



Johnson City Board of Education Regular Meeting

June 3, 2024

The Johnson City Board of Education met in regular session on June 3, 2024, at 6:00 PM in the Board Room at the Central Office.

Attendance Taken at 6:00 PM.

Dr. Ginger Carter: Present
Mr. Herb Greenlee: Present
Mr. Tom Hager: Present
Mrs. Kathy Hall: Present
Mr. Jonathan Kinnick: Present
Mrs. Beth Simpson: Present
Mrs. Paula Treece: Absent

Present: 6, Absent: 1.

1. CALL TO ORDER AND OPENING

- A. Call to Order and Welcome
- B. Moment of Silence
- C. Pledge of allegiance to the flag
- D. Opening
- E. Art work on display
- F. Update on LBMS

2. RECOGNITIONS

3. ADOPTION OF AGENDA

Motion to adopt the agenda. With a motion by Mr. Jonathan Kinnick and a second by Dr. Ginger Carter, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan
Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

4. CORRESPONDENCE, DELEGATIONS AND COMMUNICATIONS

5. REPORTS FROM SUPERINTENDENT AND STAFF

A. Building Projects Update

B. Financial Report Ending April 30, 2024

Motion to approve the Financial Report Ending April 30, 2024 as submitted by Ms. Leia Valley. With a motion by Mrs. Beth Simpson and a second by Dr. Ginger Carter, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

C. Update on Sales Tax - PEP

D. 2023-2024 Encumbrances

Motion to approve the 2023-2024 Encumbrances as submitted by Ms. Leia Valley. With a motion by Mr. Jonathan Kinnick and a second by Dr. Ginger Carter, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

E. 2023-2024 BUDGET AMENDMENT #3

Motion 2023-2024 Budget Amendment #3 as submitted by Ms. Leia Valley. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Beth Simpson, the motion passed.

Dr. Ginger
Carter: YES

Mr. Herb
Greenlee: YES

Mr. Tom
Hager: YES

Mrs. Kathy
Hall: YES

Mr. Jonathan
Kinnick: YES

Mrs. Beth
Simpson: YES

Mrs. Paula
Treece: YES

YES: 7, NO: 0

F. 2024-2025 Internal Activity Funds, Site-Based Funds, and Educare Budgets
Motion to approve the 2024-2025 Internal Activity Funds, Site-Based Funds, and Educare Budgets as submitted by Ms. Leia Valley. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Beth Simpson, the motion passed.

Dr. Ginger
Carter: YES

Mr. Herb
Greenlee: YES

Mr. Tom
Hager: YES

Mrs. Kathy
Hall: YES

Mr. Jonathan
Kinnick: YES

Mrs. Beth
Simpson: YES

Mrs. Paula
Treece: YES

YES: 7, NO: 0

G. 2025 Budget and Payscales

Motion to approve the 2025 Budget and Payscales as submitted by Ms. Leia Valley. With a motion by Mr. Jonathan Kinnick and a second by Mr. Herb Greenlee, the motion passed.

Dr. Ginger
Carter: YES

Mr. Herb
Greenlee: YES

Mr. Tom Hager: YES
Mrs. Kathy Hall: YES
Mr. Jonathan Kinnick: YES
Mrs. Beth Simpson: YES
Mrs. Paula Treece: YES

YES: 7, NO: 0

6. UNFINISHED BUSINESS

7. CONSENT AGENDA

Motion to approve the Consent Agenda. With a motion by Mr. Jonathan Kinnick and a second by Dr. Ginger Carter, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

A. Approval of Minutes

B. Proposed Fundraising Activities

C. Overnight Fieldtrip Requests

D. Requests to write checks over \$5,000

E. Request to Transfer Funds

F. Second Reading - Section 2, Fiscal Management, Section 4, Instructional Services & Section 5, Personnel

8. RECOMMENDATIONS FROM THE SUPERINTENDENT FOR ACTION

A. Recommendation for Tuition Schools for 2024-2025 School Year

Motion to approve the Recommendation for Tuition Schools for 2024-2025 School Year. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Beth Simpson, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Hall:

Mr. Jonathan
Kinnick: YES

Mrs. Beth
Simpson: YES

Mrs. Paula
Treece: YES

YES: 7, NO: 0

B. Recommendation Regarding Disciplinary Hearing Board for the 2024-2025 SY
Motion to approve the Recommendation Regarding Disciplinary Hearing Board for the 2024-2025 SY. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Beth Simpson, the motion passed.

Dr. Ginger
Carter: YES

Mr. Herb
Greenlee: YES

Mr. Tom
Hager: YES

Mrs. Kathy
Hall: YES

Mr. Jonathan
Kinnick: YES

Mrs. Beth
Simpson: YES

Mrs. Paula
Treece: YES

YES: 7, NO: 0

C. Recommendation Regarding Collaborative Conferencing Management Team for the 2024-2025 SY

Motion to approve the Recommendation Regarding Collaborative Conferencing Management Team for the 2024-2025 SY. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Beth Simpson, the motion passed.

Dr. Ginger
Carter: YES

Mr. Herb
Greenlee: YES

Mr. Tom
Hager: YES

Mrs. Kathy
Hall: YES

Mr. Jonathan
Kinnick: YES

Mrs. Beth
Simpson: YES

Mrs. Paula
Treece: YES

YES: 7, NO: 0

D. Recommendation for the Family Life Curriculum

Motion to approve the Recommendation for the Family Life Curriculum. With a motion by Mr. Jonathan Kinnick and a second by Dr. Ginger Carter, the motion passed.

Dr. Ginger
Carter: YES

Mr. Herb
Greenlee: YES

Mr. Tom
Hager: YES

Mrs. Kathy
Hall: YES

Mr. Jonathan
Kinnick: YES

Mrs. Beth
Simpson: YES

Mrs. Paula
Treece: YES

YES: 7, NO: 0

E. First Reading on Policy 5.110, & 1.806

Motion to approve the First Reading on Policy 5.110. With a motion by Mr. Jonathan Kinnick and a second by Dr. Ginger Carter, the motion passed.

Dr. Ginger
Carter: YES

Mr. Herb
Greenlee: YES

Mr. Tom
Hager: YES

Mrs. Kathy
Hall: YES

Mr. Jonathan
Kinnick: YES

Mrs. Beth
Simpson: YES

Mrs. Paula
Treece: YES

YES: 7, NO: 0

Motion to approve policy 1.806 with the title: Advertising, Distribution of Materials and Vendor Access to School Property. With a motion by Dr. Ginger Carter and a second by Mr. Jonathan Kinnick, the motion passed.

Dr. Ginger
Carter: YES

Mr. Herb YES

Greenlee:

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: Absent

YES: 6, NO: 0, Absent: 1

F. Second Reading on Policy 4.603

Motion to approve the Second Reading on Policy 4.603. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Beth Simpson, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

9. NEW BUSINESS

A. July Board Meeting

Motion to approve not having a regular July Board of Education Meeting. The Board Chair and Superintendent may request a Special Called Meeting if needed before the August Meeting. With a motion by Mrs. Beth Simpson and a second by Mr. Jonathan Kinnick, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: Absent

YES: 6, NO: 0, Absent: 1

B. Communications Update

- No July Meeting
- 1% Raise + Step
- Upcoming Meeting for Towne Acres

10. INFORMATION ITEMS

A. BOE Calendar of Events

B. Personnel Items

C. Donations

11. COMMITTEE REPORTS

12. BOARD UPDATES AND DISCUSSION

13. MEETING DATES

14. ADJOURNMENT

7:07 PM

Chairman

Board Secretary



BELIEFS

To be successful, Johnson City Schools must...

- Provide the highest quality public education to all students;
- Attract, develop, and retain the very best teachers and staff;
- Engage families, business, community, and government;
- Stay on the cutting edge of educational leadership and practice; and
- Foster a caring, safe, and inclusive environment.

MISSION

To enable all students to achieve excellence.

VISION

To be a progressive school system that is globally competitive in all areas. All students have an equal opportunity to learn and be successful while meeting high expectations and are provided the resources to be healthy, productive citizens and lifelong learners.

GOAL

Advance student achievement in all curricular and extra-curricular programs

GOAL

Pursue and efficiently manage internal and external school funding

GOAL

Promote physical and mental health and wellness in a safe and secure environment

GOAL

Improve communication, collaboration, and involvement

GOAL

Champion innovation and the effective use of technology



JOHNSON CITY SCHOOLS

Post Office Box 1517, Johnson City, TN 37605 www.jcschools.org (423) 434-5200 Fax: (423) 218-4968
Dr. Steve Barnett, Superintendent of Schools

June Board of Education Recognitions

- C/LTC Bradley Davis, SHHS. US Army Armed Solo Exhibition Champion
- South Side TVA \$25,000 Grant - TVA School Uplift Program
- East Tennessee State University, College of Education:
 - Jamie Mains, South Side Elementary: Outstanding Mentor Teacher for Elementary Education
 - Gabe Bilicki-Roy, Cherokee Elementary: Outstanding Mentor Teacher for Physical Education
 - Hunter Graybeal, Science Hill High School: Outstanding Mentor Teacher for K-12 Education
 - Hayley Parker, Indian Trail Middle School: Outstanding Mentor Teacher for Educational Foundations and Special Education
- Emmett Watson Boys Long Jump: State Champion
- Boys Tennis Team: State Runner Up
Daniel Haddadin
Shreeyan Papireddy
Newton Raff
Jackson Temple
Cooper Weems
Joe Luna
Mustafa Malik
Adam Everhart
- Boys Tennis Doubles Team: Daniel Haddadin and Shreeyan Papireddy, State Runner Up
- Emmett Watson: 400-meter State Runner Up
- 4 x 200 m Relay Team: State Runner Up
Easton Miller
Trevor Whitson
Emmett Watson
Rylan Jordan
- 4 X 400-meter Relay Team: State Runner Up
Easton Miller
Rylan Jordan
Owen Johnson
Emmett Watson

BOARD OF EDUCATION

Kathy Hall, Chair Paula Treece, Vice Chair Beth Simpson, Secretary
 Dr. Ginger Carter Herb Greenlee Thomas Hager, Jr Jonathan Kinnick

The mission of the Johnson City Schools is to enable all students to achieve excellence.



JOHNSON CITY SCHOOLS

Building Projects Update

5/28/24

Towne Acres Elementary – New School

- Schematic design is in progress with consideration of community input, budgetary limits, and site constraints
- Anticipate schematic design release around end of June

Indian Trail Middle – Track Replacement

- Pre-construction meeting on site 5/29/24
- Construction start/completion TBD

Secure Foyer Improvements – Cherokee, North Side, Mountain View, Topper Academy, Columbus Powell

- Architectural concepts/estimates presented to facilities committee 5/20/24
- Next steps TBD pending discussion among school/city leadership

**SCHOOL BOARD AGENDA ITEM
JUNE 2024 MEETING**

ACTION ITEM

TOPIC: Financial Report for the month ending April 30, 2024.

BACKGROUND INFORMATION:

The un-audited financial report for the month ending April 30, 2024 is attached for your review.

Revenues:

Revenues received the month of April totaled \$8,083,512, primarily consisting of the State of TN TISA payment, Local Option Sales Tax, Current Property Tax and the monthly appropriation from the City. Current Property Tax received in April totaled \$895,306. Through April 30, 2024, Current Property Tax is down 1.8% from April 30, 2023. Property Tax collection from Washington County declined 1.3% (\$165,616) from last year to this year. Sullivan County property tax receipts have also declined due to the fact that Sullivan County dropped the portion of property tax to General Purpose Schools from \$1.1716 in 22-23 to \$0.97055 in 23-24.

Local Option Sales Tax receipted for the month was \$1,456,415. Through the month of April, Local Option Sales Tax collections has seen a decrease of 3.7% compared to April 30, 2023. Adjusted for the Washington County Funding percentage change, Local Option Sales Tax receipts would have seen a 1.8% increase.

At the end of April, revenues totaled \$83,582,245 for the year. Total Revenues were up 10.3% from April 2023 due to TISA. Total revenues received through April were at 87.6% of the budget. In comparison, last year total revenues received through April 30, 2023 were at 91% of the budget.

Expenditures:

Expenditures for the month of April totaled \$7,742,527. There were no legal services invoices paid in the month of April. Also, no capital expenditures or large equipment purchases were made in the month of April.

Total expenditures as of April 30, 2024 were at 74.9% of the budget. This is slightly lower than April 30, 2023 in which total expenditures were at 76.7% of the budget. Total expenditures for the year through April were \$77,098,743. Total expenditures were 13.8% above April 2023. This is primarily due the 6% raise, additional positions added with the 23-24 budget, the timing of the purchase of Chromebooks, and the SHHS Classroom Renovation Project.

Fund Balance:

The General Purpose School Fund Balance had a net increase through April 30, 2024 of \$6,483,502. For the year, total Fund Balance is budgeted to decrease \$7,507,225. Total Fund Balance as of April was \$26,683,747. Fund balance exceeded the fund balance target by \$11,038,337.

Tax Rate Information:

Included is the tax rates for the surrounding systems. These are the updated rates for 2023. In addition to the City of Johnson City's property tax increase, a handful of other districts also had increases. The year 2023 was a reappraisal year for Greene County. Washington County is scheduled for a reappraisal year in 2024.

Please feel free to call me if you have questions. (434-5212)

Respectfully Submitted: *Leia Valley*

Johnson City Schools
Year To Date Comparisons
For the Month Ending April 30, 2024

	<u>Y-T-D</u> <u>4/30/23</u>	<u>Y-T-D</u> <u>4/30/24</u>	<u>Difference in</u> <u>Dollars</u>	<u>Difference in</u> <u>Percentage</u>	<u>FY23 Actual</u>	<u>FY24 Budget</u>
Revenues:						
County Property Tax - Current	\$ 12,941,446	\$ 12,713,760	\$ (227,686)	-1.76%	\$ 12,829,125	\$ 12,412,095
Local Option Sales Tax	18,039,302	17,369,849	(669,453)	-3.71%	21,240,025	19,545,087
TISA (Previously BEP)	32,584,000	41,233,773	8,649,773	26.55%	36,232,267	45,712,251
Tuition	203,410	199,430	(3,980)	-1.96%	228,529	250,000
All Other Revenues	11,983,574	12,065,433	81,859	0.68%	17,788,109	17,536,293
Total Revenues	<u>\$ 75,751,731</u>	<u>\$ 83,582,245</u>	<u>\$ 7,830,513</u>	<u>10.34%</u>	<u>\$ 88,318,055</u>	<u>\$ 95,455,726</u>
Percentage of Revenue Budget Collected to Date		87.56%				
Percentage/Dollar Amount of Revenue Budget left to be Collected		12.44%				<u>\$ 11,873,481</u>
Expenditures:						
Salaries	\$ 44,629,614	\$ 50,803,897	\$ 6,174,283	13.83%	\$ 54,416,510	\$ 62,260,860
Benefits	13,502,990	14,474,257	971,267	7.19%	16,349,016	17,925,293
Electricity	1,440,043	1,389,896	(50,147)	-3.48%	1,873,578	1,900,000
Water/Sewer	216,903	208,494	(8,409)	-3.88%	284,274	300,000
Natural Gas	299,838	188,828	(111,010)	-37.02%	332,090	275,000
Disposal Fees	104,794	108,756	3,962	3.78%	141,220	130,000
Gasoline	35,334	34,761	(573)	-1.62%	45,415	50,000
Technology/Instructional Equipment	289,262	1,258,796	969,534	335.17%	351,212	2,215,245
Capital Outlay	489,247	1,304,442	815,195	166.62%	732,871	4,174,964
All Other Expenditures	6,766,425	7,326,617	560,192	8.28%	11,571,968	13,731,589
Total Expenditures	<u>\$ 67,774,449</u>	<u>\$ 77,098,743</u>	<u>\$ 9,324,294</u>	<u>13.76%</u>	<u>\$ 86,098,154</u>	<u>\$ 102,962,951</u>
Percentage of Expenditure Budget Spent to Date		74.88%				
Percentage/Dollar Amount of Expenditure Budget remaining		25.12%				<u>\$ 25,864,209</u>
Year-To-Date Revenues Over (Under) Expenditures	<u>\$ 7,977,282</u>	<u>\$ 6,483,502</u>	<u>\$ (1,493,780)</u>	<u>-18.73%</u>	<u>\$ 2,219,900</u>	<u>\$ (7,507,225)</u>

% of Fiscal Year Complete **83.33%**
 % of Fiscal Year Remaining **16.67%**

BOE POLICY 2.100 RESERVE FUNDS

Total Expenditure Budget - FY24 Budget	\$	102,962,949
Less:		
Operating Transfers	\$	62,739
Debt Service	\$	2,973,720
Capital Outlay	\$	4,174,964
Early Childhood	\$	574,884
Educare	\$	1,304,122
Total to deduct	\$	<u>9,090,429</u>
 Total Operating Budget	 \$	 93,872,520
 16% of the General Purpose School Fund Operating Budget	 \$	 <u><u>15,645,733</u></u>
 Monthly Operating Expense:		
Annual Operating Expense Budget	\$	93,872,520
 Monthly Operating Expenses Budgeted	 \$	 7,822,710
2 Months Operating Expenses Budgeted	\$	<u><u>15,645,420</u></u>

<p>BOE Policy 2.100 as revised at the 5 o'clock 2-3-2014 BOE Meeting First reading April 2014 Second reading May 2014</p>
--

Current Standing on Target Fund Balance		
*Target Unrestricted Fund Balance (as recommended at 2-3-2014 BOE Policy Meeting) 2 Months Operating Expenditures	\$	15,645,420
Current Fund Balance:		
3% Fund Balance	\$	2,783,872
Beginning of the Year Undesignated	\$	13,973,541
Current Revenues vs Expenditures	\$	6,483,502
Other Reserves	\$	3,442,842
Total Fund Balance	\$	<u>26,683,757</u>
 Target Overage as of 4/30/2024	 \$	 <u>11,038,337</u>

JOHNSON CITY SCHOOLS					
Statement of Revenues, Expenditures, and Changes in Fund Balance					
For the Period Ended April 30, 2024					
					83.33%
		Amended Budget	Actual Amounts	Budget Amount Remaining	Percentage of Budget to Date
Revenues					
40110	Current Property Tax - Washington Co.	\$ 12,068,386	12,429,288	\$ (360,902)	102.99%
40110	Current Property Tax - Sullivan Co.	\$ 238,036	167,652	\$ 70,384	70.43%
40110	Current Property Tax - Carter Co.	\$ 105,673	116,820	\$ (11,147)	110.55%
40120	Trustee's Collections - Prior Year	\$ 354,555	217,453	\$ 137,102	61.33%
40130	Circuit Clk./Clk. & Master Coll. - Prior Yr	\$ 100,000	50,759	\$ 49,241	50.76%
40140	Interest & Penalty	\$ 150,000	54,166	\$ 95,834	36.11%
40150	Pick-Up Taxes	\$ 5,500	4,173	\$ 1,327	75.87%
40162	Payments in Lieu of Taxes - Local Utilities	\$ 215,000	231,635	\$ (16,635)	107.74%
40163	Payments in Lieu of Taxes - Other	\$ 18,000	12,556	\$ 5,444	69.76%
40210	Local Option Sales Tax - Washington Co.	\$ 19,245,101	17,129,803	\$ 2,115,298	89.01%
40210	Local Option Sales Tax - Sullivan Co.	\$ 173,220	130,691	\$ 42,529	75.45%
40210	Local Option Sales Tax - Carter Co.	\$ 126,766	109,355	\$ 17,411	86.27%
40270	Business Tax	\$ 443,000	260,885	\$ 182,115	58.89%
40275	Mixed Drink Tax	\$ 3,500	4,460	\$ (960)	127.43%
40320	Bank Excise Tax	\$ 80,000	102,106	\$ (22,106)	127.63%
	Total County Taxes	\$ 33,326,737	\$ 31,021,802	\$ 2,304,935	93.08%
41110	Marriage Licenses	\$ 1,500	1,392	\$ 108	92.80%
	Total Licenses and Permits	\$ 1,500	\$ 1,392	\$ 108	92.80%
43511	Tuition - Regular Day Students	\$ 250,000	199,430	\$ 50,570	79.77%
43517	Tuition - Online Learning	\$ -	11,750	\$ (11,750)	#DIV/0!
43581	Tuition - EDUCARE	\$ 1,108,800	820,307	\$ 288,493	73.98%
43581	Tuition - ECLC	\$ 300,000	182,629	\$ 117,371	60.88%
43990	Other Charges for Services - Fingerprints	\$ 21,000	11,123	\$ 9,877	52.97%
43990	Print Shop Enterprise Account	\$ 20,000	48,849	\$ (28,849)	244.25%
	Total Charges for Current Services	\$ 1,699,800	\$ 1,274,089	\$ 425,711	74.96%
44160	Retirees' Insurance Payments	\$ 15,000	19,698	\$ (4,698)	131.32%
44170	Miscellaneous Refunds	\$ -	14,248	\$ (14,248)	#DIV/0!
44570	Contributions	\$ -	115,859	\$ (115,859)	#DIV/0!
44570	Contributions - Shoe Fund	\$ 10,000	8,351	\$ 1,649	83.51%
44570	Contributions - Homeless Fund	\$ -	4,406	\$ (4,406)	#DIV/0!
44990	Other Local Revenue (STEAM 536)	\$ 1,000	-	\$ 1,000	0.00%
44990	Other Local Revenue (Misc)	\$ -	336	\$ (336)	#DIV/0!
	Total Other Local Revenues	\$ 26,000	\$ 162,898	\$ (136,898)	626.53%
46510	Tennessee Investment in Student Achievement (TISA)	\$ 45,712,251	41,233,773	\$ 4,478,478	90.20%
46550	Driver Education	\$ 9,000	-	\$ 9,000	0.00%
46610	Career Ladder	\$ 89,279	44,100	\$ 45,179	49.40%
46990	Other State Revenues - State Paid Parental Leave	\$ -	97,221	\$ (97,221)	#DIV/0!
	Total State Education Funds	\$ 45,810,530	\$ 41,375,094	\$ 4,435,436	90.32%
47640	ROTC Reimbursement	\$ 55,000	57,931	\$ (2,931)	105.33%
	Total Direct Federal Government	\$ 55,000	\$ 57,931	\$ (2,931)	105.33%
48610	Donations	\$ -	1	\$ (1)	#DIV/0!
49800	Operating Transfers	\$ -	-	\$ -	#DIV/0!
49810	City General Fund Transfer - Operations	\$ 11,626,736	9,689,037	\$ 1,937,699	83.33%
49810	City General Fund Transfer - Transportation	\$ 2,909,423	-	\$ 2,909,423	0.00%
	Total Other Sources	\$ 14,536,159	\$ 9,689,038	\$ 4,847,121	66.65%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended April 30, 2024						
						83.33%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
Total Revenues			\$ 95,455,726	\$ 83,582,245	\$ 11,873,481	87.56%
APPROPRIATIONS (Expenditures)						
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
INSTRUCTION						
71100	116	Teachers	\$ 32,900,243	26,628,740	\$ 6,271,503	80.94%
71100	116	Safety Net Program (1-031)	\$ 49,000	18,111	\$ 30,889	36.96%
71100	116	RTI (534)	\$ 752,833	573,867	\$ 178,966	76.23%
71100	116	Four-Year Transition Plan (2-301)	\$ 6,000	6,893	\$ (893)	114.88%
71100	116	Local Extended Contract (1-578)	\$ 239,971	28,491	\$ 211,480	11.87%
71100	116	Mountain View Orchestra (9-581)	\$ 8,825	-	\$ 8,825	0.00%
71100	116	Curriculum Development (538)	\$ 22,000	20,230	\$ 1,770	91.95%
71100	116	Teacher Stipends for Online Learning (555)	\$ 20,000	11,895	\$ 8,105	59.48%
71100	117	Career Ladder	\$ 44,000	19,750	\$ 24,250	44.89%
71100	163	Educational Assistants	\$ 1,199,400	996,238	\$ 203,162	83.06%
71100	189	Other Salaries & Wages	\$ -	9,184	\$ (9,184)	#DIV/0!
71100	195	Substitute Teachers Certified	\$ 168,500	73,767	\$ 94,734	43.78%
71100	198	Substitute Teachers - Non Certified	\$ 450,000	418,536	\$ 31,464	93.01%
71100	201	Social Security	\$ 2,182,305	1,675,119	\$ 507,186	76.76%
71100	204	Retirement	\$ 2,562,444	1,980,255	\$ 582,189	77.28%
71100	206	Life Insurance	\$ 7,089	53,317	\$ (46,228)	752.11%
71100	207	Medical Insurance	\$ 4,039,070	3,191,900	\$ 847,170	79.03%
71100	208	Dental Insurance	\$ 177,685	150,869	\$ 26,816	84.91%
71100	210	Unemployment	\$ 50,000	8,188	\$ 41,812	16.38%
71100	211	Local Retirement	\$ -	9,709	\$ (9,709)	#DIV/0!
71100	212	Medicare	\$ 519,369	395,026	\$ 124,343	76.06%
71100	216	Other Post Employment Benefits (Retiree Insurance)	\$ 600,000	520,350	\$ 79,650	86.73%
71100	217	Retirement-Hybrid Stabilization	\$ 117,300	98,595	\$ 18,705	84.05%
71100	336	Performing Music Maintenance and Repair Equipment	\$ 21,614	5,904	\$ 15,710	27.31%
71100	356	Tuition	\$ 3,000	-	\$ 3,000	0.00%
71100	399	Other Contracted Services (Site-Based check-copiers)	\$ 85,468	85,468	\$ -	100.00%
71100	399	RTI (1-534)	\$ 20,000	24,795	\$ (4,795)	123.98%
71100	399	Edmentum (Credit Recovery) 1-519	\$ 61,000	60,083	\$ 917	98.50%
71100	399	Public Chapter 426, Public Acts of 2011 (1-532)	\$ 40,000	29,248	\$ 10,752	73.12%
71100	399	Subscription Renewal - Nearpod (1-536)	\$ 38,000	37,893	\$ 107	99.72%
71100	399	Subscription Renewal - Brain Pop (1-536)	\$ 27,000	29,979	\$ (2,979)	111.03%
71100	399	Subscription Renewal - Hapara	\$ 29,000	28,100	\$ 901	96.89%
71100	399	Subscription Renewal - Neptune Navigate	\$ 3,000	2,750	\$ 250	91.67%
71100	399	Subscription Renewal - Canvas	\$ 58,000	51,944	\$ 6,056	89.56%
71100	399	Subscription - Generation Genius	\$ 9,000	8,955	\$ 45	99.50%
71100	399	Subscription Renewal - Mystery Science	\$ 10,000	11,160	\$ (1,160)	111.60%
71100	399	Subscription Renewal - Explore Learning	\$ 29,000	32,403	\$ (3,403)	111.73%
71100	399	Subscription Renewal - Flocabulary	\$ -	18,007	\$ (18,007)	#DIV/0!
71100	399	Subscription Renewal - My Reading Academy	\$ 60,000	-	\$ 60,000	0.00%
71100	399	Subscription Renewal - Study Island	\$ 21,000	15,625	\$ 5,375	74.40%
71100	399	Subscription - Quiz	\$ 20,000	20,000	\$ -	100.00%
71100	399	Subscription - Vocabulary.com	\$ -	21,700	\$ (21,700)	#DIV/0!
71100	399	Virtual Program Instruction	\$ -	216,675	\$ (216,675)	#DIV/0!
71100	399	Other Contracted Services	\$ -	10,044	\$ (10,044)	#DIV/0!
71100	429	Instructional Supplies and Materials	\$ 226,844	250,081	\$ (23,237)	110.24%
71100	429	Forward Funding	\$ 41,362	41,362	\$ -	100.00%
71100	429	Summer School Supplies (1-033)	\$ 5,000	-	\$ 5,000	0.00%
71100	429	AP - Instructional Supplies (2-583)	\$ 7,500	3,778	\$ 3,722	50.37%
71100	429	RTI - (1-534)	\$ 12,000	5,557	\$ 6,443	46.31%
71100	429	Instructional Supplies - Science Materials	\$ 21,296	21,296	\$ -	100.00%
71100	429	Instructional Supplies - STEAM (536) +1K Donation	\$ 15,000	7,141	\$ 7,859	47.61%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended April 30, 2024						
						83.33%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
71100	429	Instructional Supplies - Special Budget Request	\$ 35,000	16,997	\$ 18,003	48.56%
71100	449	Textbooks	\$ 782,800	109,211	\$ 673,589	13.95%
71100	449	Textbooks - Reserved for Encumbrances	\$ 488,001	486,291	\$ 1,710	99.65%
71100	471	Software Maintenance	\$ 100,000	45,203	\$ 54,798	45.20%
71100	499	Other Supplies and Materials	\$ -	-	\$ -	#DIV/0!
71100	535	Fee Waiver Student Fees	\$ 125,898	125,898	\$ -	100.00%
71100	535	Fee Waiver Student Performing Music	\$ 7,550	7,550	\$ -	100.00%
71100	722	Regular Instruction Equipment	\$ 103,017	31,748	\$ 71,269	30.82%
71100	722	Performing Music Equipment	\$ 43,614	24,125	\$ 19,489	55.32%
71100	722	Instruction Equipment - Special Budget Request	\$ 807,358	23,718	\$ 783,640	2.94%
71100	722	Technology - BOE Tech Plan (568)	\$ 1,260,000	1,179,204	\$ 80,796	93.59%
		Total Instruction	\$ 50,733,356	\$ 39,978,923	\$ 10,754,433	78.80%
		Alternative Instruction Program				
71150	116	Teachers	\$ 751,907	792,990	\$ (41,083)	105.46%
71150	163	Educational Assistants	\$ 153,000	103,833	\$ 49,167	67.86%
71150	201	Social Security	\$ 55,199	52,394	\$ 2,805	94.92%
71150	204	Retirement	\$ 83,899	79,253	\$ 4,646	94.46%
71150	206	Life Insurance	\$ 2,172	1,639	\$ 533	75.45%
71150	207	Medical Insurance	\$ 104,000	116,892	\$ (12,892)	112.40%
71150	208	Dental Insurance	\$ 3,163	3,701	\$ (538)	117.02%
71150	211	Local Retirement	\$ -	2,062	\$ (2,062)	#DIV/0!
71150	212	Medicare	\$ 13,121	12,254	\$ 867	93.39%
71150	217	Retirement-Hybrid Stabilization	\$ 2,173	1,313	\$ 860	60.40%
71150	399	Other Contracted Services	\$ 5,908	5,908	\$ -	100.00%
71150	429	Instructional Supplies and Materials	\$ 15,356	15,356	\$ -	100.00%
71150	499	Other Supplies and Materials	\$ 3,046	3,046	\$ -	100.00%
71150	722	Regular Instruction Equipment	\$ 12,848	10,001	\$ 2,847	77.84%
		Total Alternative Instruction	\$ 1,205,792	\$ 1,200,642	\$ 5,150	99.57%
		SPECIAL EDUCATION				
71200	116	Teachers	\$ 3,261,443	2,540,701	\$ 720,742	77.90%
71200	117	Career Ladder	\$ 9,000	4,500	\$ 4,500	50.00%
71200	163	Educational Assistants	\$ 750,000	629,902	\$ 120,098	83.99%
71200	171	Speech Pathologist	\$ 539,951	416,408	\$ 123,543	77.12%
71200	198	Non Certified Substitutes	\$ 20,475	-	\$ 20,475	0.00%
71200	201	Social Security	\$ 279,433	210,228	\$ 69,205	75.23%
71200	204	Retirement	\$ 340,446	268,981	\$ 71,465	79.01%
71200	206	Life Insurance	\$ 10,994	7,232	\$ 3,762	65.78%
71200	207	Medical Insurance	\$ 501,000	437,008	\$ 63,992	87.23%
71200	208	Dental Insurance	\$ 18,016	14,721	\$ 3,295	81.71%
71200	211	Local Retirement	\$ -	4,952	\$ (4,952)	#DIV/0!
71200	212	Medicare	\$ 66,423	49,302	\$ 17,121	74.22%
71200	217	Retirement-Hybrid Stabilization	\$ 19,209	17,243	\$ 1,966	89.76%
71200	312	Contracts w/Private Agencies	\$ -	37,392	\$ (37,392)	#DIV/0!
71200	429	Instructional Supplies and Materials	\$ 17,650	17,189	\$ 461	97.39%
71200	499	Other Supplies and Materials	\$ -	113	\$ (113)	#DIV/0!
71200	725	Special Education Instruction Equipment	\$ -	1,742	\$ (1,742)	#DIV/0!
		Total Special Education	\$ 5,834,040	\$ 4,657,614	\$ 1,176,426	79.84%
		VOCATIONAL INSTRUCTION				
71300	116	Teachers	\$ 1,689,878	1,376,624	\$ 313,254	81.46%
71300	117	Career Ladder	\$ 4,000	2,000	\$ 2,000	50.00%
71300	163	Educational Assistants	\$ 80,500	62,067	\$ 18,433	77.10%
71300	201	Social Security	\$ 108,239	83,841	\$ 24,398	77.46%
71300	204	Retirement	\$ 131,571	106,999	\$ 24,572	81.32%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended April 30, 2024						
						83.33%
			Amended Budget	Actual Amounts	Budget Amount Remaining	Percentage of Budget to Date
71300	206	Life Insurance	\$ 4,259	2,749	\$ 1,510	64.55%
71300	207	Medical Insurance	\$ 212,000	195,474	\$ 16,526	92.20%
71300	208	Dental Insurance	\$ 6,624	6,041	\$ 583	91.19%
71300	211	Local Retirement	\$ -	-	\$ -	#DIV/0!
71300	212	Medicare	\$ 25,728	19,608	\$ 6,120	76.21%
71300	217	Retirement-Hybrid Stabilization	\$ 6,999	5,343	\$ 1,656	76.34%
71300	399	Other Contracted Services	\$ 1,617	1,617	\$ -	100.00%
71300	429	Instructional Supplies and Materials	\$ 39,240	34,717	\$ 4,523	88.47%
71300	429	Forward Funding	\$ 1,617	1,617	\$ -	100.00%
71300	730	Vocational Equipment	\$ 4,389	-	\$ 4,389	0.00%
		Total Vocational Instruction	\$ 2,316,661	\$ 1,898,697	\$ 417,964	81.96%
		ATTENDANCE				
72110	189	Other Salaries and Wages	\$ 212,330	188,764	\$ 23,566	88.90%
72110	201	Social Security	\$ 12,952	10,610	\$ 2,342	81.92%
72110	204	State Retirement	\$ 16,880	12,681	\$ 4,199	75.12%
72110	206	Life Insurance	\$ 510	206	\$ 304	40.43%
72110	207	Medical Insurance	\$ 33,278	37,037	\$ (3,759)	111.29%
72110	208	Dental Insurance	\$ 1,910	1,025	\$ 885	53.68%
72110	211	Local Retirement	\$ -	1,141	\$ (1,141)	#DIV/0!
72110	212	Medicare	\$ 3,079	2,482	\$ 597	80.59%
72110	217	Retirement - Hybrid Stabilization	\$ 2,229	2,160	\$ 69	96.91%
72110	471	Software Maintenance	\$ 52,672	131,155	\$ (78,483)	249.00%
		Total Attendance	\$ 335,840	\$ 387,260	\$ (51,420)	115.31%
		HEALTH SERVICES				
72120	131	Medical Personnel	\$ 689,484	594,532	\$ 94,952	86.23%
72120	201	Social Security	\$ 42,103	34,494	\$ 7,609	81.93%
72120	204	Retirement	\$ 54,814	45,562	\$ 9,252	83.12%
72120	206	Life Insurance	\$ 1,655	885	\$ 770	53.48%
72120	207	Medical Insurance	\$ 100,000	82,996	\$ 17,004	83.00%
72120	208	Dental Insurance	\$ 3,000	2,506	\$ 494	83.55%
72120	212	Medicare	\$ 9,998	8,067	\$ 1,931	80.69%
72120	217	Retirement-Hybrid Stabilization	\$ 7,240	5,924	\$ 1,316	81.82%
72120	355	Travel	\$ 1,800	421	\$ 1,379	23.40%
72120	399	Other Contracted Services	\$ 8,320	6,026	\$ 2,294	72.42%
72120	413	Drugs & Medical Supplies	\$ 3,580	6,486	\$ (2,906)	181.17%
72120	499	Other Supplies & Materials	\$ 15,700	34,182	\$ (18,482)	217.72%
72120	524	Staff Development	\$ 1,000	9,345	\$ (8,345)	934.54%
72120	599	CSH - Donations	\$ 100,000	591	\$ 99,409	0.59%
72120	735	Health Equipment	\$ 500	467	\$ 33	93.46%
		Total Health Services	\$ 1,039,194	\$ 832,486	\$ 206,709	80.11%
		STUDENT SUPPORT				
72130	117	Career Ladder	\$ 2,000	1,000	\$ 1,000	50.00%
72130	123	Guidance Personnel	\$ 1,517,961	1,368,309	\$ 149,652	90.14%
72130	161	Secretary	\$ 49,500	40,907	\$ 8,593	82.64%
72130	189	Other Salaries & Benefits	\$ 961,939	685,779	\$ 276,160	71.29%
72130	201	Social Security	\$ 154,416	122,319	\$ 32,097	79.21%
72130	204	Retirement	\$ 202,141	159,218	\$ 42,923	78.77%
72130	206	Life Insurance	\$ 6,075	3,618	\$ 2,457	59.56%
72130	207	Medical Insurance	\$ 357,960	255,123	\$ 102,837	71.27%
72130	208	Dental Insurance	\$ 12,187	7,405	\$ 4,782	60.76%
72130	211	Local Retirement	\$ -	2,676	\$ (2,676)	#DIV/0!
72130	212	Medicare	\$ 36,705	28,632	\$ 8,073	78.00%
72130	217	Retirement-Hybrid Stabilization	\$ 14,522	13,557	\$ 965	93.36%
72130	322	Evaluation & Testing	\$ 30,000	-	\$ 30,000	0.00%

