to
4 temporarily modify the employee's work status based on concerns for safety or to minimize disruption
5 to the educational environment. This may include, but is not limited to:

- 6 • Reassignment to alternate duties;
- 7 • Placement on administrative leave with pay; or
- 8 • Temporary removal from the school setting.

9 Such action shall not be considered disciplinary in nature but rather a precautionary measure until a
10 determination can be made regarding an appropriate return to duties, or the imposition of disciplinary
11 action, which could include suspension without pay.

12 **SUSPENSION PENDING AN INVESTIGATION¹**

13 The superintendent may suspend a teacher at any time that may seem necessary, pending investigation
14 or final disposition of a case before the board or an appeal. If the matter under investigation is not the
15 subject of an ongoing criminal investigation or a Department of Children's Services investigation, and
16 if no charges for dismissal have been made, a suspension pending investigation shall not exceed ninety
17 (90) calendar days in duration. Under no circumstances shall the superintendent suspend a teacher with
18 pay if there is a pending investigation. If vindicated or reinstated, the teacher shall be paid full salary for
19 the period of suspension.

20 **SUSPENSION OF THREE DAYS OR LESS^{2,3}**

21 A superintendent/designee may suspend a teacher for incompetence, inefficiency, neglect of duty,
22 unprofessional conduct and insubordination. Before an employee is suspended he/she shall be: (1)
23 provided with written notice, including the reasons for the suspension along with an explanation of the
24 evidence; (2) given an opportunity to respond to the superintendent at a conference, if requested within
25 five (5) working days; and (3) given a written decision of the suspension within ten (10) working days.
26 Both parties may be represented by counsel at the conference, which shall be recorded.

27 Under no circumstances shall a superintendent suspend a tenured teacher with pay. If reinstated, the
28 tenured teacher shall be paid full salary for the period of suspension, unless suspension without pay is
29 deemed to be an appropriate penalty.

1 DISMISSAL OR SUSPENSIONS GREATER THAN THREE DAYS⁴

2 The Board shall maintain a list of qualified individuals who have indicated a willingness to act as
3 impartial hearing officers, as defined under Tennessee law.

4 When charges are made against a tenured teacher, charging the teacher with offenses which may justify
5 dismissal or a suspension greater than three (3) working days, the charges shall be made in writing,
6 specifically stating the offenses which are charged and shall be signed by the party or parties making the
7 charges.

8 If, in the opinion of the Board, the charges are of such nature as to warrant the release or a suspension
9 greater than three working days of the teacher, the superintendent shall give the teacher a written notice
10 of this decision, a copy of the charges against the teacher, and a copy of a form provided by the
11 Commissioner of Education advising the teacher of his/her legal duties, rights and recourse.

12 A tenured teacher who has been given notice of charges against him/her may within thirty (30) calendar
13 days after receipt of notice give written notice to the superintendent of his/her request for a hearing.

14 The superintendent shall, within five (5) working days after receipt of request, assign a hearing officer
15 from the list maintained by the Board.

16 The hearing officer shall notify the parties, or their attorney, of the officer's assignment and direct the
17 parties or the attorneys for the parties, or both, to appear before the hearing officer for simplification of
18 issues and the scheduling of the hearing. That hearing shall be set no later than thirty (30) calendar days
19 following receipt of the initial request for a hearing. In the discretion of the hearing officer, all or part of
20 any prehearing conference may be conducted by telephone if each participant has an opportunity to
21 participate, be heard, and to address proof and evidentiary concerns. The hearing officer is empowered
22 to issue appropriate orders and to regulate the conduct of the proceedings.

23 Either party may appeal to the Board of Education an adverse ruling by giving written notice of appeal
24 within ten (10) working days of the hearing officer's delivery of the hearing officer's written findings
25 and conclusions. The superintendent shall prepare a copy of the proceedings, including all transcripts
26 and evidence, documentary or otherwise, and transmit the same to the Board within twenty (20) working
27 days of the receipt of the notice of appeal.

28 The Board shall hear the appeal on the record, and no new evidence may be submitted by either party.
29 The appealing party may appear before the Board to argue why the adverse ruling should be over- turned.
30 In no event should such argument last more than fifteen (15) minutes, unless the Board should vote to
31 extend additional time. At the conclusion of the hearing, any member of the Board may vote to sustain
32 the decision of the Hearing officer, send the record back for additional evidence, revise the penalty or
33 reverse the decision. The Board shall render its decision to the appealing party in writing within ten (10)
34 working days after the conclusion of the hearing. In the event that the decision of the Board is appealed
35 to the Chancery court, the Board shall transmit the entire record prepared by the superintendent and
36 reviewed by the Board to the Chancery court for its review.

37 RESIGNATION

A teacher shall give the superintendent notice of resignation at least thirty (30) calendar days before the effective date of the resignation. A teacher who fails to give such notice, in the absence of justifiable extenuating circumstances, shall forfeit all tenure status. The Board may waive the thirty (30) days notice requirement and permit a teacher to resign in good standing.⁵

The conditions under which it is permissible to break a contract with the Board are as follows:⁶

1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified statement of a physician approved by the Board;
2. The drafting of the teacher into military service by a selective service board; or
3. The release by the Board of the teacher from the contract which the teacher has entered into with the Board.

Any teacher on leave shall notify the superintendent in writing at least thirty (30) calendar days prior to the date of return if the teacher does not intend to return to the position from which he/she has taken leave. Failure to render such notice may be considered a breach of contract.⁷

~~Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with the State Board of Education and request the suspension of a teacher's license. After the State Board of Education has provided the teacher an opportunity for defense during a hearing, the State Board of Education may suspend the license for no less than thirty (30) calendar days and no more than three hundred sixty-five (365) calendar days.⁸~~

RETIREMENT

Retirement shall mean a termination of services under conditions which will allow the employee to draw benefits from retirement plans and/or social security benefits. Employees eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system.

Central office personnel shall assist employees in securing retirement benefits; however, it shall be the responsibility of the retiring employee to provide verification of eligibility in writing from TCRS to the central office. It shall be the responsibility of the retiring employee to file for benefits.

Legal References

1. [TCA 49-5-511\(a\)\(3\)](#)
2. [TCA 49-2-301\(b\)\(1\)\(EE\)](#), [TCA 49-5-512\(d\)](#)
3. [TCA 49-5-511\(a\)\(2\)](#)
4. [TCA 49-5-511; 512; 513](#)
5. [TCA 49-5-508\(a\)](#)
6. [TCA 49-5-508\(c\)](#)
7. [TCA 49-5-706](#)
8. [TCA 49-5-411\(b\)](#)

Cross References

Public Hearings 1.401
Teacher Tenure 5.117
Recommendations and File Transfers 5.203

1

Lakeland Board of Education			
Monitoring: Review: Annually, in February	Descriptor Term: Separation Practices for Non- Tenured Teachers	Descriptor Code: 5.201	Issued Date: 07/13/26
		Rescinds: 5.201	Issued: 05/11/26

2 **ALLEGATIONS REQUIRING TEMPORARY REMOVAL FROM DUTY**

3

4 If an investigation of an employee’s conduct is required, the Superintendent shall determine whether to
5 temporarily modify the employee’s work status based on concerns for safety or to minimize disruption
6 to the educational environment. This may include, but is not limited to:

- 7 • Reassignment to alternate duties;
- 8 • Placement on administrative leave with pay; or
- 9 • Temporary removal from the school setting.

10 Such action shall not be considered disciplinary in nature but rather a precautionary measure until a
11 determination can be made regarding an appropriate return to duties, or the imposition of disciplinary
12 action, which could include suspension without pay.

13 **SUSPENSION PENDING AN INVESTIGATION¹**

14 The superintendent may suspend a teacher at any time that may seem necessary, pending investigation
15 or final disposition of a case before the board or an appeal. If the matter under investigation is not the
16 subject of an ongoing criminal investigation or a Department of Children’s Services investigation, and
17 if no charges for dismissal have been made, a suspension pending investigation shall not exceed ninety
18 (90) calendar days in duration.

19 Under no circumstances shall the superintendent suspend a non-tenured teacher with pay if there is a
20 pending investigation. If vindicated or reinstated, the non-tenured teacher shall be paid full salary for the
21 period of suspension.

22 **SUSPENSION OF THREE DAYS OR LESS²**

23 A superintendent/designee may suspend a teacher for incompetence, inefficiency, neglect of duty,
24 unprofessional conduct and insubordination. Before an employee is suspended he/she shall be: (1)
25 provided with written notice, including the reasons for the suspension along with an explanation of the
26 evidence; (2) given an opportunity to respond to the superintendent at a recorded conference, if requested
27 within five (5) working days; and (3) given a written decision of the suspension within ten (10) working
28 days. Both parties may be represented by counsel at the conference, which shall be recorded.

Under no circumstances shall the superintendent suspend a non-tenured teacher with pay. If reinstated, the non-tenured teacher shall be paid full salary for the period of suspension unless suspension without pay is deemed to be an appropriate penalty.

DISMISSAL OR SUSPENSION GREATER THAN THREE DAYS²

The superintendent may dismiss or suspend for more than three working days any non-tenured teacher **during the contract year** for incompetence, inefficiency, insubordination, improper conduct or neglect of duty after giving the non-tenured teacher, in writing, due notice of the charges.

The superintendent shall give the non-tenured teacher an opportunity for a full and complete hearing before an impartial hearing officer.

The Board will appoint an impartial hearing officer to conduct such hearings. The hearing officer will hear the case and the employee shall have the right to:

1. Be represented by counsel;
2. Call and subpoena witnesses;
3. Examine all witnesses; and
4. Require that all testimony be given under oath.

Factual findings and decisions in all dismissal cases shall be reduced to written form and delivered to the affected employee within ten (10) working days following the close of the hearing. The employee may appeal the decision to the Board within ten (10) working days of the hearing officer rendering the written decision to the employee. Written notice of appeal to the Board shall be given to the superintendent. Within twenty (20) working days' of receipt of notice, the superintendent shall prepare a copy of the proceedings, transcript, documentary and other evidence presented and provide the Board a copy of the same.

The Board shall hear the appeal. No new evidence shall be introduced. The non-tenured teacher may appear in person or be represented by counsel and argue why the decision should be modified or reversed. The Board shall take one of the following actions:

1. Sustain the decision;
2. Send the record back if additional evidence is necessary; or
3. Revise the penalty or reverse the decision.

Before any decision to dismiss is made, a majority of the membership of the Board shall concur in sustaining the charges. The Board shall render a decision to the appealing party in writing on the appeal within ten (10) working days after the conclusion of the hearing.

The superintendent shall also have the right to appeal any adverse ruling by the Hearing Officer in same manner as the non-tenured teacher.

Within twenty (20) working days after receipt of notice of the decision of the Board, either party may appeal to the chancery court in the county where the school system is located. The Board shall provide the entire record of the hearing to the court.

NONRENEWAL

Non-tenured teachers are subject to the same rules and regulations and are entitled to the privileges of employment enjoyed by tenured teachers except that they have no claim upon continuing employment or tenure protections.

The principal is responsible for discussing deficiencies as part of the evaluation process with the non-tenured teacher and providing assistance for overcoming these deficiencies.

The superintendent is under no obligation to re-employ non-tenured teachers at the end of their contract period. If the superintendent determines not to renew the contract of a non-tenured teacher, the following action shall be taken:

1. The Superintendent shall notify the Board of all non-renewals in writing within ten (10) business days; and
2. Written notice of non-renewal shall be sent to the teacher by certified mail, overnight carrier, or by email within five (5) business days following the last instructional day for the school year.³ If the reason for nonrenewal is due only to a loss of funding for the position, then the notice shall include a statement listing it as the cause for nonrenewal.⁴

RESIGNATION

A teacher shall give the superintendent notice of resignation at least thirty (30) calendar days before the effective date of the resignation.⁵ The Board may waive the thirty (30) days-notice requirement and permit a teacher to resign in good standing.

The conditions under which it is permissible to break a contract with the Board are as follows:⁶

1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified statement of a physician approved by the Board;
2. The drafting of a teacher into military service by a selective service board; or
3. The release by the Board of the teacher from the contract which the teacher has entered into with the Board.

Any teacher on leave shall notify the superintendent in writing at least thirty (30) calendar days prior to the date of return if the teacher does not intend to return to the position from which he/she has taken leave. Failure to render such notice may be considered a breach of contract.⁷

~~Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with the State Board of Education and request the suspension of a teacher's license. After the State Board of Education has provided the teacher an opportunity for defense during a hearing, the State Board of~~

~~Education may suspend the license for no less than thirty (30) and no more than three hundred sixty-five (365) calendar days.⁸~~

RETIREMENT

Retirement shall mean a termination of services under conditions which will allow the employee to draw benefits from retirement plans and/or social security benefits.

Employees eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system. Central office personnel shall assist employees in securing retirement benefits; however, it shall be the responsibility of the retiring employee to provide verification of eligibility in writing from TCRS to the central office. It shall be the responsibility of the retiring employee to file for benefits.

(Note: Nonrenewal of non-tenured teachers after the contract year is not suspension or dismissal and does NOT follow the suspension/dismissal procedures outlined in this policy. Rather, nonrenewal of non-tenured teachers after the contract year follows the non-renewal procedures outlined in this policy.)

Legal References

1. [TCA 49-5-511\(a\)\(3\)](#)
2. [TCA 49-2-301\(b\)\(1\)\(EE\)](#); [TCA 49-5-512](#)
3. [TCA 49-5-409](#)
4. [TCA 49-5-409\(b\)\(2\)](#)
5. [TCA 49-5-508](#)
6. [TCA 49-5-411\(a\)](#)
7. [TCA 49-5-706](#)
8. [TCA 49-5-411\(b\)](#)

Cross References

Public Hearings 1.401
Teacher Tenure 5.117
Recommendations and File Transfers 5.203

Lakeland Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Sick Leave	Descriptor Code: 5.302	Issued Date: 07/13/26
		Rescinds: 5.302	Issued: 05/11/26

General

CERTIFIED PERSONNEL

Full-time certified personnel shall earn sick leave as outlined below and these days shall accumulate for an unlimited number of days.¹

- 10-month contract = 8 sick days earned per year
- 11-month contract = 9 sick days earned per year
- 12-month contract = 10 sick days earned per year

~~Only full-time employees of Lakeland School System may earn sick leave. All full-time LSS employees shall earn one (1) day of sick leave for each month employed¹. Sick leave shall be cumulative for all earned or transferred days not used.~~

All requests for sick leave pay shall be entered in the Employee Portal on the LSS website and shall list the cause of absence. The employee's immediate supervisor must approve all requests for sick leave pay. A falsified cause of absence shall be grounds for dismissal.

Documentation from a physician may be required in support of any claim for sick leave pay. An employee absent for five (5) consecutive working days shall submit a doctor's statement verifying illness or injury of the employee or immediate family member.

Frequent use and/or suspected misuse of sick leave by an employee are sufficient grounds for requiring a physician's certificate stating the reason for absence.

The principal shall notify the Human Resources office at once if an employee is sick beyond the limit of his/her sick leave accumulation.

CLASSIFIED PERSONNEL

Full-time classified personnel shall earn one (1) day of sick leave for each month an employee is employed.

The immediate supervisor may require documentation from a physician stating the reason for absence.

SICK LEAVE DEFINED²

“Sick Leave” shall mean leave of absence because of illness from natural causes or accident, quarantine, or illness or death of a member of the immediate family of a professional employee, including the employee’s wife or husband, parents, grandparents, children, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, and sister-in-law.

SPECIAL CONSIDERATIONS

A teacher, upon employment, may transfer his/her accumulated sick leave from another Tennessee school district, provided that the Director of Schools of the district in which the accumulated leave was held provides notarized verification.³

Upon termination of the employment of an employee before the sick days are earned or at the end of the school year, there shall be deducted from the final paycheck of the employee an amount based on the employee’s daily rate of pay sufficient to cover the excess sick leave days used by the employee; if the final paycheck is insufficient for this purpose, the employee shall be liable for reimbursement to Lakeland School System for any amount in excess of the employee’s final paycheck.

Upon termination, all unused sick leave accumulated by the employee shall be terminated, unless the employee requests a transfer of accumulated sick leave to another Tennessee school district.³

At retirement, unused accumulated sick leave may be used as retirement credit to the extent such is permitted by the Tennessee Consolidated Retirement Plan (TCRS).