JOHNSON CITY SCHOOLS									
Statement of Revenues, Expenditures, and Changes in Fund Balance									
For the Period Ended April 30, 2024									
						83.33%			
				Amended	Actual	Budget Amount	Percentage		
				Budget	Amounts	Remaining	of Budget to Date		
72130	322	AP Testing (2-583)	\$	105,000	-	\$	105,000	0.00%	
72130	399	Other Contracted Services - Pre-ACT Assessment	\$	8,000	-	\$	8,000	0.00%	
72130	499	Other Supplies & Materials	\$	-	1,274	\$	(1,274)	#DIV/0!	
72130	524	Inservice/Staff Development	\$	-	1,464	\$	(1,464)	#DIV/0!	
72130	790	Other Equipment (1-529)	\$	2,500	-	\$	2,500	0.00%	
Total Student Support			\$	3,460,906	\$	2,691,280	\$	769,626	77.76%
INSTRUCTION SUPPORT									
72210	105	Administration	\$	728,452	619,354	\$	109,098	85.02%	
72210	117	Career Ladder	\$	8,000	4,000	\$	4,000	50.00%	
72210	129	Librarians	\$	850,322	687,611	\$	162,711	80.86%	
72210	137	Educational Media Personnel	\$	329,000	262,029	\$	66,971	79.64%	
72210	161	Secretary	\$	124,500	105,163	\$	19,337	84.47%	
72210	189	Other Salaries and Wages	\$	1,181,111	1,206,114	\$	(25,003)	102.12%	
72210	189	Other Salaries and Wages - Tech Teacher Leader	\$	30,500	-	\$	30,500	0.00%	
72210	201	Social Security	\$	198,365	171,017	\$	27,348	86.21%	
72210	204	Retirement	\$	250,581	214,197	\$	36,384	85.48%	
72210	206	Life Insurance	\$	7,805	4,992	\$	2,813	63.96%	
72210	207	Medical Insurance	\$	310,378	289,346	\$	21,032	93.22%	
72210	208	Dental Insurance	\$	10,183	9,642	\$	541	94.69%	
72210	211	Local Retirement	\$	-	3,545	\$	(3,545)	#DIV/0!	
72210	212	Medicare	\$	47,152	39,538	\$	7,614	83.85%	
72210	217	Retirement-Hybrid Stabilization	\$	6,911	3,216	\$	3,695	46.54%	
72210	355	Travel	\$	11,500	12,832	\$	(1,332)	111.58%	
72210	355	Travel Academic Competitions - Robotics Team (5K) (16-57)	\$	10,000	5,949	\$	4,051	59.49%	
72210	399	Niswonger Class Fees (555)	\$	5,000	750	\$	4,250	15.00%	
72210	399	Contracted Services Niswonger Consortium Fee (555)	\$	15,200	20,034	\$	(4,834)	131.80%	
72210	399	Other Contracted Services (5\$ Transact)	\$	9,000	-	\$	9,000	0.00%	
72210	399	Other Contracted Services-Safety Net Program (1-031)	\$	41,000	-	\$	41,000	0.00%	
72210	399	Other Contracted Services - Frontline	\$	28,000	28,980	\$	(980)	103.50%	
72210	399	Other Contracted Services - Robotics Team (16-572)	\$	1,000	1,500	\$	(500)	150.00%	
72210	399	Other Contracted Services - Bloomz	\$	16,500	-	\$	16,500	0.00%	
72210	399	Other Contracted Services - 504 Online System	\$	5,000	-	\$	5,000	0.00%	
72210	399	Other Contracted Services - Major Clarity	\$	7,000	7,630	\$	(630)	109.00%	
72210	399	At-Risk Services (1-964)	\$	1,000	-	\$	1,000	0.00%	
72210	399	Random Drug Testing (DOT Physicals)	\$	16,000	6,518	\$	9,482	40.74%	
72210	399	Technology (1-053)	\$	-	-	\$	-	#DIV/0!	
72210	399	Other Contracted Services - Renaissance Learning	\$	-	39,600	\$	(39,600)	#DIV/0!	
72210	399	Contracted Services - RC (1-030)	\$	2,400	1,724	\$	676	71.82%	
72210	399	Internal Assessment Platform - Illuminate	\$	55,000	-	\$	55,000	0.00%	
72210	399	Other Contracted Services - STEM 536	\$	-	950	\$	(950)	#DIV/0!	
72210	399	Other Contracted Services (Misc)	\$	20,000	16,158	\$	3,842	80.79%	
72210	432	Library Books Media	\$	42,472	40,010	\$	2,462	94.20%	
72210	471	Software Maintenance	\$	-	4,614	\$	(4,614)	#DIV/0!	
72210	471	Software Maintenance - Library Software	\$	15,000	879	\$	14,121	5.86%	
72210	499	Other Supplies & Materials	\$	10,000	9,327	\$	673	93.27%	
72210	499	Mclass Amplify Program (1-524)	\$	26,000	23,880	\$	2,120	91.85%	
72210	499	Other Supplies & Materials-RC (1-030)	\$	7,700	3,780	\$	3,920	49.09%	
72210	499	Other Supplies and Materials - Robotics Team (16-572)	\$	5,000	-	\$	5,000	0.00%	
72210	499	Shoe Fund (1-520)	\$	15,725	9,052	\$	6,673	57.57%	
72210	499	Raptor (964)	\$	2,400	-	\$	2,400	0.00%	
72210	499	Homeless Donations (701)	\$	11,678	4,619	\$	7,059	39.55%	
72210	524	Teacher Leadership Academy (537)	\$	44,500	45,494	\$	(994)	102.23%	
72210	524	In-service Staff Dev. System Wide/School Based	\$	148,780	175,357	\$	(26,577)	117.86%	
72210	524	AP Staff Development (2-583)	\$	10,000	150	\$	9,850	1.50%	
72210	599	Non Revenue Producing Sports \$30K (25/5)	\$	85,000	49,203	\$	35,797	57.89%	
72210	599	Non Revenue Producing Sports - Reserved for Encumbrance	\$	17,723	13,472	\$	4,252	76.01%	
72210	599	Other Charges - MS Competition Fees	\$	3,000	-	\$	3,000	0.00%	
72210	599	Other Charges	\$	4,000	-	\$	4,000	0.00%	

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended April 30, 2024						
						83.33%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72210	790	Non Revenue Producing Sports - Arts \$20K (15/5)	\$ 25,000	14,329	\$ 10,671	57.32%
72210	790	Other Equipment - Special Budget Request	\$ 179,352	174,506	\$ 4,846	97.30%
72210	790	Safety - Radios (1-964) - Elementary	\$ 5,000	-	\$ 5,000	0.00%
72210	790	Other Equipment	\$ 5,000	2,078	\$ 2,922	41.55%
		Total Instruction Support	\$ 4,990,190	\$ 4,333,137	\$ 657,053	86.83%
		ALTERNATIVE INSTRUCTIONAL SUPPORT				
72215	161	Secretaries	\$ 37,000	31,485	\$ 5,515	85.10%
72215	201	Social Security	\$ 2,255	1,648	\$ 607	73.07%
72215	204	Retirement	\$ 2,942	2,383	\$ 559	81.01%
72215	206	Life Insurance	\$ 89	36	\$ 53	39.96%
72215	207	Medical Insurance	\$ 9,700	10,799	\$ (1,099)	111.33%
72215	208	Dental Insurance	\$ 145	211	\$ (66)	145.50%
72215	212	Medicare	\$ 537	385	\$ 152	71.75%
72215	217	Retirement - Hybrid Stabilization	\$ 389	450	\$ (61)	115.78%
72215	435	Office Supplies	\$ 2,462	2,462	\$ -	100.00%
72215	524	In-Service/Staff Development	\$ 2,000	-	\$ 2,000	0.00%
		Total Alternative Instruction Support	\$ 57,519	\$ 49,860	\$ 7,659	86.68%
		SPECIAL EDUCATION SUPPORT				
72220	105	Administration	\$ 132,081	84,509	\$ 47,572	63.98%
72220	117	Career Ladder	\$ 1,000	-	\$ 1,000	0.00%
72220	124	Psychological Personnel	\$ 78,324	64,083	\$ 14,241	81.82%
72220	131	Physical Therapist	\$ 175,147	218,013	\$ (42,866)	124.47%
72220	161	Secretary	\$ 106,000	88,117	\$ 17,883	83.13%
72220	189	Other Salaries & Wages	\$ -	29,952	\$ (29,952)	#DIV/0!
72220	201	Social Security	\$ 30,047	28,057	\$ 1,990	93.38%
72220	204	Retirement	\$ 43,742	40,943	\$ 2,799	93.60%
72220	206	Life Insurance	\$ 1,182	836	\$ 346	70.70%
72220	207	Medical Insurance	\$ 72,000	73,975	\$ (1,975)	102.74%
72220	208	Dental Insurance	\$ 2,424	2,327	\$ 97	96.00%
72220	211	Local Retirement	\$ -	494	\$ (494)	#DIV/0!
72220	212	Medicare	\$ 7,142	6,562	\$ 580	91.88%
72220	217	Retirement-Hybrid Stabilization	\$ 2,166	3,122	\$ (956)	144.14%
72220	310	Contracts with Other Public Agencies	\$ -	300	\$ (300)	#DIV/0!
72220	312	Contracts with Private Agencies	\$ 10,000	13,419	\$ (3,419)	134.19%
72220	314	Contracts with Public Carriers	\$ 2,000	-	\$ 2,000	0.00%
72220	336	Maintenance & Repair Services - Equipment	\$ 500	244	\$ 256	48.80%
72220	355	Travel	\$ 5,000	2,509	\$ 2,491	50.18%
72220	499	Other Supplies & Materials	\$ 5,000	4,577	\$ 423	91.55%
72220	524	In Service/Staff Development	\$ 10,000	13,470	\$ (3,470)	134.70%
		Total Special Education Support	\$ 683,755	\$ 675,509	\$ 8,246	98.79%
		VOCATIONAL INSTRUCTION SUPPORT				
72230	105	Administration	\$ 127,665	106,388	\$ 21,277	83.33%
72230	117	Career Ladder	\$ 3,000	1,500	\$ 1,500	50.00%
72230	161	Secretary	\$ 37,500	31,064	\$ 6,436	82.84%
72230	201	Social Security	\$ 10,258	8,128	\$ 2,130	79.24%
72230	204	Retirement	\$ 11,880	9,699	\$ 2,181	81.64%
72230	206	Life Insurance	\$ 404	312	\$ 92	77.28%
72230	207	Medical Insurance	\$ 20,500	16,610	\$ 3,890	81.02%
72230	208	Dental Insurance	\$ 558	462	\$ 96	82.80%
72230	212	Medicare	\$ 2,438	1,901	\$ 537	77.97%
72230	217	Retirement - Hybrid Stabilization	\$ 394	448	\$ (54)	113.74%
72230	355	Travel	\$ 154	275	\$ (121)	178.69%
72230	399	Other Contracted Services	\$ 41,000	31,679	\$ 9,321	77.27%
72230	435	Office Supplies	\$ 154	154	\$ -	100.00%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended April 30, 2024						
						83.33%
			Amended Budget	Actual Amounts	Budget Amount Remaining	Percentage of Budget to Date
72230	499	Print Shop Enterprise Account	\$ 10,000	-	\$ 10,000	0.00%
72230	499	Other Supplies & Materials PRINT SHOP	\$ 100,000	77,463	\$ 22,537	77.46%
72230	524	In-Service/Staff Development	\$ -	137	\$ (137)	#DIV/0!
		Total Vocational Instruction Support	\$ 365,905	\$ 286,220	\$ 58,408	78.22%
		TECHNOLOGY				
72250	105	Administration	\$ 103,880	86,521	\$ 17,359	83.29%
72250	121	Technicians	\$ 1,047,316	880,937	\$ 166,379	84.11%
72250	201	Social Security	\$ 70,223	55,731	\$ 14,492	79.36%
72250	204	Retirement	\$ 161,354	125,065	\$ 36,289	77.51%
72250	206	Life Insurance	\$ 2,763	1,917	\$ 846	69.40%
72250	207	Medical Insurance	\$ 175,000	136,392	\$ 38,608	77.94%
72250	208	Dental Insurance	\$ 5,809	4,574	\$ 1,236	78.73%
72250	211	Local Retirement	\$ -	6,470	\$ (6,470)	#DIV/0!
72250	212	Medicare	\$ 16,692	13,034	\$ 3,658	78.08%
72250	217	Retirement - Hybrid Stabilization	\$ 2,092	5,412	\$ (3,320)	258.70%
72250	307	Technology Communications	\$ 6,300	3,040	\$ 3,260	48.26%
72250	320	Dues and Memberships	\$ 900	-	\$ 900	0.00%
72250	350	Other Charges-Internet/ENA	\$ 200,000	173,663	\$ 26,337	86.83%
72250	355	Travel Technology	\$ 3,000	68	\$ 2,932	2.27%
72250	399	Contracted Services	\$ 44,200	4,243	\$ 39,957	9.60%
72250	411	Data Processing Supplies	\$ 11,500	2,472	\$ 9,028	21.49%
72250	435	Office Supplies Technology	\$ 1,700	825	\$ 875	48.54%
72250	471	Software Maintenance - Content Filter	\$ 26,000	-	\$ 26,000	0.00%
72250	471	Software Maintenance - Endpoint Protection - Trend	\$ 60,000	58,250	\$ 1,750	97.08%
72250	471	Subscription Renewal - ID Auto	\$ 28,000	-	\$ 28,000	0.00%
72250	471	Subscription Renewal - iBoss Cloud Storage	\$ -	23,999	\$ (23,999)	#DIV/0!
72250	471	Subscription Renewal - School Messenger	\$ 14,000	-	\$ 14,000	0.00%
72250	471	Software Maintenance - Jatheon/Email Archive	\$ 5,000	3,948	\$ 1,052	78.96%
72250	471	Software Maintenance - KnowBe4	\$ 22,000	16,436	\$ 5,564	74.71%
72250	471	Software Maintenance - TeamViewer	\$ 11,000	10,965	\$ 35	99.68%
72250	471	Software Maintenance - VXRail	\$ 26,000	-	\$ 26,000	0.00%
72250	471	Software Maintenance - Microsoft EES - OS and Office L	\$ 36,000	38,265	\$ (2,265)	106.29%
72250	471	Software Maintenance - Cisco Prime & ISE - Wireless net	\$ 36,000	15,692	\$ 20,308	43.59%
72250	471	Software Maintenance - Veeam	\$ 6,200	5,097	\$ 1,103	82.21%
72250	471	Software Maintenance - Help Desk	\$ 25,000	24,624	\$ 376	98.50%
72250	471	Software Maintenance - VMWare	\$ 12,000	-	\$ 12,000	0.00%
72250	471	Software Maintenance - MDM - Apple Devices Mosyle	\$ 15,000	-	\$ 15,000	0.00%
72250	471	Software Maintenance - SonicWall - Firewall	\$ 10,000	24,346	\$ (14,346)	243.46%
72250	471	Software Maintenance - KACE	\$ 1,300	1,375	\$ (75)	105.76%
72250	471	Software Maintenance - Identity Automation Rapid	\$ 50,000	-	\$ 50,000	0.00%
72250	471	Software Maintenance - Tipping Point	\$ 93,000	92,520	\$ 480	99.48%
72250	471	Software Hosting Services	\$ 16,000	15,476	\$ 524	96.73%
72250	471	Software Maintenance - Other	\$ 5,000	3,632	\$ 1,368	72.64%
72250	499	Other Supplies & Materials Technology	\$ 10,500	107	\$ 10,393	1.02%
72250	499	Other Supplies & Materials Technology - Chromebooks	\$ 67,261	-	\$ 67,261	0.00%
72250	524	In-service Staff Development - Technology	\$ 10,000	1,898	\$ 8,102	18.98%
72250	709	Data Processing Equipment Technology	\$ 30,000	17,813	\$ 12,187	59.38%
		Total Technology	\$ 2,467,990	\$ 1,854,807	\$ 613,183	75.15%
		BOARD OF EDUCATION				
72310	189	Other Salaries & Wages - Attorney	\$ -	7,055	\$ (7,055)	#DIV/0!
72310	206	Life Insurance	\$ 420	270	\$ 150	64.29%
72310	207	Medical Insurance	\$ 27,000	22,180	\$ 4,820	82.15%
72310	212	Employer Medicare	\$ -	102	\$ (102)	#DIV/0!
72310	305	Audit Service	\$ 20,000	20,800	\$ (800)	104.00%

JOHNSON CITY SCHOOLS							
Statement of Revenues, Expenditures, and Changes in Fund Balance							
For the Period Ended April 30, 2024							
						83.33%	
				Amended	Actual	Budget Amount	Percentage
				Budget	Amounts	Remaining	of Budget to Date
72310	320	Dues and Memberships	\$	14,000	9,131	\$ 4,869	65.22%
72310	331	Legal Services	\$	10,000	13,845	\$ (3,845)	138.45%
72310	355	Travel	\$	2,000	-	\$ 2,000	0.00%
72310	399	Other Contracted Services	\$	10,000	6,940	\$ 3,060	69.40%
72310	499	Other Supplies & Materials	\$	2,000	7,008	\$ (5,008)	350.41%
72310	506	Liability Insurance	\$	89,952	89,952	\$ -	100.00%
72310	506	*Athletic Liability Insurance	\$	40,000	40,942	\$ (942)	102.36%
72310	508	Corporate Surety Bonds	\$	150	144	\$ 6	96.00%
72310	510	Trustee's Commission	\$	520,000	439,347	\$ 80,653	84.49%
72310	513	Workman's Compensation Insurance	\$	403,032	403,032	\$ -	100.00%
72310	524	In-service Staff Development	\$	25,500	32,881	\$ (7,381)	128.95%
72310	599	Other Charges	\$	30,000	7,344	\$ 22,656	24.48%
72310	599	Athletics/Band Travel	\$	80,000	46,904	\$ 33,096	58.63%
Total Board of Education			\$	1,274,054	\$ 1,147,877	\$ 126,177	90.10%
Superintendent							
72320	101	Superintendent	\$	184,787	154,167	\$ 30,620	83.43%
72320	117	Career Ladder	\$	1,000	-	\$ 1,000	0.00%
72320	161	Secretary	\$	53,000	45,840	\$ 7,160	86.49%
72320	201	Social Security	\$	15,742	10,682	\$ 5,060	67.86%
72320	204	Retirement	\$	18,840	15,312	\$ 3,528	81.27%
72320	206	Life Insurance	\$	573	425	\$ 148	74.16%
72320	207	Medical Insurance	\$	31,000	25,281	\$ 5,719	81.55%
72320	208	Dental Insurance	\$	820	683	\$ 137	83.32%
72320	211	Local Retirement	\$	-	-	\$ -	#DIV/0!
72320	212	Medicare	\$	3,883	3,031	\$ 852	78.06%
72320	217	Retirement - Hybrid Stabilization	\$	557	656	\$ (99)	117.69%
72320	299	Other Fringe Benefits	\$	10,000	10,000	\$ -	100.00%
72320	306	Bank Charges	\$	5,000	-	\$ 5,000	0.00%
72320	307	Communications	\$	79,457	38,263	\$ 41,194	48.16%
72320	320	Dues & Memberships	\$	12,000	11,193	\$ 807	93.28%
72320	348	Postal Charges	\$	10,000	8,241	\$ 1,759	82.41%
72320	355	Travel	\$	1,000	-	\$ 1,000	0.00%
72320	399	Other Contracted Services	\$	21,200	14,143	\$ 7,057	66.71%
72320	435	Office Supplies	\$	7,000	3,642	\$ 3,358	52.03%
72320	499	Other Supplies and Materials	\$	-	102	\$ (102)	#DIV/0!
72320	524	Staff Development - Leadership Program	\$	11,000	4,866	\$ 6,134	44.24%
72320	599	Other Charges	\$	13,000	(437)	\$ 13,437	-3.36%
72320	701	Administrative Equipment	\$	2,000	-	\$ 2,000	0.00%
Total Director of Schools			\$	481,859	\$ 346,091	\$ 135,768	71.82%
OFFICE OF THE PRINCIPAL							
72410	104	Principals	\$	1,358,575	1,080,270	\$ 278,305	79.51%
72410	117	Career Ladder	\$	1,000	1,000	\$ -	100.00%
72410	119	Bookkeepers	\$	480,000	394,745	\$ 85,255	82.24%
72410	121	Data Processing Personnel	\$	68,389	56,991	\$ 11,398	83.33%
72410	139	Assistant Principals	\$	1,760,803	1,669,756	\$ 91,047	94.83%
72410	161	Secretary	\$	1,074,000	907,340	\$ 166,660	84.48%
72410	201	Social Security	\$	289,309	240,010	\$ 49,299	82.96%
72410	204	Retirement	\$	392,890	324,042	\$ 68,848	82.48%
72410	206	Life Insurance	\$	11,383	8,249	\$ 3,134	72.47%
72410	207	Medical Insurance	\$	520,000	494,436	\$ 25,564	95.08%
72410	208	Dental Insurance	\$	16,015	15,624	\$ 391	97.56%
72410	211	Local Retirement	\$	-	9,285	\$ (9,285)	#DIV/0!
72410	212	Medicare	\$	68,770	56,131	\$ 12,639	81.62%
72410	217	Retirement - Hybrid Stabilization	\$	13,912	13,686	\$ 226	98.37%
72410	307	Communication	\$	100,000	44,131	\$ 55,869	44.13%
72410	320	Dues & Memberships	\$	2,214	2,214	\$ -	100.00%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended April 30, 2024						
						83.33%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72410	348	Postal Charges	\$ 7,067	6,841	\$ 226	96.80%
72410	355	Travel	\$ 2,384	2,384	\$ -	100.00%
72410	399	Other Contracted Services	\$ -	-	\$ -	#DIV/0!
72410	435	Office Supplies	\$ 5,887	5,887	\$ -	100.00%
72410	471	Software Maintenance - Raptor	\$ 14,500	-	\$ 14,500	0.00%
72410	524	In-service/Staff Development	\$ 912	-	\$ 912	0.00%
72410	599	Safety Grant	\$ 131,700	-	\$ 131,700	0.00%
72410	701	Administrative Equipment	\$ -	3,582	\$ (3,582)	#DIV/0!
		Total Office of the Principal	\$ 6,319,710	\$ 5,336,605	\$ 983,105	84.44%
		FISCAL SERVICES				
72510	105	Administration	\$ 118,413	97,435	\$ 20,978	82.28%
72510	119	Bookkeepers	\$ 308,812	249,648	\$ 59,164	80.84%
72510	201	Social Security	\$ 26,059	20,886	\$ 5,173	80.15%
72510	204	Retirement	\$ 64,837	50,035	\$ 14,802	77.17%
72510	206	Life Insurance	\$ 1,025	687	\$ 338	67.00%
72510	207	Medical Insurance	\$ 46,100	38,140	\$ 7,960	82.73%
72510	208	Dental Insurance	\$ 1,250	1,165	\$ 85	93.18%
72510	211	Local Retirement	\$ -	3,432	\$ (3,432)	#DIV/0!
72510	212	Medicare	\$ 6,195	4,837	\$ 1,358	78.08%
72510	217	Retirement - Hybrid Stabilization	\$ 1,915	1,587	\$ 328	82.87%
72510	320	Dues & Memberships	\$ 1,500	500	\$ 1,000	33.33%
72510	355	Travel	\$ 100	121	\$ (21)	120.72%
72510	399	Other Contracted Services	\$ 50,000	51,776	\$ (1,776)	103.55%
72510	411	Data Processing Supplies	\$ 4,500	5,213	\$ (713)	115.84%
72510	435	Office Supplies	\$ 4,000	4,805	\$ (805)	120.14%
72510	499	Other Supplies and Materials	\$ 1,000	490	\$ 510	49.00%
72510	524	Staff Development	\$ 5,000	4,652	\$ 348	93.03%
72510	599	Other Charges	\$ 250	1,744	\$ (1,494)	697.42%
72510	701	Administrative Equipment	\$ 3,000	-	\$ 3,000	0.00%
		Total Fiscal Services	\$ 643,956	\$ 537,150	\$ 106,806	83.41%
		HUMAN RESOURCES				
72520	105	Supervisor/Director	\$ 113,420	62,741	\$ 50,679	55.32%
72520	161	Secretary	\$ 79,000	72,553	\$ 6,447	91.84%
72520	189	Other Salaries & Wages	\$ -	7,055	\$ (7,055)	#DIV/0!
72520	201	Social Security	\$ 11,737	7,794	\$ 3,943	66.40%
72520	204	State Retirement	\$ 20,311	14,985	\$ 5,326	73.78%
72520	206	Life Insurance	\$ 462	170	\$ 292	36.73%
72520	207	Medical Insurance	\$ 18,252	19,829	\$ (1,577)	108.64%
72520	208	Dental Insurance	\$ 820	667	\$ 153	81.36%
72520	212	Medicare	\$ 2,790	1,925	\$ 865	68.99%
72520	217	Retirement - Hybrid Stabilization	\$ 1,191	974	\$ 217	81.79%
72520	320	Dues and Memberships	\$ 600	589	\$ 11	98.17%
72520	355	Travel	\$ 1,000	-	\$ 1,000	0.00%
72520	399	Other Contracted Services	\$ 300	321	\$ (21)	107.00%
72520	435	Office Supplies	\$ 1,000	2,137	\$ (1,137)	213.70%
72520	524	Staff Development	\$ 1,250	1,241	\$ 9	99.28%
72520	599	Other Charges	\$ -	-	\$ -	#DIV/0!
72520	701	Administrative Equipment	\$ 1,250	2,469	\$ (1,219)	197.49%
		Total Human Resources	\$ 253,383	\$ 195,448	\$ 57,935	77.14%
		OPERATION OF PLANT				
72610	160	Guards	\$ 211,108	109,725	\$ 101,383	51.98%

JOHNSON CITY SCHOOLS							
Statement of Revenues, Expenditures, and Changes in Fund Balance							
For the Period Ended April 30, 2024							
						83.33%	
				Amended	Actual	Budget Amount	Percentage
				Budget	Amounts	Remaining	of Budget to Date
72610	166	Custodial Personnel	\$	1,897,500	1,521,434	\$ 376,066	80.18%
72610	166	Summer Worker (510)	\$	16,960	-	\$ 16,960	0.00%
72610	166	Custodian Overtime	\$	5,000	34,853	\$ (29,853)	697.06%
72610	201	Social Security	\$	129,964	96,144	\$ 33,820	73.98%
72610	204	Retirement	\$	244,179	170,019	\$ 74,160	69.63%
72610	206	Life Insurance	\$	5,113	2,743	\$ 2,370	53.64%
72610	207	Medical Insurance	\$	289,000	243,662	\$ 45,338	84.31%
72610	208	Dental Insurance	\$	9,100	7,915	\$ 1,185	86.98%
72610	211	Local Retirement	\$	-	14,208	\$ (14,208)	#DIV/0!
72610	212	Medicare	\$	30,893	22,484	\$ 8,409	72.78%
72610	217	Retirement - Hybrid Stabilization	\$	-	9,944	\$ (9,944)	#DIV/0!
72610	359	Disposal Fees	\$	130,000	108,756	\$ 21,244	83.66%
72610	399	Other Contracted Services	\$	-	35,716	\$ (35,716)	#DIV/0!
72610	410	Custodial Supplies	\$	150,000	160,591	\$ (10,591)	107.06%
72610	415	Electricity	\$	1,900,000	1,389,896	\$ 510,104	73.15%
72610	434	Natural Gas	\$	275,000	188,828	\$ 86,172	68.66%
72610	454	Water & Sewer	\$	300,000	208,494	\$ 91,506	69.50%
72610	499	Other Supplies & Materials	\$	5,000	2,754	\$ 2,246	55.08%
72610	720	Plant Operating Equipment	\$	5,000	9,592	\$ (4,592)	191.84%
Total Operation of Plant			\$	5,603,817	\$ 4,337,758	\$ 1,266,059	77.41%
MAINTENANCE OF PLANT							
72620	105	Administration	\$	90,274	75,228	\$ 15,046	83.33%
72620	161	Secretary	\$	45,000	36,809	\$ 8,191	81.80%
72620	167	Maintenance Personnel	\$	1,148,396	844,930	\$ 303,466	73.57%
72620	201	Social Security	\$	78,302	53,575	\$ 24,727	68.42%
72620	204	Retirement	\$	206,237	145,803	\$ 60,434	70.70%
72620	206	Life Insurance	\$	3,081	1,821	\$ 1,260	59.09%
72620	207	Medical Insurance	\$	213,000	174,953	\$ 38,047	82.14%
72620	208	Dental Insurance	\$	6,393	5,097	\$ 1,296	79.73%
72620	211	Local Retirement	\$	-	3,424	\$ (3,424)	#DIV/0!
72620	212	Medicare	\$	18,613	12,530	\$ 6,083	67.32%
72620	217	Retirement - Hybrid Stabilization	\$	4,819	4,432	\$ 387	91.97%
72620	307	Communications	\$	12,000	4,388	\$ 7,612	36.57%
72620	336	Maint & Repair Service - Equipment	\$	7,500	23,629	\$ (16,129)	315.06%
72620	399	Other Contracted Services	\$	115,000	78,215	\$ 36,785	68.01%
72620	399	ESG M& V Services	\$	17,000	17,387	\$ (387)	102.28%
72620	399	Other Contracted Svcs - Rsvrd for Encmbrnc	\$	22,893	16,157	\$ 6,736	70.57%
72620	499	Other Supplies & Materials	\$	260,000	244,082	\$ 15,918	93.88%
72620	499	Other Supplies & Materials - Rsvrd for Enmn	\$	5,422	3,482	\$ 1,940	64.23%
72620	499	Other Supplies & Materials - Special Budget Requests	\$	6,500	-	\$ 6,500	0.00%
72620	599	Other Charges-In-service/Staff Development.	\$	3,000	-	\$ 3,000	0.00%
72620	717	Plant Maintenance Equipment	\$	40,000	835	\$ 39,165	2.09%
Total Maintenance of Plant			\$	2,303,431	\$ 1,746,777	\$ 556,653	75.83%
TRANSPORTATION							
72710	189	Other Salaries & Wages - Bus Assistants	\$	38,600	9,739	\$ 28,862	25.23%
72710	201	Social Security	\$	2,393	591	\$ 1,802	24.68%
72710	204	Retirement	\$	4,270	697	\$ 3,573	16.32%
72710	211	Local Retirement	\$	300	-	\$ 300	0.00%
72710	212	Medicare	\$	560	138	\$ 422	24.67%
72710	217	Retirement - Hybrid Stabilization	\$	-	53	\$ (53)	#DIV/0!
72710	314	Contracts w/Public Carrier	\$	2,909,423	-	\$ 2,909,423	0.00%
72710	338	Maint & Repair Service	\$	15,000	13,643	\$ 1,357	90.95%
72710	425	Gasoline	\$	50,000	34,761	\$ 15,239	69.52%
72710	450	Tires & Tubes	\$	5,000	2,273	\$ 2,727	45.45%
72710	453	Vehicle Parts	\$	9,000	3,851	\$ 5,149	42.79%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended April 30, 2024						
						83.33%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72710	729	Transportation Equipment	\$ 340,540	-	\$ 340,540	0.00%
		Total Transportation	\$ 3,375,086	\$ 65,744	\$ 3,309,342	1.95%
		PUBLIC RELATIONS				
72810	189	Other Salaries and Wages	\$ 70,440	58,700	\$ 11,740	83.33%
72810	201	Social Security	\$ 4,297	3,212	\$ 1,085	74.74%
72810	204	Retirement	\$ 5,600	4,444	\$ 1,156	79.35%
72810	206	Life Insurance	\$ 169	127	\$ 42	75.03%
72810	207	Medical Insurance	\$ 15,500	12,641	\$ 2,859	81.55%
72810	208	Dental Insurance	\$ 410	342	\$ 68	83.32%
72810	211	Local Retirement	\$ -	-	\$ -	#DIV/0!
72810	212	Medicare	\$ 1,021	751	\$ 270	73.57%
72810	217	Retirement - Hybrid Stabilization	\$ 740	839	\$ (99)	113.43%
72810	320	Dues and memberships	\$ -	50	\$ (50)	#DIV/0!
72810	355	Travel Public Relations	\$ 2,000	-	\$ 2,000	0.00%
72810	399	Contracted Services Public Relations	\$ 11,000	11,294	\$ (294)	102.67%
72810	435	Office Supplies Public Relations	\$ 1,500	-	\$ 1,500	0.00%
72810	499	Other Supplies & Materials-Public Relations	\$ 4,200	1,778	\$ 2,422	42.34%
72810	524	In-service Staff Development - Public Relations	\$ 4,200	3,990	\$ 210	95.00%
72810	599	Other Charges Public Relations	\$ 2,000	1,302	\$ 699	65.08%
72810	709	Data Processing Equipment Public Relations	\$ 3,000	-	\$ 3,000	0.00%
		Total Public Relations	\$ 126,077	\$ 99,468	\$ 26,609	78.90%
		COMMUNITY SERVICE				
73300	105	Supervisor/Director	\$ 309,500	260,646	\$ 48,854	84.22%
73300	166	Custodial Personnel	\$ 22,000	20,640	\$ 1,360	93.82%
73300	189	Other Salaries and Wages	\$ 690,500	580,396	\$ 110,104	84.05%
73300	201	Social Security	\$ 63,200	52,730	\$ 10,470	83.43%
73300	204	Retirement	\$ 12,200	13,903	\$ (1,703)	113.96%
73300	206	Life Insurance	\$ 290	240	\$ 50	82.70%
73300	207	Medical Insurance	\$ 18,480	20,425	\$ (1,945)	110.53%
73300	208	Dental Insurance	\$ 730	619	\$ 111	84.76%
73300	211	Local Retirement	\$ 9,330	54	\$ 9,276	0.58%
73300	212	Medicare	\$ 14,778	12,332	\$ 2,446	83.45%
73300	217	Hybrid Stabilization	\$ -	1,797	\$ (1,797)	#DIV/0!
73300	307	Communications	\$ 2,400	551	\$ 1,849	22.96%
73300	355	Travel	\$ 5,200	-	\$ 5,200	0.00%
73300	399	Other Contracted Services	\$ 9,550	10,373	\$ (823)	108.62%
73300	422	Food Supplies	\$ 46,143	11,878	\$ 34,265	25.74%
73300	429	Instructional Supplies and Materials	\$ -	227	\$ (227)	#DIV/0!
73300	499	Other Supplies	\$ 56,221	22,664	\$ 33,557	40.31%
73300	509	Refunds	\$ 1,150	1,235	\$ (85)	107.35%
73300	524	Staff Development	\$ 4,900	1,630	\$ 3,270	33.27%
73300	599	Other Charges	\$ 25,550	10,110	\$ 15,440	39.57%
73300	790	Other Equipment	\$ 12,000	11,757	\$ 243	97.98%
		Total Community Services	\$ 1,304,122	\$ 1,034,208	\$ 269,914	79.30%
		EARLY CHILDHOOD EDUCATION				
73400	105	Supervisor/Director	\$ 21,500	33,279	\$ (11,779)	154.78%
73400	116	Teachers	\$ 191,745	136,893	\$ 54,852	71.39%
73400	163	Educational Assistants	\$ 19,500	14,655	\$ 4,845	75.15%
73400	189	Other Salaries & Wages	\$ 226,700	138,519	\$ 88,181	61.10%
73400	201	Social Security	\$ 27,433	19,533	\$ 7,900	71.20%
73400	204	Retirement	\$ 16,588	10,743	\$ 5,845	64.77%
73400	206	Life Insurance	\$ 457	262	\$ 195	57.28%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended April 30, 2024						
						83.33%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
73400	207	Medical Insurance	\$ 44,144	8,497	\$ 35,647	19.25%
73400	208	Dental Insurance	\$ 1,230	510	\$ 720	41.48%
73400	211	Local Retirement	\$ 425	-	\$ 425	0.00%
73400	212	Medicare	\$ 7,038	4,569	\$ 2,469	64.91%
73400	217	Retirement - Hybrid Stabilization	\$ 874	1,501	\$ (627)	171.78%
73400	307	Communications	\$ 50	36	\$ 14	72.00%
73400	356	Tuition	\$ -	-	\$ -	#DIV/0!
73400	399	Other Contracted Services	\$ 900	1,800	\$ (900)	200.00%
73400	422	Food Supplies	\$ -	1,981	\$ (1,981)	#DIV/0!
73400	429	Instructional Supplies	\$ -	6,564	\$ (6,564)	#DIV/0!
73400	499	Other Supplies & Materials	\$ 8,500	1,778	\$ 6,722	20.92%
73400	509	Refunds	\$ 800	150	\$ 650	18.75%
73400	524	Staff Development	\$ 2,000	-	\$ 2,000	0.00%
73400	599	Other Charges	\$ 3,000	434	\$ 2,566	14.47%
73400	790	Other Equipment	\$ 2,000	-	\$ 2,000	0.00%
		Total Early Childhood Education	\$ 574,884	\$ 381,704	\$ 193,180	66.40%
		CAPITAL OUTLAY				
76100	314	Architectural Services	\$ -	22,959	\$ (22,959)	#DIV/0!
76100	599	Summer Painting and Improvement (510)	\$ 10,000	-	\$ 10,000	0.00%
76100	599	Non-Capital Building Improvements	\$ 60,000	-	\$ 60,000	0.00%
76100	707	Building Improvements	\$ 190,000	24,129	\$ 165,871	12.70%
76100	707	Building Improvements - Special Budget Requests	\$ 695,500	-	\$ 695,500	0.00%
76100	707	Reserved For Capital Outlay	\$ 507,396	247,877	\$ 259,519	48.85%
76100	707	SHHS Classroom Renovation Project	\$ 1,206,860	835,944	\$ 370,916	69.27%
76100	707	Access Control	\$ 143,835	-	\$ 143,835	
76100	707	Reserved for Encumbrances	\$ 64,556	64,556	\$ -	100.00%
76100	790	Other Equipment	\$ -	19,990	\$ (19,990)	#DIV/0!
76100	799	Other Capital Outlay	\$ 1,128,000	48,007	\$ 1,079,993	4.26%
76100	799	Other Capital Outlay - Special Budget Requests	\$ 165,000	40,980	\$ 124,020	24.84%
76100	799	Other Capital Outlay - Reserved for Encumbrances	\$ 3,817	-	\$ 3,817	0.00%
		Total Capital Outlay	\$ 4,174,964	\$ 1,304,442	\$ 2,870,522	31.24%
		DEBT SERVICE				
82130	601	Sales Tax Trust Fund	\$ 1,924,510	1,695,850	\$ 228,660	88.12%
82130	601	ESG Bond Principal Payments	\$ 477,000	-	\$ 477,000	0.00%
82130	601	ESG Bond Principal Payments 2017 Issue	\$ 390,000	-	\$ 390,000	0.00%
82230	603	ESG Bond Interest Payments	\$ 14,310	15,095	\$ (785)	105.49%
82230	603	ESG Bond Interest Payments - 2017 Issue	\$ 158,900	-	\$ 158,900	0.00%
82230	699	ESG Bond Other Services/Fees Payments	\$ 9,000	2,831	\$ 6,169	31.46%
		Total Debt Service	\$ 2,973,720	\$ 1,713,777	\$ 1,259,943	57.63%
		TRANSFERS				
99100	590	Operating Transfers (CSH, PREK, HOMELESS)	\$ 52,739	2,985	\$ 49,754	5.66%
99100	590	Operating Transfer - SRO Overtime	\$ 10,000	2,273	\$ 7,727	22.73%
		Total Transfers	\$ 62,739	\$ 5,258	\$ 57,481	8.38%
		TOTAL EXPENDITURES	\$ 102,962,951	\$ 77,098,743	\$ 25,894,350	74.88%
		NET CHANGE IN FUND BALANCE	\$ (7,507,225)	\$ 6,483,502	\$ (14,020,867)	

JOHNSON CITY SCHOOLS					
Statement of Revenues, Expenditures, and Changes in Fund Balance					
For the Period Ended April 30, 2024					
					83.33%
		Amended	Actual	Budget Amount	Percentage
		Budget	Amounts	Remaining	of Budget to Date
	NET CHANGE IN FUND BALANCE BREAKDOWN				
	UNDESIGNATED				
	One-Time Special Budget Requests	\$ 1,113,152	\$ 174,506	\$ 938,646	
	22-23 Year-End Reserves	\$ 3,291,229	\$ 1,311,723	\$ 1,979,506	
	Technology Equipment	\$ 1,260,000	\$ 456,846	\$ 803,154	
	Indian Trail Field Improvements	\$ 1,100,000	\$ -	\$ 1,100,000	
	SHHS Classroom Renovation Project	\$ 41,942	\$ -	\$ 41,942	
	Access Controls	\$ 22,698	\$ -	\$ 22,698	
	Textbooks	\$ 500,221	\$ 109,211	\$ 391,010	
	Total Undesignated Fund Balance	\$ 7,329,242	\$ 2,052,286	\$ 5,276,956	
	EDUCARE	\$ 177,983	\$ 218,639	\$ (40,656)	
	Total Net Change in Fund Balance	\$ 7,507,225	\$ 3,005,094	\$ 4,502,131	

Locality	2018 Rate	Increase	2019 Rate	Increase	2020 Rate	Increase	2021 Rate	Increase	2022 Rate	Residents	Increase	2023 Rate	Residents
										Combined Rate			Combined Rate
Washington County	\$ 2.3798	\$ (0.2298)	\$ 2.1500	\$ -	\$ 2.1500	\$ -	\$ 2.1500	\$ -	\$ 2.1500	\$ 2.1500	\$ -	\$ 2.1500	\$ 2.1500
Watauga	\$ 0.7000	\$ -	\$ 0.7000	\$ -	\$ 0.7000	\$ (0.1300)	\$ 0.5700	\$ -	\$ 0.5700	\$ 2.7200	\$ -	\$ 0.5700	\$ 2.7200
Jonesborough	\$ 1.3105	\$ (0.1105)	\$ 1.2000	\$ -	\$ 1.2000	\$ -	\$ 1.2000	\$ -	\$ 1.2000	\$ 3.3500	\$ 0.2500	\$ 1.4500	\$ 3.6000
Johnson City	\$ 1.8900	\$ (0.1800)	\$ 1.7100	\$ -	\$ 1.7100	\$ 0.0200	\$ 1.7300	\$ -	\$ 1.7300	\$ 3.8800	\$ 0.2500	\$ 1.9800	\$ 4.1300
Unicoi County	\$ 2.6838	\$ -	\$ 2.6838	\$ 0.1700	\$ 2.8538	\$ -	\$ 2.8538	\$ (0.5033)	\$ 2.3505	\$ 2.3505	\$ 0.2600	\$ 2.6105	\$ 2.6105
Erwin	\$ 1.4620	\$ 0.4000	\$ 1.8620	\$ -	\$ 1.8620	\$ -	\$ 1.8620	\$ (0.3108)	\$ 1.5512	\$ 3.9017	\$ -	\$ 1.5512	\$ 4.1617
Sullivan County	\$ 2.5500	\$ 0.0200	\$ 2.5700	\$ -	\$ 2.5700	\$ (0.1638)	\$ 2.4062	\$ -	\$ 2.4062	\$ 2.4062	\$ -	\$ 2.4062	\$ 2.4062
Bluff City	\$ 1.2800	\$ -	\$ 1.2800	\$ -	\$ 1.2800	\$ (0.1010)	\$ 1.1790	\$ -	\$ 1.1790	\$ 3.5852	\$ 0.1210	\$ 1.3000	\$ 3.7062
Bristol	\$ 2.1612	\$ -	\$ 2.1612	\$ -	\$ 2.1612	\$ (0.1749)	\$ 1.9863	\$ -	\$ 1.9863	\$ 4.3925	\$ -	\$ 1.9863	\$ 4.3925
Johnson City	\$ 1.8400	\$ 0.1100	\$ 1.9500	\$ -	\$ 1.9500	\$ (0.4000)	\$ 1.5500	\$ -	\$ 1.5500	\$ 3.9562	\$ 0.2500	\$ 1.8000	\$ 4.2062
Kingsport	\$ 1.9750	\$ 0.0893	\$ 2.0643	\$ -	\$ 2.0643	\$ (0.1860)	\$ 1.8783	\$ 0.1200	\$ 1.9983	\$ 4.4045	\$ -	\$ 1.9983	\$ 4.4045
Carter County	\$ 2.4700	\$ -	\$ 2.4700	\$ -	\$ 2.4700	\$ (0.4400)	\$ 2.0300	\$ -	\$ 2.0300	\$ 2.0300	\$ 0.1500	\$ 2.1800	\$ 2.1800
Elizabethton	\$ 1.7900	\$ 0.0600	\$ 1.8500	\$ -	\$ 1.8500	\$ (0.2800)	\$ 1.5700	\$ -	\$ 1.5700	\$ 3.6000	\$ 0.0800	\$ 1.6500	\$ 3.8300
Johnson City	\$ 1.8400	\$ (0.0100)	\$ 1.8300	\$ -	\$ 1.8300	\$ (0.2800)	\$ 1.5500	\$ -	\$ 1.5500	\$ 3.5800	\$ 0.2500	\$ 1.8000	\$ 3.9800
Watauga	\$ 0.7000	\$ -	\$ 0.7000	\$ -	\$ 0.7000	\$ (0.1300)	\$ 0.5700	\$ -	\$ 0.5700	\$ 2.6000	\$ -	\$ 0.5700	\$ 2.7500
Greene County	\$ 2.0145	\$ -	\$ 2.0145	\$ -	\$ 2.0145	\$ -	\$ 2.0145	\$ -	\$ 2.0145	\$ 2.0145	\$ (0.3645)	\$ 1.6500	\$ 1.6500
Greene County for City Residents	\$ 1.8551	\$ 0.1294	\$ 1.9845	\$ -	\$ 1.9845	\$ -	\$ 1.9845	\$ -	\$ 1.9845	\$ 4.1620	\$ (0.3445)	\$ 1.6400	\$ 3.3471
Greeneville City	\$ 2.1775	\$ -	\$ 2.1775	\$ -	\$ 2.1775	\$ -	\$ 2.1775	\$ -	\$ 2.1775	\$ 4.1620	\$ (0.4704)	\$ 1.7071	\$ 3.3471
Hawkins County	\$ 2.5323	\$ -	\$ 2.5323	\$ -	\$ 2.5323	\$ (0.3646)	\$ 2.1677	\$ 0.1500	\$ 2.3177	\$ 2.3177	\$ 0.0070	\$ 2.3247	\$ 2.3247
Rogersville City	\$ 1.6700	\$ -	\$ 1.6700	\$ -	\$ 1.6700	\$ (0.1835)	\$ 1.4865	\$ -	\$ 1.4865	\$ 3.8042	\$ -	\$ 1.4865	\$ 3.8112
Bulls Gap	\$ 0.7000	\$ 0.0200	\$ 0.7200	\$ -	\$ 0.7200	\$ (0.0636)	\$ 0.6564	\$ 0.0036	\$ 0.6600	\$ 2.9777	\$ 0.2000	\$ 0.8600	\$ 3.1847
Church Hill	\$ 1.1034	\$ -	\$ 1.1034	\$ -	\$ 1.1034	\$ (0.1418)	\$ 0.9616	\$ -	\$ 0.9616	\$ 3.2793	\$ -	\$ 0.9616	\$ 3.2863
Kingsport	\$ 1.9750	\$ (0.0850)	\$ 1.8900	\$ -	\$ 1.8900	\$ (0.0117)	\$ 1.8783	\$ 0.1200	\$ 1.9983	\$ 4.3160	\$ -	\$ 1.9983	\$ 4.3230
Mount Carmel	\$ 1.6700	\$ -	\$ 1.6700	\$ -	\$ 1.6700	\$ (0.2803)	\$ 1.3897	\$ -	\$ 1.3897	\$ 3.7074	\$ 0.2000	\$ 1.5897	\$ 3.9144
Surgoinville	\$ 1.2000	\$ -	\$ 1.2000	\$ -	\$ 1.2000	\$ (0.2370)	\$ 0.9630	\$ 0.0033	\$ 0.9663	\$ 3.2840	\$ -	\$ 0.9663	\$ 3.2910

Acct	Acct	AMOUNT
A	Asset	
11130	CASH IN BANK	24,802,023.10
11131	FOOD SERVICE CASH	0.00
11133	RETAINAGE ESCROW ACCOUNT	304,243.67
11200	INVENTORIES	48,063.18
11300	INVESTMENTS	856,075.37
11410	ACCOUNTS RECEIVABLE	771.56
11420	DUE FROM WASHINGTON CO GASB 33	18,860,957.00
11430	DUE FROM OTHER GOVERNMENTS	5,853,779.88
11440	DUE FROM OTHER FUNDS	0.00
11460	DUE FROM CITY GENERAL FUND	0.00
48610	DONATIONS	0.00
71100	REGULAR INSTRUCTION PROGRAM	0.00
-----	Asset	50,725,913.76
		=====

L	Liability	
21100	ACCOUNTS PAYABLE	-897.16
21200	ACCRUED PAYROLL	-3,490,432.20
21310	INCOME TAX WITHHELD AND UNPAID	1,133.72
21311	STATE INCOME TAX	25.33
21320	SOCIAL SECURITY TAX	-216,406.71
21325	EMPLOYEE MEDICARE DEDUCTION	-50,455.39
21330	RETIREMENT CONTRIBUTIONS	-779,118.22
21331	THE TRUST COMPANY	-3,417.05
21332	GREAT WEST DC PLAN	1,588.98
21340	FAMILY HEALTH INSURANCE	0.00
21341	MEDICAL INSURANCE	42,411.32
21342	SECTION 125	-21,660.82
21344	PAYROLL DEDUCTIONS	208.79
21345	JCEA	0.00
21346	NTA	0.00
21347	NAS INC	0.00
21348	DENTAL INSURANCE	9,896.31
21350	TAX SHELTER ANNUITIES	-55.00
21351	HEALTH SAVINGS ACCOUNT	0.00
21360	GARNISHMENTS AND LEVIES	0.00
21370	EXTENSION SERVICE PAYROLL DEDU	0.00
21390	OTHER PAYROLL DEDUCTIONS	-3,802.12
21410	CONSTRUCTION RETAINAGE PAYABLE	-177,208.47
21500	DUE TO OTHER FUNDS	0.00
21518	DEFERRED REVENUE	-18,861,312.02
21520	DUE TO FOOD SERVICE	39,262.50
21521	REVTRAK CLEARING ACCOUNT	-227.37
21540	DUE TO DEBT SERVICE FUND 1/4 C	-531,691.10
21555	DUE TO OTHER GOVERNMENTS	0.00
-----	Liability	-24,042,156.68
		=====

Acct	Acct	AMOUNT
Q	Equity	
34110	RESERVED FOR ENCUMBRANCES - CU	-1,330,679.17
34130	RESERVED FOR CHROMEBOOKS	-67,260.52
34141	RESERVED FOR SITE-BASED	0.00
34142	RESERVED FOR THE ARTS	0.00
34143	RESERVED FOR ADULT EDUCATION	0.00
34144	LOCAL EXTENDED CONTRACT	0.00
34145	RESERVED FOR BOILER - MAINTENA	0.00
34147	RESERVED FOR MAINTENANCE EQUIP	0.00
34150	RESERVED FOR INVENTORY	-73,263.04
34170	RESERVED FOR PROJECT SMILE	0.00
34179	LOCAL EXTENDED CONTRACTS	-47,071.26
34180	RESERVED FOR SUMMER SCHOOL	0.00
34181	RESERVED FOR LOCAL DONATIONS	-17,402.55
34379	RESERVED FOR EXTENDED CONTRACT	0.00
34380	RESERVED FOR CAREER LADDER PRO	4,054.74
34381	RESERVED FOR BEP CLASSROOM	0.00
34383	RESERVED FOR TECHNOLOGY	0.00
34384	RESERVED FOR TEXTBOOKS	0.00
34385	RESERVED FOR STAFF DEVELOPMENT	0.00
34390	OTHER STATE EDUCATION RESERVES	0.00
34391	RESERVED FOR SUMMER YOUTH	0.00
34392	RESERVED FOR TECH CENTER AUCTI	0.00
34393	RESERVED FOR CAPITAL OUTLAY	-1,672,314.17
34394	RESERVE FOR HVAC	0.00
34395	RESERVE FOR SPECIAL BUDGET REQ	-156,500.00
34400	RESERVED FOR COMPENSATED ABSEN	-82,405.51
34450	RESERVED FOR GOLLONG	0.00
35110	DESIGNATED FOR 0.03 FUND BALAN	-2,783,872.44
35120	DESIGNATED FOR STIMULUS RECOVE	0.00
39000	UNDESIGNATED FUND BALANCE	-20,457,043.16
-----	Equity	-26,683,757.08
		=====
-----		0.00
Grand Asset Totals		50,725,913.76
Grand Liability Totals		-24,042,156.68
Grand Equity Totals		-26,683,757.08
Grand Totals		0.00

Number of Accounts: 439

***** End of report *****

Fnd Acct	Acct	AMENDED BUDGET	MONTH-TO-DATE COLLECTIONS	YEAR-TO-DATE COLLECTIONS	UNCOLLECTED REVENUES	PERCENT COLLECTED	
40000							
141	40110	CURRENT PROPERTY TAX	12,412,095.00	895,305.86	12,713,759.72	-301,664.72	102.43%
141	40120	TRUSTEE'S COLLECTIONS - PRIOR	354,555.00	39,230.49	217,453.24	137,101.76	61.33%
141	40130	CIRCUIT CLERK/CLERK & MASTER C	100,000.00	6,207.21	50,759.14	49,240.86	50.76%
141	40140	INTEREST AND PENALTY	150,000.00	11,897.62	54,165.85	95,834.15	36.11%
141	40150	PICK-UP TAXES	5,500.00	0.00	4,172.67	1,327.33	75.87%
141	40162	PAYMENTS IN LIEU OF TAXES - LO	215,000.00	0.00	231,634.89	-16,634.89	107.74%
141	40163	PAYMENTS IN LIEU OF TAXES - OT	18,000.00	25.62	12,556.21	5,443.79	69.76%
141	40210	LOCAL OPTION SALES TAX	19,545,087.00	1,456,415.44	17,369,849.12	2,175,237.88	88.87%
141	40270	BUSINESS TAX	443,000.00	13,616.08	260,885.31	182,114.69	58.89%
141	40275	MIXED DRINK TAX	3,500.00	4,392.95	4,459.96	-959.96	127.43%
141	40320	BANK EXCISE TAX	80,000.00	102,105.94	102,105.94	-22,105.94	127.63%
141	40350	INTERSTATE TELECOMMUNICATIONS	0.00	0.00	0.00	0.00	0.00%
141	40390	OTHER STATUTORY LOCAL TAXES	0.00	0.00	0.00	0.00	0.00%
141	40---		33,326,737.00	2,529,197.21	31,021,802.05	2,304,934.95	93.08%
41000							
141	41110	MARRIAGE LICENSE	1,500.00	86.90	1,391.98	108.02	92.80%
141	41---		1,500.00	86.90	1,391.98	108.02	92.80%
43000							
141	43511	TUITION - REGULAR DAY STUDENTS	250,000.00	18,718.34	199,429.94	50,570.06	79.77%
141	43512	TUITION - ADULT EDUCATION	0.00	0.00	0.00	0.00	0.00%
141	43513	TUITION - SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00%
141	43517	TUITION - ONLINE LEARNING	0.00	6,350.00	11,750.00	-11,750.00	0.00%
141	43581	COMMUNITY SERVICE FEES-CHILDRE	1,408,800.00	50,775.96	1,002,936.51	405,863.49	71.19%
141	43990	OTHER CHARGES FOR SERVICES	41,000.00	10,564.98	82,472.22	-41,472.22	201.15%
141	43---		1,699,800.00	86,409.28	1,296,588.67	403,211.33	76.28%
44000							
141	44110	INTEREST EARNED	0.00	0.00	0.00	0.00	0.00%
141	44120	LEASE / RENTALS	0.00	0.00	0.00	0.00	0.00%
141	44146	E-RATE FUNDING	0.00	0.00	0.00	0.00	0.00%
141	44160	RETIREE'S' INSURANCE PAYMENTS	15,000.00	3,999.80	19,697.90	-4,697.90	131.32%
141	44170	MISCELLANEOUS REFUNDS	0.00	1,106.47	14,248.10	-14,248.10	0.00%
141	44530	SALE OF EQUIPMENT	0.00	0.00	0.00	0.00	0.00%
141	44570	CONTRIBUTIONS	10,000.00	8,392.46	106,116.45	-96,116.45	1,061.16%
141	44990	OTHER LOCAL REVENUES	1,000.00	67.46	336.02	663.98	33.60%
141	44---		26,000.00	13,566.19	140,398.47	-114,398.47	539.99%
46000							
141	46510	TISA	45,712,251.00	4,478,477.87	41,233,772.88	4,478,478.12	90.20%
141	46511	BASIC EDUCATION PROGRAM	0.00	0.00	0.00	0.00	0.00%
141	46512	BEP ARRA	0.00	0.00	0.00	0.00	0.00%

<u>Fnd Acct</u>	<u>Acct</u>	<u>AMENDED BUDGET</u>	<u>MONTH-TO-DATE COLLECTIONS</u>	<u>YEAR-TO-DATE COLLECTIONS</u>	<u>UNCOLLECTED REVENUES</u>	<u>PERCENT COLLECTED</u>
46000						
141	46530	0.00	0.00	0.00	0.00	0.00%
141	46550	9,000.00	0.00	0.00	9,000.00	0.00%
141	46590	0.00	0.00	0.00	0.00	0.00%
141	46592	0.00	0.00	0.00	0.00	0.00%
141	46610	89,279.00	0.00	44,100.01	45,178.99	49.40%
141	46612	0.00	0.00	0.00	0.00	0.00%
141	46615	0.00	0.00	0.00	0.00	0.00%
141	46690	0.00	0.00	0.00	0.00	0.00%
141	46850	0.00	0.00	0.00	0.00	0.00%
141	46980	0.00	0.00	0.00	0.00	0.00%
141	46990	0.00	0.00	97,221.04	-97,221.04	0.00%
141	46---	45,810,530.00	4,478,477.87	41,375,093.93	4,435,436.07	90.32%
47000						
141	47304	0.00	0.00	0.00	0.00	0.00%
141	47590	0.00	0.00	0.00	0.00	0.00%
141	47640	55,000.00	6,879.80	57,931.39	-2,931.39	105.33%
141	47---	55,000.00	6,879.80	57,931.39	-2,931.39	105.33%
48000						
141	48610	0.00	0.00	1.38	-1.38	0.00%
141	48---	0.00	0.00	1.38	-1.38	0.00%
49000						
141	49800	0.00	0.00	0.00	0.00	0.00%
141	49810	14,536,159.00	968,894.67	9,689,036.70	4,847,122.30	66.65%
141	49---	14,536,159.00	968,894.67	9,689,036.70	4,847,122.30	66.65%
Grand Revenue Totals		95,455,726.00	8,083,511.92	83,582,244.57	11,873,481.43	87.56%

Number of Accounts: 176

***** End of report *****

Fnd	Acct	Acct	AMENDED BUDGET	MONTH-TO-DATE	YEAR-TO-DATE	OUTSTANDING	2023-24 FYTD	Percent of
			AMOUNT	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	Unencumbered Bal	Budget Remaining
141	71100	REGULAR INSTRUCTION PROGRAM	50,734,612.33	4,104,386.16	39,978,922.76	88,664.67	10,667,024.90	21.03
141	71150	ALTERNATIVE INSTRUCTION PROGRA	1,205,792.00	129,269.92	1,200,642.34	9,139.00	-3,989.34	-0.33
141	71200	SPECIAL EDUCATION PROGRAM	5,834,040.00	506,040.61	4,657,614.35	0.00	1,176,425.65	20.16
141	71300	VOCATION EDUCATION PROGRAM	2,316,661.00	211,653.26	1,898,696.81	2,136.82	415,827.37	17.95
141	71600	ADULT EDUCATION PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00
141	72110	ATTENDANCE	335,839.59	23,176.91	387,259.92	0.00	-51,420.33	-15.31
141	72120	HEALTH SERVICES	1,039,194.00	111,526.80	832,485.56	0.00	206,708.44	19.89
141	72130	OTHER STUDENT SUPPORT	3,460,906.00	286,050.98	2,691,280.24	0.00	769,625.76	22.24
141	72210	REGULAR INSTRUCTION PROGRAM	4,988,934.00	466,925.86	4,333,137.39	40,060.28	615,736.33	12.34
141	72215	ALTERNATIVE INSTRUCTION PROGRA	57,519.00	5,229.99	49,859.53	0.00	7,659.47	13.32
141	72220	SPECIAL EDUCATION PROGRAM	683,755.00	58,321.59	675,508.98	768.42	7,477.60	1.09
141	72230	VOCATION EDUCATION PROGRAM	365,905.00	26,587.87	286,220.13	94,191.45	-14,506.58	-3.96
141	72250	TECHNOLOGY	2,467,989.52	160,364.95	1,854,807.28	11,659.83	601,522.41	24.37
141	72260	ADULT PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00
141	72310	BOARD OF EDUCATION	1,274,054.00	39,913.46	1,147,877.31	119.31	126,057.38	9.89
141	72320	OFFICE OF THE SUPERINTENDENT	481,859.00	34,843.55	346,090.59	559.95	135,208.46	28.06
141	72410	OFFICE OF THE PRINCIPAL	6,319,710.00	560,805.62	5,336,604.96	0.00	983,105.04	15.56
141	72510	FISCAL SERVICES	643,956.00	49,864.03	537,150.40	952.23	105,853.37	16.44
141	72520	HUMAN RESOURCES	253,383.00	21,437.99	195,448.22	0.00	57,934.78	22.86
141	72610	OPERATION OF PLANT	5,603,817.00	450,984.01	4,337,757.61	0.00	1,266,059.39	22.59
141	72620	MAINTENANCE OF PLANT	2,303,430.61	175,769.38	1,746,776.78	60,784.97	495,868.86	21.53
141	72710	TRANSPORTATION	3,375,086.00	1,047.12	65,744.18	0.00	3,309,341.82	98.05
141	72810	CENTRAL AND OTHER	126,077.00	9,421.95	99,468.45	1,015.70	25,592.85	20.30
141	73300	COMMUNITY SERVICES	1,304,122.29	119,370.11	1,034,207.85	7,616.17	262,298.27	20.11
141	73400	EARLY CHILDHOOD EDUCATION	574,884.00	43,330.03	381,703.98	1,154.74	192,025.28	33.40
141	76100	REGULAR CAPITAL OUTLAY	4,174,963.90	0.00	1,304,441.90	259,432.30	2,611,089.70	62.54
141	82130	PRINCIPAL	2,791,510.00	144,185.13	1,695,850.45	0.00	1,095,659.55	39.25
141	82230	INTEREST	182,210.00	2,019.80	17,926.41	0.00	164,283.59	90.16
141	99100	TRANSFERS TO OTHER FUNDS	62,739.00	0.00	5,258.35	0.00	57,480.65	91.62
Grand Expense Totals			102,962,949.24	7,742,527.08	77,098,742.73	578,255.84	25,285,950.67	24.56

Number of Accounts: 6189

***** End of report *****

**SCHOOL BOARD AGENDA ITEM
JUNE 2024 MEETING**

TOPIC: PEP – SALES TAX “Educational Facilities Trust Fund”

BACKGROUND INFORMATION:

PEP – Sales Tax Acct:

Sales Tax deposits for April consisted of \$261,224 for the City portion (February Sales) and \$144,185 for the School portion (January Sales and ADA Adjustment). Collections received for the year are \$33,932 above 2022-2023 (0.8% increase).

Interest earnings for March was transferred into the account in April totaling \$3,316.

Disbursements for March consisted of the monthly interest payment for the 2010 Series VII-I-1 Bond.

The annual payment of \$500,000 from Washington County was received but was deposited and receipted in error to the City of Johnson City’s Capital Project Funds for Schools. The City should be transferring the funds into the PEP Sales Tax Account (Educational Facilities) in May.

Please feel free to call me if you have questions (434-5212).

RESPECTFULLY SUBMITTED: *Leia Valley*

PEP Sales Tax Account (Educational Facilities Trust)
April 30, 2024

	FY24 Budget	April, 2024	3rd Quarter	2nd Quarter	1st Quarter	Current Year to Date	% of Budget	Previous Year to Date
Beginning Bank Balance		\$ 7,813,806.67	\$ 8,516,137.98	\$ 7,490,625.46	\$ 6,843,433.73	\$ 6,843,433.73		\$ 6,453,533.32
Revenues								
City Sales Tax	\$ 3,342,000.00	\$ 261,223.84	\$ 897,141.21	\$ 809,849.56	\$ 844,379.52	\$ 2,812,594.13	84.16%	\$ 2,718,192.11
School Sales Tax	1,900,000.00	145,425.93	541,184.97	478,789.25	531,691.10	\$ 1,697,091.25	89.32%	\$ 1,756,320.41
ADA Adjustment	-	(1,240.80)	-	-	-	\$ (1,240.80)	#DIV/0!	\$ 42,237.30
Washington County Payment		500,000.00				-		
Interest	4,000.00	3,315.79	13,418.30	6,375.45	11,493.36	\$ 34,602.90	865.07%	\$ 12,570.66
Total Revenues	5,246,000.00	908,724.76	1,451,744.48	1,295,014.26	1,387,563.98	4,543,047.48	86.60%	4,529,320.48
Expenditures								
2010 Series VII-I-1 Principal	1,790,000.00	-	-	-	-	-	0.00%	-
2010 Series VII-I-1 Interest	705,150.00	84,195.27	250,093.35	269,468.91	250,216.86	853,974.39	121.11%	515,242.28
2019 GO Bond Library Roof- Principal	-	-	-	-	-	-	#DIV/0!	-
2019 Library Roof GO Bond - Interest	-	-	-	-	-	-	#DIV/0!	1,875.00
2019 GO Refunding Principal	-	-	-	-	-	-	#DIV/0!	-
2019 GO Refunding Interest	-	-	-	-	177,108.48	177,108.48	#DIV/0!	6,875.00
2020 Refunding Principal	-	-	-	-	-	-	#DIV/0!	-
2020 GO Refunding Interest	-	-	-	-	-	-	#DIV/0!	41,528.91
2020 GO - Elem Additions Principal	1,540,000.00		1,540,000.00	-	-	1,540,000.00	100.00%	-
2020 GO - Elem Additions Interest	523,550.00		261,774.99	-	268,796.91	530,571.90	101.34%	631,675.00
2022 GO Bond - Principal	60,000.00		60,000.00	-	-	60,000.00	100.00%	-
2022 GO Bond - Interest	84,250.00		42,125.00	-	44,250.00	86,375.00	102.52%	28,600.00
Bank Services Charges	9,000.00		82.45	32.83	-	115.28	1.28%	767.33
Total Expenditures	4,711,950.00	84,195.27	2,154,075.79	269,501.74	740,372.25	3,248,145.05	68.93%	1,226,563.52
Total Net	\$ 534,050.00	\$ 824,529.49	\$ (702,331.31)	\$ 1,025,512.52	\$ 647,191.73	\$ 1,294,902.43		\$ 3,302,756.96
Ending Balance		\$ 8,638,336.16	\$ 7,813,806.67	\$ 8,516,137.98	\$ 7,490,625.46	\$ 8,138,336.16		\$ 9,756,290.28
Statement Balance		\$ 8,138,336.16						
Difference		\$ 500,000.00						

**SCHOOL BOARD AGENDA ITEM
JUNE 2024 MEETING**

TOPIC: 2023-2024 Encumbrances

BACKGROUND INFORMATION:

The Internal School Funds Manual requires the Board of Education to approve any accounts payable that will not be liquidated during the current fiscal year. Please approved the attached lists of encumbrances that our schools believe will not be paid before June 30, 2024.

RECOMMENDATION:

I recommend approving the encumbrances of our individual schools as presented.

Please feel free to call me if you have questions (434-5212).

RESPECTFULLY SUBMITTED: *Leia Valley*



Seeking Significance

Science Hill High School

1509 John Exum Parkway, Johnson City, TN 37604

Ph: 423-232-2190 Fax: 423-434-5570

Dr. Josh T. Carter - Principal

TO: LEIA VALLEY

FROM: SANDRA MCINTURFF

DATE: MAY 20, 2024

RE: ENCUMBRANCES AS OF 6-30-2024

Science Hill High School ENCUMBRANCES 2024		
VENDOR	AMOUNT	PURCHASE ORDER #
BSN	\$2,249.32	2600003575
BSN	\$4,177.24	2000008094
BSN	\$4,452.00	2600003657
BSN	\$3,666.54	2000007920
BSN	\$5,658.28	2600003650
Konica Minolta (estimated amt)	\$1,500.00	2000007448
RIDDELL	\$4,055.95	2600003590
VARSITY SPIRIT FASHION	\$14,500.00	2000008096
WESTEL GREENHOUSE	\$492.60	2160002130
TRI CITIES GOLF CLUB	\$13,713.24	2600003649
BANKCARD (Drama)	\$1,767.18	2000008124
EAN-ENTERPRISE (drama,)	\$500.00	2000008123
FUNGOMAN, LLC	\$16,375.00	2600003648
TOTAL	\$73,107.35	

Sandra McInturff, Bookkeeper



Indian Trail

Middle School

307 Car-Mol Drive • Johnson City, Tennessee 37601 • Phone 423-610-6000 • Fax 423-610-6010

Dr. James Jacobs
Principal

Dr. Chris Feathers
Assistant Principal

Ms. Whitney Pearson
Assistant Principal

Ms. Sara Wallingford
Assistant Principal

Alice Anne Goodman
Bookkeeper

To: Leia Valley

From: Alice Anne Goodman

Date: May 21, 2024

RE: Encumbrances as of 6-30-2024

This is the list of encumbrances I may have on 6-30-2024

INDIAN TRAIL MIDDLE SCHOOL ENCUMBRANCES FOR 2023-2024

VENDOR	PO NUMBER	AMOUNT
WORLD MAPS ONLINE	4000004981	700
KONICA MINOLTA - CLICKS OFFICE	4000004599	500
KONICA MINOLTA WORKROOMS CLICKS	4000004598	693
AMAZON	4000004973	151.22
MULTIPLE ATHLETICS	4000004600	5,000.00
KONICA MINOLTA - RENT	4000004596	234.04
KONICA MINOLTA - RENT WORKROOM COPIERS	4000004591	2,307.26
BSN SPORTS	4000004946	922.2
BLICK ART MATERIALS	4000004980	2,012.12
BOUND TO STAY BOUND BOOKS	4000004937	163.66
AMAZON	4000004997	484.4
SHAR MUSIC	4000005007	945
RIDDELL	4000004898	1444
RIDDELL	4000004900	2,375.73
BSN SPORTS	4000004901	268.97
BIG GAME SPORTS	4000004902	919.88

Dr. Kelsey Walker, Principal
Assistant Principals:
Jennifer Moore
Damon Mazoff
Lucretia Stephens



718 Morningside Drive
Johnson City, TN 37604
Phone: (423)-232-2192
Fax: (423)-232-0551

Liberty Bell Middle School
Established July 1, 2011

MEMO

TO: Leia Valley

FROM: Heather Lonon

DATE: May 20th, 2024

RE: Encumbrances as of 6-30-24

This is a list of encumbrances I may have on 6-30-24:

3000004758 Axis Security/Blanket PO (\$1000.00)

3000004759 Axis Security/Blanket PO (\$4,000.00)

3000005202 Varsity/BSN (\$2,321.40)

3000005211 Varsity Spirit (\$19,912.65)

3000005212 Varsity Spirit (\$11,242.63)

3000005214 Varsity Spirit (\$3,305.90)

3000005215 Varsity Spirit (\$3,810.47)

Thank you,

Heather Lonon

Bookkeeper

(423) 794-2295



Cherokee Elementary School

2100 Cherokee Rd * Johnson City, TN 37604 * Phone 423-434-5281 * Fax 423-434-5591 * www.cherokee.jcschools.org

Richard Hutson
Principal

To: Dr. Barnett, Superintendent and Board of Education

From: Mr. Hutson, Principle and Danielle Bowling, Bookkeeper

Subject: Board of Approval

Date: May 17,2024

Cherokee Elementary possibly will have the following outstanding purchase orders:

Yearbooks-PO#14000002368 Photogenius PO amount is \$4620.00 exact amount unknown.

BOARD OF EDUCATION

Kathy Hall, Chair Paula Treece, Vice Chair Beth Simpson, Secretary
Dr. Ginger Carter Herb Greenlee Thomas Hager, Jr Jonathan Kinnick

The mission of the Johnson City Schools is to enable all students to achieve excellence.



Dr. Sean Hogan
Assistant Principal

Fairmont Elementary School

A National Blue Ribbon School of Excellence 2011, 2023
National Title I Distinguished School 2012, 2017
Tennessee Reward School 2013, 2015, 2017, 2021, 2022
1405 Lester Harris Road, Johnson City, Tennessee 37601
Phone (423) 434-5275 Fax (423) 434-5278

Dr. JoDee Doeon
Principal



Scott Rawles
Admin. Secretary

TO: Dr. Barnett, Superintendent and the Board of Education

From: Dr. Dotson, Principal/ Beth Baldwin, Bookkeeper

Date: May 17, 2024

Fairmont School will have the following outstanding purchase orders:

Konica Minolta (Copier Rental) PO#10000002569- \$545.12

Konica Minolta (Copies) PO#10000002568- est. \$300.00

LAKE RIDGE SCHOOL

1001 Lake Ridge Square, Johnson City, TN 37601

Phone: (423) 610-6030 Fax: (423) 610-6033

www.jcschools.org/lakeridge

*Renee Wood, Principal
Jessica Adams, Assistant Principal*

*Carolyn Lemery, Administrative Secretary
Maria Lawry, School Secretary*

May 20, 2024

To: Leia Valley
From: Renee' Wood
RE: Encumbrances for SY 2023/2024

Due to current situation, approval is requested to encumber the following invoices for Lake Ridge School:

PO# 6000002432- Konica Minolta- Blanket PO fund L 71100 399
PO# 6000002433- Konica Minolta Blanket PO fund L 7100 399
PO# 6000002434- Ricoh USA Inc Blanket PO fund L 7100 399

Thank you for your consideration of this request.



MOUNTAIN VIEW MUSTANGS

TO: LEIA VALLEY


FROM: ANGELA TURNER

DATE: May 16, 2024

RE: ENCUMBRANCES AS OF 5/16/2024

THIS IS A LIST OF ENCUMBRANCES I MAY HAVE ON 6/30/2024:

9000002836 – KONICA MINOLTA - \$2397.50 BLANKET PO
9000003033 – SCHOLASTIC - \$131.79
9000003034 – AMAZON - \$37.97
9000003061 – KROGER - \$100.00 - NOT TO EXCEED
9000003065 – KROGER - \$200.00 - NOT TO EXCEED
9000003067 – BOYS TOWN PRESS - \$106.80
9000003068 – PLANK ROAD PUBLISHING - \$200.00
9000003071 – THE BANKCARD - \$20.00
9000003073 – KROGER - \$311.91 - NOT TO EXCEED
9000003075 – KROGER - \$80.00 - NOT TO EXCEED
9000003076 – KROGER - \$93.00 - NOT TO EXCEED
9000003077 – THE BANKCARD - \$100.00
9000003081 – JC TRANSIT - \$280.00
9000003082 – JC TRANSIT - \$320.00

THANK YOU, 
ANGELA TURNER, BOOKKEEPER

907 King Springs Road
Johnson City, TN 37601

Mountain View Elementary School

Chelsea Lee, Ed.D., Principal
Derek Murphy, Assistant Principal
Janet Courtney, Secretary

Phone: 423-434-5260
Fax: 423-434-5596



North Side Navigators

MEMO

TO: Leia Valley
FROM: Kim Bowers
Date: May 16, 2024
RE: Encumbrances as of 6-30-2024

This is a list of encumbrances I may have on 6-30-24:

PO # 005000001650 Konica Minolta Rental (\$212.00)
PO # 005000001651 Konica Minolta Clicks (\$350.00)
PO # 005000001652 JCS Summer School (1950.00)
PO # 005000001745 Coole School Primary Planners (\$1150.25)
PO # 005000001746 Coole School Elementary Planners (1028.00)
PO # 005000001772 JC Transit Field Trip (\$180.00)
PO # 1410007966 Amazon (\$85.00)
PO # 005000001645 JC Schools Print Shopt (\$200)

PO # 1410007966 is the only CO funded PO that may not be paid in full by 6/30/2024. This was purchased for RTI and they have not received the order in full. To my knowledge, there are no other Title I or CO funded encumbrances that will carry over into the next fiscal year.

Thank you,
Kim Bowers

MR. CHAD MOORE, PRINCIPAL
1000 NORTH ROAN STREET
JOHNSON CITY, TN 37601

(423) 434-5249 (PHONE)

(423) 434-5295 (FAX)



South Side School

Our vision for South Side School is one of shared commitment to every learner. We strive to provide an environment of high expectations where all children's needs are met in a caring way as they achieve, on a journey towards excellence.

Kaytee Jones, Ed.S.
Principal

1011 Southwest Ave.
Johnson City, TN 37604
Phone: 423-434-5290
Fax: 423-434-5291

Jami Luzadder
Administrative Assistant

To: Dr. Barnett, Superintendent and the Board of Education
From: Tiffany Hogan, Interim Principal / Leah Knotts, Bookkeeper
Subject: Request for Board Approval
Date: May 21, 2024

South Side School will have the following outstanding purchase orders:

Konica Minolta (Copier Rental) PO#7000002783 - \$105.04

Konica Minolta (Copier Rental) PO#7000002783 - \$158.77

Konica Minolta (Monthly Maintenance) PO#7000002784- \$12.00

Konica Minolta (Copies) PO#7000002784- est. \$230.00

Towne Acres Elementary School

Dr. Josh Simmons
Principal

2310 Larkspur Drive
Johnson City, TN 37604
(423)854-4800

Melinda D. Powell
Secretary

TO: Leia Valley

FROM: Josh Simmons / Hunter Tester, Bookkeeper

RE: Encumbrances for SY 2024-2025

List of encumbrances Towne Acres Elementary School may have on 6/30/2024

<u>VENDOR</u>	<u>PO NUMBER</u>	<u>AMOUNT</u>
Konica Minolta: Copier rental	13000001685	\$385.12
Konica Minolta: Copier usage	13000001686	\$400.00
Johnson City Transit: Field trip transportation	13000001687	\$750.00
Johnson City Schools: Educare sweeps	13000001688	Varies Monthly
JC Schools Print Shop	13000001689	\$500.00

Thank you,

Hunter Tester
Bookkeeper
(423)-854-4800



WOODLAND ELEMENTARY SCHOOL

2303 Indian Ridge Road
Johnson City, TN 37604
Phone: 423-434-5267
Fax: 423-434-5298

Dr. Karen Reach
Principal

Kirstie Bolton
Secretary

To: Dr. Barnett, Superintendent and the Board of Education
From: Dr. Karen Reach, Principal/ Brenda Tipton, Bookkeeper
Subject: Request for Board Approval

Woodland Elementary School will have the following outstanding purchase orders:

Konica Minolta (Copier Rental) PO#11000002549 - \$291.61
Konica Minolta (Copies) PO#11000002690 - est. \$300.00

**SCHOOL BOARD AGENDA ITEM
JUNE 2024 MEETING**

ACTION ITEM

TOPIC: 2023-2024 BUDGET AMENDMENT #3 for the following funds:
General Purpose School Fund
School Food Service Fund
School Federal Projects Fund
School State Projects Fund

General Purpose School Fund:

Attached you will find the third budget amendment for the 2023-2024 budget. The Amendment reflects an increase in appropriations of \$1,225,000, increase in revenues of \$665,000 and an increase in the use Fund Balance totaling \$560,000.