Legal References

1. [TCA 49-5-710\(a\)\(1\); Public Acts of 2026, Chapter No. 1022](#)
2. [TRR/MS 0520-01-02-.04\(2\)](#)
3. [TCA 49-5-710\(a\)\(5\)](#)

Cross References

Workers’ Compensation 3.602
Personal and Professional Leave 5.303
Family and Medical Leave 5.305
Physical Assault Leave 5.307

1

Lakeland Board of Education			
Monitoring: Review: Annually, in February	Descriptor Term: Personal and Professional Leave	Descriptor Code: 5.303	Issued Date: 07/13/26
		Rescinds: 5.303	Issued: 06/12/23

2 Personal and professional leave shall be granted in accordance with the laws of the State of Tennessee
3 and the rules and regulations of the State Board of Education.

4

5 Full-time certified employees shall earn personal and professional leave at the rate of two (2) days for
6 each half-year employed for a total of four (4) days per year. Any personal and professional leave
7 remaining unused at the end of a year shall be credited to sick leave.¹ Certified employees who are on
8 the maximum step of an LSS salary schedule will receive an additional ~~third~~ fifth personal day. Any
9 personal and professional leave remaining unused at the end of a year shall be credited to sick leave
10 with a maximum of three days.¹

11 Full-time classified employees shall earn personal and professional leave at the rate of one (1) day for
12 each half-year employed for a total of two (2) days per year.¹

13 If, at the termination of services, any employee has been absent for more days than leave has been earned,
14 an amount sufficient to cover the excess days used shall be deducted from the employee's final salary
15 payment.²

16 Subject to the following conditions, personal leave may be taken at the discretion of the employee:

- 17 1. Except in emergency, each employee shall give the principal at least one day's notice in writing
18 of intent to take leave;
- 19 2. The approval of the principal of the school shall be required:³
- 20 a. If more than ten percent (10%) of the teachers in any given school request its use on the
21 same day;
- 22 b. If requested during any prior established student examination period;
- 23 c. If requested on the day immediately preceding or following a holiday or vacation period;
- 24 d. If personal leave is requested for days scheduled for professional development or in-
25 service training, according to a school calendar adopted by the local board of education
26 prior to the commencement of the school year; or

- e. If personal leave is requested for days scheduled for parent-teacher conferences, according to a school calendar adopted by the local board of education prior to the commencement of the school year.

Professional leave is a short, temporary absence for the purpose of attending workshops and other meetings relating to school business or serving on boards and commissions which meet during daytime hours when appointed by a mayor, city council, county executive or county commission.⁴

Requests shall be submitted to the principal at least five (5) days prior to requested leave of absence.

Legal References

1. TCA 49-5-711(a); TRR/MS 0520-01-02-.04(3)
2. TCA 49-5-711(b)
3. TCA 49-5-711(c)(1)
4. TCA 49-5-205

Cross References

Vacations and Holidays 5.310

1

Lakeland Board of Education			
Monitoring: Review: Annually, in February	Descriptor Term: Staff Rights & Responsibilities	Descriptor Code: 5.600	Issued Date: 07/13/26
		Rescinds: 5.600	Issued: 07/10/23

2 In fulfilling any citizenship rights and responsibilities, employees shall give proper consideration to the
3 educational welfare of students and ensure that no conflict exists with their actual duties.

4 Each staff member has the right to a work environment free from sexual, racial, ethnic, and religious
5 discrimination/harassment.¹

6 Educators have the right to:²

7 1. Be treated with civility and respect; ~~as well as having his/her professional judgement and~~
8 ~~discretion respected;~~

9
10 2. Have their professional judgment and discretion respected;

11 3. Report any errant, offensive, or abusive content or behavior of a student to the principal and/or
12 appropriate agencies;

13
14 4. Provide students with a safe environment;

15
16 5. Defend themselves and their students from physical violence or harm;³

17
18 6. Share information regarding a student’s educational experience, health, or safety with the
19 student’s parent(s)/guardian(s) unless otherwise prohibited;⁴

20
21 7. Review all instructional material or curriculum before being utilized by students;

22
23 8. Not be required to use his/her personal money to appropriately equip a classroom; ~~and~~

24
25 9. Report students who commit offenses of assault and battery or vandalism on school property
26 endangering the life, health, or safety of others pursuant to state law;⁵ and

27
28 10. Receive benefits in accordance with state law if the educator is a teacher who is on leave due to
29 a physical assault or other violent criminal act committed during the course of employment.⁶

30 Each staff member has the responsibility to:

1. Make themselves familiar with and abide by, the laws of the state ~~as these affect their work~~, the policies of the board, and the procedures designed to implement them;
2. To adhere to the Teacher Code of Ethics, to the extent applicable;⁷
3. Refrain from any sexually related behavior with students, including students who have graduated or withdrawn in the immediately preceding twelve (12) months;⁸
4. Exercise good judgment in selecting issues for discussion and balance the relative maturity of students and the students' right to know;
5. Be courteous and helpful in interacting and responding to parents, visitors and members of the public;
6. Keep all records and prepare and submit promptly all reports that may be required by state law, State Board of Education rules and regulations, board policy and administrative procedures; and
7. Wear appropriate dress for work according to board guidelines and local school rules; ~~and~~
8. Report students who commit offenses of assault and battery or vandalism on school property endangering the life, health, or safety of others pursuant to state law.⁵

Legal References

1. 42 USCA § 2000e-2(a), (b); TCA 49-6-8004
2. TCA 49-5-209; Public Acts of 2023, Chapter No. 153
3. TCA 49-6-2802
4. 20 USCA § 1232g
5. TCA 49-6-4301
6. TCA 49-5-714
7. TCA 49-5-1001 *et seq.*

Cross References

Curriculum Development 4.200
Controversial Issues 4.800
Religious Content of Courses 4.804
Staff-Student Relations 5.610
Ethics 5.611

1

Lakeland Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Superintendent Recruitment and Selection	Descriptor Code: 5.801	Issued Date: 07/13/26
		Rescinds: 5.801	Issued: 05/11/15

2 When a vacancy occurs, the appointment of a Superintendent is a function of the Board.¹ The Board is
3 responsible for finding the person it believes can most effectively translate into action the policies of the
4 Board and the goals of the community and the professional staff.

5 The Board may employ a consultant to advise and assist the Board in the search and selection process.
6 However, final selection shall rest with the Board after a thorough consideration of qualified applicants.
7 An interim superintendent appointed during the time of a search shall not become a candidate unless the
8 Board expressly permits such inclusion in the selection procedures. A board member may not apply for
9 or in any other way be considered for the position of superintendent.²

10 ~~If the Board chooses to conduct a search to fill the position, the Board shall initially develop the~~
11 ~~following:~~

- 12 ~~• a job description~~
13 ~~• a timeline~~
14 ~~• a process for accepting and reviewing applications~~
15 ~~• selection procedures which shall include, but not be limited to, the following:³~~

16 ~~1. The Board may invite the community, including board employees, to participate in the process~~
17 ~~of selecting a superintendent. Resumes of persons interviewed by the Board shall be available in~~
18 ~~the central office for public inspection.~~

19 ~~2. The interview process for each finalist may include meetings with various staff and community~~
20 ~~groups. Each finalist shall interview with the entire board.~~

21 ~~3. Candidates shall be interviewed by the Board in an open session. Only board members will be~~
22 ~~allowed to ask questions during the interview.~~

23 ~~4. The Board shall attempt to select a superintendent by unanimous vote, but a simple majority vote~~
24 ~~of the membership of the board shall be required for the appointment of a superintendent.~~

25 If the Board chooses to conduct a search to fill the position, the Board shall initially develop the
26 following:³

- 27
28 1. Job description;
29

2. Timeline;

3. System for accepting and reviewing applications, including a process for handling public versus non-public material (Note: Per state law, records of all applicants are public unless candidates request their records be made private); and

4. Selection process which shall include, but not be limited to, the following:

a. Candidates shall be interviewed by the Board in an executive session. All deliberation shall occur during public meetings.

b. The Board shall attempt to select a Superintendent by unanimous vote during a regular meeting, but only a majority vote of the membership of the Board shall be required for the appointment of a Superintendent.

Legal References

1. TCA 49-2-203 (a)(14)
2. TCA 49-2-203 (a)(1)(D)
3. TCA 49-2-203(a)(13)(B); Public Acts of 2026, Chapter No. 1048

Lakeland Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Student Goals	Descriptor Code: 6.100	Issued Date: 07/13/26
		Rescinds:	Issued: 03/17/14

In order to establish an environment that is conducive to learning, the Board establishes the following goals:

1. To assure all students the same educational opportunities regardless of race, color, creed, religion, ethnic origin, disabilities, or sex. Sex shall be defined as the “immutable characteristics of the person’s reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth”;¹
2. To protect and observe the legal rights of students;
3. To educate students with respect and encouragement;
4. To provide an environment where students can learn personal and civic responsibility for their actions through meaningful experiences;
5. To discipline students in a fair and constructive manner;
6. To provide for the safety, health and welfare of students; and
7. To promote faithful attendance and diligent effort.

- 1 Legal Reference:
- 2
- 3 1. 20 U.S.C. § 1703; TCA 49-6-3109
- 4

1

Lakeland Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Attendance	Descriptor Code: 6.200	Issued Date: 07/13/26
		Rescinds: 6.200	Issued: 03/02/26

2 *General*

3 Attendance is a key factor in student achievement; therefore, students are expected to be present each
4 day school is in session.

5 The Superintendent/designee shall ensure that this policy is posted in each school building and
6 disseminated to all students, parent(s)/guardian(s), teachers, and administrative staff.

7 The Student Services Supervisor shall oversee the entire attendance program which shall include:¹

- 8 1. All accounting and reporting procedures and their dissemination;
- 9 2. Alternative program options for students who severely fail to meet minimum attendance
10 requirements;
- 11 3. Ensuring that all school age children attend school;
- 12 4. Providing documentation of enrollment status upon request for students applying for new or
13 reinstatement of driver's permit or license;
- 14 5. Notifying the Department of Safety whenever a student with a driver's permit or license
15 withdraws from school; and²
- 16 6. Assisting the Board, under the direction of the Superintendent, with the enforcement of the
17 compulsory attendance laws of the State, and to discharge other duties that are necessary to
18 effectuate enforcement of laws, this policy, and any procedures related to absenteeism and
19 truancy.

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

23 **The Principal shall be responsible for ensuring that:**

- 24 **1. Attendance is checked and reported daily for each class;**
- 25
- 26

2. Daily absentee sheets contain sign in/sign out records and indicate students present or absent for the majority of the day;
3. All student absences are verified;
4. Written excuses are submitted for absences and tardiness; and
5. System-wide procedures for accounting and reporting are followed.

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

The Superintendent/designee shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a written statement of the cause for such absence within (3) days of returning to school. The Superintendent or his/her designee has the right to verify such statements and to investigate the cause of each absence or prolonged absence.

Absences shall be classified as either excused or unexcused as determined by the Principal or his/her designee.

A. Excused absences shall include:⁴

1. Personal illness/injury;
 - a. Only ten (10) days, whether consecutive or not, can be excused by a parent note.
 - b. All absences over 10 days must be accompanied by a medical note.
 - c. After an accumulation of ten (10) check-ins or check outs during a school year, physician verification will be required to justify the absence from school.
 - d. Any accumulation of absences, check-ins, or check-outs beyond ten (10) without physician verification will be unexcused;
2. Illness of immediate family member;
 - a. Immediate family member refers to a student's parents/guardian or sibling.
3. Death in the family;
4. Extreme weather conditions;
5. Religious observances;⁵
6. Pregnancy;
7. School endorsed activities;

8. Driver's testing;

9. Summons, subpoena, or court order; or

10. Circumstances which in the judgment of the principal create emergencies over which the student has no control.

Out-of-school suspensions are not considered excused absences.

The principal shall be responsible for ensuring that:⁶

1. Attendance is checked and reported daily for each class;

2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent for the majority of the day;

3. All student absences are verified;

4. Written excuses are submitted for absences and tardiness; and

5. System-wide procedures for accounting and reporting are followed.

B. Absences for non-school sponsored extracurricular activities⁹:

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

a. The student provides documentation to the school as proof of the student's participation in the non-school sponsored extracurricular activity; and

b. The student's parent or guardian, prior to the extracurricular activity, submits to the Principal or designee a written request for the excused absence. The principal will share instructions for making these requests, however, the following are the basic requirements for any absences meeting this criteria. The written request shall be submitted no later than three (3) business days prior to the student's absence and shall include:

i. The student's full name;

ii. The student's grade;

iii. The dates of student's absence;

iv. The reason for the student's absence; and

v. The signature of the student and the student's parent or guardian.

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

3. The maximum number of days for which school Principals may excuse students for non-school sponsored extracurricular activities is five (5) per school year; provided that the Principal may limit the number of days for which students may be excused based upon the student's grades or disciplinary record.

4. No absences requested during the state-approved TCAP testing window or semester exams will be considered for approval.

All absences must be verified in writing by the parent within three (3) business days of the student's return to school.

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

Students who have more than five (5) unexcused absences have the opportunity to appeal to the ~~Student Services Supervisor~~ Director of Student Services. The decision of the ~~Student Services Supervisor~~ Director of Student Services shall be final.

Students participating in school sponsored activities shall be counted present.

POSTSECONDARY SCHOOL VISITS

Ninth (9th), Tenth (10th), Eleventh (11th), and Twelfth (12th) grade students participating in postsecondary school visits shall be counted as present, up to three (3) school days per academic school year. Twelfth (12th) grade students may request additional days for postsecondary school visits. These requests must be made in writing to the principal or designee at least one week prior to the visit.

In order to be counted as present, the student must satisfy the following requirements:

a) Prior notice from a parent or legal guardian, specifying the date of the postsecondary school visit must be provided to the school attendance secretary or designee;

b) By no later than two (2) school days following the postsecondary school visit, the student must present the school attendance secretary with a signed letter or form from a campus official of the postsecondary institution documenting that the student visited the postsecondary institution; and

c) The student must complete all schoolwork missed during the postsecondary school visit.

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

CHRONICALLY ABSENT STUDENTS

1. "Chronically absent" is defined as a student who has been absent from school for eighteen (18) or more school days of the respective school year. "Chronic absenteeism" includes all absences, excused and unexcused.

2. Within ten (10) school days after a student is identified as being chronically absent, Lakeland School System Department of Student Services shall provide the parent/guardian of a chronically absent student, written notice of the student's status as being chronically absent.
3. Students chronically absent due to a medical condition may be required to submit a *Chronic Health Condition Verification Form* signed by a licensed healthcare provider. This form will be maintained in the attendance office and must detail the condition's impact on attendance. Submission does not automatically excuse all absences; parents or guardians must still provide written notification for each related absence.
4. Within ten (10) school days after a student is identified as chronically absent, and within ten (10) school days following each additional accumulation of ten (10) absences thereafter, the student's parent(s)/guardian(s) shall receive written correspondence from the school counselor or other designated school official. The correspondence shall include:
 - (a) A schedule for meeting with an appropriate school official and the student's parent(s)/guardian(s);
 - (b) A description of how the student's academic progress will be monitored by the school;
 - (c) Available intervention methods and support services to assist the parent(s)/guardian(s) in addressing factors that may be causing or contributing to the student's absences; and
 - (d) Any additional attendance documentation requirements necessary to verify future absences related to the student's chronic health condition.

The district reserves the right to request updated medical documentation as needed to verify the continued existence of a chronic health condition, determine whether absences are related to the documented condition, and ensure compliance with applicable attendance requirements and district procedures.

TRUANCY

General

Annually, the Superintendent/designee will provide written notice to parent(s)/guardian(s) that attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled school day in order to be counted present. Students may attend part-time days, alternating days, or for a specific amount of time as indicated in their Individualized Education Plan or 504 Plan and shall be considered present for school attendance purposes. If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s)/guardian(s) and the school system provides transportation, unexcused absences from these programs shall be reported in the same manner.⁷

A student who is absent five (5) days without adequate excuse shall be reported to the Superintendent/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's absence. If a parent/guardian does not provide documentation within adequate time excusing those absences, or request an attendance hearing, then the Superintendent shall implement tier two and tier three of the progressive truancy plan described below prior to referral to juvenile court.

*Progressive Truancy Plan*⁸

Tier I of the progressive truancy plan shall apply to all students within the district and include schoolwide prevention-oriented supports to assist with satisfactory attendance. ~~These supports shall include, but are not limited to, positive reinforcement and incentive programs, class and school-wide recognition, and programs that recognize improved attendance.~~

Tier one of the Progressive Truancy Plan includes, but is not limited to, the following schoolwide prevention-oriented supports:

1. Regular attendance reminders given to students and parents;
2. Incentives and/or recognition for perfect or improved attendance;
3. Assisting with bus transportation;
4. Providing information on the LEAP program or other aftercare programs;
5. Providing information regarding participation in LSS Extra-Curricular Activities;
6. Providing information regarding peer or adult mentoring programs;
7. Providing information regarding school nurse availability to address minor issues at school;
8. Providing counseling and/or tutoring opportunities for those that need additional support.

Tier II of the progressive truancy plan shall be implemented after the student accumulates five (5) unexcused absences, but before referral to juvenile court, and includes the following:

1. A conference with the student and the student's parent(s)/guardian(s);
2. An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s), and the Attendance Supervisor/designee. The contract shall include:
 - a. A specific description of the school's attendance expectations for the student;
 - b. The period for which the contract is effective; and
 - c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court.
3. Regularly scheduled follow-up meetings to discuss the student's progress; and
4. A school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the student to counseling, community-based services, or other services to address the student's attendance problems.

Tier III shall be implemented if the truancy interventions under Tier II are unsuccessful. Tier III shall consist of one or more of the following interventions: RTI2B Tier III interventions, school-based community services; participation in a school-based restorative justice program, ~~referral to a school-based teen court~~; Saturday or after-school courses designed to improve attendance and behavior, and/or a district level attendance review conference with the student and/or the student's parent(s)/guardian(s).

The interventions shall address students' needs in an age-appropriate manner. Finalized plans shall be approved by the Superintendent/designee.

If truancy interventions are unsuccessful, or the parent/guardian is unwilling to cooperate with the truancy intervention requirements outlined in the progressive truancy plan, then the director of schools,

or designee, may report the student's absences to the appropriate judge without completing the intervention tiers.

Transfer Students and Truancy Tracking

The district shall request attendance records for students enrolling after the start of the school year from the previous public school district. Unexcused absences accumulated at a previous district for the current school year shall be factored into the student's placement on the truancy intervention plan tiers, if applicable.⁹

MILITARY SERVICE OF PARENT/GUARDIAN⁹

School principals shall provide students with a one-day excused absence prior to the deployment of and a one-day excused absence upon the return of a parent or custodian serving active military service.

Principals shall also allow up to ten (10) excused cumulative absences per year for students to visit a parent/guardian during a deployment cycle. The student shall provide documentation to the school as proof of his/her parent's/guardian's deployment. Students shall be permitted to make up schoolwork missed during these absences.

RELEASED TIME COURSE¹⁰

A principal/designee may excuse a student to attend a course in religious moral instruction for up to one (1) class period per school day. Students shall not be excused during any class which requires an examination for state or federal accountability purposes. The released time course shall be conducted off public school property and shall coincide with school class schedules. No public funds shall be expended and no public school personnel shall be involved in providing the instruction for released time courses.

Students shall only be permitted to attend courses provided by entities that certify in writing that they have complied with the background check requirements outlined in state law.¹¹ The student shall submit a written consent form signed by the student's parent/guardian prior to participation in the released time course. The principal/designee shall document the approval in writing. The student shall provide documentation to the principal/designee as proof of the student's participation in the released time course. The entity providing the religious moral instruction shall maintain attendance records and make the records available to Lakeland School System. The student shall assume responsibility for any missed schoolwork.

The district shall not be responsible for transporting students to and from the place of instruction. The entity providing the religious moral instruction shall assume liability for the student attending the released time course from the time that the student leaves the school until the student returns to the school.

1 **MAKE-UP WORK**

2 Students will be allowed one additional day for each excused absence to complete make-up work,
3 tests, or other assignments that were due during their absence for full credit. Requests for exceptions to
4 this policy shall be made first to the classroom teacher then to the principal for any final decisions.

5 **STATE-MANDATED ASSESSMENT**

6 Students who are absent the day of the scheduled end-of-course (EOC) exams shall present a signed
7 doctor's excuse or shall have been given an excused release by the principal prior to testing to receive
8 an excused absence. Students who have excused absences will be allowed to take a make-up exam.
9 Excused students will receive an incomplete in the course until they have taken the EOC exam.

10 Students who have an unexcused absence shall receive a failing grade on the EOC exam which shall be
11 averaged into their final grade.

12 **CREDIT/PROMOTION DENIAL**

13 Credit/promotion denial determinations may include student attendance; however, student attendance
14 may not be the sole criterion.¹² If attendance is a factor prior to credit/promotion denial, the following
15 shall occur:

- 16 1. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of
17 credit/promotion denial due to excessive absenteeism; and
- 18 2. Procedures in due process are available to the student when credit or promotion is denied.
19

20 **DRIVER'S LICENSE REVOCATION²**

21 A student who has more than ten (10) consecutive or fifteen (15) unexcused absences during any
22 semester shall be ineligible to retain a driver's permit or license.

23 **ATTENDANCE HEARING¹³**

24 Students with excessive (more than five (5)) unexcused absences or those in danger of
25 credit/promotion denial shall have the opportunity to appeal to an attendance hearing committee
26 appointed by the principal. If the student chooses to appeal, the student or his/her parent(s)/guardian(s)
27 shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to
28 address the committee. The committee will conduct a hearing to determine if any extenuating
29 circumstances exist to excuse an absence(s) or to determine if the student has met attendance
30 requirements that will allow him/her to pass the course or be promoted. Upon notification of the
31 attendance committee decision, the principal shall send written notification to the
32 Superintendent/designee and the parent(s)/guardian(s) of the student of any action taken regarding the
33 excessive unexcused absences. The notification shall advise parent(s)/guardian(s) of their right to
34 appeal such action within two (2) school days to the Superintendent/designee.

35 The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

- 1 Within five (5) school days of the Superintendent/designee rendering a decision, the student's
- 2 parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.
- 3 Following the review, the Board may affirm or overturn the decision of the Superintendent/designee.
- 4 The action of the Board shall be final.

Legal References

1. [TCA 49-6-3006](#)
2. [TCA 49-6-3017\(c\)](#)
3. [20 USCA § 1232g](#)
4. [TRR/MS 0520-01-02-.17\(5\)](#); [State Board of Education Policy 4.100](#)
5. [TCA 49-6-2904\(b\)\(5\)](#)
6. [TCA 49-6-3007](#)
7. [TCA 49-6-3021](#)
8. [TCA 49-6-3007](#); [TCA 49-6-3009](#)
9. [TCA 49-6-3022](#)
10. [TCA 49-2-130](#)
11. [Public Acts of 2025, Chapter No. 401](#)
12. [TCA 49-2-203\(b\)\(7\)](#); [TCA 49-6-3002\(b\)](#)
13. [TRR/MS 0520-01-02-.17\(7\)](#)

Cross References

School Calendar 1.800
Extracurricular Activities 4.300
Interscholastic Athletics 4.301
Field Trips/Excursions/Competitions 4.302
Reporting Student Progress 4.601
Promotion and Retention 4.603
Recognition of Religious Beliefs, Customs, & Holidays 4.803
Voluntary Pre-K Attendance 6.2011
Homeless Students 6.503
Students in Foster Care 6.505
Students from Military Families 6.506
Student Records 6.600

1 a

Lakeland Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Home Schools	Descriptor Code: 6.202	Issued Date: 07/13/26
		Rescinds: 6.202	Issued: 07/10/23

2 *General*

3 A home school is a school conducted or directed by parent(s)/guardian(s) for their own children. Home
4 schools which teach grades K-12 where the parent(s)/guardian(s) are associated with an organization
5 that conducts church-related schools¹ are exempt from the following provisions but must follow
6 procedures issued by the State Department of Education.

7 A parent/guardian wishing to conduct a home school shall meet the following requirements:²

- 8 1. Provide annual notice to the Superintendent before the commencement of each school year of
9 the intent to conduct a home school;
- 10 2. Submit to the Superintendent the name, number, age, grade level of children involved, location
11 of the school, curriculum to be offered, proposed hours of instruction, and qualifications of the
12 parent-teacher;
- 13 3. Maintain attendance records, subject to inspection by the Superintendent;
- 14 4. Submit attendance records to the Superintendent at the end of each school year;
- 15 5. Provide instruction for at least four (4) hours per day for the same number of instructional days
16 as are required by state law;³
- 17 6. Possess a high school diploma or a high school equivalency credential approved by the State
18 Board of Education;⁴
- 19 7. Cooperate in the administration to home school students of appropriate tests **approved** by the
20 ~~Commissioner of Education, his/her designee or by a professional testing service~~ State Board
21 of Education or a standardized test selected by the parent-teacher that provides nationally
22 **normed analytics in English and math** in grades five (5), seven (7), and nine (9);⁵
- 23 ~~8. Take actions according to state law if home school student falls behind appropriate grade level;~~
- 24 8. Submit proof to the Superintendent that other health services and examinations as required by
25 law have been received by the home school student; and

9. In the event of illness or inadequacy of the home school parent-teacher to teach a specific subject, employ a tutor having the same qualifications as required of parent-teacher.

If one or more of these requirements are not met, the Board authorizes the Superintendent **or his/her designee** to take formal action to bring the child into compliance with the compulsory attendance law (until the child has reached age seventeen (17), either in the home school or in a public, private, or church-related school).

FACILITIES USE

It shall be the policy of this Board that public school facilities shall be available for home school instruction only when all of the following conditions exist:

1. Special needs courses are being taught which require services unavailable to the home school student;
2. These services cannot be provided through any means other than the schools;
3. Requests for services are made known by the home school parent when notice is given to the Superintendent of the intent to conduct a home school;
4. The Superintendent investigates the request and makes recommendations to the Board;
5. No overcrowding, additional expenses, including providing transportation, or other special situations which interfere with the normal operation of the school district shall be incurred; and
6. Approval by the Board shall be on a case-by-case basis.

RECORD ACCESS

The Superintendent, through the Attendance Supervisor, shall have the attendance records of the home school inspected at least two (2) times each school year in order to provide assistance in implementing the compulsory attendance law.

STUDENT PERFORMANCE⁶

~~If a home school student falls more than one (1) year behind his appropriate grade level in his/her comprehensive test score for two (2) consecutive tests, and if a certified teacher who would have taught the child at his/her grade level determines through appropriate means that the student is not learning disabled, the superintendent shall require the parents to enroll the child in a public, private or church-related school.~~

1

2

Legal References

1. TCA 49-50-801(a)
2. TCA 49-6-3050(b)
3. TCA 49-6-3004(a); TCA 49-6-3050(b)(3)
4. TCA 49-6-3050(b)(4); Public Acts of 2023, Chapter
No. 114
5. TCA 49-6-3050(b)(6)

Cross References

Compulsory Attendance Ages 6.201

3

1

Lakeland Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: School Admissions	Descriptor Code: 6.203	Issued Date: 07/13/26
		Rescinds: 6.203	Issued: 07/01/24

2 Any student entering school for the first time must present:

3

4 1. A birth certificate or officially acceptable evidence of date of birth at the time of registration;¹

5

6 2. Evidence of a current medical examination.² There shall be a complete medical examination of
7 every student entering school for the first time; and

8

9 3. Evidence of state-required immunization.³

10

11 4. Proof of residency, as outlined below; and

12

13 5. Proof of custody, as applicable.

14

15 The name used on the records of a student entering school must be the same as that shown on the birth
16 certificate unless evidence is presented that such name has been legally changed through a court as
17 prescribed by law. If the parent/guardian does not have or cannot obtain a birth certificate, then the
18 name used on the records of such student will be the same as that shown on documents which are
19 acceptable to the school principal as proof of date of birth⁴.

20

21 A child whose care, custody and support have been assigned to a resident of the district by a power of
22 attorney or order of the court shall be enrolled in school provided appropriate documentation has been
23 filed with the district office.⁵

24

25 A student may transfer into the school system at any time during the year if his/her parent(s) or legal
26 guardian moves his/her residence into the school system.

27

28 **PROOF OF RESIDENCY**

29 Unless otherwise prohibited by law, parents/legal guardians/custodians having lawful control of
30 students (proof of legal custody shall be required) must provide the following proof of residence in
31 order to enroll a child in Lakeland School System schools.

32

33 **GENERAL PROOF OF RESIDENCY**

The parents/ legal guardians/custodians having lawful control of the student must provide two (2) of the following items listed below: (Lakeland School System reserves the right to request additional proofs of residency.)

1. A recent MLGW or municipal water bill in the name of the parents/legal guardians/custodians for the residence in which the student will reside during the current school year;

2. A recent mortgage statement or deed in the name of the parents/legal guardians/custodians for the residence in which the student will reside during the current school year;

2. A recent lease agreement in the name of the parents/legal guardians/custodians for the residence in which the student will reside during the current school year.

4. A recent rental agreement in the name of the parents/legal guardians/custodians for the residence in which the student will reside during the current school year.

5. A recent real estate tax receipt in the name of the parents/legal guardians/custodians for the residence in which the student will reside during the current school year;

6. A recent public assistance/government benefits check, card, or papers in the name of the parents/legal guardians/custodians for the residence in which the student will reside during the current school year;

In the event that two (2) of the items listed above cannot be provided, residency may be established by submitting other documentation deemed to be appropriate proof of residence by the department responsible for verifying residency.

SHARED RESIDENCY REQUIREMENTS

Unless otherwise prohibited by law, in the case in which a student resides with his/her parents/legal guardians/custodians having lawful control of the student in the home of someone else, the following proof of shared residency must be provided in order to enroll a child in Lakeland School System Schools:

A. Unless otherwise approved by the department responsible for verifying residency, the homeowner of the home in which the student resides must accompany the parents/legal guardians/custodians to registration and provide two (2) of the items listed in the General Proof of Residency section above; and

B. The parents/legal guardians/custodians having lawful control of the student claiming shared residency must provide two (2) of the following items listed below:

1. Car registration of the parent/legal guardian/custodians having lawful control of the student bearing the address at which the student will be residing during the current school year;

2. Voter registration of the parent/legal guardian/custodians having lawful control of the student bearing the address at which the student will be residing during the current school year;

3. Payroll stub of the parent/legal guardian/custodians having lawful control of the student bearing the address at which the student will be residing during the current school year;

4. Three (3) current (dated within 30 days of verification/approval day) significant pieces of mail with a forwarding sticker bearing the Lakeland address at which the student will be residing during the current school year (counts as one (1) proof of residence).

5. Government assistance communication directed to the parent/legal/guardian/custodians having lawful control of the student bearing the address at which the student will be residing during the current school year.

6. In the event that two (2) of the items listed directly above cannot be provided, residency may be established by submitting other documentation deemed to be appropriate proof of residence by the department responsible for verifying residency. The parents/legal guardians/custodians of homeless students shall not be subject to the provisions outlined in the Shared Residency Requirements section above.

C. Any parent, guardian or other legal custodian who enrolls an out-of-district student in a Lakeland School System school and fraudulently represents the address for the domicile of the student for enrollment purposes is liable for restitution to Lakeland School System for an amount equal to the local per pupil expenditure identified by the Tennessee Department of Education for the district in which the student is fraudulently enrolled.

D. Restitution shall be cumulative for each year the child has been fraudulently enrolled in the system. The restitution shall be payable to Lakeland School System and, when litigation is necessary to recover restitution, the parent, guardian or other legal custodian shall be liable for costs and fees, including reasonable attorneys' fees, incurred by the school district.

E. An action for restitution shall be brought by or on behalf of the district in the circuit or chancery court in which the district is located within one (1) year of the date the fraudulent representation occurred or was discovered, whichever is later. In no event shall the action be brought more than six (6) years after the date on which the fraudulent enrollment occurred.

MAINTENANCE OF RESIDENCY

Enrollment in Lakeland School System is contingent upon the student maintaining legal residency within the City of Lakeland. Parents/guardians are responsible for notifying the district of any change in

1 residency. Students who no longer reside within the district may be withdrawn unless otherwise
2 permitted by law.

3 If the district receives information indicating that a student may no longer reside within the City of
4 Lakeland, the parent/guardian shall be notified and provided ten (10) business days to submit
5 documentation verifying residency.

6 If satisfactory residency documentation is not provided within the ten (10) business day period, the
7 student may be withdrawn from Lakeland School System effective at the conclusion of that period.

8 No student shall be withdrawn for residency reasons within thirty (30) calendar days of the last scheduled
9 student day of a school year. Any residency determination made during that period may be implemented
10 at the beginning of the next school year.

11 **ADJUDICATED DELINQUENT STUDENT⁶**

12
13 If a student has at any time been adjudicated delinquent for any offense listed in TCA 49-6-3051(b),
14 the parents/guardians and a school administrator of any school having previously received similar
15 notice from the juvenile court or another source, shall provide to the school principal/designee, the
16 abstract provided under TCA 37-1-153 or TCA 37-1-154 or other similar written information when
17 any such student:

18
19 (1) Initially enrolls in an LEA;

20
21 (2) Resumes school attendance after suspension, expulsion or adjudication of delinquency; or

22
23 (3) Changes schools within this state.