The following revenue sources were increased:

State Paid Parental Leave	\$285,000
Niswonger Grant Reimbursements	\$220,000
TISA – On-behalf Payments	\$110,000
Print Shop Charges	\$20,000
Tuition – Online Learning	<u>\$15,000</u>
Total	\$665,000

The increased revenues are reimbursements and will offset increased expenses for Salaries, Benefits, and Print Shop Expenses. The TISA – On-behalf Payments is for the Post-Secondary Test that is funded through TISA. The State of TN will pay for the test and each LEA is to record a revenue and expenditure to record the value in the General Purpose School Fund’s financial records

Appropriations are increased to match in the increased revenues of \$665,000. The use of Educare Reserves for increased Educare and Topper Tots expenditures is increased \$60,000. In addition, Transfers to Other Funds has been increased \$300,000. Recently Johnson City Schools received notification that Title I funding for the current year would decrease more than \$200,000. The majority of Title I funding is used for personnel expenses (salary and benefits) and is not easily cut this late in the year. The additional funds budgeted for transfers is in the event there is additional funds needed to cover the grant expenditures for 2023-2024. There is the possibility that the transferred funds will not be used. If the transferred funds are not used, more than likely there will be no Title I carry-over funds for 2024-2025.

Bids have been received for the replacement of carpet at Woodland Elementary, Mountain View Elementary, the office area at South Side Elementary and Central Office. The bid came in \$475,902. In the 2024-2025 budget, \$200,000 is budgeted from fund balance for carpet replacement. To issue a purchase order before July 1st and begin work this summer, this budget amendment reflects a \$200,000 increase in appropriations for carpet to be funded from Fund Balance. To fund the difference of the cost, currently in the budget is \$200,000 allocated to an awning at Indian Trail Middle School and \$100,000 for restroom in the basement of Liberty Bell. Neither of these projects have been bid out. To begin the carpet replacement sooner rather than later, those funds can be used for the carpet replacement. When plans begin for the awning at Indian Trail and the bathrooms at Liberty Bell the updated estimated costs will be brought back to the board of education for approval of the funding source.

Also, each year funds are transferred to the Federal and State grant funds if needed at year-end to keep the fund from having a negative cash balance. All of the grants received by Johnson City Schools are reimbursement grants. The school system must incur the expense first and then receive reimbursement from the State of TN. Funds are transferred from the General Purpose School Fund to the Federal and State Grant Funds until the funds are received from the State of TN. The increase in the budget for Transfers to Other Funds is anticipation of an increase reimbursements pending of June 30, 2024 will be received in July 2024.

The amended budget for the General Purpose School Fund reflects a total of \$96,120,726 in budget revenues, \$104,187,951 in budgeted expenditures and \$8,067,225 to be funded from fund balance. Local Option Sales Tax Revenues and County revenues are projected to come above budget approximately \$1,000,000. However, the revenue budget is not increased for this because it would increase the required Maintenance of Effort. City and County Local Revenues budgeted amounts are only increased with the original budget for the year.

School Food Services Fund:

The final budget amendment for School Food Services Fund is for an increase in revenues of \$2,100, and increase in Capital Outlay Appropriations of \$350,000, resulting in a decrease in Fund Balance of \$347,900. Charges for Services was decreased \$28,600 due to the USDA Community Eligibility Provision (CEP) Program starting this spring in six of the elementary schools. Federal revenues were increased \$30,700.

The budget amendment will result in total budgeted revenues to be \$3,870,700, total budgeted appropriations to be \$4,218,600, and a decrease in Fund Balance of \$347,900.

School Federal Projects Fund:

The final budget amendment for Federal Projects is for a decrease in Federal Grant funds totaling \$1,421,596. The decrease in revenues is to bring the budget to match actual grant allocations. Title I grant funds were reduced over \$200,000 and more ESSER 3.0 grant funds were expended out in 22-23 then projected when the original budget for 23-24 was submitted resulting in less funds carrying over to 23-24. Expenditures were reduced \$1,208,851 and Transfers from Other Funds were increased \$300,000.

The budget amendment will result in total budgeted revenues to be \$9,294,200, totaled budgeted appropriations to be \$9,206,945, and an increase to Fund Balance of \$87,255.

School Special Projects (State) Fund:

The final budget amendment for School Special Projects is for an increase of \$711,315. This brings the total Special School Projects budget to \$3,856,927 for the 2023-2024 fiscal year. This amendment reflects the additional of the Public School Safety Grant, the State Special Education Preschool Grant, Learning Camps Transportation Grant, Safe School Grant Carryover from 22-23 and adjustments for final allocations.

RECOMMENDATION: I recommend approving the #3 budget amendment for the 2023-2024 budget as presented. If approved tonight, I will submit the amendments to the City Commission for their approval. Please feel free to call me if you have questions (434-5212).

RESPECTFULLY SUBMITTED: *Leia Valley*

**GENERAL PURPOSE SCHOOL FUND SUMMARY
2023-2024 BUDGET**

	Original Budget	Amendment #1	Amendment #2	Amendment #3	Amended Budget
REVENUES					
County Taxes/Licenses	35,324,737	(2,000,000)	0	0	33,324,737
Charges for Service	1,699,800	0	0	35,000	1,734,800
Other Local Revenue	26,000	0	0	220,000	246,000
State Education Funds	44,801,779	84,779	927,472	395,000	46,209,030
Federal Funds Through State	50,000	5,000	0	15,000	70,000
Direct Federal Funds	0	0	0	0	0
TOTAL REVENUES	81,902,316	(1,910,221)	927,472	665,000	81,584,567
EXPENDITURES					
Instruction:					
Regular Education Instruction	49,195,570	1,307,430	230,356	(379,289)	50,354,067
Alternative Instruction	1,205,792	0	0	277,600	1,483,392
Special Education Instruction	5,834,040	0	0	(25,875)	5,808,165
Vocational Educational Instruction	2,316,661	0	0	18,900	2,335,561
Total Instruction	58,552,063	1,307,430	230,356	(108,664)	59,981,185
Support Services:					
Attendance	331,668	4,172	0	110,000	445,840
Health Services	1,039,194	0	0	(5,206)	1,033,988
Student Support	3,460,906	0	0	46,500	3,507,406
Instruction Support	4,904,492	35,698	50,000	672,500	5,662,690
Alternative Support	57,519	0	0	5,600	63,119
Special Education Support	683,755	0	0	129,900	813,655
Vocational Education Support	365,905	0	0	21,650	387,555
Technology	2,282,729	67,261	118,000	(73,999)	2,393,991
Board of Education	1,274,054	0	0	33,957	1,308,011
Superintendent	481,859	0	0	(29,787)	452,072
Office of the Principal	6,319,710	0	0	276,500	6,596,210
Fiscal Services	643,956	0	0	0	643,956
Human Resources	253,383	0	0	0	253,383
Operation of Plant	5,603,817	0	0	(14,100)	5,589,717
Maintenance of Plant	2,268,615	34,816	0	(62,500)	2,240,931
Transportation	3,294,546	0	80,540	(200,000)	3,175,086
Public Relations	126,077	0	0	8,070	134,147
Total Support Services	33,392,185	141,947	248,540	919,085	34,701,757
Non-Instructional Services:					
Debt Service	3,173,720	(200,000)	0	212,788	3,186,508
Early Childhood Education	394,445	0	180,439	(19,800)	555,084
Community Services	1,302,958	1,164	0	60,000	1,364,122
Regular Capital Outlay	851,500	2,990,687	332,777	(138,409)	4,036,555
Operating Transfers	62,739	0	0	300,000	362,739
Total Non-Instructional Services	5,785,362	2,791,851	513,216	414,579	9,505,008
GRAND TOTAL EXPENDITURES	97,729,610	4,241,229	992,112	1,225,000	104,187,951
Excess (Deficiency) of Revenues and Other Sources Over (Under) Expenditures	(15,827,294)	(6,151,450)	(64,640)	(560,000)	(22,603,384)
OTHER SOURCES OF FUNDS					
School Funds	0	0	0	0	0
City Appropriation	11,626,736	0	0	0	11,626,736
Transfer from City General Fund for Transportation	2,909,423	0	0	0	2,909,423
TOTAL OTHER SOURCES OF FUNDS	14,536,159	0	0	0	14,536,159
Net Change in Fund Balance	(1,291,135)	(6,151,450)	(64,640)	(560,000)	(8,067,225)
FUND BALANCE (BEGINNING)	17,786,715	0	0	0	17,786,715
Prior Period Adjustment	0	0	0	0	0
FUND BALANCE (ENDING)	16,495,580	0	0	0	9,719,490

SCHOOL FOOD SERVICES FUND SUMMARY
2023-2024 BUDGET

	Original Budget	Amendment #3	Amended Budget
<u>REVENUES</u>			
Charges for Services	688,600	(28,600)	660,000
Other Local Revenue	45,000	0	45,000
State Matching Food Service Funds	35,000	0	35,000
Federal Funds Through State	<u>3,100,000</u>	<u>30,700</u>	<u>3,130,700</u>
 Total Revenues	 <u>3,868,600</u>	 <u>2,100</u>	 <u>3,870,700</u>
<u>EXPENDITURES</u>			
School Food Service	3,800,232	0	3,800,232
Capital Outlay	<u>68,368</u>	<u>350,000</u>	<u>418,368</u>
 Total Expenditures	 <u>3,868,600</u>	 <u>350,000</u>	 <u>4,218,600</u>
 Excess (Deficiency) of Revenues Over (Under) Expenditures	 0	 (347,900)	 (347,900)
 FUND BALANCE (BEGINNING)	 <u>3,936,635</u>	 <u>0</u>	 <u>3,936,635</u>
 Purchase Method Inventory adj.	 0	 0	 0
 FUND BALNCE (ENDING)	 <u><u>3,936,635</u></u>	 <u><u>0</u></u>	 <u><u>3,588,735</u></u>

**SCHOOL FEDERAL PROJECTS FUND
2023-2024 BUDGET**

	Original Budget	Amendment #3	Amended Budget
<u>REVENUES</u>			
Federal Funds Direct and through State	10,389,796	(1,421,596)	8,968,200
Total Revenues	10,389,796	(1,421,596)	8,968,200
<u>EXPENDITURES</u>			
Title I	2,210,736	0	2,210,736
Title I Carryover	161,501	37,621	199,122
Title I-D	24,917	11,816	36,733
Title I-D Carryover	2,632	(147)	2,485
Title II	371,798	11,277	383,075
Title II Carryover	73,077	(6,045)	67,032
Title III	44,774	6,513	51,287
Title III Carryover	19,043	(425)	18,618
Title IV	151,496	3,118	154,614
Title IV Carryover	32,476	(8,420)	24,056
21st Century	0	158,794	158,794
21st Century Carryover	87,877	(87,877)	0
21st Century Cohort 2022	149,651	0	149,651
McKinney Homeless	96,000	(3,652)	92,348
Carl Perkins	131,560	31,603	163,163
CTE Perkins Reserve	250,000	(200,000)	50,000
IDEA	1,732,359	164,787	1,897,146
IDEA Carryover	246,658	13,610	260,268
IDEA Preschool	50,292	4,082	54,374
IDEA Preschool Carryover	6,276	(911)	5,365
ESSER 3.0	4,383,405	(2,420,908)	1,962,497
ARP Homeless 1.0	0	3,389	3,389
ARP Homeless 2.0	0	11,942	11,942
ARP IDEA	189,268	(47,582)	141,686
ARP IDEA Preschool	0	3,224	3,224
Summer Learning Camps	0	0	0
Epidemiology & Laboratory Capacity	0	1,105,339	1,105,339
Total Expenditures	10,415,796	(1,208,851)	9,206,945
Excess (Deficiency) of Revenues Over (Under) Expenditures	(26,000)	(212,745)	(238,745)
<u>OTHER FINANCING SOURCES (USES)</u>			
Transfer In	26,000	300,000	326,000
Transfer Out	0	0	0
Total Other Financing Sources (Uses)	26,000	300,000	326,000
Net Change in Fund Balance	0	87,255	87,255
FUND BALANCE (BEGINNING)	1,075,348	0	1,075,348
FUND BALANCE (ENDING)	1,075,348	87,255	1,162,603

SCHOOL SPECIAL PROJECTS FUND
2023-2024 BUDGET

	<u>Original Budget</u>	<u>Amendment #3</u>	<u>Amended Budget</u>
<u>REVENUES</u>			
Federal Funds Direct and through State	<u>3,126,073</u>	<u>711,315</u>	<u>3,837,388</u>
Total Revenues	<u>3,126,073</u>	<u>711,315</u>	<u>3,837,388</u>
<u>EXPENDITURES</u>			
Lottery Pre-K	416,000	75,185	491,185
Family Resource Center	29,612	(29,612)	0
Safe School Carryover	0	90,960	90,960
Coordinated School Health	0	0	0
Middle School CTE Career Exploration	0	0	0
Learning Camps	700,000	(1,661)	698,339
Learning Camps Transportation	0	141,622	141,622
Public School Safety Grant	0	320,998	320,998
State Special Educ Preschool Grant	0	113,823	113,823
Innovative School Model Grant	<u>2,000,000</u>	<u>0</u>	<u>2,000,000</u>
Total Expenditures	<u>3,145,612</u>	<u>711,315</u>	<u>3,856,927</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	(19,539)	0	(19,539)
<u>Other Financing Sources (Uses)</u>			
Transfer In	<u>19,539</u>	<u>0</u>	<u>19,539</u>
Net Change in Fund Balance	0	0	0
FUND BALANCE (BEGINNING)	<u>99,972</u>	<u>0</u>	<u>99,972</u>
FUND BALANCE (ENDING)	<u>99,972</u>	<u>0</u>	<u>99,972</u>

JOHNSON CITY SCHOOLS								
2023 - 2024 Budget								
		Original		Amended		Amended Budget		Amended Budget
	BUDGET		Amendment	Budget	amendment	Amended Budget	amendment	Amended Budget
	2023-2024		#1	2023-2024	#2	2023-2024	#3	2023-2024
Beginning Fund Balance:								
	Designated for 3% Fund Balance	\$ 2,783,872		\$ 2,783,872		2,783,872		2,783,872
	Educare Reserves	\$ 1,027,000		\$ 1,027,000		1,027,000		1,027,000
	Undesignated	\$ 12,291,427		\$ 12,291,427	\$ -	12,291,427	\$ -	12,291,427
	Designated for Inventory and Compensated Absences	\$ 155,669		\$ 155,669	\$ -	155,669	\$ -	155,669
	Other Reserves/Designations	\$ 3,287,173		\$ 3,287,173	\$ -	3,287,173	\$ -	3,287,173
	Designated and Undesignated Fund Balance	\$ 19,545,141	\$ -	\$ 19,545,141	\$ -	\$ 19,545,141	\$ -	\$ 19,545,141
GRAND TOTAL ALL FUND BALANCE AND RESERVES								
		\$ 19,545,141	\$ -	\$ 19,545,141	\$ -	\$ 19,545,141	\$ -	\$ 19,545,141
40110	Current Property Tax - Wash Co	\$ 12,068,386		12,068,386		12,068,386		12,068,386
40110	Current Property Tax - Sullivan Co	\$ 238,036		238,036		238,036		238,036
40110	Current Property Tax - Carter Co	\$ 105,673		105,673		105,673		105,673
40120	Trustee's Collections - Prior Year	\$ 354,555		354,555		354,555		354,555
40130	Circuit Clk./Clk. & Master Coll. - Prior Yr	\$ 100,000		100,000		100,000		100,000
40140	Interest & Penalty	\$ 150,000		150,000		150,000		150,000
40150	Pick-Up Taxes	\$ 5,500		5,500		5,500		5,500
40162	Payments in Lieu of Taxes - Local Utilities	\$ 215,000		215,000		215,000		215,000
40163	Payments in Lieu of Taxes - Other	\$ 18,000		18,000		18,000		18,000
40210	Local Option Sales Tax - Wash Co	\$ 21,245,101	\$ (2,000,000)	19,245,101		19,245,101		19,245,101
40210	Local Option Sales Tax - Sullivan Co	\$ 173,220		173,220		173,220		173,220
40210	Local Option Sales Tax - Carter Co	\$ 126,766		126,766		126,766		126,766
40270	Business Tax	\$ 443,000		443,000		443,000		443,000
40275	Mixed Drink Tax	\$ 3,500		3,500		3,500		3,500
40320	Bank Excise Tax	\$ 80,000		80,000		80,000		80,000
	Total County Taxes	\$ 35,326,737	\$ (2,000,000)	\$ 33,326,737	\$ -	\$ 33,326,737	\$ -	\$ 33,326,737
41110	Marriage Licenses	\$ 1,500		1,500		1,500		1,500
	Total Licenses and Permits	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 1,500
43511	Tuition - Regular Day Students	\$ 250,000		250,000		250,000		250,000
43551	Tuition - Online Learning	\$ -		-		-	15,000	15,000
43581	Tuition - EDUCARE	\$ 1,108,800		1,108,800		1,108,800		1,108,800
43581	Tuition - ECLC	\$ 300,000		300,000		300,000		300,000
43990	Other Charges for Services	\$ 21,000		21,000	-	21,000	-	21,000
43990	Print Shop Enterprise Account	\$ 20,000		20,000		20,000	20,000	40,000
	Total Charges for Current Services	\$ 1,699,800	\$ -	\$ 1,699,800	\$ -	\$ 1,699,800	\$ 35,000	\$ 1,734,800
44160	Retirees' Insurance Payments	\$ 15,000		15,000		15,000		15,000
44170	Miscellaneous Refunds - Niswonger	\$ -		-	-	-	220,000	220,000
44570	Contributions - United Way	\$ 10,000		10,000		10,000		10,000
44990	Other Local Revenue (STEAM 536)	\$ 1,000		1,000		1,000		1,000
	Total Other Local Revenues	\$ 26,000	\$ -	\$ 26,000	\$ -	\$ 26,000	\$ 220,000	\$ 246,000
46510	Tennessee Investment in Student Achievement (TISA)	\$ 44,700,000	\$ 84,779	44,784,779	927,472	45,712,251		45,712,251
46513	TISA - On-behalf Payments	\$ -		-		-	110,000	110,000
46550	Driver Education	\$ 9,000		9,000		9,000		9,000

JOHNSON CITY SCHOOLS								
2023 - 2024 Budget								
		Original		Amended		Amended Budget		Amended Budget
		BUDGET	Amendment	Budget	amendment	Amended Budget	amendment	Amended Budget
		2023-2024	#1	2023-2024	#2	2023-2024	#3	2023-2024
46610	Career Ladder	\$ 89,279		89,279		89,279		89,279
46990	Other State Revenues - State Paid Parental Leave	\$ -		-		-	285,000	285,000
	Total State Education Funds	\$ 44,798,279	\$ 84,779	\$ 44,883,058	\$ 927,472	\$ 45,810,530	\$ 395,000	\$ 46,205,530
47640	ROTC Reimbursement	\$ 50,000	\$ 5,000	55,000		55,000	\$ 15,000	70,000
	Total Direct Federal Government	\$ 50,000	\$ 5,000	\$ 55,000	\$ -	\$ 55,000	\$ 15,000	\$ 70,000
49810	City General Fund Transfer - Operations	\$ 11,626,736		11,626,736		11,626,736		11,626,736
49810	City General Fund Transfer - Transportation	\$ 2,909,423		2,909,423		2,909,423		2,909,423
	Total Other Sources	\$ 14,536,159	\$ -	\$ 14,536,159	\$ -	\$ 14,536,159	\$ -	\$ 14,536,159
	Total Revenues	\$ 96,438,475	\$ (1,910,221)	\$ 94,528,254	\$ 927,472	\$ 95,455,726	\$ 665,000	\$ 96,120,726
	GRAND TOTAL REVENUES AND FUND BALANCE	\$ 115,983,616	\$ (1,910,221)	\$ 114,073,395	\$ 927,472	\$ 115,000,867	\$ 665,000	\$ 115,665,867
						-		-

JOHNSON CITY SCHOOLS									
2023 - 2024 Budget									
			Original	Amended			Amended Budget		Amended Budget
			BUDGET	Amendment	Budget	amendment	Amended Budget	amendment	Amended Budget
			2023-2024	#1	2023-2024	#2	2023-2024	#3	2023-2024
APPROPRIATIONS			1,060				-		-
REGULAR INSTRUCTION (71100)									
71100	116	Teachers	\$ 32,791,300	\$ 25,900	32,817,200	\$ 83,043	32,900,243	\$ (250,000)	32,650,243
71100	116	Safety Net Program (1-031)	\$ 49,000		49,000		49,000	6,000	55,000
71100	116	RTI (534)	\$ 152,833		152,833	600,000	752,833	9,400	762,233
71100	116	Four-Year Transition Plan (2-301)	\$ 6,000		6,000		6,000	900	6,900
71100	116	Local Extended Contract (1-578)	\$ 192,900	\$ 47,071	239,971		239,971	(50,000)	189,971
71100	116	Mountain View Orchestra (9-581)	\$ 8,825		8,825		8,825		8,825
71100	116	Curriculum Development (538)	\$ 22,000		22,000		22,000		22,000
71100	116	Teacher Stipends for Online Learning (555)	\$ 20,000		20,000		20,000	34,000	54,000
71100	117	Career Ladder	\$ 44,000		44,000		44,000		44,000
71100	163	Educational Assistants	\$ 1,156,700		1,156,700	\$ 42,700	1,199,400	\$ 5,700	1,205,100
71100	163	RTI Tutors	\$ 546,000		546,000	\$ (546,000)	-		-
71100	195	Substitute Teachers Certified	\$ 150,000	\$ 18,500	168,500		168,500		168,500
71100	198	Substitute Teachers - Non Certified	\$ 450,000		450,000		450,000		450,000
71100	201	Social Security	\$ 2,168,536	\$ 2,600	2,171,136	\$ 11,169	2,182,305	\$ -	2,182,305
71100	204	Retirement	\$ 2,549,520	\$ 2,300	2,551,820	\$ 10,624	2,562,444	\$ (40,000)	2,522,444
71100	206	Life Insurance	\$ 6,889		6,889	200	7,089	57,000	64,089
71100	207	Medical Insurance	\$ 4,014,070		4,014,070	25,000	4,039,070	(75,000)	3,964,070
71100	208	Dental Insurance	\$ 176,685		176,685	1,000	177,685	15,000	192,685
71100	210	Unemployment	\$ 50,000		50,000		50,000	(20,000)	30,000
71100	211	Local Retirement	\$ -		-		-	12,000	12,000
71100	212	Medicare	\$ 516,049	\$ 700	516,749	\$ 2,620	519,369		519,369
71100	216	Other Post Employment Benefits (Retiree Insurance)	\$ 600,000		600,000		600,000	\$ 30,000	630,000
71100	217	Retirement - Hybrid Stabilization	\$ 117,300		117,300		117,300		117,300
71100	336	Performing Music Maintenance and Repair Equipment	\$ 21,614		21,614		21,614	4,500	26,114
71100	356	Tuition	\$ 3,000		3,000		3,000	(3,000)	-
71100	399	Other Contracted Services	\$ 85,468		85,468		85,468	280,000	365,468
71100	399	RTI (1-534)	\$ 20,000		20,000		20,000		20,000
71100	399	Edmentun (Credit Recovery) (1-519)	\$ 61,000		61,000		61,000		61,000
71100	399	Public Chapter 426, Public Acts of 2011 (1-532)	\$ 40,000		40,000		40,000		40,000
71100	399	Subscription Renewal - Nearpod (1-536)	\$ 38,000		38,000		38,000		38,000
71100	399	Subscription Renewal - Brain Pop (1-536)	\$ 27,000		27,000		27,000	-	27,000
71100	399	Subscription Renewal - Hapara	\$ 29,000		29,000		29,000		29,000
71100	399	Subscription - Neptune Navigate	\$ 3,000		3,000		3,000		3,000
71100	399	Canvas (1-536)	\$ 58,000		58,000		58,000		58,000
71100	399	Subscription Renewal - Generation Genius	\$ 9,000		9,000		9,000		9,000
71100	399	Subscription Renewal - Mystery Science	\$ 10,000		10,000		10,000		10,000
71100	399	Subscription Renewal - Explore Learning	\$ 29,000		29,000		29,000		29,000
71100	399	Subscription Renewal - Study Island	\$ 21,000		21,000		21,000		21,000
71100	399	Subscription - My Reading Academy	\$ 60,000		60,000		60,000		60,000
71100	399	Subscription - Quizizz	\$ 20,000		20,000		20,000		20,000
71100	429	Instructional Supplies and Materials	\$ 226,844		226,844		226,844	100,000	326,844
71100	429	Forward Funding	\$ 41,362		41,362		41,362		41,362
71100	429	Summer School Supplies (1-033)	\$ 5,000		5,000		5,000		5,000
71100	429	AP - Instructional Supplies	\$ 7,500		7,500		7,500		7,500
71100	429	RTI - (1-534)	\$ 12,000		12,000		12,000		12,000
71100	429	Instructional Supplies - Science Materials	\$ 21,296		21,296		21,296		21,296
71100	429	Instructional Supplies - STEAM (536) +1K Donation	\$ 15,000		15,000		15,000		15,000
71100	429	Instructional Supplies - Special Budget Requests	\$ 35,000		35,000		35,000		35,000
71100	449	Textbooks	\$ 782,800		782,800		782,800	(505,789)	277,011
71100	449	Reserved for Encumbrances	\$ -	\$ 488,001	488,001		488,001		488,001
71100	471	IXL	\$ 100,000		100,000		100,000	(100,000)	-
71100	535	Fee Waiver Student Fees	\$ 125,898		125,898		125,898		125,898
71100	535	Fee Waiver Student Performing Music	\$ 7,550		7,550		7,550		7,550

JOHNSON CITY SCHOOLS									
2023 - 2024 Budget									
			Original		Amended		Amended Budget		Amended Budget
			BUDGET	Amendment	Budget	amendment	Amended Budget	amendment	Amended Budget
			2023-2024	#1	2023-2024	#2	2023-2024	#3	2023-2024
71100	595	TISA - on-behalf Payments	\$ -	\$ -	-		-	110,000	110,000
71100	722	Regular Instruction Equipment	\$ 73,017		73,017	30,000	103,017		103,017
71100	722	Performing Music Equipment	\$ 43,614		43,614		43,614		43,614
71100	722	Technology -BOE Tech Plan (568)	\$ 1,260,000		1,260,000		1,260,000		1,260,000
71100	722	Reserved for Special Budget Requests	\$ 115,000	\$ 722,358	837,358	\$ (30,000)	807,358		807,358
71100	722	Reserved for Encumbrances	\$ -		-		-		-
		TOTAL INSTRUCTION	\$ 49,195,570	\$ 1,307,430	\$ 50,503,000	\$ 230,356	\$ 50,733,356	\$ (379,289)	\$ 50,354,067

JOHNSON CITY SCHOOLS												
2023 - 2024 Budget												
				Original	Amended			Amended Budget				
				BUDGET	Amendment	Budget	amendment	Amended Budget				
				2023-2024	#1	2023-2024	#2	2023-2024				
								Amended Budget				
								Amended Budget				
								Amended Budget				
								Amended Budget				
								Amended Budget				
Alternative Instruction Program												
71150	116	Teachers	\$	751,907		751,907		751,907	225,000	976,907		
71150	163	Educational Assistants	\$	153,000		153,000		153,000	(25,000)	128,000		
71150	201	Social Security	\$	55,199		55,199		55,199	9,500	64,699		
71150	204	Retirement	\$	83,899		83,899		83,899	14,000	97,899		
71150	206	Life Insurance	\$	2,172		2,172		2,172	-	2,172		
71150	207	Medical Insurance	\$	104,000		104,000		104,000	40,000	144,000		
71150	208	Dental Insurance	\$	3,163		3,163		3,163	2,000	5,163		
71150	211	Local Retirement	\$	-		-		-	3,000	3,000		
71150	212	Medicare	\$	13,121		13,121		13,121	2,000	15,121		
71150	217	Hybrid Stabilization	\$	2,173		2,173		2,173		2,173		
71150	399	Other Contracted Services	\$	5,908		5,908		5,908		5,908		
71150	429	Instructional Supplies and Materials	\$	15,356		15,356		15,356		15,356		
71150	499	Other Supplies and Materials	\$	3,046		3,046		3,046		3,046		
71150	722	Other Equipment	\$	12,848		12,848		12,848	7,100	19,948		
TOTAL ALTERNATIVE			\$	1,205,792	\$	-	\$	1,205,792	\$	277,600	\$	1,483,392
SPECIAL EDUCATION												
71200	116	Teachers	\$	3,261,443		3,261,443		3,261,443	(60,000)	3,201,443		
71200	117	Career Ladder	\$	9,000		9,000		9,000		9,000		
71200	163	Educational Assistants	\$	750,000		750,000		750,000	36,000	786,000		
71200	171	Speech Pathologist	\$	539,951		539,951		539,951	(30,000)	509,951		
71200	198	Non Certified Substitutes	\$	20,475		20,475		20,475	(20,475)	-		
71200	201	Social Security	\$	279,433		279,433		279,433	(20,000)	259,433		
71200	204	Retirement	\$	340,446		340,446		340,446	(15,000)	325,446		
71200	206	Life Insurance	\$	10,994		10,994		10,994		10,994		
71200	207	Medical Insurance	\$	501,000		501,000		501,000	31,000	532,000		
71200	208	Dental Insurance	\$	18,016		18,016		18,016		18,016		
71200	211	Local Retirement	\$	-		-		-	6,300	6,300		
71200	212	Medicare	\$	66,423		66,423		66,423		66,423		
71200	217	Retirement - Hybrid Stabilization	\$	19,209		19,209		19,209	1,700	20,909		
71200	312	Contracts w/Private Agencies	\$	-		-		-	38,000	38,000		
71200	429	Instructional Supplies and Materials	\$	17,650		17,650		17,650	4,300	21,950		
71200	499	Other Supplies and Materials	\$	-		-		-	300	300		
71200	725	Special Education Instruction Equipment	\$	-		-		-	2,000	2,000		
TOTAL SPECIAL EDUCATION			\$	5,834,040	\$	-	\$	5,834,040	\$	(25,875)	\$	5,808,165
VOCATIONAL INSTRUCTION												
71300	116	Teachers	\$	1,689,878		1,689,878		1,689,878	1,600	1,691,478		
71300	117	Career Ladder	\$	4,000		4,000		4,000		4,000		
71300	163	Educational Assistants	\$	80,500		80,500		80,500	(2,000)	78,500		
71300	201	Social Security	\$	108,239		108,239		108,239	(4,000)	104,239		
71300	204	Retirement	\$	131,571		131,571		131,571	200	131,771		
71300	206	Life Insurance	\$	4,259		4,259		4,259		4,259		
71300	207	Medical Insurance	\$	212,000		212,000		212,000	27,000	239,000		
71300	208	Dental Insurance	\$	6,624		6,624		6,624	100	6,724		
71300	212	Medicare	\$	25,728		25,728		25,728		25,728		
71300	217	Retirement - Hybrid Stabilization	\$	6,999		6,999		6,999	(1,000)	5,999		
71300	399	Other Contracted Services	\$	1,617		1,617		1,617		1,617		
71300	429	Instructional Supplies and Materials	\$	39,240		39,240		39,240		39,240		
71300	429	Forward Funding	\$	1,617		1,617		1,617		1,617		

JOHNSON CITY SCHOOLS									
2023 - 2024 Budget									
			Original		Amended		Amended Budget	Amended Budget	
			BUDGET	Amendment	Budget	amendment	Amended Budget	Amended Budget	
			2023-2024	#1	2023-2024	#2	2023-2024	#3	
			2023-2024		2023-2024		2023-2024	2023-2024	
71300	730	Vocational Equipment	\$ 4,389		4,389		4,389	(3,000)	1,389
		TOTAL VOCATIONAL INSTRUCTION	\$ 2,316,661	\$ -	\$ 2,316,661	\$ -	\$ 2,316,661	\$ 18,900	\$ 2,335,561
		ATTENDANCE							
72110	189	Other Salaries and Wages	\$ 212,330		212,330		212,330	17,000	229,330
72110	201	Social Security	\$ 12,952		12,952		12,952		12,952
72110	204	Retirement	\$ 16,880		16,880		16,880	(1,300)	15,580
72110	206	Life Insurance	\$ 510		510		510		510
72110	207	Medical Insurance	\$ 33,278		33,278		33,278	14,000	47,278
72110	208	Dental Insurance	\$ 1,910		1,910		1,910		1,910
72110	211	Local Retirement	\$ -		-		-	1,300	1,300
72110	212	Medicare	\$ 3,079		3,079		3,079	(400)	2,679
72110	217	Retirement - Hybrid Stabilization	\$ 2,229		2,229		2,229	400	2,629
72110	471	Software Maintenance	\$ 48,500	\$ 4,172	52,672		52,672	79,000	131,672
		TOTAL ATTENDANCE	\$ 331,668	\$ 4,172	\$ 335,840	\$ -	\$ 335,840	\$ 110,000	\$ 445,840

JOHNSON CITY SCHOOLS										
2023 - 2024 Budget										
		Original			Amended			Amended Budget	Amended Budget	
		BUDGET	Amendment	Budget	amendment	Amended Budget	amendment	Amended Budget	Amended Budget	
		2023-2024	#1	2023-2024	#2	2023-2024	#3	2023-2024	2023-2024	
HEALTH SERVICES										
72120	131	Medical Personnel	\$ 689,484		689,484			689,484	40,000	729,484
72120	201	Social Security	\$ 42,103		42,103			42,103		42,103
72120	204	Retirement	\$ 54,814		54,814			54,814	3,500	58,314
72120	206	Life Insurance	\$ 1,655		1,655			1,655		1,655
72120	207	Medical Insurance	\$ 100,000		100,000			100,000	2,500	102,500
72120	208	Dental Insurance	\$ 3,000		3,000			3,000	300	3,300
72120	212	Medicare	\$ 9,998		9,998			9,998		9,998
72120	217	Hybrid Stabilization	\$ 7,240		7,240			7,240		7,240
72120	355	Travel	\$ 1,800		1,800			1,800	200	2,000
72120	399	Other Contracted Services	\$ 8,320		8,320			8,320	3,000	11,320
72120	413	Drugs & Medical Supplies	\$ 3,580		3,580			3,580		3,580
72120	499	Other Supplies & Materials	\$ 15,700		15,700			15,700	25,000	40,700
72120	524	Staff Development	\$ 1,000		1,000			1,000	6,000	7,000
72120	599	Coordinated School Health	\$ 100,000		100,000			100,000	(85,706)	14,294
72120	735	Health Equipment	\$ 500		500			500		500
		TOTAL HEALTH SERVICES	\$ 1,039,194	\$ -	\$ 1,039,194	\$ -	\$ 1,039,194	\$ (5,206)	\$ 1,033,988	
STUDENT SUPPORT										
72130	117	Career Ladder	\$ 2,000		2,000			2,000		2,000
72130	123	Guidance Personnel	\$ 1,517,961		1,517,961			1,517,961	170,000	1,687,961
72130	161	Secretary	\$ 49,500		49,500			49,500	10,500	60,000
72130	189	Other Salaries	\$ 961,939		961,939			961,939	(120,000)	841,939
72130	201	Social Security	\$ 154,416		154,416			154,416	(1,500)	152,916
72130	204	Retirement	\$ 202,141		202,141			202,141	(2,000)	200,141
72130	206	Life Insurance	\$ 6,075		6,075			6,075		6,075
72130	207	Medical Insurance	\$ 357,960		357,960			357,960	(45,000)	312,960
72130	208	Dental Insurance	\$ 12,187		12,187			12,187	(2,000)	10,187
72130	211	Local Retirement	\$ -		-			-	3,500	3,500
72130	212	Medicare	\$ 36,705		36,705			36,705	-	36,705
72130	217	Retirement - Hybrid Stabilization	\$ 14,522		14,522			14,522	2,000	16,522
72130	322	Evaluation & Testing (1-529)	\$ 30,000		30,000			30,000	-	30,000
72130	322	AP Testing (2-583)	\$ 105,000		105,000			105,000	35,000	140,000
72130	399	PreACT Assessment	\$ 8,000		8,000			8,000	(8,000)	-
72130	499	Other Supplies & Materials	\$ -		-			-	4,000	4,000
72130	524	Inservice/Staff Development	\$ -		-			-	1,500	1,500
72130	790	Other Equipment	\$ 2,500		2,500			2,500	(1,500)	1,000
		TOTAL OTHER STUDENT SUPPORT	\$ 3,460,906	\$ -	\$ 3,460,906	\$ -	\$ 3,460,906	\$ 46,500	\$ 3,507,406	