24
25 A principal or principal's designee may ask a parent/guardian in writing if their student has been
26 adjudicated delinquent for an offense listed in TCA 49-6-3051 within thirty (30) days of the student
27 first enrolling in the school, and when any such student:

28
29 (1) Resumes school attendance after suspension, expulsion or adjudication of delinquency; or

30
31 (2) Changes schools within this state.

32
33 This information shall be shared only with school employees who have responsibility for classroom
34 instruction of the student and the school counselor, social worker or psychologist who is developing a
35 plan for the child while in the school, and the school resource officer. Such information is otherwise
36 confidential and shall not be released to others, and the written notification shall not become a part of
37 the student's record.⁷
38

1. [TCA 49-6-3008\(b\)](#)
 2. [TRR/MS 0520-01-13-.01\(1\)\(a\)](#); [20 USCA § 1232h\(c\)](#)
 3. [TCA 49-6-5001\(c\)](#)
 4. [TCA 49-6-5106](#)
 5. [TCA 49-6-3001\(c\)\(6\)](#)
 6. [TCA 37-1-153\(e\)](#), [154](#); [TCA 49-6-3051](#); [Public Acts of 2024, Chapter No. 721](#)
 7. [TCA 49-6-3051\(d\)](#)
- Admission of Suspended/Expelled Students 6.318
Homeless Students 6.503
Migrant Students 6.504
Students in Foster Care 6.505
Students from Military Families 6.506

1

Lakeland Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Student Assignments	Descriptor Code: 6.205	Issued Date: 07/13/26
		Rescinds: 6.205	Issued: 07/13/15

2 **TO SCHOOLS**

3 Students, including those in kindergarten, shall attend the school to which they are assigned.¹

4 Parents who are dissatisfied with the assignment of their children may in accordance with the law, within
5 ten (10) days after the assignment, make application to the Board for a hearing requesting a transfer to
6 another school.²

7 **TO CLASSES**

8 The principal shall be responsible for assigning all students to classes.

9 Students who enter the system from another school system are to be placed by the principal in the
10 grade and/or level as indicated by records from the former school. If the student's placement is
11 inappropriate in the grade or level assigned, he/she may be reassigned by the principal to another grade
12 level. Parents shall be kept advised.

13

14 The principal shall separate an alleged victim of child sexual abuse from an alleged perpetrator if the
15 abuse allegedly occurred while the child was under the supervision or care of the school. If available
16 and appropriate, a child shall be reassigned if a request is made by the child's parent or custodian and
17 the perpetrator has been: (1) substantiated by the department of children's services; (2) adjudicated by
18 a juvenile court to have committed the child sexual abuse; or (3) criminally charged.³

19 If an order of protection is issued to protect a student from another student enrolled in the same school,
20 then the principal shall develop a student safety plan and implement it for the student who is named as
21 the petitioner. This shall occur as soon as possible, but no later than five (5) school days from the date
22 on which the school receives a copy of the order of protection. When reasonably practicable and
23 appropriate, the building-level school safety team and the parent(s)/guardian(s) of the student named as
24 the petitioner shall provide input into the plan. The Superintendent shall develop administrative
25 procedures to implement this process.⁴

26

27

Legal References

1. TCA 49-6-3102-3103
2. TCA 49-6-3201
3. Public Acts of 2015, Chapter No. 286
4. [Public Acts of 2026, Chapter No. 862](#)

1

Lakeland Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Enrollment of the Children of Employees	Descriptor Code: 6.2062	Issued Date: 07/13/26
		Rescinds: 6.2062	Issued: 07/14/25

2 Full-time employees of either Lakeland School System or the City of Lakeland may enroll their K-12
3 children in Lakeland School System during the time that they are actively employed with either
4 organization. Parents must reapply for continued admission annually. Children of non-resident
5 temporary and part-time employees are not eligible to enroll. If employment is severed during an
6 academic year, students may continue to be enrolled through the end of the year at the discretion of the
7 superintendent.

8 For purposes of this policy, a **parent** means a biological parent, adoptive parent, legal guardian,
9 or other adult who has been granted legal custody of the child by court order.

10 For purposes of this policy, a **child** means a biological child, adopted child, foster child,
11 stepchild residing in the employee's household, or a child for whom the employee has been
12 granted legal custody, guardianship, or other court-authorized caregiving responsibility.

13 The Superintendent may consider enrollment requests on a case-by-case basis for children
14 residing with a full-time employee under a valid court order, power of attorney, or other legal
15 arrangement demonstrating primary caregiving responsibility.

16 Students in the following categories are not eligible for continued enrollment:

- 17 1. Students with more than five unexcused absences.
18 2. Students that do not meet the academic requirements to advance to the next grade level.
19 3. Students who are found to have committed zero tolerance offenses or Level 4 disciplinary
20 infractions.

21 Parents of students meeting the above criteria must provide their own transportation to and from
22 school.

23 The superintendent shall be responsible for establishing the procedures for enrolling children of
24 employees and determining ongoing eligibility for enrollment.

1

Lakeland Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Rights and Responsibilities of Students	Descriptor Code: 6.301	Issued Date: 07/13/26
		Rescinds: 6.301	Issued: 05/09/22

2 The Board expects all employees, students and parents to assume the responsibility for appropriate behaviors in
3 the school.

4 Each student has the right to:

- 5 1. Have the opportunity for a free education in the most appropriate learning environment;
6 2. Be secure in his/her person, papers and effects against unreasonable searches and seizure;
7 3. Be educated in a safe and secure environment;
8 4. Have access to appropriate resources and opportunities for learning;
9 5. Not be discriminated against on the basis of sex, race, color, creed, religion, national origin or
10 disabilities. Sex shall be defined as the “immutable characteristics of the person’s reproductive system
11 that identify the person as male or female, as determined by anatomy and genetics existing at the time of
12 birth”;¹ and
13 6. Be fully informed of school rules and regulations.

14 Each student has the responsibility to:

- 15 1. Know and adhere to reasonable rules and regulations established by the Board and school officials
16 2. Respect the human dignity and worth of every other individual;
17 3. Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
18 4. Study and maintain the best possible level of academic achievement;
19 5. Be punctual and present in the regular school program;
20 6. Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty and safety;
21 7. Maintain and/or improve the school environment, preserve school and private property, and exercise
22 care while using school facilities;
23 8. Refrain from behavior which would lead to physical or emotional harm or disrupts the educational
24 process;
25 9. Respect the authority of school administrators, teachers and other authorized personnel in maintaining
26 discipline in the school and at school-sponsored activities;
27 10. Obey the law and school rules as to the possession or the use of alcohol, illegal drugs and other
28 unauthorized substances or materials; and
29 11. Possess on school grounds only those materials which are acceptable under the law and accept the
30 consequences for articles stored in one’s locker.

Legal References

1. 20 U.S.C. § 1703

1

1

Lakeland Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Interrogations and Searches	Descriptor Code: 6.303	Issued Date: 07/13/26
		Rescinds: 6.303	Issued: 07/14/25

2 **INTERROGATIONS BY SCHOOL PERSONNEL**

3 Students may be questioned by teachers or ~~principals~~, a school or district administrator about any matter
4 pertaining to the operation of a school and/or the enforcement of its rules. Any student answering falsely,
5 or evasively or refusing to answer a question may be subject to disciplinary action, including suspension.

6 If a student is suspected or accused of misconduct or breaking school rules, the ~~principal~~ school or district
7 administrator may interrogate the student without the presence of parent(s)/guardian(s).

8 **INTERROGATIONS BY POLICE (AT ADMINISTRATOR'S REQUEST)**

9 If ~~the principal~~ a school or district administrator has requested assistance by law enforcement to
10 investigate a crime involving ~~his/her school~~, a Lakeland School System school, the police may
11 interrogate a student suspect in school during school hours. The school or district administrator shall
12 first attempt to notify the parent(s)/guardian(s) of the student unless circumstances require otherwise.
13 The principal or his/her designee or district administrator shall be present during the interrogation.¹ The
14 use of police women or female staff members is desirable in the interrogation of female students.

15 **POLICE-INITIATED INTERROGATIONS**

16 If the police deem circumstances of sufficient urgency to interrogate students at school for unrelated
17 crimes committed outside of school hours, the police department shall first contact the principal
18 regarding the planned interrogation and inform him/her of the probable cause to investigate. The
19 principal shall make reasonable effort to notify the parent(s)/guardian(s) of the interrogation unless
20 circumstances require otherwise. The interrogation may proceed without attendance of the
21 parent(s)/guardian(s), but the principal or his/her designee shall be present during the interrogation.

22 **SEARCHES BY SCHOOL PERSONNEL**

23 The school principal shall authorize all searches at the outset per state law.² All principal initiated
24 searches shall be conducted by a school security officer or a school administrator or school employee
25 designated by the Superintendent who has completed the state required training.³ The following
26 conditions shall apply to principal initiated searches:

- 27 1. All the following standards of reasonableness must be met:

- a. A particular student has violated school policy;
- b. The search will yield evidence of the violation of school policy or will lead to finding dangerous weapons, drugs, or drug paraphernalia;
- c. The search is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision, and education;
- d. The search is not conducted for the sole purpose of discovering evidence to be used in criminal prosecution; and
- e. The search shall be reasonably related to the objectives of the search and not excessively intrusive considering the age and sex of the student (Sex shall be defined as the “immutable characteristics of the person’s reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth.”) as well as the nature of the alleged infraction;⁴

2. A school administrator shall be on-site at any principal-initiated search;

3. A school administrator shall oversee the search and may end the search at any time; and

4. If a student is under the age of eighteen (18), the principal must notify the student’s parent or guardian within a reasonable time of the search³

If a school resource officer searches a student, based on having probable cause, the principal shall notify the Director of Schools/designee.⁵

In order to ensure a safe and secure learning environment, the superintendent shall develop procedures regarding the searching of students, lockers, vehicles, and containers which are consistent with state law and regulations. The superintendent shall develop additional procedures to ensure compliance with all of the provisions of the School Security Act of 1981.⁶

Legal References

1. [TCA 49-6-4203\(b\)](#)
2. [TCA 49-6-4204\(a\)](#); [TCA 49-6-4205\(a\)](#)
3. [Public Acts of 2025, Chapter No. 244](#)
4. [TCA 49-6-4205\(b\)](#)
5. [State v. R.D.S., No. M200801724COAR3JV, 2009 WL 2136324, at *1 \(Tenn. Ct. App. July 16, 2009\)](#)
6. [TCA 49-6-4201](#); [Tenn. Op. Att’y Gen. No. 14-21 \(February 24, 2014\)](#)

Cross References

Traffic and Parking Controls 3.403
 Procedural Due Process 6.302
 Reporting Child Abuse 6.409

Lakeland Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Student Discrimination, Harassment, Bullying, Cyber-bullying and Intimidation	Descriptor Code: 6.304	Issued Date: 07/13/26
		Rescinds: 6.304	Issued: 07/14/25

2 The Lakeland Board of Education has determined that a safe, civil, and supportive environment in school
3 is necessary for students to learn and achieve high academic standards. In order to maintain that
4 environment, acts of bullying, cyber-bullying, discrimination (including the definition of antisemitism
5 found in policy 4.100), harassment, hazing or any other victimization of students, based on any actual or
6 perceived traits or characteristics, are prohibited.¹

7 This policy shall be disseminated annually to all school staff, students, and parents/guardians.² This
8 policy shall cover employees, employees' behaviors, students and students' behaviors while on school
9 property, at any school-sponsored activity, on school-provided equipment or transportation, or at any
10 official school bus stop. If the act takes place off school property or outside of a school-sponsored
11 activity, this policy is in effect if the conduct is directed specifically at a student or students and has the
12 effect of creating a hostile educational environment or otherwise creating a substantial disruption to the
13 education environment or learning process.

14 Building administrators are responsible for educating and training their respective staff and students as
15 to the definition and recognition of discrimination/harassment.³

16 The Superintendent shall develop forms and procedures to ensure compliance with the requirements of
17 this policy and state law.

18 **DEFINITIONS⁴**

19 Bullying/Intimidation/Harassment – An intentional act that substantially interferes with a student's
20 educational benefits, opportunities, or performance, is repeated over time, and the act has the effect of:

- 21 • Physically harming a student or damaging a student's property;
- 22 • Knowingly placing a student or students in reasonable fear of physical harm to the
23 student or damage to the student's property;
- 24 • Causing emotional distress to a student or students; or
- 25 • Creating a hostile educational environment.

Bullying, intimidation, or harassment may also be unwelcome conduct based on a protected class (race, nationality, origin, color, gender, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

Cyber-bullying - A form of bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, text messaging, emails, social networking sites, instant messaging, videos, web sites or fake profiles.

Hazing - An intentional or reckless act by a student or group of students that is directed against any other student(s) that endangers the mental or physical health or safety of the student(s) or that induces or coerces a student to endanger his/her mental or physical health or safety. Coaches and other employees of the school district shall not encourage, permit, condone or tolerate hazing activities.⁵

“Hazing” does not include customary athletic events or similar contest or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.

COMPLAINTS AND INVESTIGATIONS

Any individual who has knowledge of behaviors that may constitute a violation of this policy shall promptly report such information to the principal/designee.⁶

Reports of harassment, intimidation, bullying, or cyberbullying may also be submitted anonymously to the principal/designee or through Lakeland School System's approved anonymous reporting platform.

While reports may be made anonymously, an individual's need for confidentiality must be balanced with obligations to cooperate with police investigations or legal proceedings, to provide due process to the accused, to conduct a thorough investigation or to take necessary actions to resolve a complaint, and the identity of parties and witnesses may be disclosed in appropriate circumstances to individuals with a need to know.

The principal/designee at each school shall be responsible for investigating and resolving complaints. Once a complaint is received, the principal/designee shall initiate an investigation within forty-eight (48) hours of receipt of the report. If a report is not initiated within forty-eight (48) hours, the principal/designee shall provide the Superintendent with appropriate documentation detailing the reasons why the investigation was not initiated within the required timeframe.⁷ The principal/designee shall notify the parent/legal guardian when a student is involved in an act of discrimination, harassment, intimidation, bullying, or cyber-bullying. The principal/designee shall provide information on district counseling and support services. Students involved in an act of discrimination, harassment, intimidation, bullying, or cyber-bullying shall be referred to the appropriate school counselor by the principal/designee when deemed necessary.⁸

The principal/designee is responsible for determining whether an alleged act constitutes a violation of this policy, and such act shall be held to violate this policy when it meets one of the following conditions:

1. It places the student in reasonable fear or harm for the student's person or property;

2. It has a substantially detrimental effect on the student's physical or mental health;
3. It has the effect of substantially interfering with the student's academic performance; or
4. It has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Upon the determination of a violation, the principal/designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. All investigations shall be completed and appropriate intervention taken within twenty (20) calendar days from the receipt of the initial report.⁷ If the investigation is not complete or intervention has not taken place within twenty (20) calendar days, the principal/designee shall provide the Superintendent with appropriate documentation detailing the reasons why the investigation has not been completed or the appropriate intervention has not taken place.⁴ Within the parameters of the federal Family Educational Rights and Privacy Act (FERPA)⁹, a written report on the investigation will be delivered to the parents of the complainant, parents of the accused students and to the Superintendent.

RESPONSE AND PREVENTION¹⁰

School administrators shall consider the nature and circumstances of the incident, the age of the violator, the degree of harm, previous incidences or patterns of behavior, or any other factors, as appropriate to properly respond to each situation.

A substantiated charge against an employee shall result in disciplinary action up to and including termination. A substantiated charge against a student may result in corrective or disciplinary action up to and including suspension.

An employee disciplined for violation of this policy may appeal the decision by contacting the Federal Rights Coordinator. Any student disciplined for violation of this policy may appeal the decision in accordance with disciplinary policies and procedures.

REPORTS

When a complaint is filed alleging a violation of this policy where there is physical harm or the threat of physical harm to a student or a student's property, the principal/designee of each middle school, junior high school, or high school shall report the findings and any disciplinary actions taken to the Superintendent and the Chair of the Board of Education.¹¹

By July 1 of each year, the Superintendent/designee shall prepare a report of all of the bullying cases brought to the attention of school officials during the prior academic year. The report shall also indicate how the cases were resolved and/or the reasons they are still pending. This report shall be presented to the board of education at its regular July meeting, and it shall be submitted to the state department of education by August 1.¹²

The Superintendent shall develop forms and procedures to ensure compliance with the requirements of this policy and TCA 49-6-4503.

RETALIATION AND FALSE ACCUSATIONS

Retaliation against any person who reports or assists in any investigation of an act alleged in this policy is prohibited. The consequences and appropriate remedial action for a person who engages in retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.¹³

False accusations accusing another person of having committed an act prohibited under this policy are prohibited. The consequences and appropriate remedial action for a person found to have falsely accused another may range from positive behavioral interventions up to and including suspension and expulsion.¹⁴

Legal References

1. [TCA 49-6-4503\(a\), \(b\)\(3\); 20 USCA §§ 1681 to 1686](#)
2. [TCA 49-6-4503\(b\)\(11\)](#)
3. [TCA 49-6-4503\(b\)\(12\)](#)
4. [TCA 49-6-4503\(b\)\(2\), \(13\)](#)
5. [TCA 49-2-120](#)
6. [TCA 49-6-4503\(b\)\(5\)](#)
7. [TCA 49-6-4503\(b\)\(6\)](#)
8. [TCA 49-6-4503\(b\)\(14\)](#)
9. [20 USCA § 1232g](#)
10. [TCA 49-6-4503\(b\)\(4\), \(7\)-\(8\)](#)
11. [TCA 49-6-4503\(d\)\(3\)](#)
12. [TCA 49-6-4503\(c\)\(2\)\(B\)](#)
13. [TCA 49-6-4503\(b\)\(9\)](#)
14. [TCA 49-6-4503\(b\)\(10\)](#)

Cross References

Appeals to and Appearances Before the Board 1.404
Section 504 and ADA Grievance Procedures 1.802
Staff-Student Relations 5.610
Student Goals 6.100
Title IX & Sexual Harassment 6.3041
Student Complaints and Grievances 6.305
Code of Conduct 6.300
Discipline Procedures 6.313
Child Abuse and Neglect 6.409
Student Suicide Prevention 6.415

1

Lakeland Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Title IX & Sexual Harassment	Descriptor Code: 6.3041	Issued Date: 07/13/26
		Rescinds: 6.3041	Issued: 05/09/22

2 *General*

3 In order to maintain a safe, civil, and supportive learning environment, all forms of sexual harassment
4 and discrimination on the basis of sex are prohibited.¹ Sex shall be defined as the “immutable
5 characteristics of the person’s reproductive system that identify the person as male or female, as
6 determined by anatomy and genetics existing at the time of birth”.² This policy shall cover employees,
7 employees' behaviors, students, and students' behaviors while on school property, at any school-
8 sponsored activity, on school-provided equipment or transportation, or at any official school bus stop in
9 accordance with federal law. This policy shall be disseminated annually to all school staff, students, and
10 parent(s)/guardian(s).² The Title IX Coordinator as well as any personnel chosen to facilitate the
11 grievance process shall not have a conflict of interest against any party of the complaint.³ These
12 individuals shall receive training as to how to promptly and equitably resolve student and employee
13 complaints.³

14 All employees shall receive training on complying with this policy and federal law.⁴

15 **TITLE IX COORDINATOR⁵**

16 The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of
17 sexual harassment. He/she shall be kept informed by school-level personnel of all investigations and
18 shall provide input on an ongoing basis as appropriate.

19 Any individual may contact the Title IX Coordinator at any time using the information below:

20 **Title: Federal Programs Supervisor**

21 **Mailing address:** 3009 Davies Plantation Rd., Lakeland, TN 38002

22 **Phone number:** (901) 867-5412

23 **Email:** titleix@lakelandk12.org

24 **DEFINITIONS⁴**

25 “Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual
26 harassment.

“Respondent” is an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” is conduct on the basis of sex that satisfies one or more of the following:³

1. A school district employee conditioning an aid, benefit, or service of an education program or activity on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
3. Sexual assault,⁶ dating violence,⁷ domestic violence,⁸ or stalking⁹ as defined in state and federal law.

Behaviors that constitute sexual harassment may include, but are not limited to:

1. Sexually suggestive remarks;
2. Verbal harassment or abuse;
3. Sexually suggestive pictures;
4. Sexually suggestive gesturing;
5. Harassing or sexually suggestive or offensive messages that are written or electronic;
6. Subtle or direct propositions for sexual favors; and
7. Touching of a sexual nature.

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

“Supportive measures” are non-disciplinary, non-punitive, individualized services and shall be offered to the complainant and the respondent, as appropriate. These measures may include, but are not limited to, the following:

1. Counseling;
2. Course modifications;
3. Schedule changes; and
4. Increased monitoring or supervision.

The measures offered to the complainant and the respondent shall remain confidential to the extent that maintaining such confidentiality would not impair the ability of the school district to provide the supportive measures.

GRIEVANCE PROCESS

Upon learning of an instance of alleged sexual harassment, even if no formal complaint is filed, the Title IX Coordinator shall:

1. Promptly contact the complainant to discuss the availability of supportive measures;
2. Consider the complainant's wishes with respect to supportive measures;
3. Inform the complainant of the availability of supportive measures; and
4. Explain the process for filing a formal complaint.¹⁰

While the school district will respect the confidentiality of the complainant and the respondent as much as possible, some information may need to be disclosed to appropriate individuals. All disclosures shall be consistent with the school district's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action.

Disciplinary consequences or sanctions shall not be initiated against the respondent until the grievance process has been completed. Unless there is an immediate threat to the physical health or safety of any student arising from the allegation of sexual harassment that justifies removal, the respondent's placement shall not be changed.¹¹ If the respondent is an employee, he/she may be placed on administrative leave during the pendency of the grievance process.¹² The Title IX Coordinator shall keep the Superintendent informed of any employee respondents so that he/she can make any necessary reports to the State Board of Education in compliance with state law.¹³

Complaints

Any individual who has knowledge of behaviors that may constitute a violation of this policy shall immediately report such information to the Title IX Coordinator, however, nothing in this policy requires a complainant to either report or file a formal complaint within a certain timeframe. If the complaint involves the Title IX Coordinator, the complaint shall be filed with the Superintendent.

If a complaint involves allegations of child abuse, including child abuse on school grounds, appropriate notification shall be made per the board policy on reporting child abuse.

Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:¹⁴

1. Provide written notice of the allegations, and the grievance process to all known parties to give the respondent time to prepare a response before an initial interview;
2. Inform the parties of the prohibition against making false statement or knowingly submitting false information;

3. Inform the parties that they may have an advisor present during any subsequent meetings; and

4. Offer supportive measures in an equitable manner to both parties.

If the Title IX Coordinator dismisses a complaint, written notice, including the reasons for dismissal, shall be provided to both parties simultaneously.¹⁵

Investigations¹⁶

The Federal Programs Facilitator shall serve as the investigator and be responsible for investigating complaints in an equitable manner that involves an objective evaluation of all relevant evidence. The burden for obtaining evidence sufficient to reach a determination regarding responsibility rests on the school district and not the complainant or respondent.

Once a complaint is received, the Investigator shall initiate an investigation within forty-eight (48) hours of receipt of the complaint. If an investigation is not initiated within forty-eight (48) hours, the investigator shall provide the Superintendent with appropriate documentation detailing the reasons why the investigation was not initiated within the required timeframe.

All investigations shall be completed within twenty (20) calendar days from the receipt of the initial complaint. If the investigation is not complete within twenty (20) calendar days, the investigator shall provide the Superintendent with appropriate documentation detailing the reasons why the investigation has not been completed.

All investigations shall:

1. Provide an equal opportunity for the parties to present witnesses and evidence;
2. Not restrict the ability of either party to discuss the allegations under investigation or gather and present relevant evidence;
3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that seek disclosure of information protected under a legally recognized privilege unless such privilege has been waived;¹⁷
4. Provide the parties with the same opportunities to have others present during any grievance proceeding;
5. Provide to parties whose participation is requested written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence directly related to the allegations in the formal complaint; and
7. Result in the creation of an investigative report that fairly summarizes relevant evidence.

- a. Prior to the completion of the investigative report, the investigator shall send to each party the evidence subject to inspection and review. All parties shall have at least ten (10) days to submit a written response which shall be taken into consideration in creating the final report.

Within the parameters of the federal Family Educational Rights and Privacy Act,¹⁸ the Title IX Coordinator shall keep the complainant and the respondent informed of the status of the investigation process. At the close of the investigation, a written final report on the investigation will be delivered to the parent(s)/guardian(s) of the complainant, parent(s)/guardian(s) of the respondent, and to the Superintendent.

Determination of Responsibility¹⁹

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.²⁰ The preponderance of the evidence standard shall be used in making this determination.²¹

Superintendent shall act as the decision-maker. He/she shall receive the final report of the investigation and allow each party the opportunity to submit written questions that he/she wants asked of any party or witness prior to the determining responsibility.

The decision-maker shall make a determination regarding responsibility and provide the written determination to the parties simultaneously along with information about how to file an appeal.

A substantiated charge against a student may result in corrective or disciplinary action up to and including expulsion. A substantiated charge against an employee shall result in disciplinary action up to and including termination.

After a determination of responsibility is made, the Title IX Coordinator shall work with the complainant to determine if further supportive measures are necessary. The Title IX Coordinator shall also determine whether any other actions are necessary to prevent reoccurrence of the harassment.

APPEALS²²

Either party may appeal from a determination of responsibility based on a procedural irregularity that affected the outcome, new evidence that was not reasonably available at the time of the determination that could affect the outcome, or an alleged conflict of interest on the part of the Title IX Coordinator or any personnel chosen to facilitate the grievance process. Appeals shall be submitted to the Title IX Coordinator within ten (10) days of a determination of responsibility.

Upon receipt of an appeal, the Title IX Coordinator shall:

1. Assign an impartial hearing officer within five (5) days of receipt of the appeal; and
2. Notify the parties in writing.

During the appeal process, the parties shall have a reasonable, equal opportunity to submit written statements. Within ten (10) calendar days, the hearing officer shall issue a written decision describing

the result of the appeal and the rationale for the result. The written decision shall be provided simultaneously to both parties.

RETALIATION²³

Retaliation against any person who makes a report or complaint or assists, participates, or refuses to participate in any investigation of an act alleged in this policy is prohibited.

Legal References

1. 34 CFR § 106.1
2. 34 CFR § 106.8(b),(c)
3. 34 CFR § 106.45(b)(1)(iii); 34 CFR § 106.45(b)(10)(D)
4. 34 CFR § 106.30(a)
5. 34 CFR § 106.8(a)
6. 20 USCA 1092(f)(6)(A)(v); TCA 36-3-601(10); TCA 71-6-302
7. 34 USCA 12291(a)(10)
8. 34 USCA 12291(a)(8); TCA 40-14-109
9. 34 USCA 12291(a)(30); TCA 39-17-315; TCA 36-3-601(11)
10. 34 CFR § 106.44(a)
11. 34 CFR § 106.44(c)
12. 34 CFR § 106.44(d)
13. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c)
14. 34 CFR § 106.45(b)(2)
15. 34 CFR § 106.45(b)(3)
16. 34 CFR § 106.45(b)(5); 34 CFR § 106.45(b)(1)(v)
17. 34 CFR § 106.45(b)(1)(x)
18. 20 USCA § 1232g
19. 34 CFR § 106.45(b)(7)
20. 34 CFR § 106.45(b)(1)(iv)
21. 34 CFR § 106.45(b)(1)(vii)
22. 34 CFR § 106.45(b)(8)
23. 34 CFR § 106.71

Cross References

Section 504 and ADA Grievance Procedures 1.802
 Discrimination/Harassment of Employees (Sexual, Racial, Ethnic, Religious) 5.500
 Staff-Student Relations 5.610
 Code of Conduct 6.300
 Student Discrimination, Harassment, Bullying, Cyberbullying, and Intimidation 6.304
 Reporting Child Abuse 6.409

1

Lakeland Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Interference/Disruption of School Activities	Descriptor Code: 6.306	Issued Date: 07/13/26
		Rescinds: 6.306	Issued: 02/07/22

2

1 *General*

2 A student shall not engage in conduct which causes the disruption or interference with the operation of
3 the school while on school property, in school vehicles or buses, or at school-sponsored events,
4 whether on or off campus. The student shall not urge other students to engage in such conduct.

5 Employees are authorized to take reasonable measures to establish appropriate school behavior and
6 have the authority to control the conduct of any student while under the supervision of the school
7 district.¹

8 A student may receive disciplinary action ranging from verbal reprimand to suspension and/or expulsion
9 depending on the severity of the offense and the student's prior record.²

10 **REMOVAL OF STUDENT³**

11 If a student repeatedly or substantially interferes with the learning environment, the teacher may
12 submit a written request along with the required documentation to the principal/designee to remove the
13 student from the teacher's classroom. The student will be given notice of the rationale for the request
14 as well as the opportunity to offer an explanation.

15 The principal/designee will investigate the request and make a decision regarding the student's
16 placement. The principal will notify the teacher as to his/her decision.

17 If a teacher abuses or overuses the student removal process, the principal/designee shall address the
18 abuse or overuse with the teacher and may require the teacher to complete additional professional
19 development to improve the teacher's classroom management skills.

20 *Appeal Process*

21 If the teacher's request for removal is denied, he/she may file an appeal with the
22 Superintendent/designee. He/she will review the teacher's request for removal as well as the decision
23 of the principal/designee and make a determination as to the student's placement.

24 **CLASSROOM EVACUATION**

25 Some or all students may be removed from a classroom or instructional area due to violent, aggressive,
26 or severely disruptive behavior of another student that creates a safety concern or substantially
27 interrupts classroom instruction.³

28 *Parental Notification*

29 The principal/designee shall provide notification to the parent(s)/guardian(s) of each student in the
30 classroom or instructional area at the time of the classroom evacuation. The notification shall be
31 provided by the end of the day in which the classroom evacuation took place unless the event that
32 prompted the evacuation is an ongoing emergency or is otherwise under investigation by state or local
33 law enforcement.

34 Notification to the parent(s)/guardian(s) must include:³

- 35 1. The fact that a classroom evacuation occurred;
- 36 2. A brief description of the general nature of the incident sufficient to explain why the classroom
37 evacuation occurred; and
- 38 3. Any steps taken by the school to ensure the continued safety and supervision of students.

41 Parental notification shall be provided in compliance with the Family Education Rights and Privacy
42 Act (FERPA) and other applicable privacy laws.⁴ No information shall be disclosed about the student
43 whose conduct caused the classroom evacuation, or any other student, if the disclosure would violate
44 privacy laws.

45 *Recordkeeping*

46 Each school shall maintain records of:

- 47 1. The date and time of the classroom evacuation;
- 48 2. The number of students evacuated;
- 49 3. The time and manner of parental notification; and
- 50 4. The staff member responsible for issuing parental notifications.

Legal References

1. TCA 49-6-4102
2. TCA 49-6-3401
3. Public Acts of 2021, Chapter No. 77
4. [20 USCA § 1232g](#); [TCA 10-7-504](#)

Cross References

Code of Conduct 6.300
Suspension 6.316
Safe Relocation of Students 6.4081

1

Lakeland Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Admission of Suspended or Expelled Students	Descriptor Code: 6.318	Issued Date: 07/13/26
		Rescinds: 6.318	Issued: 07/01/24

2

STUDENT READMISSION TO DISTRICT¹

3

The district may continue a disciplinary investigation of a student who withdraws from the district during the investigation. If the student later reenrolls in the district, then the disciplinary investigation and/or consequences shall resume.

5

6

STUDENT DISCIPLINED IN ANOTHER DISTRICT

7

8

The Board may deny admission of any student (except those in state custody) who has been expelled or suspended from another school system in Tennessee or another state even though the student has established residency in the system in which he/she seeks enrollment.

10

11

12

After a request for enrollment is made, the superintendent shall investigate the facts surrounding the suspension/expulsion from the former school system. The principal may ask the parent(s)/guardian(s) in writing if their student has been adjudicated delinquent for an offense listed in TCA 49-6-3051 and submit any records to the superintendent.² Based on the results of the investigation, the superintendent shall make a recommendation to the Board to approve or deny the request.¹

16

17

18

The Board shall not deny enrollment beyond the length of the imposed suspension/expulsion.

19

20

A student may be dismissed if it is determined subsequent to the enrollment that the student has been suspended or expelled from the former school system.³

21

22

23

24

25

26

Legal References

1. [Public Acts of 2026, Chapter No. 760](#)
2. [TCA 49-6-3051\(a\)](#)
3. [TCA 49-6-3401\(f\); 20 USCA § 1232g\(b\)\(4\), \(h\)](#)

Cross References

School Admissions 6.203
Student Records 6.600

1

1

Lakeland Board of Education			
Monitoring: Review: Annually, in May	Descriptor Term: Emergency Allergy Response Plan	Descriptor Code: 6.412	Issued Date: 07/13/26
		Rescinds:	Issued: 07/14/14

2 The Superintendent shall develop and maintain an Emergency Allergy Response Plan that meets state
3 guidelines for managing students with life-threatening allergies. The Plan shall include measures to
4 reduce exposure to allergens and procedures to treat allergic reactions. Components of the plan shall
5 include, but are not limited to; education and training of personnel, record keeping/documentation,
6 development and reviews of the allergy action plan, and protocols for classrooms and cafeterias that
7 include strategies to reduce exposure to allergens.¹

8 Using the state food allergy guidelines plan as a guide, the superintendent shall also develop a process
9 to identify all students with food allergies and develop and implement an Individualized Health Care
10 Plan (IHCP) with an Allergy Action Plan for each specific student.²

11 **EPINEPHRINE³**

12 Each school shall maintain epinephrine, either as auto-injectors, nasal sprays, or other forms, in at least
13 two (2) unlocked, secure locations including, but not limited to, the school office and the school
14 cafeteria.