JOHNSON CITY SCHOOLS									
2023 - 2024 Budget									
			Original		Amended		Amended Budget	Amended Budget	
			BUDGET	Amendment	Budget	amendment	Amended Budget	Amended Budget	
			2023-2024	#1	2023-2024	#2	2023-2024	2023-2024	
INSTRUCTION - SUPPORT									
72210	105	Administration	\$ 728,452		728,452		728,452	\$ 41,000	769,452
72210	117	Career Ladder	\$ 8,000		8,000		8,000		8,000
72210	129	Librarians	\$ 850,322		850,322		850,322	(5,000)	845,322
72210	137	Educational Media Personnel	\$ 329,000		329,000		329,000		329,000
72210	161	Secretary	\$ 124,500		124,500		124,500	9,000	133,500
72210	189	Other Salaries and Wages	\$ 1,181,111		1,181,111		1,181,111	420,000	1,601,111
72210	189	Other Salaries and Wages - Teacher Leadership Academy	\$ 30,500		30,500		30,500	22,000	52,500
72210	201	Social Security	\$ 198,365		198,365		198,365	\$ 29,000	227,365
72210	204	Retirement	\$ 250,581		250,581		250,581		250,581
72210	206	Life Insurance	\$ 7,805		7,805		7,805		7,805
72210	207	Medical Insurance	\$ 310,378		310,378		310,378	40,000	350,378
72210	208	Dental Insurance	\$ 10,183		10,183		10,183	1,400	11,583
72210	211	Local Retirement	\$ -		-		-	4,000	4,000
72210	212	Medicare	\$ 47,152		47,152		47,152	\$ 6,900	54,052
72210	217	Retirement - Hybrid Stabilization	\$ 6,911		6,911		6,911		6,911
72210	355	Travel	\$ 11,500		11,500		11,500	4,600	16,100
72210	355	Travel Academic Competitions - Robotics Team (5K) (16-572)	\$ 10,000		10,000		10,000		10,000
72210	399	Niswonger Class Fees (555)	\$ 5,000		5,000		5,000		5,000
72210	399	Contracted Services Niswonger Consortium Fee (555)	\$ 15,200		15,200		15,200		15,200
72210	399	Other Contracted Services (5\$ Transact)	\$ 9,000		9,000		9,000		9,000
72210	399	Other Contracted Services-Safety Net Program (1-031)	\$ 41,000		41,000		41,000	(41,000)	-
72210	399	Other Contracted Services - Frontline	\$ 28,000		28,000		28,000	1,000	29,000
72210	399	Other Contracted Services - Bloomz	\$ 16,500		16,500		16,500	(16,500)	-
72210	399	Other Contracted Services - 504 Online System	\$ 5,000		5,000		5,000		5,000
72210	399	Other Contracted Services - Robotics Team (16-572)	\$ 1,000		1,000		1,000	500	1,500
72210	399	At-Risk Services (1-964)	\$ 1,000		1,000		1,000		1,000
72210	399	Random Drug Testing	\$ 16,000		16,000		16,000		16,000
72210	399	Contracted Services - RC (1-030)	\$ 2,400		2,400		2,400		2,400
72210	399	Internal Assessment Platform - Illuminate	\$ 55,000		55,000		55,000		55,000
72210	399	Other Contracted Services - Major Clarity	\$ 7,000		7,000		7,000		7,000
72210	399	Other Contracted Services	\$ 20,000		20,000		20,000	55,000	75,000
72210	432	Library Books Media	\$ 42,472		42,472		42,472		42,472
72210	471	Software Maintenance - Destiny (Library)	\$ 15,000		15,000		15,000	5,000	20,000
72210	499	Other Supplies & Materials	\$ 10,000		10,000		10,000	1,300	11,300
72210	499	Mclass Amplify Program (1-524)	\$ 26,000		26,000		26,000		26,000
72210	499	Other Supplies & Materials-RC (1-030)	\$ 7,700		7,700		7,700		7,700
72210	499	Other Supplies and Materials - Robotics Team (16-572)	\$ 5,000		5,000		5,000		5,000
72210	499	Shoe Fund (1-520)	\$ 10,000	\$ 5,725	15,725		15,725		15,725
72210	499	Homeless Donations	\$ -	\$ 11,678	11,678		11,678		11,678
72210	499	Raptor	\$ 2,400		2,400		2,400		2,400
72210	524	Teacher Leadership Academy (537)	\$ 44,500		44,500		44,500		44,500
72210	524	In-service Staff Dev. System Wide/School Based	\$ 148,208		148,208		148,208	30,000	178,208
72210	524	Reserved for Encumbrances	\$ -	\$ 572	572		572		572
72210	524	AP Staff Development (1-583)	\$ 10,000		10,000		10,000		10,000
72210	599	Non Revenue Producing Sports \$30K (25/5)	\$ 35,000		35,000	50,000	85,000	50,000	135,000
72210	599	Non Revenue Producing Sports - Reserved for Encumbrances	\$ -	\$ 17,723	17,723		17,723		17,723
72210	599	Other Charges - MS Competition Fees	\$ 3,000		3,000		3,000		3,000
72210	599	Other Charges	\$ 4,000		4,000		4,000		4,000
72210	790	Non Revenue Producing Sports - Arts \$20K (15/5)	\$ 25,000		25,000		25,000		25,000
72210	790	Other Equipment - Special Budget Request	\$ 179,352		179,352		179,352		179,352
72210	790	Safety - Radios (1-964) - Elementary	\$ 5,000		5,000		5,000		5,000
72210	790	Other Equipment	\$ 5,000		5,000		5,000	4,500	9,500
72210	799	Other Capital Outlay	\$ -		-		-	9,800	9,800

		JOHNSON CITY SCHOOLS							
		2023 - 2024 Budget							
		Original		Amended		Amended Budget		Amended Budget	
		BUDGET		Budget		amendment		amendment	
		2023-2024		#1		#2		#3	
		2023-2024		2023-2024		2023-2024		2023-2024	
		TOTAL INSTRUCTION SUPPORT	\$ 4,904,492	\$ 35,698	\$ 4,940,190	\$ 50,000	\$ 4,990,190	\$ 672,500	\$ 5,662,690
		ALTERNATIVE INSTRUCTIONAL PROGRAM							
72215	161	Secretaries	\$ 37,000		37,000		37,000	2,000	39,000
72215	201	Social Security	\$ 2,255		2,255		2,255		2,255
72215	204	Retirement	\$ 2,942		2,942		2,942		2,942
72215	206	Life Insurance	\$ 89		89		89		89
72215	207	Medical Insurance	\$ 9,700		9,700		9,700	3,500	13,200
72215	208	Dental Insurance	\$ 145		145		145	100	245
72215	212	Medicare	\$ 537		537		537		537
72215	217	Retirement - Hybrid Stabilization	\$ 389		389		389		389
72215	435	Office Supplies	\$ 2,462		2,462		2,462		2,462
72215	524	In-Service/Staff Development	\$ 2,000		2,000		2,000		2,000
		TOTAL ALTERNATIVE INSTRUCTIONAL PROGRAM	\$ 57,519	\$ -	\$ 57,519	\$ -	\$ 57,519	\$ 5,600	\$ 63,119

JOHNSON CITY SCHOOLS									
2023 - 2024 Budget									
			Original		Amended		Amended Budget	Amended Budget	
			BUDGET	Amendment	Budget	amendment	Amended Budget	Amended Budget	
			2023-2024	#1	2023-2024	#2	2023-2024	2023-2024	
SPECIAL EDUCATION - SUPPORT									
72220	105	Administration	\$ 132,081		132,081		132,081	(25,000)	107,081
72220	117	Career Ladder	\$ 1,000		1,000		1,000		1,000
72220	124	Psychological Personnel	\$ 78,324		78,324		78,324		78,324
72220	161	Secretary	\$ 106,000		106,000		106,000	5,000	111,000
72220	131	Physical Therapist	\$ 175,147		175,147		175,147	76,000	251,147
72220	189	Other Salaries & Wages	\$ -		-		-	26,500	26,500
72220	201	Social Security	\$ 30,047		30,047		30,047	3,500	33,547
72220	204	Retirement	\$ 43,742		43,742		43,742	7,500	51,242
72220	206	Life Insurance	\$ 1,182		1,182		1,182		1,182
72220	207	Medical Insurance	\$ 72,000		72,000		72,000	16,000	88,000
72220	208	Dental Insurance	\$ 2,424		2,424		2,424	-	2,424
72220	211	Local Retirement	\$ -		-		-	500	500
72220	212	Medicare	\$ 7,142		7,142		7,142	1,500	8,642
72220	217	Retirement - Hybrid Stabilization	\$ 2,166		2,166		2,166	1,500	3,666
72220	310	Congrats With Other Public Agencies	\$ -		-		-	300	300
72220	312	Contracts with Private Agencies	\$ 10,000		10,000		10,000	14,000	24,000
72220	314	Contracts with Public Agencies	\$ 2,000		2,000		2,000	(1,500)	500
72220	336	Maintenance & Repair Services - Equipment	\$ 500		500		500		500
72220	355	Travel	\$ 5,000		5,000		5,000		5,000
72220	499	Other Supplies & Materials	\$ 5,000		5,000		5,000	600	5,600
72220	524	Staff Development	\$ 10,000		10,000		10,000	3,500	13,500
TOTAL SPECIAL EDUCATION SUPPORT			\$ 683,755	\$ -	\$ 683,755	\$ -	\$ 683,755	\$ 129,900	\$ 813,655
VOCATIONAL EDUCATION - SUPPORT									
72230	105	Administration	\$ 127,665		127,665		127,665		127,665
72230	117	Career Ladder	\$ 3,000		3,000		3,000		3,000
72230	161	Secretary	\$ 37,500		37,500		37,500	500	38,000
72230	201	Social Security	\$ 10,258		10,258		10,258	(500)	9,758
72230	204	Retirement	\$ 11,880		11,880		11,880		11,880
72230	206	Life Insurance	\$ 404		404		404		404
72230	207	Medical Insurance	\$ 20,500		20,500		20,500		20,500
72230	208	Dental Insurance	\$ 558		558		558		558
72230	212	Medicare	\$ 2,438		2,438		2,438		2,438
72230	217	Hybrid Stabilization	\$ 394		394		394	150	544
72230	355	Travel	\$ -		-		-	554	554
72230	399	Other Contracted Services	\$ 41,154		41,154		41,154	746	41,900
72230	435	Office Supplies	\$ 154		154		154		154
72230	499	Print Shop Enterprise Account	\$ 10,000		10,000		10,000	-	10,000
72230	499	Other Supplies & Materials PRINT SHOP	\$ 100,000		100,000		100,000	20,000	120,000
72230	524	In-Service/Staff Development	\$ -		-		-	200	200
TOTAL VOCATIONAL EDUCATION - SUPPORT			\$ 365,905	\$ -	\$ 365,905	\$ -	\$ 365,905	\$ 21,650	\$ 387,555

JOHNSON CITY SCHOOLS								
2023 - 2024 Budget								
			Original		Amended		Amended Budget	Amended Budget
			BUDGET	Amendment	Budget	amendment	Amended Budget	Amended Budget
			2023-2024	#1	2023-2024	#2	2023-2024	2023-2024
TECHNOLOGY								
72250	105	Administration	\$ 103,880		103,880		103,880	103,880
72250	121	Technicians	\$ 1,047,316		1,047,316		1,047,316	22,000
72250	201	Social Security	\$ 70,223		70,223		70,223	(2,500)
72250	204	Retirement	\$ 161,354		161,354		161,354	(8,000)
72250	206	Life Insurance	\$ 2,763		2,763		2,763	
72250	207	Medical Insurance	\$ 175,000		175,000		175,000	(8,000)
72250	208	Dental Insurance	\$ 5,809		5,809		5,809	
72250	211	Local Retirement	\$ -		-		-	7,000
72250	212	Medicare	\$ 16,692		16,692		16,692	
72250	217	Hybrid Stabilization	\$ 2,092		2,092		2,092	4,500
72250	307	Technology Communications	\$ 6,300		6,300		6,300	
72250	320	Dues and Memberships	\$ 900		900		900	
72250	350	Other Charges-Internet/ENA	\$ 200,000		200,000		200,000	32,000
72250	355	Travel Technology	\$ 3,000		3,000		3,000	
72250	399	Contracted Services	\$ 44,200		44,200		44,200	(32,000)
72250	411	Data Processing Supplies	\$ 11,500		11,500		11,500	
72250	435	Office Supplies Technology	\$ 1,700		1,700		1,700	
72250	471	Software Maintenance - Content Filter iBoss	\$ 26,000		26,000		26,000	(23,999)
72250	471	Software Maintenance -Endpoint Protection - Trend	\$ 35,000		35,000	25,000	60,000	
72250	471	Subscription Renewal - ID Auto	\$ 28,000		28,000		28,000	
72250	471	Subscription Renewal - School Messenger	\$ 14,000		14,000		14,000	
72250	471	Software Maintenance - Jatheon/Email Archive	\$ 5,000		5,000		5,000	
72250	471	Software Maintenance - KnowBe4	\$ 22,000		22,000		22,000	
72250	471	Software Maintenance - TeamViewer	\$ 11,000		11,000		11,000	
72250	471	Software Maintenance - VXRail	\$ 26,000		26,000		26,000	
72250	471	Software Maintenance - Microsoft EES - OS and Office License	\$ 36,000		36,000		36,000	
72250	471	Software Maintenance - Cisco Smartnet	\$ 36,000		36,000		36,000	
72250	471	Software Maintenance - Veeam	\$ 6,200		6,200		6,200	
72250	471	Software Maintenance - Help Desk SysAid	\$ 25,000		25,000		25,000	
72250	471	Software Maintenance - VMWare	\$ 12,000		12,000		12,000	
72250	471	Software Maintenance - MDM - Apple Devices Mosyle	\$ 15,000		15,000		15,000	
72250	471	Software Maintenance - SonicWall - Firewall	\$ 10,000		10,000		10,000	
72250	471	Software Maintenance - KACE	\$ 1,300		1,300		1,300	
72250	471	Software Maintenance - Identity Automation Rapid Identity Platform	\$ 50,000		50,000		50,000	
72250	471	Software Maintenance - Tipping Point	\$ -		-	93,000	93,000	
72250	471	Software Hosting Services	\$ 16,000		16,000		16,000	
72250	471	Software Maintenance - Other	\$ 5,000		5,000		5,000	
72250	499	Other Supplies & Materials Technology	\$ 10,500		10,500		10,500	
72250	499	Other Supplies & Materials - Reserved for Encumbrances	\$ -	\$ 67,261	67,261		67,261	(65,000)
72250	524	In-service Staff Development - Technology	\$ 10,000		10,000		10,000	
72250	709	Data Processing Equipment Technology	\$ 30,000		30,000		30,000	
TOTAL TECHNOLOGY			\$ 2,282,729	\$ 67,261	\$ 2,349,990	\$ 118,000	\$ 2,467,990	\$ (73,999)
BOARD OF EDUCATION								
189		Other Salaries & Wages - Attorney	\$ -		-		-	7,055
72310	206	Life Insurance	\$ 420		420		420	
72310	207	Medical Insurance	\$ 27,000		27,000		27,000	
72310	212	Employer Medicare	\$ -		-		-	102
72310	305	Audit Service	\$ 20,000		20,000		20,000	800
72310	320	Dues and Memberships	\$ 14,000		14,000		14,000	(1,500)
72310	331	Legal Services	\$ 10,000		10,000		10,000	20,500
72310	355	Travel	\$ 2,000		2,000		2,000	

JOHNSON CITY SCHOOLS								
2023 - 2024 Budget								
			Original		Amended		Amended Budget	Amended Budget
			BUDGET	Amendment	Budget	amendment	Amended Budget	Amended Budget
			2023-2024	#1	2023-2024	#2	2023-2024	2023-2024
72310	399	Other Contracted Services	\$ 10,000		10,000		10,000	8,500
72310	499	Other Supplies & Materials	\$ 2,000		2,000		2,000	8,500
72310	506	Liability Insurance	\$ 89,952		89,952		89,952	89,952
72310	506	*Athletic Liability Insurance	\$ 40,000		40,000		40,000	41,000
72310	508	Corporate Surety Bonds	\$ 150		150		150	150
72310	510	Trustee's Commission	\$ 520,000		520,000		520,000	520,000
72310	513	Workman's Compensation Insurance	\$ 403,032		403,032		403,032	403,032
72310	524	In-service Staff Development	\$ 25,500		25,500		25,500	37,500
72310	599	Other Charges	\$ 30,000		30,000		30,000	39,000
72310	599	Athletics/Band	\$ 80,000		80,000		80,000	60,000
		TOTAL BOARD OF EDUCATION	\$ 1,274,054	\$ -	\$ 1,274,054	\$ -	\$ 1,274,054	\$ 33,957
		SUPERINTENDENT						
72320	101	Superintendent	\$ 184,787		184,787		184,787	185,000
72320	117	Career Ladder	\$ 1,000		1,000		1,000	1,000
72320	161	Secretary	\$ 53,000		53,000		53,000	54,800
72320	201	Social Security	\$ 15,742		15,742		15,742	13,742
72320	204	Retirement	\$ 18,840		18,840		18,840	18,840
72320	206	Life Insurance	\$ 573		573		573	573
72320	207	Medical Insurance	\$ 31,000		31,000		31,000	31,000
72320	208	Dental Insurance	\$ 820		820		820	820
72320	212	Medicare	\$ 3,883		3,883	-	3,883	3,883
72320	217	Hybrid Stabilization	\$ 557		557	-	557	557
72320	299	Other Fringe Benefits	\$ 10,000		10,000		10,000	12,000
72320	306	Bank Charges	\$ 5,000		5,000		5,000	1,000
72320	307	Communications	\$ 79,457		79,457		79,457	69,457
72320	320	Dues & Memberships	\$ 12,000		12,000		12,000	12,000
72320	348	Postal Charges	\$ 10,000		10,000		10,000	10,000
72320	355	Travel	\$ 1,000		1,000		1,000	200
72320	399	Other Contracted Services	\$ 21,200		21,200		21,200	19,200
72320	435	Office Supplies	\$ 7,000		7,000		7,000	7,000
72320	524	Staff Development - Leadership Program	\$ 11,000		11,000		11,000	9,000
72320	599	Other Charges	\$ 13,000		13,000		13,000	1,000
72320	701	Administrative Equipment	\$ 2,000		2,000		2,000	1,000
		TOTAL SUPERINTENDENT	\$ 481,859	\$ -	\$ 481,859	\$ -	\$ 481,859	\$ (29,787)
		OFFICE OF THE PRINCIPAL						
72410	104	Principals	\$ 1,358,575		1,358,575		1,358,575	1,338,575
72410	117	Career Ladder	\$ 1,000		1,000		1,000	2,000
72410	119	Bookkeepers	\$ 480,000		480,000		480,000	489,000
72410	121	Data Processing Personnel	\$ 68,389		68,389		68,389	68,389
72410	139	Assistant Principals	\$ 1,760,803		1,760,803		1,760,803	2,015,803
72410	161	Secretary	\$ 1,074,000		1,074,000		1,074,000	1,077,500
72410	201	Social Security	\$ 289,309		289,309		289,309	303,309
72410	204	Retirement	\$ 392,890		392,890	-	392,890	389,890
72410	206	Life Insurance	\$ 11,383		11,383		11,383	11,383
72410	207	Medical Insurance	\$ 520,000		520,000		520,000	595,000
72410	208	Dental Insurance	\$ 16,015		16,015		16,015	19,015
72410	211	Local Retirement	\$ -		-		-	12,000
72410	212	Medicare	\$ 68,770		68,770		68,770	68,770
72410	217	Retirement - Hybrid Stabilization Funds	\$ 13,912		13,912		13,912	16,412

JOHNSON CITY SCHOOLS								
2023 - 2024 Budget								
			Original		Amended		Amended Budget	Amended Budget
			BUDGET	Amendment	Budget	amendment	Amended Budget	Amended Budget
			2023-2024	#1	2023-2024	#2	2023-2024	2023-2024
72410	307	Communication	\$ 100,000		100,000		100,000	100,000
72410	320	Dues & Memberships	\$ 2,214		2,214		2,214	2,214
72410	348	Postal Charges	\$ 7,067		7,067		7,067	7,067
72410	355	Travel	\$ 2,384		2,384		2,384	2,384
72410	435	Office Supplies	\$ 5,887		5,887		5,887	5,887
72410	471	Subscription Renewal - Raptor	\$ 14,500		14,500		14,500	500
72410	524	In-service/Staff Development	\$ 912		912		912	912
72410	599	Safety Grant	\$ 131,700		131,700		131,700	70,200
		TOTAL OFFICE OF PRINCIPAL	\$ 6,319,710	\$ -	\$ 6,319,710	\$ -	\$ 6,319,710	\$ 276,500
		FISCAL SERVICES						
72510	105	Administration	\$ 118,413		118,413		118,413	118,713
72510	119	Bookkeepers	\$ 308,812		308,812		308,812	302,362
72510	201	Social Security	\$ 26,059		26,059		26,059	26,059
72510	204	Retirement	\$ 64,837		64,837		64,837	61,337
72510	206	Life Insurance	\$ 1,025		1,025		1,025	1,025
72510	207	Medical Insurance	\$ 46,100		46,100		46,100	46,100
72510	208	Dental Insurance	\$ 1,250		1,250		1,250	1,400
72510	211	Local Retirement	\$ -		-		-	4,100
72510	212	Medicare	\$ 6,195		6,195		6,195	6,195
72510	217	Retirement - Hybrid Stabilization	\$ 1,915		1,915		1,915	1,915
72510	320	Dues & Memberships	\$ 1,500		1,500		1,500	1,000
72510	355	Travel	\$ 100		100		100	300
72510	399	Other Contracted Services	\$ 50,000		50,000		50,000	52,800
72510	411	Data Processing Supplies	\$ 4,500		4,500		4,500	6,000
72510	435	Office Supplies	\$ 4,000		4,000		4,000	5,900
72510	499	Other Supplies and Materials	\$ 1,000		1,000		1,000	1,000
72510	524	Staff Development	\$ 5,000		5,000		5,000	5,000
72510	599	Other Charges	\$ 250		250		250	1,750
72510	701	Administrative Equipment	\$ 3,000		3,000		3,000	1,000
		TOTAL FISCAL SERVICES	\$ 643,956	\$ -	\$ 643,956	\$ -	\$ 643,956	\$ -
		HUMAN RESOURCES						
72520	105	Supervisor/Director	\$ 113,420		113,420		113,420	78,420
72520	161	Secretary	\$ 79,000		79,000		79,000	95,000
72520	189	Other Salaries & Wages	\$ -		-		-	7,500
72520	201	Social Security	\$ 11,737		11,737		11,737	11,737
72520	204	State Retirement	\$ 20,311		20,311		20,311	20,311
72520	206	Life Insurance	\$ 462		462		462	462
72520	207	Medical Insurance	\$ 18,252		18,252		18,252	27,252
72520	208	Dental Insurance	\$ 820		820		820	995
72520	212	Medicare	\$ 2,790		2,790		2,790	2,790
72520	217	Retirement - Hybrid Stabilization	\$ 1,191		1,191		1,191	1,491
72520	320	Dues and Memberships	\$ 600		600		600	600
72520	355	Travel	\$ 1,000		1,000		1,000	1,000
72520	399	Other Contracted Services	\$ 300		300		300	325
72520	435	Office Supplies	\$ 1,000		1,000		1,000	3,000
72520	524	Staff Development	\$ 1,250		1,250		1,250	1,250
72520	599	Other Charges	\$ -		-		-	-
72520	701	Administrative Equipment	\$ 1,250		1,250		1,250	1,250

JOHNSON CITY SCHOOLS									
2023 - 2024 Budget									
			Original	Amended		Amended Budget		Amended Budget	
			BUDGET	Amendment	Budget	amendment	Amended Budget	Amended Budget	
			2023-2024	#1	2023-2024	#2	2023-2024	#3	
			2023-2024	#1	2023-2024	#2	2023-2024	#3	
			2023-2024	#1	2023-2024	#2	2023-2024	#3	
		TOTAL HUMAN RESOURCES	\$ 253,383	\$ -	\$ 253,383	\$ -	\$ 253,383	\$ -	\$ 253,383
		OPERATION OF PLANT							
72610	160	Guards	\$ 211,108		211,108		211,108	(65,000)	146,108
72610	166	Custodial Personnel	\$ 1,897,500		1,897,500		1,897,500	22,960	1,920,460
72610	166	Summer Worker (510)	\$ 16,960		16,960		16,960	(6,960)	10,000
72610	166	Custodian Overtime	\$ 5,000		5,000		5,000	40,000	45,000
72610	201	Social Security	\$ 129,964		129,964		129,964		129,964
72610	204	Retirement	\$ 244,179		244,179		244,179	(24,000)	220,179
72610	206	Life Insurance	\$ 5,113		5,113		5,113		5,113
72610	207	Medical Insurance	\$ 289,000		289,000		289,000	4,500	293,500
72610	208	Dental Insurance	\$ 9,100		9,100		9,100	400	9,500
72610	211	Local Retirement	\$ -		-		-	18,000	18,000
72610	212	Medicare	\$ 30,893		30,893		30,893		30,893
72610	217	Retirement - Hybrid Stabilization	\$ -		-		-	12,000	12,000
72610	359	Disposal Fees	\$ 130,000		130,000		130,000	16,000	146,000
72610	399	Other Contracted Services	\$ -		-		-	55,000	55,000
72610	410	Custodial Supplies	\$ 150,000		150,000		150,000	18,000	168,000
72610	415	Electricity	\$ 1,900,000		1,900,000		1,900,000	\$ (70,000)	1,830,000
72610	434	Natural Gas	\$ 275,000		275,000		275,000	(35,000)	240,000
72610	454	Water & Sewer	\$ 300,000		300,000		300,000	-	300,000
72610	499	Other Supplies & Materials	\$ 5,000		5,000		5,000		5,000
72610	720	Plant Operation Equipment	\$ 5,000		5,000		5,000		5,000
		TOTAL OPERATION PLANT	\$ 5,603,817	\$ -	\$ 5,603,817	\$ -	\$ 5,603,817	\$ (14,100)	\$ 5,589,717
		MAINTENANCE OF PLANT							
72620	105	Administration	\$ 90,274		90,274		90,274		90,274
72620	161	Secretary	\$ 45,000		45,000		45,000		45,000
72620	167	Maintenance Personnel	\$ 1,148,396		1,148,396		1,148,396	(130,000)	1,018,396
72620	201	Social Security	\$ 78,302		78,302		78,302	(10,000)	68,302
72620	204	Retirement	\$ 206,237		206,237		206,237	(25,000)	181,237
72620	206	Life Insurance	\$ 3,081		3,081		3,081		3,081
72620	207	Medical Insurance	\$ 213,000		213,000		213,000	(1,000)	212,000
72620	208	Dental Insurance	\$ 6,393		6,393		6,393		6,393
72620	211	Local Retirement	\$ -		-		-	4,100	4,100
72620	212	Medicare	\$ 18,613		18,613		18,613		18,613
72620	217	Retirement - Hybrid Stabilization	\$ 4,819		4,819		4,819		4,819
72620	307	Communications	\$ 12,000		12,000		12,000		12,000
72620	336	Maint & Repair Service - Equipment	\$ 7,500		7,500		7,500	23,000	30,500
72620	399	Other Contracted Services	\$ 115,000		115,000		115,000	31,000	146,000
72620	399	ES&G M&V Services	\$ 17,000		17,000		17,000	400	17,400
72620	399	Other Contracted Services - Reserved for Encumbrances	\$ -	\$ 22,893	22,893		22,893		22,893
72620	499	Reserved for Encumbrances	\$ -	\$ 5,422	5,422		5,422		5,422
72620	499	Other Supplies & Materials	\$ 260,000		260,000		260,000	65,000	325,000
72620	499	Other Supplies & Materials - Special Budget Requests	\$ -	\$ 6,500	6,500		6,500		6,500
72620	599	Other Charges-In-service/Staff Development.	\$ 3,000		3,000		3,000		3,000
72620	717	Plant Maintenance Equipment	\$ 40,000		40,000		40,000	(20,000)	20,000
		TOTAL MAINTENANCE PLANT	\$ 2,268,615	\$ 34,816	\$ 2,303,431	\$ -	\$ 2,303,431	\$ (62,500)	\$ 2,240,931
		TRANSPORTATION							

JOHNSON CITY SCHOOLS								
2023 - 2024 Budget								
			Original		Amended		Amended Budget	Amended Budget
			BUDGET	Amendment	Budget	amendment	Amended Budget	Amended Budget
			2023-2024	#1	2023-2024	#2	2023-2024	2023-2024
72710	189	Other Salaries & Wages - Bus Assistants	\$ 38,600		38,600		38,600	38,600
72710	201	Social Security	\$ 2,393		2,393		2,393	2,393
72710	204	Retirement	\$ 4,270		4,270		4,270	4,270
72710	211	Local Retirement	\$ 300		300		300	300
72710	212	Medicare	\$ 560		560		560	560
72710	314	Contracts w/Public Carrier	\$ 2,909,423		2,909,423		2,909,423	2,909,423
72710	338	Maint & Repair Service	\$ 15,000		15,000		15,000	15,000
72710	425	Gasoline	\$ 50,000		50,000		50,000	50,000
72710	450	Tires & Tubes	\$ 5,000		5,000		5,000	5,000
72710	453	Vehicle Parts	\$ 9,000		9,000		9,000	9,000
72710	729	Transportation Equipment	\$ 260,000		260,000	80,540	340,540	140,540
		TOTAL TRANSPORTATION	\$ 3,294,546	\$ -	\$ 3,294,546	\$ 80,540	\$ 3,375,086	\$ 3,175,086
		PUBLIC RELATIONS						
72810	189	Other Salaries and Wages	\$ 70,440		70,440		70,440	79,440
72810	201	Social Security	\$ 4,297		4,297		4,297	4,387
72810	204	Retirement	\$ 5,600		5,600		5,600	6,000
72810	206	Life Insurance	\$ 169		169		169	169
72810	207	Medical Insurance	\$ 15,500		15,500		15,500	15,500
72810	208	Dental Insurance	\$ 410		410		410	410
72810	212	Medicare	\$ 1,021		1,021		1,021	1,031
72810	217	Retirement - Hybrid Stabilization	\$ 740		740		740	1,060
72810	320	Dues and Memberships	\$ -		-		-	50
72810	355	Travel Public Relations	\$ 2,000		2,000		2,000	2,000
72810	399	Contracted Services Public Relations	\$ 11,000		11,000		11,000	11,300
72810	435	Office Supplies Public Relations	\$ 1,500		1,500		1,500	1,400
72810	499	Other Supplies & Materials-Public Relations	\$ 4,200		4,200		4,200	2,900
72810	524	In-service Staff Development - Public Relations	\$ 4,200		4,200		4,200	5,500
72810	599	Other Charges Public Relations	\$ 2,000		2,000		2,000	2,000
72810	709	Data Processing Equipment Public Relations	\$ 3,000		3,000		3,000	1,000
		TOTAL PUBLIC RELATIONS	\$ 126,077	\$ -	\$ 126,077	\$ -	\$ 126,077	\$ 134,147
		COMMUNITY SERVICE						
73300	105	Supervisor/Director	\$ 309,500		309,500		309,500	329,500
73300	166	Custodial Personnel	\$ 22,000		22,000		22,000	27,500
73300	189	Other Salaries and Wages	\$ 690,500		690,500		690,500	765,500
73300	201	Social Security	\$ 63,200		63,200		63,200	63,700
73300	204	Retirement	\$ 12,200		12,200		12,200	18,700
73300	206	Life Insurance	\$ 290		290		290	290
73300	207	Medical Insurance	\$ 18,480		18,480		18,480	25,480
73300	208	Dental Insurance	\$ 730		730		730	880
73300	211	Local Retirement	\$ 9,330		9,330		9,330	830
73300	212	Medicare	\$ 14,778		14,778		14,778	16,078
73300	217	Hybrid Stabilization	\$ -		-		-	2,500
73300	307	Communications	\$ 2,400		2,400		2,400	3,600
73300	355	Travel	\$ 5,200		5,200		5,200	100
73300	399	Other Contracted Services	\$ 9,550		9,550		9,550	16,850
73300	422	Food Supplies	\$ 45,700	\$ 443	46,143		46,143	21,143
73300	429	Instructional Supplies & Materials	\$ -		-		-	300
73300	499	Other Supplies	\$ 55,500		55,500		55,500	35,500
73300	499	Other Supplies - Reserved for Encumbrances	\$ -	\$ 721	721		721	721
73300	509	Refunds	\$ 1,150		1,150		1,150	1,500

JOHNSON CITY SCHOOLS									
2023 - 2024 Budget									
			Original		Amended		Amended Budget	Amended Budget	
			BUDGET	Amendment	Budget	amendment	Amended Budget	Amended Budget	
			2023-2024	#1	2023-2024	#2	2023-2024	#3	
								2023-2024	
73300	524	Staff Development	\$ 4,900		4,900		4,900	(2,000)	2,900
73300	599	Other Charges	\$ 25,550		25,550		25,550	(10,000)	15,550
73300	790	Other Equipment	\$ 12,000		12,000		12,000	3,000	15,000
		TOTAL COMMUNITY SERVICE	\$ 1,302,958	\$ 1,164	\$ 1,304,122	\$ -	\$ 1,304,122	\$ 60,000	\$ 1,364,122
		EARLY CHILDHOOD EDUCATION							
73400	105	Supervisor/Director	\$ 21,500		21,500		21,500	24,000	45,500
73400	116	Teachers	\$ 63,745		63,745	128,000	191,745	-	191,745
73400	163	Educational Assistants	\$ 19,500		19,500		19,500		19,500
73400	189	Other Salaries & Wages	\$ 226,700		226,700		226,700	(30,000)	196,700
73400	201	Social Security	\$ 19,497		19,497	7,936	27,433		27,433
73400	204	Retirement	\$ 5,068		5,068	11,520	16,588		16,588
73400	206	Life Insurance	\$ 150		150	307	457		457
73400	207	Medical Insurance	\$ 14,144		14,144	30,000	44,144	(20,000)	24,144
73400	208	Dental Insurance	\$ 410		410	820	1,230		1,230
73400	211	Local Retirement	\$ 425		425		425		425
73400	212	Medicare	\$ 5,182		5,182	1,856	7,038		7,038
73400	217	Retirement - Hybrid Stabilization	\$ 874		874		874	1,000	1,874
73400	307	Communications	\$ 50		50		50		50
73400	399	Other Contracted Services	\$ 900		900		900	900	1,800
73400	422	Food Supplies	\$ -		-		-	2,500	2,500
73400	429	Instructional Supplies	\$ -		-		-	6,600	6,600
73400	499	Other Supplies & Materials	\$ 8,500		8,500		8,500	(5,000)	3,500
73400	509	Refunds	\$ 800		800		800	200	1,000
73400	524	Staff Development	\$ 2,000		2,000		2,000		2,000
73400	599	Other Charges	\$ 3,000		3,000		3,000		3,000
73400	790	Other Equipment	\$ 2,000		2,000		2,000		2,000
		TOTAL EARLY CHILDHOOD EDUCATION	\$ 394,445	\$ -	\$ 394,445	\$ 180,439	\$ 574,884	\$ (19,800)	\$ 555,084
		CAPITAL OUTLAY							
76100	314	Architectural Services	\$ -		-		-	35,000	35,000
76100	599	Summer Painting and Improvement (510)	\$ 10,000		10,000		10,000		10,000
76100	599	Non-Capital Building Improvements	\$ 60,000		60,000		60,000		60,000
76100	707	Building Improvements	\$ 190,000		190,000	185,777	375,777		375,777
76100	707	Building Improvements Special Budget Requests	\$ 563,500	\$ 132,000	695,500		695,500	(138,409)	557,091
76100	707	Reserved For Capital Outlay	\$ -	\$ 1,672,314	1,672,314		1,672,314		1,672,314
76100	707	Reserved for Encumbrances	\$ -	\$ 64,556	64,556		64,556		64,556
76100	799	Other Capital Outlay	\$ 28,000	\$ 1,100,000	1,128,000		1,128,000		1,128,000
76100	799	Other Capital Outlay Reserved for Encumbrances	\$ -	\$ 3,817	3,817		3,817		3,817
76100	799	Other Capital Outlay Special Budget Requests	\$ -	\$ 18,000	18,000	147,000	165,000		165,000
		TOTAL CAPITAL OUTLAY	\$ 851,500	\$ 2,990,687	\$ 3,842,187	\$ 332,777	\$ 4,174,964	\$ (138,409)	\$ 4,036,555
		DEBT SERVICE							
82130	601	Sales Tax Trust Fund	\$ 2,124,510	\$ (200,000)	1,924,510		1,924,510	77,000	2,001,510
82130	601	ESG Bond Principal Payments	\$ 477,000		477,000		477,000		477,000
82130	601	ESG Bond Principal Payments 2017 Issue	\$ 390,000		390,000		390,000		390,000
82130	614	Principal on SBITA	\$ -		-		-	121,957	121,957
82230	603	ESG Bond Interest Payments	\$ 14,310		14,310		14,310	6,000	20,310
82230	603	ESG Bond Interest Payments - 2017 Issue	\$ 158,900		158,900		158,900		158,900
82230	615	Interest on SBITA	\$ -		-		-	7,831	7,831

JOHNSON CITY SCHOOLS									
2023 - 2024 Budget									
			Original		Amended		Amended Budget		Amended Budget
			BUDGET	Amendment	Budget	amendment	Amended Budget	amendment	Amended Budget
			2023-2024	#1	2023-2024	#2	2023-2024	#3	2023-2024
82230	699	ES6 Bond Other Services/Fees Payments	\$ 9,000		9,000		9,000		9,000
TOTAL DEBT SERVICE			\$ 3,173,720	\$ (200,000)	\$ 2,973,720	\$ -	\$ 2,973,720	\$ 212,788	\$ 3,186,508
99100	590	Operating Transfers (CSH, PREK, HOMELESS)	\$ 52,739		52,739		52,739	300,000	352,739
99100	590	SRO Overtime	\$ 10,000		10,000		10,000		10,000
TOTAL TRANSFERS			\$ 62,739	\$ -	\$ 62,739	\$ -	\$ 62,739	\$ 300,000	\$ 362,739
TOTAL EXPENDITURES			\$ 97,729,610	\$ 4,241,229	\$ 101,970,840	\$ 992,112	\$ 102,962,952	\$ 1,225,000	\$ 104,187,952
ENDING RESERVES:									
Designated for 3% Fund Balance			\$ 2,783,872		2,783,872		2,783,872		2,783,872
Educare Reserves			\$ 849,017		849,017		849,017	(60,000)	789,017
Undesignated			\$ 11,178,275	(2,860,221)	8,318,054	(64,640)	8,253,414	(500,000)	7,753,414
Designated for Inventory and Compensated Absences			\$ 155,669		155,669		155,669		155,669
Other Reserves/Designations			\$ 3,287,173	(3,291,228)	(4,055)		(4,055)		(4,055)
Designated and Undesignated Fund Balance			\$ 18,254,006	\$ (6,151,450)	\$ 12,102,555	\$ (64,640)	\$ 12,037,915	\$ (560,000)	\$ 11,477,915
GRAND TOTAL EXPENDITURES AND ENDING RESERVES			\$ 115,983,616	\$ (1,910,222)	\$ 114,073,394	\$ 927,472	\$ 115,000,867	\$ 665,000	\$ 115,665,867

TABULATION OF BIDS
 CITY OF JOHNSON CITY, TENNESSEE
 May 30, 2024 - 2:00 PM
 ITB #6774 CARPET REPLACEMENT
 (SCHOOLS)

CONTRACTOR	State Contractor License #	Woodland Elementary Unit Cost	Mountain View Elementary Unit Cost	Central Office Unit Cost	South Side Elementary Unit Cost	GRAND TOTAL
Bonitz, Inc.	#46101	\$183,190.28	\$204,924.15	\$73,548.06	\$14,239.74	\$475,902.23
HomeChoice Windows, Doors and Flooring	#51563	\$352,000.00	\$396,000.00	\$148,500.00	\$27,500.00	\$924,000.00

No Response: A Walk Of Elegance Flooring & Design LLC, AGC of East TN, Anderson Lumber Co, Anderson Lumber Company Inc, Annalyn Ang Jones Distribution LLC, Architectural Interior Products Inc., Continental Flooring Company, Dalton Direct Carpets, Dockery Floorcovering, DPM Care of Tri-Cities- Division of DPM Inc., DPM Enterprises Inc. dba DPM Surface Care, ESDockery Inc., Glassman Grossi Inc, hd supply, Henry A. Petter Supply, Home Choice Windows & Doors LLC, International Flooring Solutions LLC, J & J Interiors Inc., Mannington Commercial Inc., reed const, Tiles in Style LLC DBA Taza Construction, Workspace Interiors Inc., CCS Presentation Systems, City Wide of Knoxville, Edens Carpet One, English Mountain Construction, Rogers

**SCHOOL BOARD AGENDA ITEM
JUNE 3, 2024**

TOPIC:

Internal Activity Funds, Site-Based Funds, and Educare/ECLC Budgets for 2024-2025

BACKGROUND INFORMATION:

The Internal School Funds Manual requires each school to furnish the Board of Education an Internal Activity Fund Budget each year for board information and approval.