15 In the event of such a reaction, the school nurse or other trained school personnel shall utilize
16 epinephrine to respond, under a standing protocol from a physician.

17 The Director of Schools/designee is authorized to seek epinephrine through a prescription written to
18 Lakeland School System.. Upon the issuance of the auto-injectors, the Director of Schools shall ensure
19 that they are placed within each school and that any needed trainings are conducted for staff.

20

Legal References

1. TCA 49-5-415 (f)(1) and (2)
2. *Guidelines for Use of Health Care Professionals and Health Care Procedures in a School Setting, including Guidelines for Managing Life Threatening*

Food Allergies in Tennessee Schools (Tennessee
Department of Education and Tennessee
Department of Health) (2007).

3. [Public Acts of 2026, Chapter No. 947](#)

1

Lakeland Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Students from Military Families	Descriptor Code: 6.506	Issued Date: 07/13/26
		Rescinds:	Issued: 08/12/19

2 *General*

3 The Superintendents shall develop the necessary administrative procedures to ensure that students with
 4 parent(s)/guardian(s) in the armed services are identified and that appropriate and available services are
 5 provided for these students.¹

6 **RELOCATION OF MILITARY SERVICE MEMBER²**

7 A student who does not currently reside within the school district shall be allowed to enroll if he/she is
 8 a dependent child of a service member who is being relocated to Tennessee on military orders. To be
 9 eligible for enrollment, the student will need to provide documentation that he/she will be a resident of
 10 the school district on relocation. This documentation must be provided to the school district within one
 11 (1) calendar year from the date of enrollment.

12 ~~Within thirty (30) days of enrollment, the parent(s)/guardian(s) of the student shall provide proof of~~
 13 ~~residency within the school district.~~

14 If the child of a military member enrolls per this policy and has an active 504 plan, IEP, or an
 15 individualized family service plan, then the district shall take the necessary steps to ensure that services
 16 are in place when the student enrolls.

17 **ABSENCES**

18 Principals shall provide students with a one (1) day excused absence prior to the deployment of and a
 19 one (1) day excused absence upon the return of a parent/guardian serving active military service.

20 Principals shall also allow up to ten (10) excused cumulative absences per year for students to visit a
 21 parent/guardian during a deployment cycle. The student shall provide documentation to the school as
 22 proof of his/her parent's/guardian's deployment. Students shall be permitted to make up school work
 23 missed during these absences.³

24 **REMAINING IN THE DISTRICT⁴**

25 If a student is enrolled in grades eleven (11) through twelve (12) and is a dependent child of a service
 26 member who relocates on military orders resulting in the student no longer residing in the school

1 district due to relocation, the student shall have the option to remain enrolled in the same high school
2 until the student graduates or withdraws.

Legal References

1. State Board of Education Policy 2.103
2. Public Acts of 2019, Chapter No. 138
3. TCA 49-6-3019
4. [Public Acts of 2026, Chapter No. 834](#)

Cross References

Attendance 6.200
School Admissions 6.203

RESOLUTION 2026/7-01
A RESOLUTION TO PURCHASE A VEHICLE FOR MAINTENANCE USE

WHEREAS, the Lakeland School System Board of Education adopted a Fiscal Year 2027 Capital Improvement Budget in the amount of \$1,540,000; and

WHEREAS, \$150,000 was included in the Fiscal Year 2027 Capital Improvement Budget for maintenance equipment purchases; and

WHEREAS, the Lakeland School System Maintenance Department has requested the purchase of a third vehicle to be used in servicing district-wide facilities, buildings, and related infrastructure; and

WHEREAS, the requested vehicle is a three-quarter-ton pickup truck to meet the increased operational demands of maintenance services across properties owned and operated by the Lakeland School System; and

WHEREAS, the Lakeland School System Finance Department has reviewed applicable State of Tennessee purchasing requirements and will ensure that the purchase complies with all federal, state, and local procurement policies and procedures;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE LAKELAND SCHOOL SYSTEM that the Lakeland School System is authorized to purchase an additional vehicle for use by the District's Maintenance Department, utilizing funds appropriated within the Fiscal Year 2027 Capital Improvement Budget.

BE IT FURTHER RESOLVED that the Superintendent or his designee is authorized to take all actions necessary to complete the purchase in accordance with applicable purchasing laws and Board policies.

PASSED AND ADOPTED by the Lakeland Board of Education, Lakeland, Tennessee on this 13th day of July, 2026, public welfare requiring it.

Laura Harrison, *Board Chair*

Dr. Ted Horrell, *Superintendent*

ATTEST:

Summer Smith, *LSS Board Recorder*

FIVE-YEAR STRATEGIC PLAN

2025-2029



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31

Conclusion





VISION AND MISSION

To provide a nurturing and dynamic learning environment that empowers students to **Learn, Grow**, and **Lead** in all aspects of their lives.

To foster a community of lifelong learners through innovative teaching, supportive relationships, and diverse opportunities, preparing students to **Learn, Grow**, and **Lead** in society and in life beyond secondary school.



BROAD GOAL #1:
Enhance
Academic
Excellence

BROAD GOAL #1: Enhance Academic Excellence

Objective 1.1:

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



Action 1.1.2:

Conduct annual curriculum audits to identify gaps and areas for enhancement.



Action 1.1.1:

Establish a curriculum review committee comprised of teachers, administrators, and curriculum specialists.



Action 1.1.3:

Incorporate feedback from students, parents, and teachers into the curriculum development and approval process.

BROAD GOAL #1: Enhance Academic Excellence



Action 1.2.1:

Evaluate and, if possible, increase the number of AP, DE, Honors, and CTE courses offered each year, while exploring partnerships with additional public four-year colleges to expand access to in-person DE courses.

Objective 1.2:

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



Action 1.2.2:

Provide professional development for teachers to qualify for and effectively teach advanced courses.



Action 1.2.3:

Implement a mentorship program for students to support their academic growth.

BROAD GOAL #1: Enhance Academic Excellence

Objective 1.3:

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



Action 1.3.2:

Create and support peer observation and feedback opportunities for teachers to **Learn** from each other.



Action 1.3.1:

Schedule regular professional development workshops on innovative teaching practices.



Action 1.3.3:

Provide support for staff to attend external content-specific and pedagogy conferences.

BROAD GOAL #1: Enhance Academic Excellence



Action 1.4.1:

Further develop our advanced data management system and the use of PLCs to track student performance and progress.

Objective 1.4:

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



Action 1.4.2:

Further train teachers on how to interpret and use data to inform instruction.



Action 1.4.3:

Further develop the capacity of PLCs to develop targeted intervention strategies for struggling students.

BROAD GOAL #1: Enhance Academic Excellence

Objective 1.5:

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



Action 1.5.2:

Create partnerships to offer internship, externship, and work-based learning opportunities.



Action 1.5.1:

Develop a college and career readiness curriculum starting in MS and continuing throughout HS.



Action 1.5.3:

Organize college fairs and career days to expose students to various post-secondary options.

BROAD GOAL #2:
Improve Student
Support and
Well-Being
Through a Culture
of Respectful
Behaviors



BROAD GOAL #2: Improve Student Support and Well-Being Through a Culture of Respectful Behaviors



Action 2.1.1:

Integrate student support opportunities into the weekly schedule of all grade levels.



Action 2.1.2:

Provide training for teachers and staff on the principles and practices of student support programs.

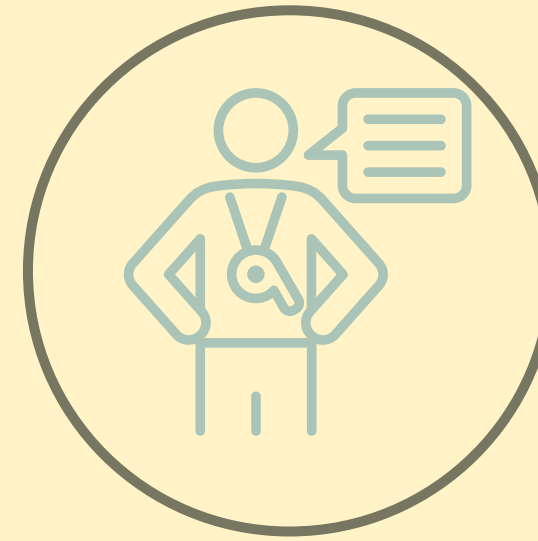


Action 2.1.3:

Create a resource library of materials and activities to support student support programs initiatives.

Objective 2.1:

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



Action 2.1.4:

Establish a comprehensive onboarding and mentor support program for new staff and coaches, including non-faculty coaches, during their first year of service.

BROAD GOAL #2: Improve Student Support and Well-Being Through a Culture of Respectful Behaviors

Objective 2.2:

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



Action 2.2.2:

Offer regular mental health workshops and counseling sessions for students.



Action 2.2.1:

Conduct annual efficacy evaluation of programs to determine the need for additional support staff.



Action 2.2.3:

Educate parents and students on an anonymous reporting system for students to seek help or report concerns.

BROAD GOAL #2: Improve Student Support and Well-Being Through a Culture of Respectful Behaviors



Action 2.3.1:

Launch a comprehensive campaign focusing on respectful behaviors with student involvement.

Objective 2.3:

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



Action 2.3.2:

Conduct regular anti-bullying workshops and assemblies.



Action 2.3.3:

Establish clear policies and procedures for reporting and addressing bullying incidents.

BROAD GOAL #2: Improve Student Support and Well-Being Through a Culture of Respectful Behaviors

Objective 2.4:

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



Action 2.4.2:

Match students with mentors based on interests and needs.



Action 2.4.1:

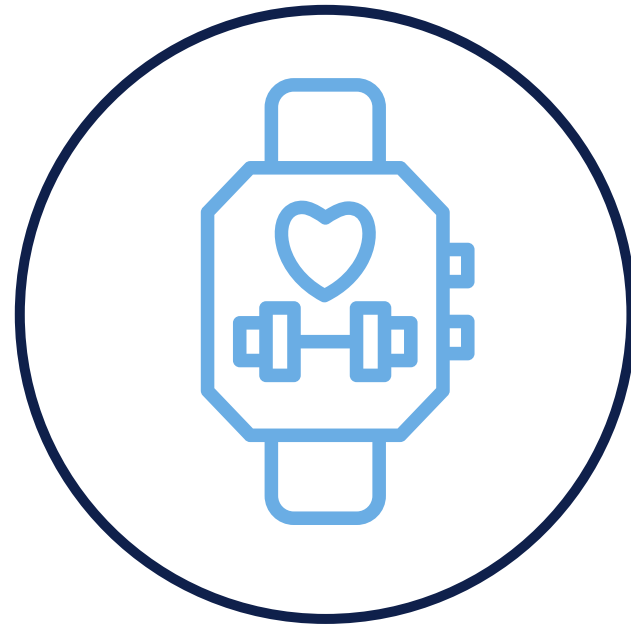
Develop a structured mentoring program with training for mentors.



Action 2.4.3:

Schedule regular mentoring sessions and check-ins to monitor progress.

BROAD GOAL #2: Improve Student Support and Well-Being Through a Culture of Respectful Behaviors

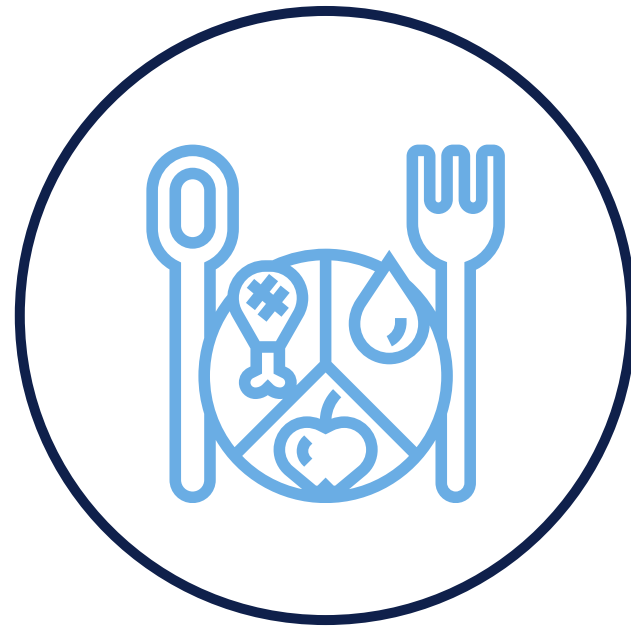


Action 2.5.1:

Introduce daily physical activity breaks and fitness programs.

Objective 2.5:

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



Action 2.5.2:

Implement nutrition education in health classes and through school meal programs.



Action 2.5.3:

Offer mindfulness and stress-reduction workshops for students and staff.

BROAD GOAL #3:

Strengthen
Community
Engagement and
Communication



BROAD GOAL #3: Strengthen Community Engagement and Communication

Objective 3.1:

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



Action 3.1.2:

Use multiple communication channels to reach all stakeholders.



Action 3.1.1:

Research, develop, and train parents on online platform for information and updates.



Action 3.1.3:

Conduct surveys to gather feedback on communication effectiveness and areas for improvement.

BROAD GOAL #3: Strengthen Community Engagement and Communication



Action 3.2.1:

Schedule quarterly town hall meetings with the school or district administration.

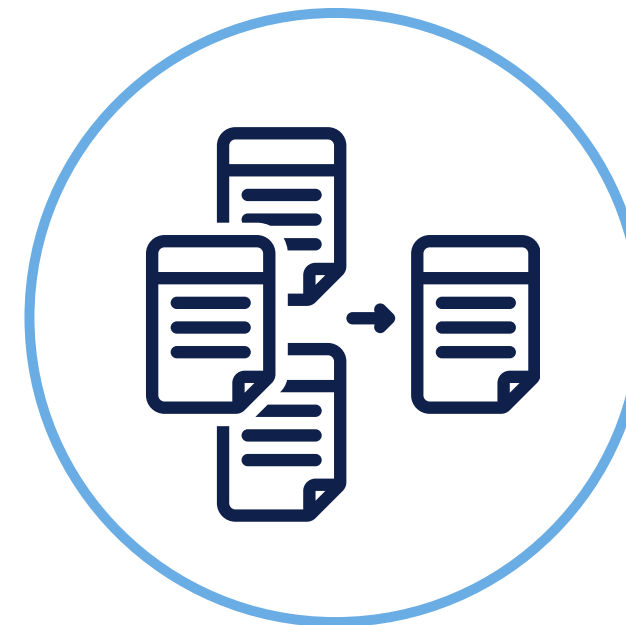
Objective 3.2:

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



Action 3.2.2:

Create focused discussion groups on specific topics of interest.



Action 3.2.3:

Provide summaries and follow-up actions from meetings to all stakeholders.

BROAD GOAL #3: Strengthen Community Engagement and Communication

Objective 3.3:

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



Action 3.3.1:

Identify and reach out to potential community partners.



Action 3.3.2:

Develop joint programs and projects that benefit both students and partners.



Action 3.3.3:

Recognize and celebrate successful partnerships through events and communications.

BROAD GOAL #3: Strengthen Community Engagement and Communication



Action 3.4.1:

Create a database of volunteer opportunities and community needs.

Objective 3.4:

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



Action 3.4.2:

Host volunteer orientation and training sessions.



Action 3.4.3:

Recognize and celebrate the contributions of volunteers regularly.

BROAD GOAL #3: Strengthen Community Engagement and Communication

Objective 3.5:

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



Action 3.5.2:

Organize community service projects and events led by student ambassadors.



Action 3.5.1:

Select and train student ambassadors on leadership and communication skills.



Action 3.5.3:

Highlight the achievements of student ambassadors in school communications and events.

BROAD GOAL #4: **Upgrade** **Facilities and** **Technology**



BROAD GOAL #4: Upgrade Facilities and Technology



Action 4.1.1:

Hire a professional firm to conduct a comprehensive facilities audit.

Objective 4.1:

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



Action 4.1.2:

Develop a prioritized list of maintenance and improvement projects.



Action 4.1.3:

Secure funding and begin implementation of high-priority projects.

BROAD GOAL #4: Upgrade Facilities and Technology

Objective 4.2:

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



Action 4.2.2:

Engage architects and planners to draft a master plan based on current and future needs.