The Board of Education's approval of the budget is required before the principal and school can spend these funds. In addition, the budget documents are informative so the BOE is aware of the approximate amount of internal school budgets, site-based budgets, and Educare/ECLC budgets including fund balances, estimated revenues and expenditures run through each school.

RECOMMENDATION:

I recommend approving the individual school's budgets.

Please feel free to call me if you have questions (434-5212).

RESPECTFULLY SUBMITTED: *Leia Valley*

Internal Activity Funds

SCHOOL NAME:

TYPE OF BUDGET: Internal Activity Fund - General

PRINCIPAL NAME: ___ Dr. Josh Carter

Date: 4/29/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE 2024-2025	ESTIMATED REVENUES 2024-2025	ESTIMATED EXPENDITURES 2024-2025	ESTIMATED ENDING BAL. 2024-2025
39000	Fund Balance	\$ 126,000.00			
Revenues:					
30300	Field Trips				
30430	Vending Commissions		\$ 11,439.00		
30450	Resale Items				
30530	Yearbooks	\$ -	\$ 16,733.00		
30600	Picture Commissions	\$ -	\$ 3,844.00		
30730	Donations		\$ 3,100.00		
31030	Class Fees				
30151	Parking Fees		\$ 200.00		
30152	Testing Fees		\$ 2,240.00		
31100	Interest				
31210	Locker Rental				
31300	Rebates/Charges for Services		\$ 2,810.00		
Appropriations					
40103	Administration			\$ 12,000.00	
40109	Service Charges			\$ 1,841.00	
40203	Instructional Supplies and Materials			\$ 730.00	
40207	Instructional Equipment				
40209	Testing Expenses			\$ 1,250.00	
40400	Operations/Maintenance Equipment			\$ 3,262.00	
40701	Yearbooks			\$ 3,000.00	
40909	Resale Items				
GRAND TOTALS:		\$ 126,000.00	\$ 40,366.00	\$ 22,083.00	\$ 144,283.00

SCHOOL NAME: INDIAN TRAIL MIDDLE

TYPE OF BUDGET: Internal Activity Fund - General

PRINCIPAL NAME: JAMES JACOBS DATE: APRIL 15, 2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
39000	Fund Balance	\$ 15,000.00			
Revenues:					
30300	Field Trips		\$ 10,000.00		
30530	Yearbooks		\$ 11,500.00		
30600	Picture Commissions		\$ 250.00		
31030	Class Fees		\$ 5,500.00		
31050	Lost/Damaged Textbooks		\$ 250.00		
31100	Interest		\$ 100.00		
Appropriations					
40103	Administration			\$ 10,000.00	
40109	Service Charges			\$ 20.00	
40203	Instructional Supplies and Materials			\$ 5,500.00	
40207	Instructional Equipment			\$ 1,000.00	
40701	Yearbooks			\$ 10,000.00	
40800	Field Trips			\$ 10,000.00	
	GRAND TOTALS:	\$ 15,000.00	\$ 27,600.00	\$ 36,520.00	\$ 6,080.00

SCHOOL NAME: Woodland Elementary

TYPE OF BUDGET: Internal Activity Fund - General

PRINCIPAL NAME: Dr. Karen Reach

Date:

5/3/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
39000	Fund Balance	\$ 5,000.00			
	Revenues:				
30300	Field Trips		\$ 15,000.00		
30430	Vending Commission		\$ 200.00		
30530	Yearbooks		\$ 7,400.00		
30600	Picture Commissions		\$ 2,500.00		
31030	Class Fees		\$ 3,000.00		
31050	Lost/Damaged Textbooks				
31100	Interest				
	Appropriations				
40103	Administration			\$ 100.00	
40109	Service Charges			\$ 250.00	
40203	Instructional Supplies and Materials			\$ 2,000.00	
40400	Operations/Maintenance			\$ -	
40701	Yearbooks			\$ 6,200.00	
40800	Field Trips			\$ 15,000.00	
	GRAND TOTALS:	<u>\$ 5,000.00</u>	<u>\$ 28,100.00</u>	<u>\$ 23,550.00</u>	<u>\$ 9,550.00</u>

SCHOOL NAME: SCIENCE HILL HIGH SCHOOL

TYPE OF BUDGET: Internal Activity Fund - Restricted

PRINCIPAL NAME: _____ DR. JOSH CARTER

DATE: 4/23/24

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITUR	EST. END. BALANCE
		2024-2025	2024-2025	2024-2024	2024-2025
999 L 70100 000 000 00200 000	BUSINESS EDUCATION	\$4,494.00	\$3,600.00	\$0.00	\$8,094.00
999 L 70101 000 000 00200 000	STATISTICS	\$3,951.25	\$0.00		\$3,951.25
999 L 70102 000 000 00200 000	CHEMISTRY	\$40.83	\$0.00	\$0.00	\$40.83
999 L 70103 000 000 00200 000	CHILD CARE	\$0.00	\$0.00	\$0.00	\$0.00
999 L 70104 000 000 00200 000	CHORUS	\$906.93	\$1,540.00	\$1,112.00	\$1,334.93
999 L 70105 000 000 00200 000	CLINICAL CLASS	\$0.00	\$0.00	\$0.00	\$0.00
999 L 70106 000 000 00200 000	CONSTRUCTION	\$6,297.16	\$6,471.00	\$5,400.00	\$7,368.16
999 L 70107 000 000 00200 000	DRAMA	\$6,945.93	\$23,066.00	\$19,900.00	\$10,111.93
999 L 70108 000 000 00200 000	DRIVER'S EDUCATION	\$2,300.00	\$50.00	\$0.00	\$2,350.00
999 L 70109 000 000 00200 000	ECOLOGY	\$0.00	\$0.00	\$0.00	\$0.00
999 L 70110 000 000 00200 000	ENGLISH	\$0.00	\$0.00	\$0.00	\$0.00
999 L 70111 000 000 00200 000	FRENCH	\$131.76	\$0.00	\$0.00	\$131.76
999 L 70112 000 000 00200 000	STEM 1: FOUNDATION	\$4,604.74	\$3,521.50	\$0.00	\$8,126.24
999 L 70113 000 000 00200 000	NUTRITION & FOODS	\$0.00	\$0.00	\$495.26	-\$495.26
999 L 70114 000 000 00200 000	GERMAN	\$16.74	\$0.00	\$0.00	\$16.74
999 L 70115 000 000 00200 000	VISUAL ARTS	\$0.00	\$0.00	\$0.00	\$0.00
999 L 70117 000 000 00200 000	LATIN	\$24.28	\$0.00	\$0.00	\$24.28
999 L 70118 000 000 00200 000	MATH	\$341.33	\$0.00	\$0.00	\$341.33
999 L 70119 000 000 00200 000	PE/WELLNESS	\$470.43	\$1,000.00	\$462.00	\$1,008.43
999 L 70120 000 000 00200 000	PHYSICAL SCIENCE	\$0.00	\$0.00	\$0.00	\$0.00
999 L 70121 000 000 00200 000	PHYSICS	\$167.59	\$0.00	\$0.00	\$167.59
999 L 70122 000 000 00200 000	SPANISH	\$0.41	\$0.00	\$0.00	\$0.41
999 L 70123 000 000 00200 000	CULINARY ARTS	\$22.53	\$0.00	\$0.00	\$22.53
999 L 70124 000 000 00200 000	CULINARY CATERING	\$0.24	\$1,500.00	\$1,500.00	\$0.24
999 L 70126 000 000 00200 000	THEATER	\$386.50	\$0.00	\$0.00	\$386.50
999 L 70127 000 000 00200 000	SOCIAL STUDIES	\$0.00	\$0.00	\$0.00	\$0.00
999 L 70128 000 000 00200 000	CAD	\$849.22	\$0.00	\$0.00	\$849.22
999 L 70129 000 000 00200 000	BAND	\$5,316.00	\$23,145.00	\$24,000.00	\$4,461.00
999 L 70130 000 000 00200 000	BUILDING TRADES	\$1,624.00	\$0.00	\$0.00	\$1,624.00
999 L 70131 000 000 00200 000	CENTRAL VICA	\$0.00	\$0.00	\$0.00	\$0.00
999 L 70132 000 000 00200 000	COSMETOLOGY	\$0.00	\$0.00	\$0.00	\$0.00
999 L 70133 000 000 00200 000	DRAFTING	\$0.00	\$0.00	\$0.00	\$0.00

999 L 70135 000 000 00200 000	AUTO SERVICE	\$0.00	\$0.00	\$0.00	\$0.00
999 L 70136 000 000 00200 000	HOSPITALITY & TOURISM	\$110.00	\$0.00	\$0.00	\$110.00
999 L 70137 000 000 00200 000	JUNIOR CHEF ACADEMY	\$289.00	\$0.00	\$0.00	\$289.00
999 L 70138 000 000 00200 000	DENTAL SCIENCE	\$0.04	\$0.00	\$0.00	\$0.04
999 L 70139 000 000 00200 000	TEACHING AS A PROFESSION	\$218.00	\$293.00	\$0.00	\$511.00
999 L 70140 000 000 00200 000	EARTH SCIENCE	\$0.00	\$0.00	\$0.00	\$0.00
999 L 70141 000 000 00200 000	MED TECH	\$1,245.00	\$0.00	\$0.00	\$1,245.00
999 L 70142 000 000 00200 000	HEALTH SCIENCE	\$3,972.00	\$2,225.00	\$0.00	\$6,197.00
999 L 70143 000 000 00200 000	ORCHESTRA	\$39.00	\$0.00	\$0.00	\$39.00
999 L 70145 000 000 00200 000	ART	\$1,701.00	\$7,705.00	\$9,000.00	\$406.00
999 L 70146 000 000 00200 000	BEAUTY & FASHION	\$79.00		\$0.00	\$79.00
999 L 70147 000 000 00200 000	BIOLOGY	\$7.55		\$0.00	\$7.55
999 L 70148 000 000 00200 000	COMPUTER TECHNOLOGY	\$1,984.00		\$0.00	\$1,984.00
999 L 70149 000 000 00200 000	JROTC	\$122.00	\$100.00	\$100.00	\$122.00
999 L 70150 000 000 00200 000	SOCIAL STUDIES	\$0.00		\$129.25	-\$129.25
999 L 70151 000 000 00200 000	SPECIAL EDUCATION	\$7,640.00	\$12,000.00	\$9,088.00	\$10,552.00
999 L 70152 000 000 00200 000	9TH GRADE ENRICHMENT	\$247.00		\$0.00	\$247.00
999 L 70153 000 000 00200 000	WOODSHOP	\$0.00		\$0.00	\$0.00
999 L 70154 000 000 00200 000	ALC	\$86.00		\$0.00	\$86.00
999 L 70155 000 000 00200 000	WELDING	\$270.00		\$0.00	\$270.00
999 L 70156 000 000 00200 000	CRIMINAL JUSTICE	\$174.00		\$0.00	\$174.00
999 L 70157 000 000 00200 000	COUNSELING & MENTAL HEALTH	\$7.00		\$0.00	\$7.00
999 L 70158 000 000 00200 000	AGRICULTURE	\$765.00		\$0.00	\$765.00
999 L 70159 000 000 00200 000	ANATOMY & PHYSIOLOGY	\$298.00		\$0.00	\$298.00
999 L 70161 000 000 00200 000	ENGLISH - DUAL ENROLLMENT	\$5,054.00		\$0.00	\$5,054.00
999 L 71100 189 000 00200 000	DUTY FREE LUNCH/OTHER SALARIES	\$0.00		\$2,745.60	-\$2,745.60
999 L 71100 336 000 00200 000	MAINTENANCE & REPAIR OF EQUIP	\$0.00		\$0.00	\$0.00
999 L 71100 336 000 00200 900	PERF MUSIC MAINT & REPAIR EQUI	\$0.00		\$0.00	\$0.00
999 L 71100 399 000 00200 000	COPIER EXPENSE	\$18,073.00	\$20,000.00	\$21,000.00	\$17,073.00
999 L 71100 429 000 00200 000	INSTRUCTIONAL SUPPLIES & MATER	\$8,051.00	\$79,528.00	\$72,201.00	\$15,378.00
999 L 71100 429 000 00200 901	FORWARD FUNDING	\$4,290.00	\$23,605.00	\$24,300.00	\$3,595.00
999 L 71100 429 000 00200 902	SCIENCE MATERIALS	\$1,520.00	\$6,286.00	\$4,928.00	\$2,878.00
999 L 71100 449 000 00200 000	TEXTBOOKS	\$0.00		\$0.00	\$0.00
999 L 71100 499 000 00200 000	OTHER SUPPLIES	\$0.00		\$0.00	\$0.00
999 L 71100 535 000 00200 000	FEE WAIVERS	\$44,386.00	\$39,900.00	\$28,030.00	\$56,256.00
999 L 71100 535 000 00200 900	PERF MUSIC FEE WAIVERS	\$0.00		\$0.00	\$0.00
999 L 71100 599 000 00200 000	RECEIPT BOOKS	\$0.00		\$0.00	\$0.00
999 L 71100 722 000 00200 000	REGULAR INSTRUCTION EQUIPMENT	\$0.00		\$0.00	\$0.00
999 L 71100 722 000 00200 900	PERF MUSIC EQUIPMENT	\$0.00		\$0.00	\$0.00
999 L 71150 336 000 00200 000	AC MAINT & REPAIR OF EQUIP	\$0.00		\$0.00	\$0.00
999 L 71150 399 000 00200 000	AC COPIER EXPENSE	\$11,946.00	\$4,924.00	\$11,684.00	\$5,186.00

999 L 71150 429 000 00200 000	AC INSTRUCTIONAL SUPP & MATER	\$18,952.00	\$24,789.00	\$17,841.00	\$25,900.00
999 L 71150 429 000 00200 901	ALC FORWARD FUNDING	\$13,072.00		\$1,961.00	\$11,111.00
999 L 71150 499 000 00200 000	AC OTHER SUPPLIES & MATERIALS	\$11,827.00	\$12,470.00	\$2,262.00	\$22,035.00
999 L 71150 599 000 00200 000	AC OTHER CHARGES	\$4,452.00		\$295.00	\$4,157.00
999 L 71150 722 000 00200 000	AC REGULAR INSTRUCTION EQUIP	\$0.00		\$0.00	\$0.00
999 L 71200 429 000 00200 000	SPECIAL EDUCATION	\$0.00		\$0.00	\$0.00
999 L 71300 336 000 00200 000	CTE MAINT & REPAIR OF EQUIP	\$0.00		\$0.00	\$0.00
999 L 71300 355 000 00200 000	CTE STUDENT TRAVEL	\$0.00		\$0.00	\$0.00
999 L 71300 399 000 00200 000	CTE COPIER EXPENSE	\$3,781.00	\$1,617.00	\$2,566.00	\$2,832.00
999 L 71300 429 000 00200 000	CTE INSTRUCTIONAL SUPP & MATER	\$3,514.00	\$15,240.00	\$17,053.00	\$1,701.00
999 L 71300 429 000 00200 901	CTE FORWARD FUNDING	\$438.00	\$7,816.00	\$7,724.00	\$530.00
999 L 71300 449 000 00200 000	CTE TEXTBOOKS	\$0.00		\$0.00	\$0.00
999 L 71300 535 000 00200 000	CTE FEE WAIVERS	\$0.00		\$0.00	\$0.00
999 L 71300 599 000 00200 000	CTE RECEIPT BOOKS	\$0.00		\$0.00	\$0.00
999 L 71300 730 000 00200 000	CTE INSTRUCTIONAL EQUIP	\$0.00		\$0.00	\$0.00
999 L 72215 307 000 00200 000	AC COMMUNICATION	\$0.00		\$0.00	\$0.00
999 L 72215 336 000 00200 000	AC MAINT & REPAIR OF EQUIP	\$0.00		\$0.00	\$0.00
999 L 72215 355 000 00200 000	AC TRAVEL	\$4,461.00		\$0.00	\$4,461.00
999 L 72215 399 000 00200 000	AC OTHER CONTRACTED SERVICES	\$0.00		\$0.00	\$0.00
999 L 72215 435 000 00200 000	AC OFFICE SUPPLIES	\$5,202.00	\$2,462.00	\$2,230.00	\$5,434.00
999 L 72215 524 000 00200 000	AC STAFF DEVELOPMENT	\$0.00		\$0.00	\$0.00
999 L 72230 355 000 00200 000	CTE TRAVEL	\$301.00		\$0.00	\$301.00
999 L 72230 435 000 00200 000	CTE OFFICE SUPPLIES	\$625.00		\$154.00	\$471.00
999 L 72230 457 000 00200 000	CTE STAFF DEVELOPMENT	\$0.00		\$0.00	\$0.00
999 L 72230 524 000 00200 000	CTE STAFF DEVELOPMENT	\$0.00		\$0.00	\$0.00
999 L 72310 506 000 00200 000	ATHLETIC INSURANCE	\$0.00		\$0.00	\$0.00
999 L 72310 599 000 00200 000	FOOTBALL/BAND TRAVEL	\$0.00		\$0.00	\$0.00
999 L 72410 307 000 00200 000	COMMUNICATION	\$0.00		\$0.00	\$0.00
999 L 72410 320 000 00200 000	DUES & MEMBERSHIPS	\$935.00		\$0.00	\$935.00
999 L 72410 336 000 00200 000	MAINTENANCE & REPAIR OF EQUIP	\$0.00		\$0.00	\$0.00
999 L 72410 348 000 00200 000	POSTAL CHARGES	\$326.00		\$0.00	\$326.00
999 L 72410 355 000 00200 000	TRAVEL	\$1,634.00	\$2,134.00	\$2,342.00	\$1,426.00
999 L 72410 399 000 00200 000	OTHER CONTRACTED SERVICES	\$0.00		\$0.00	\$0.00
999 L 72410 435 000 00200 000	OFFICE SUPPLIES	\$1,057.00	\$4,184.00	\$5,000.00	\$241.00
999 L 72410 524 000 00200 000	IN-SERVICE/STAFF DEVELOPMENT	\$0.00		\$0.00	\$0.00
999 L 72410 701 000 00200 000	ADMINISTRATION EQUIPMENT	\$0.00		\$0.00	\$0.00
999 L 80100 000 000 00200 000	BETA CLUB	\$545.00	\$2,800.00	\$2,761.00	\$584.00
999 L 80101 000 000 00200 000	AMNESTY INTERNATIONAL	\$203.00		\$2,761.00	-\$2,558.00
999 L 80102 000 000 00200 000	FCA	\$1,245.00		\$0.00	\$1,245.00
999 L 80104 000 000 00200 000	FRENCH CLUB	\$691.00		\$336.00	\$355.00
999 L 80105 000 000 00200 000	GERMAN CLUB	\$81.00		\$0.00	\$81.00

999 L 80106 000 000 00200 000	LATIN CLUB	\$332.00		\$0.00	\$332.00
999 L 80107 000 000 00200 000	MOCK TRIAL	\$0.00		\$0.00	\$0.00
999 L 80108 000 000 00200 000	MU ALPHA THETA	\$500.00		\$0.00	\$500.00
999 L 80109 000 000 00200 000	SCHOLARS BOWL	\$554.00		\$0.00	\$554.00
999 L 80110 000 000 00200 000	SPANISH CLUB	\$775.00		\$0.00	\$775.00
999 L 80111 000 000 00200 000	VOLUNTEER SCIENCE HILL	\$599.00		\$0.00	\$599.00
999 L 80112 000 000 00200 000	HOSA	\$1,479.00	\$1,500.00	\$700.00	\$2,279.00
999 L 80113 000 000 00200 000	ART CLUB	\$0.00		\$0.00	\$0.00
999 L 80114 000 000 00200 000	MEDIEVAL BATTLE	\$291.00		\$0.00	\$291.00
999 L 80116 000 000 00200 000	FCCLA PACE	\$937.00		\$0.00	\$937.00
999 L 80117 000 000 00200 000	FCCLA FOOD SERVICE	\$0.00		\$0.00	\$0.00
999 L 80118 000 000 00200 000	VOC FCCLA CHILD CARE	\$0.00		\$0.00	\$0.00
999 L 80119 000 000 00200 000	SGA	\$0.00		\$0.00	\$0.00
999 L 80120 000 000 00200 000	FCCLA-HOSPITALITY	\$0.00		\$0.00	\$0.00
999 L 80121 000 000 00200 000	SKILLS USA-WELDING	\$1,245.00		\$0.00	\$1,245.00
999 L 80122 000 000 00200 000	BPA/FBLA	\$453.00	\$3,600.00	\$4,000.00	\$53.00
999 L 80123 000 000 00200 000	SCIENCE CLUB	\$0.00		\$0.00	\$0.00
999 L 80124 000 000 00200 000	QUIDDITCH TEAM	\$24.00		\$0.00	\$24.00
999 L 80125 000 000 00200 000	POETRY SOCIETY	\$64.00		\$0.00	\$64.00
999 L 80126 000 000 00200 000	ROBOTICS CLUB	\$13,760.00	\$12,000.00	\$7,325.00	\$18,435.00
999 L 80127 000 000 00200 000	9-12 LEADERSHIP	\$78.00		\$0.00	\$78.00
999 L 80128 000 000 00200 000	RANDOM ACTS OF KINDNESS CLUB	\$10.00		\$0.00	\$10.00
999 L 80131 000 000 00200 000	MOUNTAIN BIKE CLUB	\$0.00		\$0.00	\$0.00
999 L 80132 000 000 00200 000	DUNGEONS & DRAGONS CLUB	\$0.00		\$0.00	\$0.00
999 L 80133 000 000 00200 000	THE SOCIAL WISE CLUB	\$0.00		\$0.00	\$0.00
999 L 80134 000 000 00200 000	STUDENT ACTIVITIES COUNCIL	\$2,457.00	\$4,400.00	\$4,375.00	\$2,482.00
999 L 80135 000 000 00200 000	TOPPER MENTORS ATTENDANCE	\$915.00		\$193.00	\$722.00
999 L 80136 000 000 00200 000	MODEL UNITED NATIONS CLUB	\$259.00		\$0.00	\$259.00
999 L 80137 000 000 00200 000	HILLTOPPER HERALD	\$0.00		\$0.00	\$0.00
999 L 80138 000 000 00200 000	TOPPER CREATIONS	\$3,156.00		\$0.00	\$3,156.00
999 L 80139 000 000 00200 000	WEIGHTLIFTING	\$606.00	\$1,225.00	\$1,800.00	\$31.00
999 L 80141 000 000 00200 000	WOMEN IN STEM	\$0.00		\$0.00	\$0.00
999 L 80200 000 000 00200 000	FFA	\$3,619.00	\$2,980.00	\$2,372.00	\$4,227.00
999 L 80700 000 000 00200 000	HOME ECONOMICS	\$0.00		\$0.00	\$0.00
999 L 80705 000 000 00200 000	SKILLS CULINARY	\$159.00		\$0.00	\$159.00
999 L 80710 000 000 00200 000	SKILLS USA/TSA-DRAFTING	\$725.00		\$0.00	\$725.00
999 L 80711 000 000 00200 000	SKILLS USA-BUILDING TRADES	\$0.00		\$0.00	\$0.00
999 L 80712 000 000 00200 000	SKILLS USA-COSMETOLOGY	\$621.00		\$0.00	\$621.00
999 L 80713 000 000 00200 000	SKILLS USA-AUTOMOTIVE	\$3,201.00		\$0.00	\$3,201.00
999 L 80714 000 000 00200 000	SKILLS USA-CONSTRUCTION	\$6,671.00	\$4,855.00	\$7,475.00	\$4,051.00
999 L 80715 000 000 00200 000	FORENSIC CLUB	\$139.00		\$0.00	\$139.00

999 L 80716 000 000 00200 000	RHO KAPPA SS NATL HONOR SOCIET	\$34.00		\$0.00	\$34.00
999 L 80717 000 000 00200 000	RURITEEN CLUB	\$0.00		\$0.00	\$0.00
999 L 81000 000 000 00200 000	CHEERLEADERS VARSITY	\$2,989.00	\$2,905.00	\$2,842.00	\$3,052.00
999 L 81001 000 000 00200 000	CHEERLEADERS JV	\$15.00		\$0.00	\$15.00
999 L 81002 000 000 00200 000	DANCE TEAM	\$390.00		\$0.00	\$390.00
999 L 81003 000 000 00200 000	TOPPER CHEER SQUAD	\$45.00		\$0.00	\$45.00
999 L 81004 000 000 00200 000	TOPPER DANCE TEAM	\$301.00		\$0.00	\$301.00
999 L 81005 000 000 00200 000	UNITY DANCE TEAM	\$0.00		\$0.00	\$0.00
999 L 90000 000 000 00200 000	FIELD TRIP DONATIONS	\$0.00		\$0.00	\$0.00
999 L 90001 000 000 00200 000	DONATIONS #1	\$0.00		\$0.00	\$0.00
999 L 90002 000 000 00200 000	DONATIONS #2	\$21,266.00	\$4,000.00	\$1,945.00	\$23,321.00
999 L 90003 000 000 00200 000	DONATIONS #3	\$6,573.00		\$0.00	\$6,573.00
999 L 90004 000 000 00200 000	DONATIONS #4	\$6,213.00		\$0.00	\$6,213.00
999 L 90005 000 000 00200 000	DONATIONS #5	\$59.00		\$0.00	\$59.00
999 L 90006 000 000 00200 000	VENDING ACADEMIC TEAMS	\$0.00		\$0.00	\$0.00
999 L 90007 000 000 00200 000	FOOD FOR THOUGHT	\$0.00		\$0.00	\$0.00
999 L 90008 000 000 00200 000	DONATIONS #6	\$835.00		\$0.00	\$835.00
999 L 91000 000 000 00200 000	BILL GATTON GRANT	\$0.00		\$0.00	\$0.00
999 L 91001 000 000 00200 000	GRANT #1	\$406.00		\$0.00	\$406.00
999 L 91002 000 000 00200 000	JCS FOUNDATION GRANTS	\$64.00		\$0.00	\$64.00
999 L 91003 000 000 00200 000	GRANT #3	\$0.00		\$0.00	\$0.00
999 L 91004 000 000 00200 000	EASTMAN GRANTS	\$0.00		\$0.00	\$0.00
999 L 91005 000 000 00200 000	NISWONGER GRANTS	\$139.00		\$0.00	\$139.00
999 L 92000 000 000 00200 000	LIBRARY	\$588.00		\$0.00	\$588.00
999 L 92002 000 000 00200 000	MARQUIS SIGN	\$57.00		\$0.00	\$57.00
999 L 92003 000 000 00200 000	BOOKSTORE/HILLSIDE CAFE	\$32,030.00	\$64,972.00	\$60,993.00	\$36,009.00
999 L 92004 000 000 00200 000	GUIDANCE	\$0.00		\$0.00	\$0.00
999 L 92005 000 000 00200 000	LOST & DAMAGED TEXTBOOKS	\$7,277.00		\$0.00	\$7,277.00
999 L 92006 000 000 00200 000	WATAUGAN YEARBOOK	\$0.00		\$0.00	\$0.00
999 L 92007 000 000 00200 000	TOPPER BEAT	\$0.00		\$0.00	\$0.00
999 L 92008 000 000 00200 000	AP EXAMS	\$8,211.00	\$2,403.00	\$4,893.00	\$5,721.00
999 L 92009 000 000 00200 000	BOE APPROPRIATION	\$0.00		\$0.00	\$0.00
999 L 92010 000 000 00200 000	AUDITORIUM RENTAL	\$335.00		\$0.00	\$335.00
999 L 92011 000 000 00200 000	CAREER LADDER	\$151.00		\$0.00	\$151.00
999 L 92012 000 000 00200 000	GRADUATION	\$0.00		\$0.00	\$0.00
999 L 92013 000 000 00200 000	ACADEMIC HONORS	\$0.00		\$0.00	\$0.00
999 L 92014 000 000 00200 000	IB PROGRAM	\$0.00		\$0.00	\$0.00
999 L 92015 000 000 00200 000	JR/SR PROM	\$28,098.00		\$0.00	\$28,098.00
999 L 92017 000 000 00200 000	SHHS ON-LINE COURSES	\$0.00		\$0.00	\$0.00
999 L 93300 000 000 00200 000	EDUCARE	\$0.00		\$0.00	\$0.00
999 L 93500 000 000 00200 000	CHROMEBOOK RENTAL	\$0.00		\$0.00	\$0.00

999 L 93600 000 000 00200 000	CHROMEBOOK DAMAGE	\$0.00		\$0.00	\$0.00
999 L 93700 000 000 00200 000	CANVAS ONLINE COURSE FEE	\$2,250.00	\$15,900.00	\$15,250.00	\$2,900.00
999 L 94000 000 000 00200 000	FRIENDSHIP/HOSPITALITY FUND	\$0.00		\$0.00	\$0.00
999 L 95000 000 000 00200 000	BASEBALL FR/DON	\$27,756.00	\$53,756.00	\$40,873.00	\$40,639.00
999 L 95001 000 000 00200 000	BBALL BOYS FR/DON	\$10,213.00	\$12,900.00	\$20,930.00	\$2,183.00
999 L 95002 000 000 00200 000	BBALL GIRLS FR/DON	\$636.00	\$6,755.00	\$6,900.00	\$491.00
999 L 95003 000 000 00200 000	CROSS COUNTRY BOYS FR/DON	\$70.00	\$0.00	\$0.00	\$70.00
999 L 95004 000 000 00200 000	CROSS COUNTRY GIRLS FR/DON	\$642.00		\$0.00	\$642.00
999 L 95005 000 000 00200 000	FOOTBALL FR/DON	\$2,282.00	\$12,000.00	\$12,000.00	\$2,282.00
999 L 95006 000 000 00200 000	GOLF FR/DON	\$2,352.00		\$0.00	\$2,352.00
999 L 95007 000 000 00200 000	SOCCER BOYS FR/DON	\$456.00		\$0.00	\$456.00
999 L 95008 000 000 00200 000	SOCCER GIRLS FR/DON	\$3,262.00		\$0.00	\$3,262.00
999 L 95009 000 000 00200 000	SOFTBALL FR/DON	\$3,217.00		\$0.00	\$3,217.00
999 L 95010 000 000 00200 000	SWIMMING FR/DON	\$5,158.00		\$0.00	\$5,158.00
999 L 95011 000 000 00200 000	TENNIS BOYS FR/DON	\$1,603.00		\$0.00	\$1,603.00
999 L 95012 000 000 00200 000	TENNIS GIRLS FR/DON	\$1,393.00		\$0.00	\$1,393.00
999 L 95013 000 000 00200 000	TRACK FR/DON	\$1,129.00		\$0.00	\$1,129.00
999 L 95014 000 000 00200 000	VOLLEYBALL FR/DON	\$8,782.00		\$0.00	\$8,782.00
999 L 95015 000 000 00200 000	WRESTLING FR/DON	\$1,247.00		\$0.00	\$1,247.00
999 L 95016 000 000 00200 000	SCOREBOARD STADIUM	\$137,027.00	\$3,200.00	\$37,744.00	\$102,483.00
999 L 95017 000 000 00200 000	SCOREBOARD BASKETBALL	\$0.00		\$0.00	\$0.00
999 L 95018 000 000 00200 000	FIELD HOUSE DONATIONS	\$498.00		\$0.00	\$498.00
999 L 95019 000 000 00200 000	SODA REBATES	\$17,249.00	\$15,000.00	\$7,500.00	\$24,749.00
999 L 95020 000 000 00200 000	STADIUM RENTAL	\$900.00		\$0.00	\$900.00
999 L 95997 000 000 00200 000	ACT/SAT TESTS	\$0.00		\$0.00	\$0.00
999 L 95998 000 000 00200 000	PRINT SHOP ENTERPRISE	\$0.00		\$0.00	\$0.00
999 L 95999 000 000 00200 000	NETSPA	\$0.00		\$0.00	\$0.00
Totals		\$612,634.46	\$558,322.50	\$541,471.11	\$629,485.85

SCHOOL NAME: SCIENCE HILL HIGH SCHOOL

TYPE OF BUDGET: Internal Activity Fund - Restricted

PRINCIPAL NAME: DR. JOSH CARTER

DATE: 4/23/24

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE 2024-2025	ESTIMATED REVENUES 2024-2025	ESTIMATED EXPENDITURES 2024-2025	ESTIMATED ENDING BAL. 2024-2025
60100	ATHLETICS - ENDING	\$ 200,000.00	\$ -	\$ -	\$ 200,000.00
60101	CONCESSIONS	\$ -	\$ 25,181.00	\$ 14,000.00	\$ 11,181.00
60102	ROYALTIES	\$ -	\$ 119.00		\$ 119.00
60103	ALL SPORTS PASSES		\$ 1,000.00		\$ 1,000.00
60104	SPORTS CHANGE FUND				\$ -
60105	TOURNAMENTS		\$ 50,000.00		\$ 50,000.00
60106	STADIUM EXPENSES				\$ -
60107	ATHLETIC DONATIONS		\$ 12,000.00		\$ 12,000.00
60108	VENDING REBATES				\$ -
10109	EQUIPMENT EXPENSES				\$ -
60110	ACCOUNTS RECEIVABLE				\$ -
60111	AWARDS EXPENSES			\$ 500.00	\$ (500.00)
60112	CLINIC EXPENSES			\$ 1,200.00	\$ (1,200.00)
60113	DUES EXPENSE			\$ 1,600.00	\$ (1,600.00)
60114	GAME WORKERS			\$ 24,000.00	\$ (24,000.00)
60115	INSURANCE EXPENSE			\$ 650.00	\$ (650.00)
60116	PHYSICALS EXPENSE				\$ -
60117	SECURITY EXPENSE		\$ 4,000.00	\$ 3,000.00	\$ 1,000.00
60118	TICKETS EXPENSE				\$ -
60119	VEHICLE RENTAL			\$ 1,000.00	\$ (1,000.00)
60120	TRAINING ROOM EXPENSES			\$ 17,000.00	\$ (17,000.00)
60121	TRANSPORTATION EXPENSES			\$ 5,000.00	\$ (5,000.00)
60122	TRAVEL EXPENSES			\$ 1,200.00	\$ (1,200.00)
60123	HALL OF FAME EXPENSES			\$ 2,600.00	\$ (2,600.00)
60124	SUBSTITUTE EXPENSES				\$ -
60125	MAINTENANCE EXPENSES				\$ -
60126	ADMINISTRATION EXPENSES		\$ 20,000.00	\$ 40,000.00	\$ (20,000.00)
60127	CONTRACTED SERVICES			\$ 7,300.00	\$ (7,300.00)
60128	EQUIPMENT EXPENSES				\$ -
60129	RESALE ITEMS		\$ 10,000.00		\$ 10,000.00
60130	PARTICIPATION FEE				\$ -
60200	BASKETBALL GATE RECEIPTS		\$ 41,000.00		\$ 41,000.00

60201	BASKETBALL EXPENSES			\$	11,000.00	\$	(11,000.00)		
60202	BASKETBALL OFFICIALS					\$	-		
60203	BASKETBALL TOURNAMENTS					\$	-		
60300	BASEBALL GATE RECEIPTS		\$	13,000.00		\$	13,000.00		
60301	BASEBALL EXPENSES			\$	8,500.00	\$	(8,500.00)		
60302	BASEBALL OFFICIALS			\$	6,000.00	\$	(6,000.00)		
60400	FOOTBALL GATE RECEIPTS		\$	116,305.00	\$	9,512.00	\$	106,793.00	
60401	FOOTBALL EXPENSES		\$	5,020.00	\$	47,325.00	\$	(42,305.00)	
60402	FOOTBALL OFFICIALS				\$	7,705.00	\$	(7,705.00)	
60403	FOOTBALL NEXT SEASON PASSES					\$	-		
60500	SOCCER GATE RECEIPTS		\$	6,248.00		\$	6,248.00		
60501	SOCCER EXPENSES				\$	7,429.00	\$	(7,429.00)	
60502	SOCCER OFFICIALS				\$	6,000.00	\$	(6,000.00)	
60503	SOCCER TOURNAMENTS					\$	-		
60600	SOFTBALL GATE RECEIPTS		\$	661.00		\$	661.00		
60601	SOFTBALL EXPENSES				\$	5,640.00	\$	(5,640.00)	
60602	SOFTBALL OFFICIALS				\$	715.00	\$	(715.00)	
60603	SOFTBALL TOURNAMENTS					\$	-		
60701	SWIMMING EXPENSES				\$	10,000.00	\$	(10,000.00)	
60800	TRACK GATE RECEIPTS		\$	3,000.00		\$	3,000.00		
60801	TRACK EXPENSES				\$	1,712.00	\$	(1,712.00)	
60900	VOLLEYBALL GATE RECEIPTS		\$	9,850.00		\$	9,850.00		
60901	VOLLEYBALL EXPENSES		\$	4,417.00	\$	9,976.00	\$	(5,559.00)	
60902	VOLLEYBALL OFFICIALS				\$	3,000.00	\$	(3,000.00)	
61000	WRESTLING GATE RECEIPTS		\$	1,441.00		\$	1,441.00		
61001	WRESTLING EXPENSES				\$	8,582.00	\$	(8,582.00)	
61002	WRESTLING OFFICIALS				\$	1,620.00	\$	(1,620.00)	
61003	WRESTLING TOURNAMENTS					\$	-		
61101	CROSS COUNTRY EXPENSES		\$	195.00	\$	5,474.00	\$	(5,279.00)	
61103	CROSS COUNTRY TOURNAMENTS					\$	-		
61201	GOLF EXPENSES				\$	3,015.00	\$	(3,015.00)	
61301	TENNIS EXPENSES				\$	3,260.00	\$	(3,260.00)	
61401	CHEERLEADING EXPENSES				\$	1,717.00	\$	(1,717.00)	
61501	DANCE EXPENSES				\$	1,851.00	\$	(1,851.00)	
TOTAL		\$	200,000.00	\$	323,437.00	\$	279,083.00	\$	244,354.00

SCHOOL NAME: INDIAN TRAIL MIDDLE

TYPE OF BUDGET: Internal Activity Fund - Restricted

PRINCIPAL NAME: JAMES JACOBS DATE: APRIL 15, 2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
60100	ATHLETICS	\$ 15,000.00	\$ 30,000.00	\$ 25,000.00	\$ 20,000.00
60104	SPORTS CHANGE FUND	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
70104	CHORUS	\$ 8,377.00	\$ 2,750.00	\$ 10,500.00	\$ 627.00
70143	ORCHESTRA	\$ 2,950.00	\$ 2,750.00	\$ 4,500.00	\$ 1,200.00
70144	BAND	\$ 4,000.00	\$ 2,000.00	\$ 2,000.00	\$ 4,000.00
70160	STEAM	\$ -	\$ 1,500.00	\$ 1,500.00	\$ -
80100	JR BETA CLUB	\$ 800.00	\$ 2,500.00	\$ 2,500.00	\$ 800.00
80126	ROBOTICS		\$ 750.00	\$ 750.00	
80130	MATHLETES	\$ -	\$ 1,000.00	\$ 1,000.00	\$ -
90001	DONATIONS #1	\$ 2,500.00	\$ 500.00	\$ 500.00	\$ 2,500.00
90002	DONATIONS #2	\$ 1,400.00	\$ 250.00	\$ 1,000.00	\$ 650.00
90003	DONATIONS #3	\$ 7,000.00	\$ 1,000.00	\$ 5,000.00	\$ 3,000.00
90004	DONATIONS #4	\$ 4,500.00	\$ 500.00	\$ 1,000.00	\$ 4,000.00
91001	GRANT #1	\$ -	\$ 500.00	\$ 500.00	\$ -
91002	JCS FOUNDATION GRANTS	\$ -	\$ 2,500.00	\$ 2,500.00	\$ -
91003	GRANT #3	\$ -	\$ 550.00	\$ 550.00	\$ -
92000	LIBRARY	\$ 2,000.00	\$ 2,250.00	\$ 2,975.00	\$ 1,275.00
95000	BASEBALL	\$ 4,500.00	\$ 7,500.00	\$ 8,000.00	\$ 4,000.00
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
	GRAND TOTALS:	\$ 38,027.00	\$ 28,800.00	\$ 44,775.00	\$ 22,052.00
	GRAND TOTAL CHECK				\$ 22,052.00

SCHOOL NAME: LIBERTY BELL MIDDLE SCHOOL

TYPE OF BUDGET: Internal Activity Fund - Restricted

PRINCIPAL NAME: Dr. Kelsey Walker

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
L60100	ATHLETICS	\$ 10,000.00	\$ 60,000.00	\$ 60,000.00	\$ 10,000.00
L60104	ATHLETIC CHANGE		\$ 9,000.00	\$ 9,000.00	\$ -
L70104	CHORUS	\$ 4,000.00	\$ 2,500.00	\$ 3,500.00	\$ 3,000.00
L70143	ORCHESTRA	\$ 5,626.00	\$ 2,750.00	\$ 4,376.00	\$ 4,000.00
L70144	BAND	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
L80100	BETA CLUB	\$ 300.00	\$ 3,000.00	\$ 3,000.00	\$ 300.00
L80119	SGA	\$ 1,850.00	\$ 1,000.00	\$ 2,350.00	\$ 500.00
L80126	ROBOTICS CLUB	\$ 2,500.00	\$ 1,500.00	\$ 1,500.00	\$ 2,500.00
L80129	DRAMA CLUB	\$ 5,000.00	\$ 1,000.00	\$ 4,000.00	\$ 2,000.00
L81000	CHEERLEADING	\$ 21.00	\$ 1,000.00	\$ 1,021.00	\$ -
L81002	DANCE	\$ 9.00	\$ 1,000.00	\$ 1,009.00	\$ -
L90001	DONATION #1	\$ 223.00	\$ 800.00	\$ 1,023.00	\$ -
L90002	DONATION #2 (RESTRICTED)	\$ 83.00	\$ 2,500.00	\$ 2,583.00	\$ -
L90003	DONATION #3 (RESTRICTED)				\$ -
L91001	GRANT #1				\$ -
L91002	JCS FOUNDATION GRANT	\$ -	\$ 7,000.00	\$ 7,000.00	\$ -
L91004	EASTMAN GRANT		\$ 550.00	\$ 550.00	\$ -
L92000	LIBRARY	\$ 700.00	\$ 1,000.00	\$ 1,500.00	\$ 200.00
L92003	COFFEE CART	\$ -	\$ -	\$ -	\$ -
L92020	CDC PUPPY TREATS	\$ -	\$ 450.00	\$ 450.00	\$ -
L93600	CHROMEBOOK DAMAGE		\$ 1,500.00	\$ 1,500.00	\$ -
L95000	BASEBALL FUNDRAISER	\$ 8,866.00	\$ 10,000.00	\$ 11,866.00	\$ 7,000.00
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
	GRAND TOTALS:	\$ 42,178.00	\$ 109,550.00	\$ 119,228.00	\$ 32,500.00
	GRAND TOTAL CHECK				\$ 32,500.00

SCHOOL NAME: FAIRMONT

TYPE OF BUDGET: Internal Activity Fund - Restricted

PRINCIPAL NAME: DR. JODEE DOTSON

4/26/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
9002	DONATIONS#2	\$ 2,000.00	\$ 3,000.00	\$ 5,000.00	\$ -
91004	EASTMAN	\$ 862.26	\$ -	\$ 862.26	\$ -
92000	LIBRARY	\$ 420.00	\$ 6,600.00	\$ 6,500.00	\$ 520.00
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
	GRAND TOTALS:	\$ 3,282.26	\$ 9,600.00	\$ 12,362.26	\$ 520.00
	GRAND TOTAL CHECK				\$ 520.00

SCHOOL NAME: North Side Elementary

TYPE OF BUDGET: Internal Activity Fund - Restricted

PRINCIPAL NAME: _Chad Moore

Date: 5/2/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
90001	Donations #1	\$ 3,400.00	\$ 5,000.00	\$ 8,400.00	\$ -
90002	Donations #2	\$ 432.00	\$ -	\$ 432.00	\$ -
90003	Donations #3	\$ 1,095.00	\$ 6,000.00	\$ 7,095.00	\$ -
90004	Donations #4	\$ 350.00	\$ 200.00	\$ 500.00	\$ 50.00
91002	JCS Foundation Grants	\$ 58.00	\$ 1,500.00	\$ 1,558.00	\$ -
92000	Library	\$ 181.00	\$ 3,600.00	\$ 3,600.00	\$ 181.00
	GRAND TOTALS:	<u>\$ 5,516.00</u>	<u>\$ 16,300.00</u>	<u>\$ 21,585.00</u>	<u>\$ 231.00</u>

SCHOOL NAME: South Side School

TYPE OF BUDGET: Internal Activity Fund - Restricted

PRINCIPAL NAME: Tiffany Hogan (Interim)

Date: 5/3/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
90001	Donation #1	\$ 1,391.34	\$ 1,300.00	\$ 1,000.00	\$ 1,691.34
90002	Donation # 2 RIF	\$ 363.39	\$ 800.00	\$ 500.00	\$ 663.39
90003	Donation # 3 SACS	\$ 366.69	\$ 200.00	\$ 250.00	\$ 316.69
90004	Donation # 4	\$ 495.34	\$ 300.00	\$ 400.00	\$ 395.34
91001	Grant #1	\$ 2,334.21	\$ 500.00	\$ 1,000.00	\$ 1,834.21
91002	JCPS Foundation	\$ 2,102.53	\$ 2,500.00	\$ 2,500.00	\$ 2,102.53
91004	Eastman MathEletes / ScienceEletes	\$ 1,858.85	\$ 1,000.00	\$ 1,000.00	\$ 1,858.85
92000	Library	\$ 454.73	\$ 17,000.00	\$ 15,000.00	\$ 2,454.73
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
	GRAND TOTALS:	\$ 9,367.08	\$ 23,600.00	\$ 21,650.00	\$ 11,317.08
	GRAND TOTAL CHECK				\$ 11,317.08

SCHOOL NAME: TOWNE ACRES

TYPE OF BUDGET: Internal Activity Fund - Restricted

PRINCIPAL NAME: Dr. Josh Simmons

Date:

5/1/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
L92000	INTERNAL LIBRARY	\$ 1,600.00	\$ 5,500.00	\$ 6,600.00	\$ 500.00
91004	MATH/SCIENCE ELITES	\$ 530.00	\$ -	\$ 500.00	\$ 30.00
90001	GENERAL DONATIONS	\$ 1,000.00	\$ 3,500.00	\$ 4,000.00	\$ 500.00
90003	Donations #3	\$ 20.03	\$ -	\$ 20.03	\$ -
90004	Donations #3	\$ 6.50	\$ -	\$ 6.50	\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
	GRAND TOTALS:	<u>\$ 3,156.53</u>	<u>\$ 9,000.00</u>	<u>\$ 11,126.53</u>	<u>\$ 1,030.00</u>
	GRAND TOTAL CHECK				\$ <u>1,030.00</u>

Site-Based Budgets

SCHOOL NAME: SCIENCE HILL HIGH SCHOOL

TYPE OF BUDGET: Site-Based

PRINCIPAL NAME: DR. JOSH CARTER

DATE: 4/29/24

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
71100.189	Duty Free Lunch				\$ -
71100.336	Maintenance & Repair Equipment				\$ -
71100.336	Audio Visual Maintenance & Repair Equipment				\$ -
71100.336	Performing Music Maintenance & Repair Equipment		\$ 3,039.00	\$ 3,039.00	\$ -
71100.399	Other Contracted Services	\$ 10,000.00	\$ 18,840.00	\$ 18,840.00	\$ 10,000.00
71100.429	Instructional Supplies and Materials	\$ 4,000.00	\$ 72,930.00	\$ 72,930.00	\$ 4,000.00
71100.429	Forward Funding	\$ 2,000.00	\$ 12,763.00	\$ 12,000.00	\$ 2,763.00
71100.429	Science Materials	\$ 500.00	\$ 6,078.00	\$ 6,078.00	\$ 500.00
71100.449	Textbooks	\$ -	\$ 243,100.00	\$ 243,100.00	\$ -
71100.499	Other Supplies and Materials	\$ -			\$ -
71100.535	Fee Waiver Student Fees	\$ 30,000.00	\$ 42,332.00	\$ 42,000.00	\$ 30,332.00
71100.535	Fee Waiver Student Performing Music	\$ -	\$ 5,570.00	\$ 5,570.00	\$ -
71100.599	Other Charges	\$ -			\$ -
71100.722	Regular Instructional Materials	\$ -	\$ 34,642.00	\$ 34,642.00	\$ -
71100.722	Performing Music Equipment	\$ -	\$ 2,431.00	\$ 2,431.00	\$ -
72210.432	Library Books	\$ -			\$ -
71150.399	AC Copier Expense	\$ 9,000.00	\$ 4,862.00	\$ 4,862.00	\$ 9,000.00
71150.429	AC Instructional Supplies	\$ 14,000.00	\$ 14,586.00	\$ 14,586.00	\$ 14,000.00
71150.429	AC Forward Funding	\$ 10,000.00			\$ 10,000.00
71150.499	AC Other Supplies and Materials	\$ 8,000.00	\$ 2,431.00	\$ 2,431.00	\$ 8,000.00
71150.599	AC Other Charges	\$ 3,000.00			\$ 3,000.00
71150.722	AC Instructional Equipment	\$ -	\$ 12,155.00	\$ 12,155.00	\$ -
71300.399	CTE Copier Expense	\$ 2,000.00	\$ 1,696.00	\$ 1,696.00	\$ 2,000.00
71300.429	CTE Instructional Supplies	\$ 2,000.00	\$ 9,690.00	\$ 9,690.00	\$ 2,000.00
71300.429	CTE Forward Funding	\$ -	\$ 1,696.00	\$ 1,696.00	\$ -
71300.722	CTE Instructional Equipment	\$ -	\$ 4,603.00	\$ 4,603.00	\$ -
72215.355	AC Travel	\$ 4,000.00			\$ 4,000.00

72215.435	AC Office Supplies	\$ 4,000.00	\$ 2,431.00	\$ 2,431.00	\$ 4,000.00
72230.355	CTE Travel	\$ 300.00	\$ 162.00	\$ 162.00	\$ 300.00
72230.435	CTE Office Supplies	\$ 600.00	\$ 162.00	\$ 162.00	\$ 600.00
72410.32	Due and Membership	\$ 935.00			\$ 935.00
72410.336	Maintenance & Repair Services - Equipment	\$ -			\$ -
72410.348	Postal Charges	\$ 300.00	\$ 1,500.00	\$ 1,500.00	\$ 300.00
72410.355	Travel	\$ 1,000.00	\$ 2,000.00	\$ 2,000.00	\$ 1,000.00
72410.399	Other Contracted Services	\$ -			\$ -
72410.435	Office Supplies	\$ 500.00	\$ 2,579.00	\$ 2,579.00	\$ 500.00
72410.499	Other Supplies & Materials	\$ -			\$ -
72410.524	In-service/Staff Development	\$ -			\$ -
	GRAND TOTALS:	\$ <u>106,135.00</u>	\$ <u>502,278.00</u>	\$ <u>501,183.00</u>	\$ <u>107,230.00</u>
	GRAND TOTAL CHECK				\$ <u>107,230.00</u>

SCHOOL NAME: INDIAN TRAIL MIDDLE

TYPE OF BUDGET: Site-Based

PRINCIPAL NAME: JAMES JACOBS DATE: APRIL 15, 2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
71100.189	Duty Free Lunch				\$ -
71100.336	Maintenance & Repair Equipment				\$ -
71100.336	Audio Visual Maintenance & Repair Equipment				\$ -
71100.336	Performing Music Maintenance & Repair Equipment		\$ 8,379.00	\$ 8,379.00	\$ -
71100.399	Other Contracted Services		\$ 6,185.00	\$ 6,185.00	\$ -
71100.429	Instructional Supplies and Materials		\$ 16,130.00	\$ 16,130.00	\$ -
71100.429	Forward Funding		\$ 12,000.00	\$ 12,000.00	\$ -
71100.429	Science Materials		\$ 1,995.00	\$ 1,995.00	\$ -
71100.449	Textbooks		\$ 79,800.00	\$ 79,800.00	\$ -
71100.499	Other Supplies and Materials				\$ -
71100.535	Fee Waiver Student Fees		\$ 23,978.00	\$ 23,978.00	\$ -
71100.535	Fee Waiver Student Performing Music		\$ 3,155.00	\$ 3,155.00	\$ -
71100.599	Other Charges				\$ -
71100.722	Regular Instructional Materials		\$ 11,372.00	\$ 11,372.00	\$ -
71100.722	Performing Music Equipment		\$ 6,185.00	\$ 6,185.00	\$ -
72210.432	Library Books		\$ 5,786.00	\$ 5,786.00	\$ -
72410.307	Communication				\$ -
72410.320	Dues and Memberships				\$ -
72410.336	Maintenance & Repair Services - Equipment				\$ -
72410.348	Postal Charges		\$ 1,197.00	\$ 1,197.00	\$ -
72410.355	Travel				\$ -
72410.399	Other Contracted Services				\$ -
72410.435	Office Supplies		\$ 798.00	\$ 798.00	\$ -
72410.499	Other Supplies & Materials				\$ -
72410.524	In-service/Staff Development				\$ -
	GRAND TOTALS:		\$ 176,960.00	\$ 176,960.00	\$ -
	GRAND TOTAL CHECK				\$ -

SCHOOL NAME: INDIAN TRAIL MIDDLE

TYPE OF BUDGET: Site-Based

PRINCIPAL NAME: JAMES JACOBS DATE: APRIL 15, 2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
71150.429	INSTRUCTIONAL SUPPLIES & MATERIALS		\$ 1,060.00	\$ 1,060.00	
71150.499	OTHER SUPPLIES AND MATERIALS		\$ 265.00	\$ 265.00	
	GRAND TOTALS:	\$ -	\$ 1,325.00	\$ 1,325.00	\$ -
	GRAND TOTAL CHECK				\$ -

SCHOOL NAME: LIBERTY BELL MIDDLE SCHOOL

TYPE OF BUDGET: Site-Based

PRINCIPAL NAME: Dr. Kelsey Walker

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE 2024-2025	ESTIMATED REVENUES 2024-2025	ESTIMATED EXPENDITURES 2024-2025	ESTIMATED ENDING BAL. 2024-2025
71100.189	Duty Free Lunch				\$ -
71100.336	Maintenance & Repair Equipment				\$ -
71100.336	Audio Visual Maintenance & Repair Equipment				\$ -
71100.336	Performing Music Maintenance & Repair Equipment		\$ 9,828.00	\$ 9,828.00	\$ -
71100.399	Other Contracted Services	\$ -	\$ 12,000.00	\$ 12,000.00	\$ -
71100.429	Instructional Supplies and Materials	\$ -	\$ 28,080.00	\$ 28,080.00	\$ -
71100.429	Forward Funding	\$ -	\$ 4,914.00	\$ 4,914.00	\$ -
71100.429	Science Materials	\$ -	\$ 2,340.00	\$ 2,340.00	\$ -
71100.449	Textbooks	\$ 69,596.00	\$ 93,600.00	\$ 20,000.00	\$ 143,196.00
71100.499	Other Supplies and Materials				\$ -
71100.535	Fee Waiver Student Fees	\$ -	\$ 14,432.00	\$ 14,432.00	\$ -
71100.535	Fee Waiver Student Performing Music				\$ -
71100.599	Other Charges				\$ -
71100.722	Regular Instructional Materials	\$ -	\$ 13,338.00	\$ 13,338.00	\$ -
71100.722	Performing Music Equipment	\$ -	\$ 7,254.00	\$ 7,254.00	\$ -
72210.432	Library Books	\$ -	\$ 6,786.00	\$ 6,786.00	\$ -
72410.307	Communication				\$ -
72410.320	Dues and Memberships				\$ -
72410.336	Maintenance & Repair Services - Equipment				\$ -
72410.348	Postal Charges	\$ 437.00	\$ 1,368.00	\$ 900.00	\$ 905.00
72410.355	Travel				\$ -
72410.399	Other Contracted Services				\$ -
72410.435	Office Supplies				\$ -
72410.499	Other Supplies & Materials				\$ -
72410.524	In-service/Staff Development		\$ 912.00	\$ 912.00	\$ -
	GRAND TOTALS:	\$ 70,033.00	\$ 194,852.00	\$ 120,784.00	\$ 144,101.00
	GRAND TOTAL CHECK				\$ 144,101.00

SCHOOL NAME: Cherokee Elementary

TYPE OF BUDGET: Site-Based

PRINCIPAL NAME: Mr. Richard Hutson

Date:

4/25/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE 2024-2025	ESTIMATED REVENUES 2024-2025	ESTIMATED EXPENDITURES 2024-2025	ESTIMATED ENDING BAL. 2024-2025
71100.189	Duty Free Lunch				\$ -
71100.336	Maintenance & Repair Equipment				\$ -
71100.336	Audio Visual Maintenance & Repair Equipment				\$ -
71100.336	Performing Music Maintenance & Repair Equipment				\$ -
71100.399	Other Contracted Services	\$ 1,500.00	\$ 4,980.00	\$ 5,500.00	\$ 980.00
71100.429	Instructional Supplies and Materials	\$ 1,200.00	\$ 10,028.00	\$ 10,500.00	\$ 728.00
71100.429	Forward Funding	\$ -	\$ 1,764.00	\$ 1,500.00	\$ 264.00
71100.429	Science Materials	\$ 100.00	\$ 840.00	\$ 750.00	\$ 190.00
71100.449	Textbooks	\$ -	\$ 33,600.00	\$ 30,000.00	\$ 3,600.00
71100.499	Other Supplies and Materials	\$ -	\$ -		\$ -
71100.535	Fee Waiver Student Fees	\$ 3,000.00	\$ 7,524.00	\$ 9,500.00	\$ 1,024.00
71100.535	Fee Waiver Student Performing Music	\$ -			\$ -
71100.599	Other Charges	\$ -			\$ -
71100.722	Regular Instructional Equipment	\$ -	\$ 2,500.00	\$ 2,500.00	\$ -
71100.722	Performing Music Equipment	\$ -			\$ -
72210.432	Library Books	\$ 2,500.00	\$ 2,436.00	\$ 4,500.00	\$ 436.00
72410.307	Communication				\$ -
72410.320	Dues and Memberships	\$ 1,500.00		\$ 1,100.00	\$ 400.00
72410.336	Maintenance & Repair Services - Equipment	\$ -			\$ -
72410.348	Postal Charges	\$ 1,000.00	\$ 504.00	\$ 1,500.00	\$ 4.00
72410.355	Travel	\$ 192.00		\$ 100.00	\$ 92.00
72410.399	Other Contracted Services	\$ -			\$ -
72410.435	Office Supplies	\$ 150.00	\$ 300.00	\$ 400.00	\$ 50.00
72410.499	Other Supplies & Materials	\$ -			\$ -
72410.524	In-service/Staff Development	\$ -			\$ -
	GRAND TOTALS:	\$ 11,142.00	\$ 64,476.00	\$ 67,850.00	\$ 7,768.00
	GRAND TOTAL CHECK				\$ 7,768.00

SCHOOL NAME: FAIRMONT

TYPE OF BUDGET: Site-Based

PRINCIPAL NAME: DR. JODEE DOTSON

4/26/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
71100.189	Duty Free Lunch				\$ -
71100.336	Maintenance & Repair Equipment				\$ -
71100.336	Audio Visual Maintenance & Repair Equipment				\$ -
71100.336	Performing Music Maintenance & Repair Equipment				\$ -
71100.399	Other Contracted Services		\$ 6,542.00	\$ 6,542.00	\$ -
71100.429	Instructional Supplies and Materials		\$ 17,236.00	\$ 17,236.00	\$ -
71100.429	Forward Funding		\$ 2,714.00	\$ 2,714.00	
71100.429	Science Materials		\$ 1,293.00	\$ 1,293.00	\$ -
71100.449	Textbooks		\$ 51,700.00	\$ 51,700.00	\$ -
71100.499	Other Supplies and Materials				\$ -
71100.535	Fee Waiver Student Fees	\$ 4,000.00	\$ 12,350.00	\$ 12,350.00	\$ 4,000.00
71100.535	Fee Waiver Student Performing Music				\$ -
71100.599	Other Charges				\$ -
71100.722	Regular Instructional Materials		\$ 4,000.00	\$ 4,000.00	\$ -
71100.722	Performing Music Equipment				\$ -
72210.432	Library Books		\$ 3,748.00	\$ 3,748.00	
72410.307	Communication				\$ -
72410.320	Dues and Memberships				\$ -
72410.336	Maintenance & Repair Services - Equipment				\$ -
72410.348	Postal Charges				\$ -
72410.355	Travel				\$ -
72410.399	Other Contracted Services				\$ -
72410.435	Office Supplies		\$ 400.00	\$ 400.00	\$ -
72410.499	Other Supplies & Materials				\$ -
72410.524	In-service/Staff Development				\$ -
	GRAND TOTALS:	\$ 4,000.00	\$ 99,983.00	\$ 99,983.00	\$ 4,000.00
	GRAND TOTAL CHECK				\$ 4,000.00

SCHOOL NAME: Lake Ridge Elementary

TYPE OF BUDGET: Site-Based

PRINCIPAL NAME: Dr. Renee Wood

Date:

5/3/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE 2024-2025	ESTIMATED REVENUES 2024-2025	ESTIMATED EXPENDITURES 2024-2025	ESTIMATED ENDING BAL. 2024-2025
71100.189	Duty Free Lunch				\$ -
71100.336	Maintenance & Repair Equipment				\$ -
71100.336	Audio Visual Maintenance & Repair Equipment				\$ -
71100.336	Performing Music Maintenance & Repair Equipment				\$ -
71100.399	Other Contracted Services	\$ 3,038.47	\$ 8,817.00	\$ 8,000.00	\$ 3,855.47
71100.429	Instructional Supplies and Materials	\$ 5,329.25	\$ 18,600.00	\$ 19,000.00	\$ 4,929.25
71100.429	Forward Funding	\$ 3,700.00	\$ 3,434.00	\$ 3,500.00	\$ 3,634.00
71100.429	Science Materials	\$ 5.09	\$ 1,635.00	\$ 1,640.00	\$ 0.09
71100.449	Textbooks		\$ 65,400.00	\$ 15,000.00	\$ 50,400.00
71100.499	Other Supplies and Materials				\$ -
71100.535	Fee Waiver Student Fees	\$ 8,485.09	\$ 6,992.00	\$ 4,000.00	\$ 11,477.09
71100.535	Fee Waiver Student Performing Music				\$ -
71100.599	Other Charges				\$ -
71100.722	Regular Instructional Equipment		\$ 7,500.00	\$ 7,500.00	\$ -
71100.722	Performing Music Equipment				\$ -
72210.432	Library Books	\$ 2.52	\$ 4,742.00	\$ 4,744.00	\$ 0.52
72410.307	Communication				\$ -
72410.320	Dues and Memberships				\$ -
72410.336	Maintenance & Repair Services - Equipment				\$ -
72410.348	Postal Charges	\$ 1,064.00	\$ 250.00	\$ 1,000.00	\$ 314.00
72410.355	Travel	\$ 249.00	\$ 327.00	\$ 100.00	\$ 476.00
72410.399	Other Contracted Services				\$ -
72410.435	Office Supplies	\$ 452.51	\$ 150.00	\$ 500.00	\$ 102.51
72410.499	Other Supplies & Materials				\$ -
72410.524	In-service/Staff Development				\$ -
	GRAND TOTALS:	\$ 22,325.93	\$ 117,847.00	\$ 64,984.00	\$ 75,188.93
	GRAND TOTAL CHECK				\$ 75,188.93

SCHOOL NAME: Mountain View Elementary School

TYPE OF BUDGET: Site-Based

PRINCIPAL NAME: Dr. Chelsea Lee

Date 5/3/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
71100.189	Duty Free Lunch				\$ -
71100.336	Maintenance & Repair Equipment				\$ -
71100.336	Audio Visual Maintenance & Repair Equipment				\$ -
71100.336	Performing Music Maintenance & Repair Equipment				\$ -
71100.399	Other Contracted Services	\$ 2,621.00	\$ 7,000.00	\$ 8,766.76	\$ 854.24
71100.429	Instructional Supplies and Materials	\$ 1,000.00	\$ 13,389.00	\$ 13,389.00	\$ 1,000.00
71100.429	Forward Funding	\$ 681.00	\$ 2,500.00	\$ 3,005.00	\$ 176.00
71100.429	Science Materials	\$ 43.00	\$ 1,000.00	\$ 1,000.00	\$ 43.00
71100.449	Textbooks		\$ 46,400.00	\$ 46,400.00	\$ -
71100.499	Other Supplies and Materials				\$ -
71100.535	Fee Waiver Student Fees	\$ 4,000.00	\$ 15,000.00	\$ 18,800.00	\$ 200.00
71100.535	Fee Waiver Student Performing Music				\$ -
71100.599	Other Charges				\$ -
71100.722	Regular Instructional Equipment	\$ 2,000.00	\$ 2,500.00	\$ 4,500.00	\$ -
71100.722	Performing Music Equipment				\$ -
72210.432	Library Books	\$ -	\$ 2,000.00	\$ 1,990.00	\$ 10.00
72410.307	Communication				\$ -
72410.320	Dues and Memberships	\$ -	\$ 500.00	\$ 500.00	\$ -
72410.336	Maintenance & Repair Services - Equipment				\$ -
72410.348	Postal Charges	\$ 946.00	\$ 350.00	\$ 550.00	\$ 746.00
72410.355	Travel	\$ 0.55	\$ 250.00	\$ 250.00	\$ 0.55
72410.399	Other Contracted Services				\$ -
72410.435	Office Supplies	\$ 11.00	\$ 1,000.00	\$ 1,000.00	\$ 11.00
72410.499	Other Supplies & Materials				\$ -
72410.524	In-service/Staff Development				\$ -
	GRAND TOTALS:	\$ 11,302.55	\$ 91,889.00	\$ 100,150.76	\$ 3,040.79
	GRAND TOTAL CHECK				\$ 3,040.79

SCHOOL NAME: North Side Elementary

TYPE OF BUDGET: Site-Based

PRINCIPAL NAME: Chad Moore

Date: 5/2/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
71100.189	Duty Free Lunch				\$ -
71100.336	Maintenance & Repair Equipment				\$ -
71100.336	Audio Visual Maintenance & Repair Equipment				\$ -
71100.336	Performing Music Maintenance & Repair Equipment				\$ -
71100.399	Other Contracted Services		\$ 5,434.00	\$ 5,434.00	\$ -
71100.429	Instructional Supplies and Materials		\$ 9,420.00	\$ 9,420.00	\$ -
71100.429	Forward Funding		\$ 1,649.00	\$ 1,649.00	\$ -
71100.429	Science Materials		\$ 785.00	\$ 785.00	\$ -
71100.449	Textbooks		\$ 31,400.00	\$ 31,400.00	\$ -
71100.499	Other Supplies and Materials				\$ -
71100.535	Fee Waiver Student Fees		\$ 7,962.00	\$ 7,962.00	\$ -
71100.535	Fee Waiver Student Performing Music				\$ -
71100.599	Other Charges				\$ -
71100.722	Regular Instructional Materials		\$ 2,975.00	\$ 2,975.00	\$ -
71100.722	Performing Music Equipment				\$ -
72210.432	Library Books		\$ 2,277.00	\$ 2,277.00	
72410.307	Communication				\$ -
72410.320	Dues and Memberships				\$ -
72410.336	Maintenance & Repair Services - Equipment				\$ -
72410.348	Postal Charges		\$ 300.00	\$ 300.00	\$ -
72410.355	Travel				\$ -
72410.399	Other Contracted Services				\$ -
72410.435	Office Supplies		\$ 485.00	\$ 485.00	\$ -
72410.499	Other Supplies & Materials				\$ -
72410.524	In-service/Staff Development				\$ -
	GRAND TOTALS:	\$ -	\$ 62,687.00	\$ 62,687.00	\$ -
	GRAND TOTAL CHECK				\$ -

SCHOOL NAME: South Side

TYPE OF BUDGET: Site-Based

PRINCIPAL NAME: Tiffany Hogas (Interim)

5/3/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
71100.189	Duty Free Lunch	\$ -			\$ -
71100.336	Maintenance & Repair Equipment	\$ -			\$ -
71100.336	Audio Visual Maintenance & Repair Equipment	\$ -			\$ -
71100.336	Performing Music Maintenance & Repair Equipment	\$ -			\$ -
71100.399	Other Contracted Services	\$ 1,500.00	\$ 5,000.00	\$ 5,000.00	\$ 1,500.00
71100.429	Instructional Supplies and Materials	\$ -	\$ 16,588.00	\$ 16,588.00	\$ -
71100.429	Forward Funding	\$ 100.00	\$ 2,090.00	2,090.00	\$ 100.00
71100.429	Science Materials	\$ 150.00	\$ 995.00	\$ 995.00	\$ 150.00
71100.449	Textbooks		\$ 39,800.00	\$ 39,800.00	\$ -
71100.499	Other Supplies and Materials				\$ -
71100.535	Fee Waiver Student Fees	\$ 5,000.00	\$ 1,000.00	\$ 1,000.00	\$ 5,000.00
71100.535	Fee Waiver Student Performing Music				\$ -
71100.599	Other Charges				\$ -
71100.722	Regular Instructional Materials				\$ -
71100.722	Performing Music Equipment		\$ 8,000.00	\$ 8,000.00	\$ -
72210.432	Library Books	\$ -	\$ 2,886.00	\$ 2,886.00	\$ -
72410.307	Communication				\$ -
72410.320	Dues and Memberships				\$ -
72410.336	Maintenance & Repair Services - Equipment				\$ -
72410.348	Postal Charges		\$ 200.00	\$ 200.00	\$ -
72410.355	Travel				\$ -
72410.399	Other Contracted Services				\$ -
72410.435	Office Supplies	\$ -	\$ 100.00	\$ 100.00	\$ -
72410.499	Other Supplies & Materials				\$ -
72410.524	In-service/Staff Development				\$ -
	GRAND TOTALS:	\$ 6,750.00	\$ 76,659.00	\$ 76,659.00	\$ 6,750.00
	GRAND TOTAL CHECK				\$ 6,750.00

SCHOOL NAME: TOWNE ACRES

TYPE OF BUDGET: Site-Based

PRINCIPAL NAME: Dr. Josh Simmons

Date:

5/1/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
71100.189	Duty Free Lunch				\$ -
71100.336	Maintenance & Repair Equipment				\$ -
71100.336	Audio Visual Maintenance & Repair Equipment				\$ -
71100.336	Performing Music Maintenance & Repair Equipment				\$ -
71100.399	Other Contracted Services	\$ 500.00	\$ 7,500.00	\$ 7,900.00	\$ 100.00
71100.429	Instructional Supplies and Materials	\$ 500.00	\$ 7,974.00	\$ 8,000.00	\$ 474.00
71100.429	Forward Funding	\$ -	\$ 2,069.00	\$ 2,069.00	\$ -
71100.429	Science Materials	\$ 650.00	\$ 1,000.00	\$ 1,500.00	\$ 150.00
71100.449	Textbooks	\$ -	\$ 39,400.00	\$ 39,400.00	\$ -
71100.499	Other Supplies and Materials				\$ -
71100.535	Fee Waiver Student Fees	\$ 4,500.00	\$ 3,192.00	\$ 4,000.00	\$ 3,692.00
71100.535	Fee Waiver Student Performing Music				\$ -
71100.599	Other Charges				\$ -
71100.722	Regular Instructional Equipment	\$ -	\$ 5,000.00	\$ 5,000.00	\$ -
71100.722	Performing Music Equipment				\$ -
72210.432	Library Books	\$ 17.10	\$ 2,857.00	\$ 2,860.00	
72410.307	Communication				\$ -
72410.320	Dues and Memberships	\$ 141.00	\$ 550.00	\$ 500.00	\$ 191.00
72410.336	Maintenance & Repair Services - Equipment				\$ -
72410.348	Postal Charges	\$ 41.60	\$ 210.00	\$ 250.00	\$ 1.60
72410.355	Travel				\$ -
72410.399	Other Contracted Services				\$ -
72410.435	Office Supplies	\$ -	\$ 225.00	\$ 225.00	\$ -
72410.499	Other Supplies & Materials				\$ -
72410.524	In-service/Staff Development				\$ -
	GRAND TOTALS:	\$ 6,349.70	\$ 69,977.00	\$ 71,704.00	\$ 4,608.60
	GRAND TOTAL CHECK				\$ 4,622.70

SCHOOL NAME: Woodland Elementary

TYPE OF BUDGET: Site-Based

PRINCIPAL NAME: Dr. Karen Reach

Date:

5/3/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE 2024-2025	ESTIMATED REVENUES 2024-2025	ESTIMATED EXPENDITURES 2024-2025	ESTIMATED ENDING BAL. 2024-2025
71100.189	Duty Free Lunch				\$ -
71100.336	Maintenance & Repair Equipment				\$ -
71100.336	Audio Visual Maintenance & Repair Equipment				\$ -
71100.336	Performing Music Maintenance & Repair Equipment				\$ -
71100.399	Other Contracted Services	\$ -	\$ 9,500.00	\$ 9,000.00	\$ 500.00
71100.429	Instructional Supplies and Materials	\$ -	\$ 12,370.00	\$ 12,000.00	\$ 370.00
71100.429	Forward Funding	\$ -	\$ 9,400.00	\$ 9,000.00	\$ 400.00
71100.429	Science Materials	\$ -	\$ 1,300.00	\$ 1,150.00	\$ 150.00
71100.449	Textbooks	\$ -	\$ 52,000.00	\$ 52,000.00	\$ -
71100.499	Other Supplies and Materials	\$ -			\$ -
71100.535	Fee Waiver Student Fees	\$ -	\$ 6,340.00	\$ 6,240.00	\$ 100.00
71100.535	Fee Waiver Student Performing Music	\$ -			\$ -
71100.599	Other Charges	\$ -			\$ -
71100.722	Regular Instructional Materials	\$ -	\$ 2,000.00	\$ 1,975.00	\$ 25.00
71100.722	Performing Music Equipment	\$ -			\$ -
72210.432	Library Books	\$ -	\$ 3,770.00	\$ 3,770.00	
72410.307	Communication	\$ -			\$ -
72410.320	Dues and Memberships	\$ 86.00	\$ 200.00	\$ 200.00	\$ 86.00
72410.336	Maintenance & Repair Services - Equipment				\$ -
72410.348	Postal Charges	\$ 54.00	\$ 535.00	\$ 544.00	\$ 45.00
72410.355	Travel	\$ 498.84	\$ 105.00	\$ 100.00	\$ 503.84
72410.399	Other Contracted Services				\$ -
72410.435	Office Supplies	\$ -	\$ 500.00	\$ 500.00	\$ -
72410.499	Other Supplies & Materials				\$ -
72410.524	In-service/Staff Development				\$ -
	GRAND TOTALS:	\$ 638.84	\$ 98,020.00	\$ 96,479.00	\$ 2,179.84
	GRAND TOTAL CHECK				\$ 2,179.84

Educare and ECLC Budgets

SCHOOL NAME: SHHS

TYPE OF BUDGET: Topper Tots

PRINCIPAL NAME: ___ Dr. Josh Carter

Date: 4/29/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
REVENUE					
	Beginning Balance	\$ 31,400.00			
43581	Tuition		\$ 143,500.00		
APPROPRIATIONS					
73300-105	Educare Director			\$ 40,700.00	
73300-162-	Clerical Personnel			\$ -	
73300-166-	Custodial Personnel			\$ -	
73300-189-	Salaries & Wages			\$ 77,500.00	
73300-201-	Social Security			\$ 7,200.00	
73300-204-	State Retirement			\$ 3,500.00	
73300-206	Life Insurance			\$ 100.00	
73300-207	Medical Insurance			\$ 5,900.00	
73300-208	Dental Insurance			\$ 200.00	
73300-211	Local Retirement			\$ 200.00	
73300-212-	Medicare			\$ 1,700.00	
73300-307-	Communication			\$ 100.00	
73300-355-	Travel			\$ -	
73300-422-	Food Supplies			\$ 2,500.00	
73300-499-	Other Supplies/Material			\$ 2,200.00	
73300-509	Refunds			\$ 500.00	
73300-524	Staff Development			\$ 400.00	
73300-599-	Other Charges/Field Trips			\$ -	
	GRAND TOTALS:	\$ <u>31,400.00</u>	\$ <u>143,500.00</u>	\$ <u>142,700.00</u>	\$ <u>32,200.00</u>

SCHOOL NAME: Fairmont Elementary

TYPE OF BUDGET: Educare

PRINCIPAL NAME: DR. JODEE DOTSON

26-Apr-24

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE 2024-2025	ESTIMATED REVENUES 2024-2025	ESTIMATED EXPENDITURES 2024-2025	ESTIMATED ENDING BAL. 2024-2025
REVENUE					
	Beginning Balance	\$ 130,000.00			
43581	Tuition		\$ 145,000.00		
APPROPRIATIONS					
73300-105	Educare Director			\$ 37,000.00	
73300-162-	Clerical Personnel				
73300-166-	Custodial Personnel				
73300-189-	Salaries & Wages			\$ 90,000.00	
73300-201-	Social Security			\$ 7,000.00	
73300-204-	State Retirement				
73300-206	Life Insurance				
73300-207	Medical Insurance				
73300-208	Dental Insurance				
73300-211	Local Retirement				
73300-212-	Medicare			\$ 2,000.00	
73300-307-	Communication			\$ 200.00	
73300-355-	Travel			\$ 2,000.00	
73300-422-	Food Supplies			\$ 3,500.00	
73300-499-	Other Supplies/Material			\$ 1,500.00	
73300-509	Refunds				
73300-524	Staff Development			\$ 100.00	
73300-599-	Other Charges/Field Trips			\$ 2,000.00	
73300-399	OTHER CONTRACTED COPIER			\$ 1,700.00	
	GRAND TOTALS:	\$ 130,000.00	\$ 145,000.00	\$ 147,000.00	\$ 128,000.00