Action 4.2.1:

Form a facilities planning committee with representatives from all stakeholder groups.



Action 4.2.3:

Present the master plan to the community and revise based on feedback before final approval.

BROAD GOAL #4: Upgrade Facilities and Technology



Action 4.3.1:

Upgrade network infrastructure to support increased digital learning demands.

Objective 4.3:

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



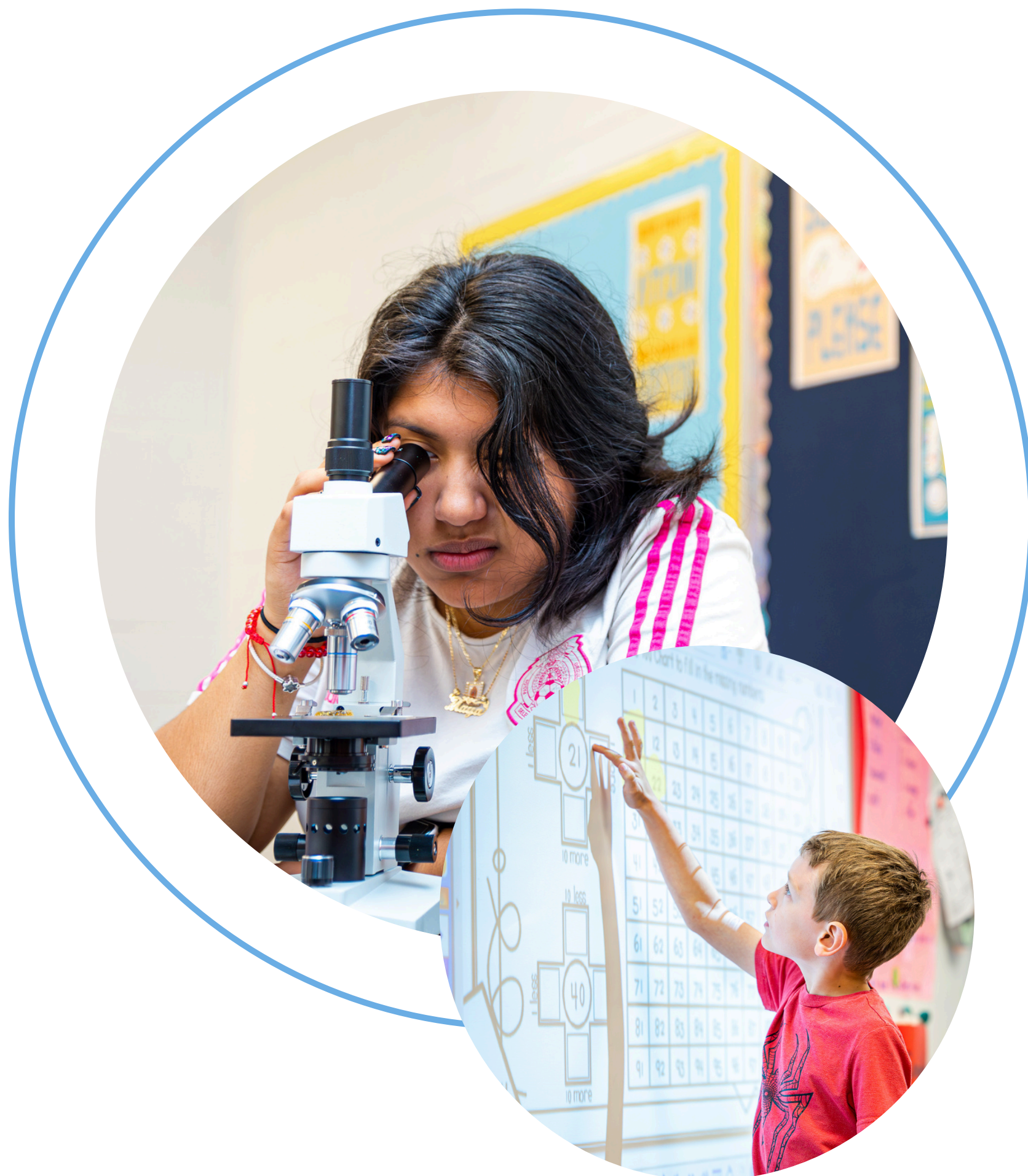
Action 4.3.2:

Provide professional development for teachers on integrating technology into instruction.



Action 4.3.3:

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



BROAD GOAL #5:

Foster a Culture of Continuous Improvement and Innovation

BROAD GOAL #5: Foster a Culture of Continuous Improvement and Innovation

Objective 5.1:

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



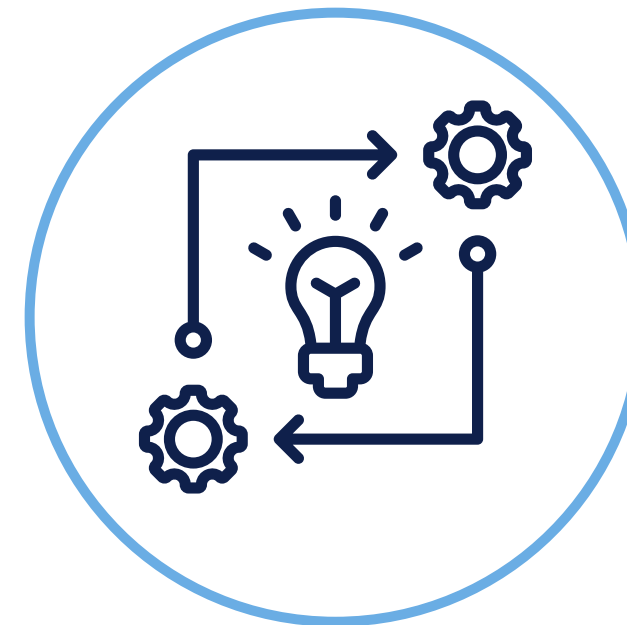
Action 5.1.2:

Conduct regular meetings to explore new educational technologies and practices.



Action 5.1.1:

Form an innovation team with members from various departments.



Action 5.1.3:

Pilot innovative projects and scale successful initiatives district-wide.

BROAD GOAL #5: Foster a Culture of Continuous Improvement and Innovation



Action 5.2.1:

Create a student innovation fund to support project ideas and initiatives.



Action 5.2.2:

Provide mentorship and resources for students pursuing entrepreneurial projects.



Action 5.2.3:

Showcase student-led projects at school and community events.

Objective 5.2:

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

BROAD GOAL #5: Foster a Culture of Continuous Improvement and Innovation

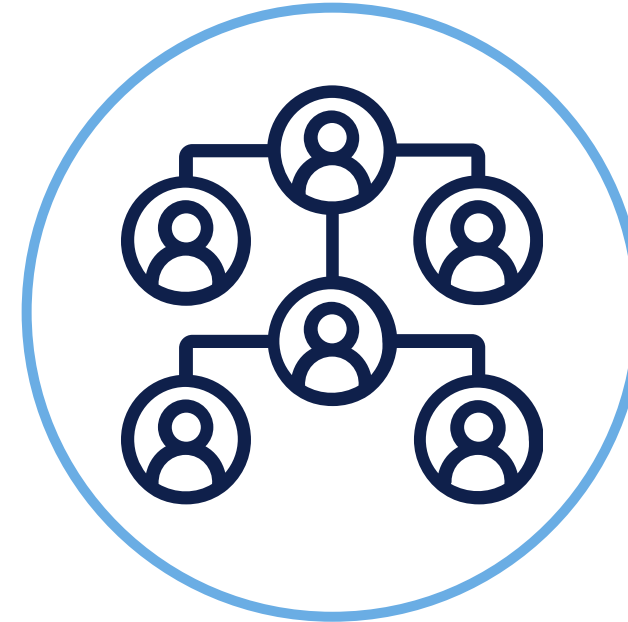
Objective 5.3:

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



Action 5.3.1:

Solicit feedback regarding perceptions of students and parents, particularly in middle and high school grades.



Action 5.3.2:

Annually evaluate organizational and administrative structures to determine adjustments.



Action 5.3.3:

Solicit student and parent involvement in the development of culminating experiences for high school students.

BROAD GOAL #5: Foster a Culture of Continuous Improvement and Innovation



Action 5.4.1:

Establish a strategic plan review committee to oversee implementation and progress.

Objective 5.4:

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



Action 5.4.2:

Conduct annual assessments of strategic plan objectives and update goals as needed.



Action 5.4.3:

Communicate progress and adjustments to the community to maintain transparency and accountability.



CONCLUSION

This strategic plan integrates Lakeland School System's motto of “**Learn, Grow, Lead**” throughout its goals and objectives. By focusing on enhancing academic excellence, improving student support, strengthening community engagement, upgrading facilities, and fostering a culture of continuous improvement, Lakeland School System will empower all students to reach their full potential and prepare them to become leaders in society and in their lives beyond secondary school.



LAKELAND
SCHOOL SYSTEM

Learn. Grow. Lead.

www.lakelandk12.org

UPDATED BRANDING ELEMENTS



LAKELAND
MIDDLE
PREPARATORY



LAKELAND
MIDDLE
PREPARATORY



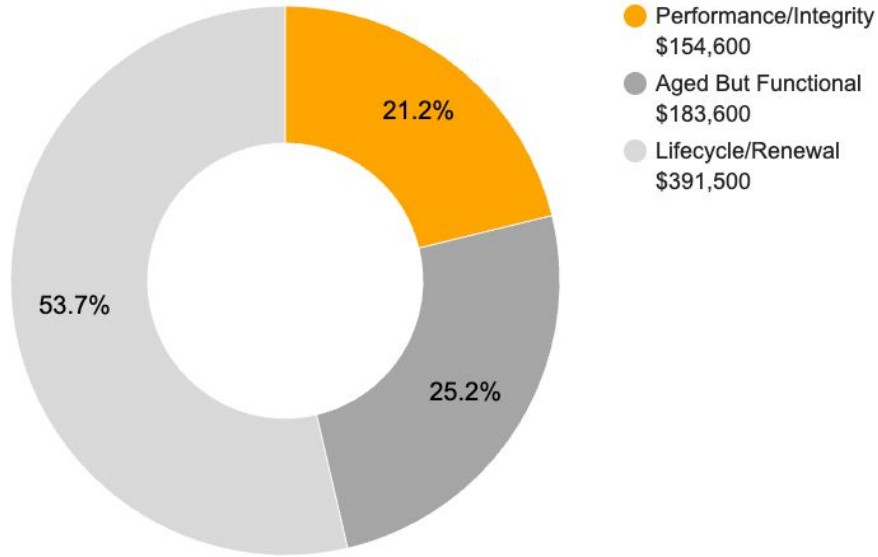
Facilities Condition Assessment Lakeland School System

July 13, 2026

- A comprehensive facilities condition assessment was completed during the 2025-26 school year
- Buildings and components included at all 3 schools (including ancillary buildings) and the District Office
- Deliverables provided were comprehensive reports on each structure that included facility condition index, average life expectancy, and replacement cost
 - Provided in PDF reports and online database
- LSS Five-Year Strategic Plan Broad Goal # 4

Asset / Building	Replacement Estimate	5-Year Cost Estimate (3% annual inflation)
District Office	\$ 5,341,068	\$ 729,657
LES	\$ 38,991,549	\$ 1,829,142
LMPS	\$ 36,632,841	\$ 1,052,978
LPS	\$ 81,403,500	\$ 309,300
Athletic Facilities	\$ 7,747,800	\$ 72,200
TOTAL	\$ 170,116,758	\$ 3,993,277

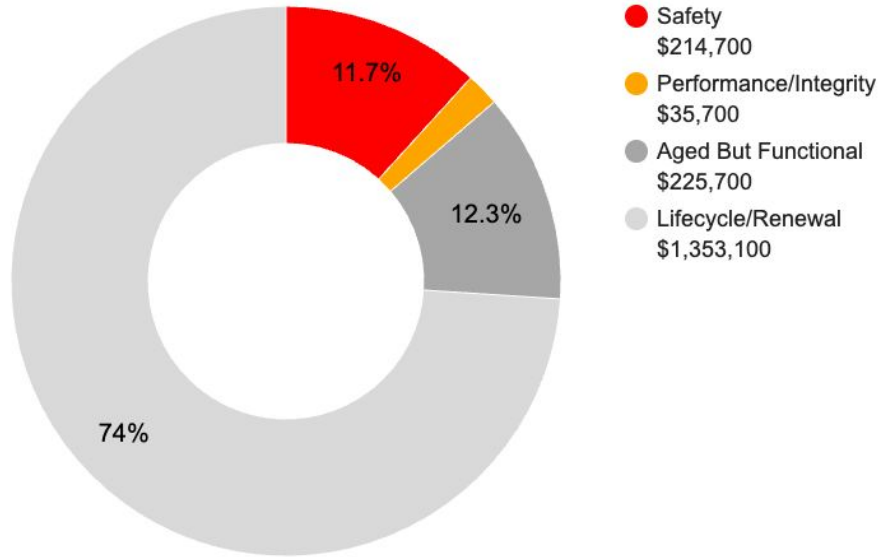
Overview of Assets



5-YEAR TOTAL: \$729,700

Time Period	Est Reserve Cost	FCI
Current	\$ 46,200	0.9 %
3-Year	\$ 226,912	4.2 %
5-Year	\$ 729,657	13.7 %
Replacement Value: \$ 5,341,100		Total SF: 20,004

System	Immediate	Short Term (1-2 yr)	Near Term (3-5 yr)
Roofing			\$90,900
Interiors		\$45,200	\$356,900
HVAC	\$23,700	\$63,800	\$39,200
Fire Protection			\$7,300
Equipment & Furnishings			\$10,800
Site Development	\$22,500	\$63,200	\$6,300



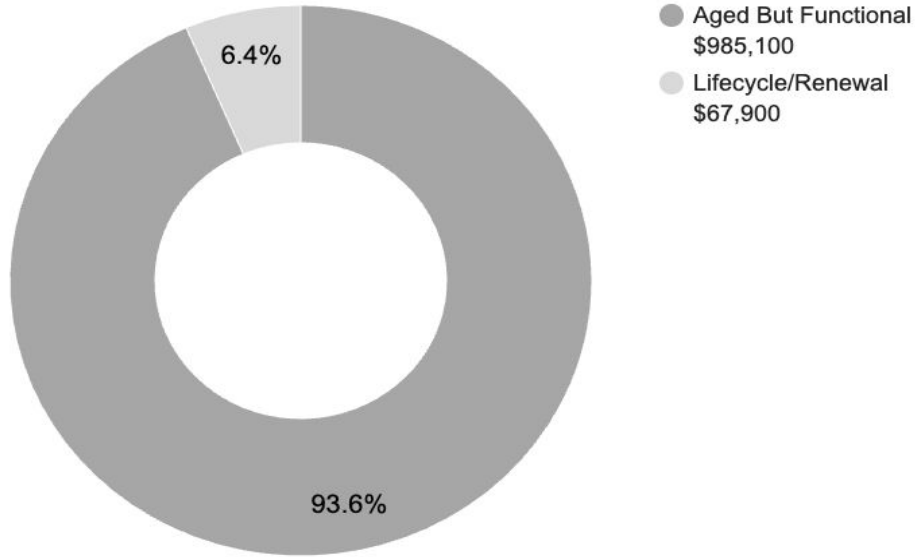
5-YEAR TOTAL: \$1,829,200

Time Period	Est Reserve Cost	FCI
Current	\$ 125,900	0.3 %
3-Year	\$ 978,300	2.5 %
5-Year	\$ 1,829,100	4.7 %

Replacement Value: \$ 38,991,600 Total SF: 121,469

System	Immediate	Short Term (1-2 yr)	Near Term (3-5 yr)
Facade			\$7,700
Roofing			\$9,000
Interiors		\$697,000	\$45,600
Plumbing			\$1,600
HVAC	\$5,100	\$6,400	\$97,500
Fire Protection			\$7,000
Electrical		\$9,500	\$96,700

System	Immediate	Short Term (1-2 yr)	Near Term (3-5 yr)
FF&E			\$108,600
Special Construction & Demo			\$313,000
Site Development	\$69,800	\$120,500	\$128,300
Site Pavement			\$54,900
Studies	\$51,000		

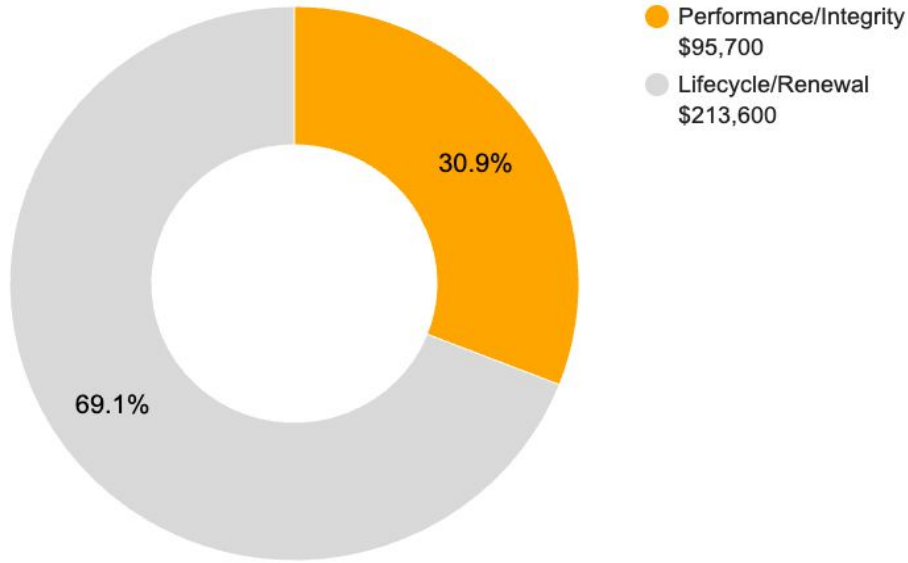


5-YEAR TOTAL: \$1,053,000

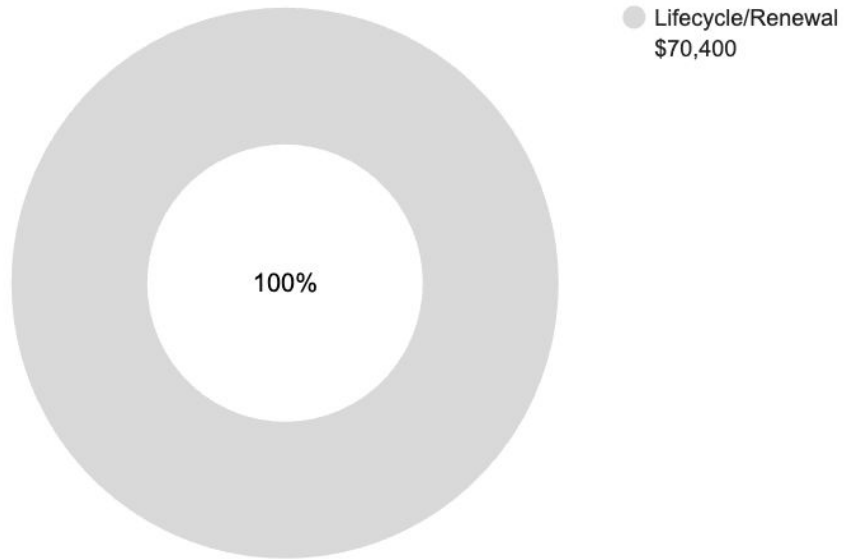
Time Period	Est Reserve Cost	FCI
Current	\$ 0	0.0 %
3-Year	\$ 1,026,900	2.8 %
5-Year	\$ 1,053,000	2.9 %

Replacement Value: \$ 36,632,900 Total SF: 114,121

System	Immediate	Short Term (1-2 yr)	Near Term (3-5 yr)
Interiors		\$983,532	
Fire Protection			\$26,083
Equipment & Furnishings		\$3,978	
Site Pavement		\$39,385	



5-YEAR TOTAL: \$309,300



5-YEAR TOTAL: \$70,400

Time Period	Est Reserve Cost	FCI
Current	\$ 0	0.0 %
3-Year	\$ 309,400	0.3 %
5-Year	\$ 309,400	0.3 %

Replacement Value: \$ 89,151,300 Total SF: 280,350

System	Immediate	Short Term (1-2 yr)	Near Term (3-5 yr)
Interiors		\$1,750	\$70,398
Site Development		\$2,227	
Site Pavement		\$234,993	

LAKELAND SCHOOL SYSTEM

LSS Capital Improvement Plan Revenues 2027-2031

REVENUE	FY27	FY28	FY29	FY30	FY31	
Local Revenue (County)	1,300,000	1,339,000	1,379,170	1,420,546	1,463,162	
Investment Income	240,000	252,000	264,600	277,830	291,722	
Use of Fund Balance			625,028			5 Year Revenue
TOTAL REVENUE	1,540,000	1,591,000	2,268,798	1,698,376	1,754,884	\$ 8,853,058

LSS Capital Improvement Plan Proposed Budget 2027-2031

EXPENDITURES	FY27	FY28	FY29	FY30	FY31	
Building Construction	444,850	108,275	1,500,200	391,275	342,422	
Consultants	40,500					
Other Contracted Serv.	241,650					
Furniture & Fixtures	648,000	674,100	584,473	699,932	753,389	
Maintenance Equipment	150,000					
Site Development	15,000	149,550	184,125	47,317		5 Year Expense
TOTAL ESTIMATED COSTS	1,540,000	931,925	2,268,798	1,138,524	1,095,811	\$ 6,975,058

5-Year CIP Budget LSS



1

Click here to choose a school board.

Monitoring: Review: Annually, in November	Descriptor Term: Instructional Use of Digital Devices	Descriptor Code: 4.215	Issued Date: 07/13/26
		Rescinds:	Issued:

2 *General*¹

3 In-person, teacher led instruction shall be the primary mode of instruction for students in grades
4 kindergarten through five (K-5).

5 Digital devices shall be utilized in these grades only when there is a clear educational benefit,
6 including use for remediation purposes. Further, electronic assessments and instructional tools shall be
7 developmentally appropriate and aligned with state academic standards.

8 The Superintendent or designee shall provide guidance to staff on appropriate use of technology for
9 these grades. The Department of Instruction shall create a process for ensuring that digital instruction
10 complies with this framework and state law.

11 **SOCIAL MEDIA USE**

12 Students in grades kindergarten through five (K-5) are prohibited from accessing social media
13 platforms using district provided internet during the school day.

14 **COMMUNICATION WITH PARENTS/GUARDIANS**

15 At the beginning of each school year, the Superintendent shall ensure that principals provide
16 parent(s)/guardian(s) with information on digital device use in the classroom. This shall include the
17 types of devices used and the instructional purposes for such use.

18

19

Legal References

1. [Public Acts of 2026, Chapter No. 808](#)

Cross References

Use of the Internet 4.406

20

1

Monitoring: Review: Annually, in April	Descriptor Term: Outside Applied Behavior Analysis Therapy	Descriptor Code: 6.4053	Issued Date: Draft
		Rescinds:	Issued:

2 **General**

3 This policy applies to “private pay providers”, which include licensed behavior analysts, registered
4 behavior technicians, and licensed assistant behavior analysts, who are under contract with
5 parent(s)/guardian(s) of students with autism spectrum disorder or developmental delays.¹

6 Private pay providers shall adhere to the memorandum of understanding (“MOU”), board policies, and
7 state and federal laws while assisting students on school property and/or at school functions. This
8 includes adhering to student confidentiality laws for any student the private pay provider encounters.
9 The school district shall require a background check and fingerprinting of all private pay providers,
10 and the private pay providers are responsible for this expense.

11 A private pay provider accompanying a student on campus shall be responsible for attending to the
12 ongoing needs of the student they are contracted to assist. The school district shall not request the
13 private pay provider to provide services to any other students, staff, or visitors. Private pay providers
14 are prohibited from implementing and/or assisting with restraint and/or isolation procedures and will
15 be directed by district personnel to exit the area when these procedures are implemented.

16 The Superintendent or designee shall develop administrative procedures to implement this policy.

17 **IEP TEAM COORDINATION**

18 All decisions regarding the educational programming, services, and/or placement of the student are
19 determined by the student’s IEP team. The private pay provider does not hold any decision-making
20 authority. Private pay providers shall coordinate with the student’s IEP team by:

- 21 ● Attending an onboarding session;
- 22
- 23 ● Defining roles and communication channels;
- 24
- 25 ● Conducting a review of relevant student records;
- 26
- 27 ● Ensuring documentation is accurate and promptly provided to all parties; and
- 28
- 29 ● Coordinating with the IEP team prior to each meeting.

TERMINATION OF SERVICES

Services of the private pay provider may be terminated for cause. Termination shall be based on violation of the terms of the MOU. If termination is necessary, the LSS Director of Special Education shall provide the parent/legal guardian with a letter outlining the reason for the termination.

APPEALS PROCESS

If a parent/legal guardian disagrees with the school district on the provision of services, a complaint may be filed in writing with the Superintendent. The Superintendent shall appoint a panel to make a decision on the appeal. The panel shall be composed of three individuals: a building level administrator, a special education staff member, and one other school employee. The panel shall review the complaint from the parent/legal guardian along with information provided by district staff and make a determination on the matter within ten (10) school days.

Legal References

1. [Public Acts of 2026, Chapter No. 1112; 20 U.S.C. § 1401](#)



Approved on 06/08/26
Changes Proposed on 07/13/26

Lakeland School System Fees List

REQUESTED FEES FOR 2026-27

School	Requested Fee	Purpose	Course
Lakeland Elementary	Not to exceed \$20	4th Grade Recorder / Strap Fee	Music
Lakeland Elementary	Not to exceed \$10	Class T-Shirt Fee	School-wide
Lakeland Elementary	Not to exceed \$288	Chromebook Repair Fee	School-Wide
Lakeland Elementary	\$288	Chromebook Replacement Fee	School-Wide
Lakeland Elementary	\$99	Damaged iPad Fee	School-Wide
Lakeland Elementary	Not to exceed \$75	Damaged / Lost Library Book Fee	School-Wide
Lakeland Elementary	Not to exceed \$50	School Day Field Trips	Varied
Lakeland Elementary	\$30	Technology Fee	School-wide
Lakeland Preparatory	\$200	½ Credit Per Session Fee	Credit Recovery
Lakeland Preparatory	\$50	Visual Arts	Art
Lakeland Middle Preparatory	\$50	5 Day Art	Art
Lakeland Middle Preparatory	\$20	5th Grade Art and 6th Grade MAPS Rotation Art	Art
Lakeland Preparatory	\$25	AAPPL Language Test	French
Lakeland Middle Preparatory	\$25	AAPPL Language Test	French
Lakeland Preparatory	\$25	AAPPL Language Test	Spanish
Lakeland Middle Preparatory	\$25	AAPPL Language Test	Spanish
Lakeland Preparatory	Not to Exceed \$105	Advanced Placement (AP) Exam Fee	Various
Lakeland Preparatory	Not to Exceed \$50	AP Exam Late Fee	Various
Lakeland Preparatory	\$80	Autodesk Inventor Certification	STEM III
Lakeland Preparatory	\$75	Band Instrument Rental Fee (Summer)	HS Concert Band
Lakeland Middle Preparatory	\$75	Band Instrument Rental Fee (Summer)	MS Band
Lakeland Preparatory	\$75	Band Instrument Rental Fee Per Semester	HS Concert Band
Lakeland Middle Preparatory	\$75	Band Instrument Rental Fee Per Semester	MS Band



Approved on 06/08/26
Changes Proposed on 07/13/26

Lakeland School System Fees List

REQUESTED FEES FOR 2026-27

School	Requested Fee	Purpose	Course
Lakeland Preparatory	\$75	Band Fee	HS Concert Band
Lakeland Middle Preparatory	\$75	Band Fee	MS Band
Lakeland Preparatory	Not to Exceed \$175	Certified Clinical Medical Assistant (CCMA) Certification	CTE
Lakeland Preparatory	\$75	Choir Fee	Choir
Lakeland Middle Preparatory	\$75	Choir Fee	Choir
Lakeland Preparatory	\$288	Chromebook Replacement Fee	School-Wide
Lakeland Middle Preparatory	\$288	Chromebook Replacement Fee	School-Wide
Lakeland Preparatory	\$20	Course Fee	Introduction to Theatre
Lakeland Middle Preparatory	\$20	MS Theatre Course Fee	MS Theatre
Lakeland Preparatory	\$20	Course Fee	Acting
Lakeland Preparatory	\$20	Course Fee	Tech Theatre
Lakeland Preparatory	\$40	Course Fee	CTE Audio Visual Technology I, II, and III
Lakeland Middle Preparatory	\$20	Course Fee	Middle School Theatre Courses
Lakeland Preparatory	\$20	Course Fee	Production Workshop
Lakeland Middle Preparatory	\$25	MS STEM Course Fee	Middle School STEM Courses
Lakeland Preparatory	Not to exceed \$50	Curricular Field Trips	Varied
Lakeland Middle Preparatory	Not to exceed \$50	Curricular Field Trips	Varied
Lakeland Preparatory	\$99	Damaged iPad Fee	School-Wide
Lakeland Middle Preparatory	\$99	Damaged iPad Fee	School-Wide
Lakeland Preparatory	\$30	Device Case Replacement Fee	School-Wide
Lakeland Middle Preparatory	\$30	Device Case Replacement Fee	School-Wide
Lakeland Preparatory	\$45	Device Charger Replacement Fee	School-Wide
Lakeland Middle Preparatory	\$45	Device Charger Replacement Fee	School-Wide



Approved on 06/08/26
Changes Proposed on 07/13/26

Lakeland School System Fees List

REQUESTED FEES FOR 2026-27

School	Requested Fee	Purpose	Course
Lakeland Preparatory	\$50	Device Damage Incident Fee	School-Wide
Lakeland Middle Preparatory	\$50	Device Damage Incident Fee	School-Wide
Lakeland Preparatory	\$50	Device Protection Fee	School-wide
Lakeland Middle Preparatory	\$50	Device Protection Fee	School-wide
Lakeland Preparatory	Not to exceed \$288	Device Repair Fee	School-Wide
Lakeland Middle Preparatory	Not to exceed \$288	Device Repair Fee	School-Wide
Lakeland Preparatory	\$84	Hotspot Replacement Fee	School-Wide
Lakeland Middle Preparatory	\$84	Hotspot Replacement Fee	School-Wide
Lakeland Preparatory	\$40	Instructional Technology Fee	School-wide
Lakeland Middle Preparatory	\$40	Instructional Technology Fee	School-wide
Lakeland Preparatory	\$25	Lab fee	Chemistry
Lakeland Preparatory	\$25	Lab fee	Biology
Lakeland Preparatory	\$40	Lab Fee	AP Environmental Science
Lakeland Preparatory	\$25	Lab Fee	CTE Health Science Education
Lakeland Preparatory	\$25	Lab Fee	CTE Medical Therapeutics
Lakeland Preparatory	\$25	Lab Fee	Earth Science
Lakeland Preparatory	\$30	Lab Fee	Anatomy and Physiology
Lakeland Preparatory	\$30	Lab Fee	Physics
Lakeland Preparatory	\$40	Lab Fee	AP Biology
Lakeland Preparatory	\$40	Lab Fee	AP Chemistry
Lakeland Preparatory	\$40	Lab Fee	AP Psych
Lakeland Preparatory	\$25	Lab Fee	CTE STEM I
Lakeland Preparatory	\$25	Lab Fee	CTE STEM II



Approved on 06/08/26
Changes Proposed on 07/13/26

Lakeland School System Fees List

REQUESTED FEES FOR 2026-27

School	Requested Fee	Purpose	Course
Lakeland Preparatory	\$25	Lab Fee	CTE STEM III
Lakeland Preparatory	\$40	Lab Fee	Dual Enrollment Anatomy and Physiology
Lakeland Preparatory	\$40	Lab Fee	Dual Enrollment Biology
Lakeland Preparatory	Not to exceed \$80	Entrepreneurship and Small Business Certification	CTE Entrepreneurship
Lakeland Preparatory	Not to exceed \$105	Adobe Premier Pro Certification	CTE Audio Visual Technology III
Lakeland Middle Preparatory	\$10	MS Science Lab Fee	All MS Science Courses
Lakeland Preparatory	Not to exceed \$40	OSHA 10 Certification Fee	CTE
Lakeland Preparatory	\$25	PE Fee	PE
Lakeland Middle Preparatory	\$25	PE Fee	PE
Lakeland Preparatory	Not to exceed \$60	Pre-Engineering and Robotics Certification	STEM II
Lakeland Middle Preparatory	\$10	Recorder Fee	Music (5th Grade)
Lakeland Preparatory	\$75	Strings Instrument Rental Fee Per Semester	Strings
Lakeland Middle Preparatory	\$75	Strings Instrument Rental Fee Per Semester	Strings
Lakeland Preparatory	\$75	Strings Fee	Strings
Lakeland Middle Preparatory	\$75	Strings Fee	Strings
Lakeland Preparatory	\$40	Lab Fee	AP Physics
Lakeland Middle Preparatory	Not to exceed \$25	Additional Uniform	PE
Lakeland Preparatory	Not to exceed \$25	Additional Uniform	PE