SCHOOL NAME: Lake Ridge

TYPE OF BUDGET: Educare

PRINCIPAL NAME: Dr. Renee Wood

Date:

3-May-24

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2025	2024-2025	2024-2025	2024-2025
REVENUE					
	Beginning Balance	\$ 525,000.00			
43581	Tuition		\$ 225,000.00		
APPROPRIATIONS					
73300-105	Educare Director			\$ 45,000.00	
73300-162-	Clerical Personnel				
73300-166-	Custodial Personnel			\$ 30,000.00	
73300-189-	Salaries & Wages			\$ 150,000.00	
73300-201-	Social Security			\$ 16,500.00	
73300-204-	State Retirement			\$ 4,500.00	
73300-206	Life Insurance			\$ 100.00	
73300-207	Medical Insurance			\$ 14,600.00	
73300-208	Dental Insurance			\$ 600.00	
73300-211	Local Retirement			\$ -	
73300-212-	Medicare			\$ 3,000.00	
73300-307-	Communication			\$ 200.00	
73300-355-	Travel			\$ -	
73300-422-	Food Supplies			\$ 17,500.00	
73300-499-	Other Supplies/Material			\$ 25,000.00	
73300-509	Refunds			\$ -	
73300-524	Staff Development			\$ 2,000.00	
73300-599-	Other Charges/Field Trips			\$ 9,000.00	
GRAND TOTALS:		\$ 525,000.00	\$ 225,000.00	\$ 318,000.00	\$ 432,000.00

SCHOOL NAME: North Side Elementary

TYPE OF BUDGET: Educare

PRINCIPAL NAME: CHAD MOORE

Date: 5/2/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE 2024-2025	ESTIMATED REVENUES 2024-2025	ESTIMATED EXPENDITURES 2024-2025	ESTIMATED ENDING BAL. 2024-2025
REVENUE					
	Beginning Balance	\$ 80,000.00			
43581	Tuition		\$ 80,000.00		
APPROPRIATIONS					
73300-105	Educare Director			\$ 35,000.00	
73300-162-	Clerical Personnel				
73300-166-	Custodial Personnel				
73300-189-	Salaries & Wages			\$ 65,000.00	
73300-201-	Social Security			\$ 5,000.00	
73300-204-	State Retirement				
73300-206	Life Insurance				
73300-207	Medical Insurance				
73300-208	Dental Insurance				
73300-211	Local Retirement			\$ 1,000.00	
73300-212-	Medicare			\$ 1,500.00	
73300-307-	Communication			\$ 100.00	
73300-355-	Travel			\$ 500.00	
73300-422-	Food Supplies			\$ 2,500.00	
73300-499-	Other Supplies/Material			\$ 3,200.00	
73300-509	Refunds			\$ 500.00	
73300-524	Staff Development			\$ 1,000.00	
73300-599-	Other Charges/Field Trips			\$ 2,000.00	
73300-790	Other Equipment			\$ 5,000.00	
GRAND TOTALS:		<u>\$ 80,000.00</u>	<u>\$ 80,000.00</u>	<u>\$ 122,300.00</u>	<u>\$ 37,700.00</u>

SCHOOL NAME: South Side

TYPE OF BUDGET: Educare

PRINCIPAL NAME: _ Tiffany Hogan (Interim)

Date: 5/3/24

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE 2024-2025	ESTIMATED REVENUES 2024-2025	ESTIMATED EXPENDITURES 2024-2025	ESTIMATED ENDING BAL. 2024-2025
REVENUE					
	Beginning Balance	\$ 65,000.00			
43581	Tuition		\$ 128,179.48		
APPROPRIATIONS					
73300-105	Educare Director			\$ 40,000.00	
73300-162-	Clerical Personnel				
73300-166-	Custodial Personnel				
73300-189-	Salaries & Wages			\$ 70,000.00	
73300-201-	Social Security			\$ 6,820.00	
73300-204-	State Retirement				
73300-206	Life Insurance				
73300-207	Medical Insurance				
73300-208	Dental Insurance				
73300-211	Local Retirement			\$ -	
73300-212-	Medicare			\$ 1,595.00	
73300-307-	Communication			\$ 50.00	
73300-355-	Travel				
73300-422-	Food Supplies			\$ 1,500.00	
73300-499-	Other Supplies/Material			\$ 600.00	
73300-509	Refunds				
73300-524	Staff Development			\$ 100.00	
73300-599-	Other Charges/Field Trips			\$ 500.00	
73300-399-	Other Contrac			\$ 900.00	
	GRAND TOTALS:	<u>\$ 65,000.00</u>	<u>\$ 128,179.48</u>	<u>\$ 122,065.00</u>	<u>\$ 71,114.48</u>

SCHOOL NAME: Woodland Elementary

TYPE OF BUDGET: ECLC

PRINCIPAL NAME: _Dr. Karen Reach

Date

5/3/2024

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE	ESTIMATED REVENUES	ESTIMATED EXPENDITURES	ESTIMATED ENDING BAL.
		2024-2024	2024-2025	2024-2025	2024-2025
REVENUE					
	Beginning Balance	\$ (10,000.00)			
43581	Tuition		\$ 130,000.00		
APPROPRIATIONS					
73400-105	Educare Director			\$ 5,000.00	\$ 4,000.00
73400-162-	Clerical Personnel				
73400-166-	Custodial Personnel				
73400-189-	Salaries & Wages			\$ 90,000.00	\$ 11,000.00
73400-201-	Social Security			\$ 6,000.00	\$ 1,000.00
73400-204-	State Retirement			\$ 20.00	\$ -
73400-212-	Medicare			\$ 2,500.00	\$ 800.00
73400-307-	Communication				
73400-399-	Other Contracted Services			\$ 900.00	
73400-422-	Food Supplies			\$ 2,500.00	
73400-499-	Other Supplies/Material			\$ 2,500.00	\$ 500.00
73400-509	Refunds			\$ 200.00	\$ 650.00
73400-524	Staff Development			\$ 500.00	\$ 500.00
73400-599-	Other Charges/Field Trips			\$ 1,000.00	\$ 330.00
73400-790	Equipment			\$ 2,000.00	\$ 2,000.00
	GRAND TOTALS:	\$ (10,000.00)	\$ 130,000.00	\$ 113,120.00	\$ 6,880.00

SCHOOL NAME: Woodland Elementary School

TYPE OF BUDGET: Educare

PRINCIPAL NAME: Dr. Karen Reach

Date:

3-May-24

ACCOUNT#	ACCOUNT NAME	EST. BEG. BALANCE 2024-2025	ESTIMATED REVENUES 2024-2025	ESTIMATED EXPENDITURES 2024-2025	ESTIMATED ENDING BAL. 2024-2025
REVENUE					
	Beginning Balance	\$ 66,000.00			
43581	Tuition		\$ 140,000.00		
APPROPRIATIONS					
73300-105	Educare Director			\$ 42,500.00	
73300-162-	Clerical Personnel				
73300-166-	Custodial Personnel				
73300-189-	Salaries & Wages			\$ 65,000.00	
73300-201-	Social Security			\$ 7,500.00	
73300-204-	State Retirement			\$ 4,000.00	
73300-206	Life Insurance			\$ 100.00	
73300-207	Medical Insurance			\$ 10,000.00	
73300-208	Dental Insurance			\$ 500.00	
73300-211	Local Retirement			\$ 100.00	
73300-212-	Medicare			\$ 2,000.00	
73300-217-	Hybrid Stabilization			\$ 1,000.00	
73300-307-	Communication			\$ 250.00	
73300-399-	Other Contracted Services			\$ 1,000.00	
73300-422-	Food Supplies			\$ 5,000.00	
73300-499-	Other Supplies/Material			\$ 3,000.00	
73300-509	Refunds				
73300-524	Staff Development			\$ 150.00	
73300-599-	Other Charges/Field Trips			\$ 1,500.00	
	GRAND TOTALS:	<u>\$ 66,000.00</u>	<u>\$ 140,000.00</u>	<u>\$ 143,600.00</u>	<u>\$ 62,400.00</u>

**SCHOOL BOARD AGENDA ITEM
JUNE 3, 2024**

TOPIC: 2024-2025 Budget Approval

GENERAL PURPOSE SCHOOL FUND:

The budget has been updated and submitted for your approval. This budget reflects a 1% raise and step increase in salaries. This will bring the starting 10 Month Teacher salary to \$50,024. Budgeted from fund balance is \$1,970,663. The use of Fund Balance is for:

Textbooks	\$776,200
Capital Outlay	\$585,959
Staff Development	\$231,934
Equipment	\$209,396
Educare Reserves	\$167,174

Salary Scales are updated and attached. Included is a budget recap reflecting the discussed budget.

Budgeted expenditures for 2024-2025 total \$97,878,253. Budgeted revenues for 2024-2025 total \$95,907,590.

SCHOOL FOOD SERVICES FUND:

Budgeted revenues for 2024-2025 total \$4,143,580 and budgeted expenditures also total \$4,143,580.

SCHOOL FEDERAL PROJECTS FUND:

Budgeted expenditures for 2024-2025 total \$5,796,767. Budgeted revenues total \$5,770,767 and transfers in total \$26,000. This is an estimate because we do not yet have final grant allocations. In the fall, a budget amendment will be submitted for your approval to match final allocations.

SCHOOL STATE PROJECTS FUND:

Budgeted expenditures for 2024-2025 total \$2,612,622. Budgeted revenues total \$2,593,083 and transfers in total \$19,539. This is an estimate because we do not yet have final grant allocations. In the fall, a budget amendment will be submitted for your approval to match final allocations.

Please feel free to call me if you have questions (434-5212).

RESPECTFULLY SUBMITTED: [**Leia Valley**](#)

Budget Recap 2024 - 2025

Funding Sources:		Increase (Decrease)	Information
TISA	\$	631,469	0
Sales Tax	\$	-	City not planning on any sales tax increase
Property Tax	\$	178,735	City is figuring 1.44% increase for natural growth
Fund Balance	\$	1,803,489	Textbooks, Capital, Equipment, and Professional Development
TISA Outcomes	\$	338,135	Fund Attendance Staff through TISA Outcomes
JROTC Reimbursement	\$	20,000	
Print Shop	\$	20,000	
Driver's Ed	\$	2,000	
Total	\$	2,993,828	
New Needs:			
1% Raise	\$	692,000	Cost of 1% Raise is \$692,000
Step Increase	\$	571,000	
23-24 Expenses funded by Fund Balance	\$	500,221	Textbooks
District Technology Increases	\$	97,000	0
Unemployment	\$	(25,000)	
Medical Insurance	\$	1,067,137	Increase in usage and 7% Increase figured for January 2025
Retiree Insurance	\$	25,000	
Site-Based Allocation	\$	67,356	
Budget Reductions	\$	(942,324)	Nearpod, SHHS English Position, RTI Assistant positions, RTI-B position, Raptor, ELL Position, Extended Contracts, Educational Assistant Position, and other budget line savings
Liability Ins and Worker's Comp Increase	\$	145,615	
Trustee's Commission	\$	(20,000)	
23-24 New Positions Added	\$	475,964	Positions not included in original 23-24, added through amendments during the year due to grant reductions and student numbers/needs identified during the school year
Total	\$	2,653,969	
Funding Available for Requests	\$	339,859	
Reoccurring Priority 1 Requests	\$	29,500	
Amount Needed to Balance	\$	310,359	
One-time requests	\$	310,359	
Amount Needed to Balance	\$	-	

**JOHNSON CITY, TENNESSEE CITY SCHOOL SYSTEM
GENERAL PURPOSE SCHOOL FUND SUMMARY**

	Actual FY 2022	Actual FY 2023	Budget FY 2024	Projected FY 2024	Budget FY 2025	Budget 25 vs. 24	% Change
REVENUES							
County Taxes/Licenses	33,729,504	35,722,705	35,324,737	33,838,969	33,503,672	(1,821,065)	(5.2)
Charges for Service	1,950,606	1,792,615	1,699,800	1,555,562	1,790,179	90,379	5.3
Other Local Revenue	275,660	279,777	26,000	241,254	29,000	3,000	11.5
State Education Funds	35,474,930	36,343,217	44,801,779	46,123,451	45,839,572	1,037,793	2.3
Direct Federal Funds	17,032	266,527	50,000	71,691	75,000	25,000	50.0
TOTAL REVENUES	71,447,732	74,404,841	81,902,316	81,830,927	81,237,423	(664,893)	(0.8)
EXPENDITURES							
Instruction:							
Regular Education Instruction	41,120,979	44,509,102	49,195,570	48,903,244	48,375,948	(819,622)	(1.7)
Alternative Instruction	1,085,382	1,091,013	1,205,792	1,471,444	1,508,095	302,303	25.1
Special Education Instruction	4,770,464	5,137,427	5,834,040	5,663,995	5,636,257	(197,783)	(3.4)
Vocational Educational Instruction	2,070,966	2,087,243	2,316,661	2,327,064	2,409,522	92,861	4.0
Total Instruction	49,047,789	52,824,785	58,552,063	58,365,747	57,929,822	(622,241)	(1.1)
Support Services:							
Attendance	45,851	143,047	331,668	442,328	386,448	54,780	16.5
Health Services	108,396	406,409	1,039,194	1,029,082	1,144,510	105,316	10.1
Student Support	1,840,725	2,134,774	3,460,906	3,494,289	3,498,580	37,674	1.1
Instruction Support	3,331,716	4,033,558	4,904,492	5,502,000	5,043,197	138,705	2.8
Alternative Support	55,869	51,453	57,519	60,388	66,259	8,740	15.2
Special Education Support	630,223	656,256	683,755	804,336	1,202,565	518,810	75.9
Vocational Education Support	340,776	359,266	365,905	352,706	369,996	4,091	1.1
Technology	1,823,419	2,640,168	2,282,729	2,371,025	2,425,190	142,461	6.2
Board of Education	1,033,735	1,180,970	1,274,054	1,248,985	1,400,669	126,615	9.9
Office of the Director of Schools	449,525	422,152	481,859	446,211	467,869	(13,990)	(2.9)
Office of the Principal	5,236,326	5,698,480	6,319,710	6,503,717	6,841,071	521,361	8.2
Fiscal Services	523,651	583,041	643,956	641,463	682,692	38,736	6.0
Human Resources	250,584	248,638	253,383	250,163	310,070	56,687	22.4
Operation of Plant	4,815,041	5,139,091	5,603,817	5,426,600	5,755,001	151,184	2.7
Maintenance of Plant	1,895,036	2,118,712	2,268,615	2,087,453	2,216,329	(52,286)	(2.3)
Transportation	2,371,852	2,462,795	3,294,546	3,076,941	3,171,554	(122,992)	(3.7)
Central Services	99,469	122,309	126,077	125,246	130,322	4,245	3.4
Total Support Services	24,852,195	28,401,119	33,392,185	33,862,933	35,112,322	1,720,137	5.2
Non-Instructional Services:							
Debt Service	2,969,502	2,907,046	3,173,720	3,041,786	2,273,910	(899,810)	(28.4)
Early Childhood Education	295,454	379,836	394,445	473,676	551,768	157,323	39.9
Community Services	1,028,292	1,168,274	1,302,958	1,380,459	1,361,733	58,775	4.5
Regular Capital Outlay	359,874	732,870	851,500	4,064,277	585,959	(265,541)	(31.2)
Operating Transfers	89,925	169,549	62,739	240,000	62,739	0	0.0
Total Non-Instructional Services	4,743,049	5,357,575	5,785,362	9,200,198	4,836,109	(949,253)	(16.4)
GRAND TOTAL EXPENDITURES	78,643,033	86,583,479	97,729,610	101,428,878	97,878,253	148,643	0.2
Excess (Deficiency) of Revenues and Other Sources Over (Under) Expenditures	(7,195,301)	(12,178,638)	(15,827,294)	(19,597,951)	(16,640,830)	(813,536)	5.1
OTHER SOURCES OF FUNDS							
School Funds	408,378	461,102	0	0	0	0	#DIV/0!
Sale of Equipment	50	0	0	0	0	0	#DIV/0!
Subscription Issuance	0	621,803	0	0	0	0	0.0
City Appropriation	11,626,736	11,626,736	11,626,736	11,626,736	11,626,736	0	0.0
Transfer from City General Fund for Transportation	2,266,075	2,354,279	2,909,423	2,909,423	3,043,431	134,008	4.6
TOTAL OTHER SOURCES OF FUNDS	14,301,239	15,063,920	14,536,159	14,536,159	14,670,167	134,008	0.9
Net Change in Fund Balance	7,105,938	2,885,283	(1,291,135)	(5,061,792)	(1,970,663)	(679,528)	52.6
FUND BALANCE (BEGINNING)	10,209,032	17,314,970	17,786,713	20,200,253	15,138,461	(2,648,252)	(14.9)
FUND BALANCE (ENDING)	17,314,970	20,200,253	16,495,578	15,138,461	13,167,798	(3,327,780)	(20.2)

GENERAL PURPOSE SCHOOL FUND REVENUE SUMMARY

	Actual FY 2022	Actual FY 2023	Budget FY 2024	Projected FY 2024	Budget FY 2025	Budget 25 vs. 24	% Change
<u>LOCAL TAXES</u>							
Current Property Tax	12,416,312	12,829,123	12,412,095	12,349,986	12,587,095	175,000	1.4
Trustee's Collections - Prior Year	214,248	247,335	354,555	195,000	280,555	(74,000)	(20.9)
Circuit Clerk/Clerk & Master Collection - Prior Year	64,049	56,634	100,000	55,000	100,000	0	0.0
Interst and Penalty	64,846	62,197	150,000	50,000	135,000	(15,000)	(10.0)
Pick-up Taxes	5,298	5,541	5,500	5,000	5,500	0	0.0
Payments in Lieu of Taxes - Local Utilities	211,881	231,598	215,000	231,635	215,000	0	0.0
Payments in Lieu of Taxes - Other	17,765	17,788	18,000	18,000	18,000	0	0.0
Local Option Sales Tax	20,211,129	21,657,577	21,545,087	20,319,830	19,548,822	(1,996,265)	(9.3)
Business Tax	443,078	517,414	443,000	517,000	517,000	74,000	16.7
Bank Excise Tax	79,248	95,818	80,000	95,818	95,000	15,000	18.8
TOTAL LOCAL TAXES	33,727,854	35,721,022	35,323,237	33,837,269	33,501,972	(1,821,265)	(5.2)
<u>LICENSES AND PERMITS</u>							
Marriage Licenses	1,650	1,683	1,500	1,700	1,700	200	13.3
TOTAL LICENSES AND PERMITS	1,650	1,683	1,500	1,700	1,700	200	13.3
<u>CHARGES FOR SERVICES</u>							
Tuition - Regular Day Students	281,872	228,529	250,000	245,652	250,000	0	0.0
Tuition - Summer School	0	0	0	0	0	0	#DIV/0!
Tuition - Online Learning	3,925	35,685	0	5,400	5,500	5,500	#DIV/0!
Tuition - Educare & ECLC	1,622,371	1,488,605	1,408,800	1,255,256	1,473,679	64,879	4.6
Other Charges for Services	42,438	39,796	41,000	49,254	61,000	20,000	48.8
TOTAL CHARGES FOR SERVICES	1,950,606	1,792,615	1,699,800	1,555,562	1,790,179	90,379	5.3
<u>OTHER LOCAL REVENUE</u>							
Interest Earned	0	50,949	0	0	0	0	#DIV/0!
Lease/Rentals	83,480	195	0	0	0	0	#DIV/0!
Retiree's Insurance Payments	19,212	18,527	15,000	18,000	18,000	3,000	20.0
Miscellaneous Refunds	147,200	190,391	0	193,142	0	0	#DIV/0!
Contributions and Gifts	25,321	19,348	10,000	29,843	10,000	0	0.0
Other Local Revenue	447	366	1,000	269	1,000	0	0.0
TOTAL OTHER LOCAL REVENUE	275,660	279,777	26,000	241,254	29,000	3,000	11.5
<u>STATE EDUCATION FUNDS</u>							
Basic Education Program	35,352,280	36,232,267	0	0	0	0	#DIV/0!
Tennessee Investment in Student Achievement	0	0	44,700,000	45,712,251	45,754,386	1,054,386	2.4
Career Ladder	109,284	95,490	89,279	88,200	70,686	(18,593)	(20.8)
Driver Education	10,166	11,221	9,000	9,000	11,000	2,000	22.2
Mixed Drink Tax	3,200	4,240	3,500	4,000	3,500	0	0.0
State Paid Parental Leave	0	0	0	310,000	0	0	#DIV/0!
TOTAL STATE EDUCATION FUNDS	35,474,930	36,343,217	44,801,779	46,123,451	45,839,572	1,037,793	2.3
<u>DIRECT FEDERAL GOVERNMENT</u>							
Other Federal through State	0	207,763	0	0	0	0	#DIV/0!
ROTC Reimbursement	17,032	58,764	50,000	71,691	75,000	25,000	50.0
TOTAL DIRECT FEDERAL GOVERNMENT	17,032	266,527	50,000	71,691	75,000	25,000	50.0
<u>OTHER SOURCES - TRANSFERS IN</u>							
School Funds	408,378	461,102	0	0	0	0	#DIV/0!
Sale of Equipment	50	0	0	0	0	0	#DIV/0!
Subscription Issuance	0	621,803	0	0	0	0	0.0
City General Fund Transfer - Operations	11,626,736	11,626,736	11,626,736	11,626,736	11,626,736	0	0.0
City General Fund Transfer - Transportation	2,266,075	2,354,279	2,909,423	2,909,423	3,043,431	134,008	4.6
TOTAL OTHER SOURCES - TRANSFERS IN	14,301,239	15,063,920	14,536,159	14,536,159	14,670,167	134,008	0.9
TOTAL GENERAL PURPOSE SCHOOL FUND REVENUE	85,748,971	89,468,761	96,438,475	96,367,086	95,907,590	(530,885)	(0.6)
FUND BALANCE APPROPRIATION			1,291,135	5,061,792	1,970,663	679,528	52.6
TOTAL REVENUES	85,748,971	89,468,761	97,729,610	101,428,878	97,878,253	148,643	0.2

Administration	Actual FY 2022	Actual FY 2023	Budget FY 2024	Projected FY 2024	Budget FY 2025	Budget 25 vs. 24	% Change
----------------	-------------------	-------------------	-------------------	----------------------	-------------------	---------------------	-------------

General Purpose School Fund

Schools

Instruction	44,452,696	48,542,660	54,100,062	54,405,244	53,419,145	(680,917)	-1.3%
Alternative Education	1,141,251	1,142,466	1,263,311	1,531,832	1,574,354	311,043	24.6%
Special Education	5,400,687	5,793,683	6,517,795	6,468,331	6,838,822	321,027	4.9%
Vocational Education	2,411,742	2,446,509	2,682,566	2,679,770	2,779,518	96,952	3.6%
Attendance	45,851	143,047	331,668	442,328	386,448	54,780	16.5%
Health Services	108,396	406,409	1,039,194	1,029,082	1,144,510	105,316	10.1%
Student Support	1,840,725	2,134,774	3,460,906	3,494,289	3,498,580	37,674	1.1%
Technology	1,823,419	2,640,168	2,282,729	2,371,025	2,425,190	142,461	6.2%
Board of Education	1,033,735	1,180,970	1,274,054	1,248,985	1,400,669	126,615	9.9%
Office of the Director of Schools	449,525	422,152	481,859	446,211	467,869	(13,990)	-2.9%
Office of the Principal	5,236,326	5,698,480	6,319,710	6,503,717	6,841,071	521,361	8.2%
Fiscal Services	523,651	583,041	643,956	641,463	682,692	38,736	6.0%
Human Resources	250,584	248,638	253,383	250,163	310,070	56,687	22.4%
Operation of Plant	4,815,041	5,139,091	5,603,817	5,426,600	5,755,001	151,184	2.7%
Maintenance of Plant	1,895,036	2,118,712	2,268,615	2,087,453	2,216,329	(52,286)	-2.3%
Transportation	2,371,852	2,462,795	3,294,546	3,076,941	3,171,554	(122,992)	-3.7%
Central Services	99,469	122,309	126,077	125,246	130,322	4,245	3.4%
Community Service - Educare	1,028,292	1,168,274	1,302,958	1,380,459	1,361,733	58,775	4.5%
Early Childhood Education	295,454	379,836	394,445	473,676	551,768	157,323	39.9%
Capital Outlay	359,874	732,870	851,500	4,064,277	585,959	(265,541)	-31.2%
Debt Service	2,969,502	2,907,046	3,173,720	3,041,786	2,273,910	(899,810)	-28.4%
Operating Transfers	89,925	169,549	62,739	240,000	62,739	0	0.0%
Total General Purpose School	78,643,033	86,583,479	97,729,610	101,428,878	97,878,253	148,643	0.2%

GENERAL FUND
EXPENDITURE SUMMARY

Personal Services	65,489,947	70,627,152	79,640,864	79,015,057	82,590,825	2,949,961	3.7%
Operating	7,557,635	8,745,114	9,069,633	9,686,446	9,149,732	80,099	0.9%
Capital Outlay	113,992	732,871	851,500	4,064,277	585,959	(265,541)	-31.2%
Capital Outlay - Equipment	245,882	1,108,501	2,084,470	2,711,889	234,396	(1,850,074)	-88.8%
Debt Service	2,969,502	2,907,046	3,173,720	3,041,786	2,273,910	(899,810)	-28.4%
Student Transportation	2,266,075	2,462,795	2,909,423	2,909,423	3,043,431	134,008	4.6%
Total General Purpose School	78,643,033	86,583,479	97,729,610	101,428,878	97,878,253	148,643	0.2%

**JOHNSON CITY, TENNESSEE CITY SCHOOL SYSTEM
SCHOOL FOOD SERVICES FUND SUMMARY**

	Actual FY 2022	Actual FY 2023	Budget FY 2024	Projected FY 2024	Budget FY 2025	Budget 25 vs. 24	% Change
<u>REVENUES</u>							
Charges for Services	185,659	1,038,564	688,600	660,000	673,000	(15,600)	(2.3)
Other Local Revenue	28,806	37,545	45,000	42,900	41,000	(4,000)	(8.9)
State Matching Food Service Funds	37,453	38,232	35,000	35,000	30,000	(5,000)	(14.3)
Federal Funds Through State	4,991,900	3,234,632	3,100,000	3,130,700	3,399,580	299,580	9.7
Total Revenues	5,243,818	4,348,973	3,868,600	3,868,600	4,143,580	274,980	7.1
<u>EXPENDITURES</u>							
School Food Service	3,567,955	3,778,735	3,800,232	3,834,508	3,951,330	151,098	4.0
Capital Outlay	1,884	103,179	68,368	275,000	192,250	123,882	181.2
Total Expenditures	3,569,839	3,881,914	3,868,600	4,109,508	4,143,580	274,980	7.1
Excess (Deficiency) of Revenues Over (Under) Expenditures	1,673,979	467,059	0	(240,908)	0	0	#DIV/0!
FUND BALANCE (BEGINNING)	2,198,090	3,726,292	3,936,365	4,287,818	4,046,910	110,545	2.8
Purchase Method Inventory adj.	(145,777)	94,467	0	0	0	0	#DIV/0!
FUND BALNCE (ENDING)	3,726,292	4,287,818	3,936,365	4,046,910	4,046,910	110,545	2.8

**JOHNSON CITY, TENNESSEE CITY SCHOOL SYSTEM
SCHOOL FEDERAL PROJECTS FUND**

	Actual FY 2022	Actual FY 2023	Budget FY 2024	Projected FY 2024	Budget FY 2025	Budget 25 vs. 24	% Change
REVENUES							
Federal Funds Direct and through State	13,507,627	15,033,629	10,389,796	8,067,172	5,770,767	(4,619,029)	(44.5)
Total Revenues	13,507,627	15,033,629	10,389,796	8,067,172	5,770,767	(4,619,029)	(44.5)
EXPENDITURES							
Title 1	1,669,594	1,911,252	2,210,736	2,199,931	1,970,303	(240,433)	(10.9)
Title 1 Carryover	160,448	0	161,501	199,122	0	(161,501)	(100.0)
Title I-C	0	0	0	0	1,908	1,908	#DIV/0!
Title 1-D	23,330	34,747	24,917	24,917	15,816	(9,101)	(36.5)
Title I-D Carryover	14,670		2,632	2,485	0	(2,632)	(100.0)
Title II	260,724	318,424	371,798	383,075	363,722	(8,076)	(2.2)
Title II Carryover	51,091		73,077	67,032	3,404	(69,673)	(95.3)
Title III	4,115	57,553	44,774	51,287	51,070	6,296	14.1
Title III Carryover	18,742		19,043	18,618	0	(19,043)	(100.0)
Title IV	105,420	153,909	151,496	154,614	153,231	1,735	1.1
Title IV Carryover	54,994		32,476	24,056	3,829	(28,647)	(88.2)
21st Century (Grant 1)	97,077	135,821	0	70,917	0	0	#DIV/0!
21st Century (Grant 1) Carryover	113,489		87,877	87,877	0	(87,877)	(100.0)
21st Century (Grant 2)	0	149,164	149,651	149,651	149,651	(0)	(0.0)
McKinney Homeless	86,628	90,320	96,000	92,348		(96,000)	(100.0)
Carl Perkins	140,327	153,413	131,560	163,163	163,163	31,603	24.0
Carl Perkins Reserve	0	44,999	250,000	50,000	50,000	(200,000)	(80.0)
IDEA	1,376,286	1,901,801	1,732,359	1,897,146	1,897,146	164,787	9.5
IDEA Carryover	470,520		246,658	260,268	0	(246,658)	(100.0)
IDEA Preschool	57,247	44,929	50,292	54,374	54,374	4,082	8.1
IDEA Preschool Carryover	2,201		6,276	5,365	0	(6,276)	(100.0)
ESSER	2,712	0	0	0	0	0	#DIV/0!
ESSER 2.0	1,487,201	2,559,439	0	0	0	0	#DIV/0!
ESSER 3.0	5,697,407	6,021,089	4,383,405	1,962,497	0	(4,383,405)	(100.0)
ARP Homeless 1.0	18,196	8,415	0	3,389	0	0	#DIV/0!
ARP Homeless 2.0	88,545	2,842	0	11,942	0	0	#DIV/0!
ARP IDEA Part B	68,381	227,582	189,268	141,686	0	(189,268)	(100.0)
ARP IDEA Preschool	0	25,954	0	3,224	0	0	#DIV/0!
Literacy Training Stipend	153,164	14,000	0	14,000	14,000	14,000	#DIV/0!
Civics Grant	7,000	0	0	0	0	0	#DIV/0!
Stronger Connections	0	0	0	200,189	905,150	905,150	#DIV/0!
Subscription	0	255,155	0	0	0	0	#DIV/0!
Subscription Debt Service	0	15,879	0	0	0	0	#DIV/0!
Epidemiology & Laboratory Capacity	1,324,352	1,206,049	0	0	0	0	#DIV/0!
Total Expenditures	13,553,861	15,332,734	10,415,796	8,293,172	5,796,767	(4,619,029)	(44.3)
Excess (Deficiency) of Revenues Over (Under) Expenditures	(46,234)	(299,105)	(26,000)	(226,000)	(26,000)	0	(0.0)
OTHER FINANCING SOURCES (USES)							
Transfer In	46,238	29,393	26,000	226,000	26,000	0	0.0
Subscription Issuance	0	271,034	0	0	0	0	0.0
Transfer Out	(408,378)	(461,102)	0	0	0	0	#DIV/0!
Total Other Financing Sources (Uses)	(362,140)	(160,675)	26,000	226,000	26,000	0	0.0
Net Change in Fund Balance	(408,374)	(459,781)	0	0	0	0	#DIV/0!
FUND BALANCE (BEGINNING)	1,202,902	794,528	1,075,350	334,747	334,747	(740,603)	(68.9)
FUND BALANCE (ENDING)	794,528	334,747	1,075,350	334,747	334,747	(740,603)	(68.9)

**JOHNSON CITY, TENNESSEE CITY SCHOOL SYSTEM
SCHOOL SPECIAL PROJECTS FUND**

	Actual FY 2022	Actual FY 2023	Budget FY 2024	Projected FY 2024	Budget FY 2025	Budget 25 vs. 24	% Change
REVENUES							
Federal Funds Direct and through State	1,647,557	1,478,470	3,126,073	2,556,587	2,593,083	(532,990)	(17.0)
Total Revenues	<u>1,647,557</u>	<u>1,478,470</u>	<u>3,126,073</u>	<u>2,556,587</u>	<u>2,593,083</u>	<u>(532,990)</u>	<u>(17.0)</u>
EXPENDITURES							
Lottery Pre-K	398,649	427,263	416,000	436,682	416,000	0	0.0
Family Resource Center	29,612	29,612	29,612	0	0	(29,612)	(100.0)
Safe Schools	33,639	40,410	0	0	0	0	#DIV/0!
Safe Schools Carryover	75,589	99,411	0	0	0	0	#DIV/0!
Public School Security	0	0	0	320,998	0	0	#DIV/0!
State Special Education Preschool	0	0	0	113,823	113,823	0	#DIV/0!
Indian Trail Stem	9,418	0	0	0	0	0	#DIV/0!
Learning Camps	1,000,650	728,627	700,000	813,915	813,915	113,915	16.3
Coordinated School Health	132,440	132,798	0	0	0	0	#DIV/0!
Innovative School Models	0	0	2,000,000	810,913	1,189,087	(810,913)	(40.5)
Learning Camps Transportation	0	64,442	0	79,796	79,796	79,796	#DIV/0!
Total Expenditures	<u>1,679,997</u>	<u>1,522,562</u>	<u>3,145,612</u>	<u>2,576,126</u>	<u>2,612,622</u>	<u>(532,990)</u>	<u>(16.9)</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	(32,440)	(44,092)	(19,539)	(19,539)	(19,539)	0	0.0
Other Financing Sources (Uses)							
Transfer In	41,120	135,384	19,539	19,539	19,539	0	0.0
Transfer Out	0	0	0	0	0	0	#DIV/0!
Total Other Financing Sources (Uses)	<u>41,120</u>	<u>135,384</u>	<u>19,539</u>	<u>19,539</u>	<u>19,539</u>	<u>0</u>	<u>0.0</u>
Net Change in Fund Balance	8,680	91,292	0	0	0	0	#DIV/0!
FUND BALANCE (BEGINNING)	<u>0</u>	<u>8,680</u>	<u>8,680</u>	<u>99,972</u>	<u>99,972</u>	<u>91,292</u>	<u>1,051.7</u>
FUND BALNCE (ENDING)	<u><u>8,680</u></u>	<u><u>99,972</u></u>	<u><u>8,680</u></u>	<u><u>99,972</u></u>	<u><u>99,972</u></u>	<u><u>91,292</u></u>	<u><u>1,051.7</u></u>

JOHNSON CITY SCHOOLS			
2024 - 2025 Budget			
			Original
			BUDGET
			2024-2025
Beginning Fund Balance:			
	Designated for 3% Fund Balance	\$	2,808,059
	Educare Reserves	\$	1,173,810
	Undesignated	\$	10,953,592
	Designated for Inventory and Compensated Absences	\$	160,000
	Other Reserves/Designations	\$	43,000
	Designated and Undesignated Fund Balance	\$	15,138,461
GRAND TOTAL ALL FUND BALANCE AND RESERVES			\$ 15,138,461
40110	Current Property Tax - Wash Co	\$	12,243,386
40110	Current Property Tax - Sullivan Co	\$	238,036
40110	Current Property Tax - Carter Co	\$	105,673
40120	Trustee's Collections - Prior Year	\$	280,555
40130	Circuit Clk./Clk. & Master Coll. - Prior Yr	\$	100,000
40140	Interest & Penalty	\$	135,000
40150	Pick-Up Taxes	\$	5,500
40162	Payments in Lieu of Taxes - Local Utilities	\$	215,000
40163	Payments in Lieu of Taxes - Other	\$	18,000
40210	Local Option Sales Tax - Wash Co	\$	19,243,886
40210	Local Option Sales Tax - Sullivan Co	\$	176,648
40210	Local Option Sales Tax - Carter Co	\$	128,288
40270	Business Tax	\$	517,000
40275	Mixed Drink Tax	\$	3,500
40320	Bank Excise Tax	\$	95,000
	Total County Taxes	\$	33,505,472
41110	Marriage Licenses	\$	1,700
	Total Licenses and Permits	\$	1,700
43511	Tuition - Regular Day Students	\$	250,000
43517	Tuition - Online Learning	\$	5,500
43581	Tuition - EDUCARE	\$	1,198,679
43581	Tuition - ECLC	\$	275,000
43990	Other Charges for Services	\$	21,000
43990	Print Shop Enterprise Account	\$	40,000
	Total Charges for Current Services	\$	1,790,179
44160	Retirees' Insurance Payments	\$	18,000
44570	Contributions - United Way	\$	10,000
44990	Other Local Revenue (STEAM 536)	\$	1,000
	Total Other Local Revenues	\$	29,000
46510	Tennessee Investment in Student Achievement (TISA)	\$	45,416,248
46510	TISA Outcomes	\$	338,138
46550	Driver Education	\$	11,000
46610	Career Ladder	\$	70,686
	Total State Education Funds	\$	45,836,072
47640	ROTC Reimbursement	\$	75,000
	Total Direct Federal Government	\$	75,000
49810	City General Fund Transfer - Operations	\$	11,626,736
49810	City General Fund Transfer - Transportation	\$	3,043,431
	Total Other Sources	\$	14,670,167
	Total Revenues	\$	95,907,590
	GRAND TOTAL REVENUES AND FUND BALANCE	\$	111,046,051

JOHNSON CITY SCHOOLS			
2024 - 2025 Budget			
			Original
			BUDGET
			2024-2025
APPROPRIATIONS			1,010
REGULAR INSTRUCTION (71100)			
71100	116	Teachers	\$ 32,855,696
71100	116	Safety Net Program (1-031)	\$ 49,000
71100	116	RTI (534)	\$ 595,278
71100	116	Four-Year Transition Plan (2-301)	\$ 6,060
71100	116	Local Extended Contract (1-578)	\$ 161,990
71100	116	Mountain View Orchestra (9-581)	\$ 8,825
71100	116	Curriculum Development (538)	\$ 22,000
71100	116	Teacher Stipends for Online Learning (555)	\$ 20,000
71100	117	Career Ladder	\$ 37,000
71100	163	Educational Assistants	\$ 1,223,200
71100	195	Substitute Teachers Certified	\$ 150,000
71100	198	Substitute Teachers - Non Certified	\$ 550,060
71100	201	Social Security	\$ 2,176,458
71100	204	Retirement	\$ 2,413,229
71100	206	Life Insurance	\$ 83,950
71100	207	Medical Insurance	\$ 4,545,000
71100	208	Dental Insurance	\$ 176,685
71100	210	Unemployment	\$ 25,000
71100	211	Local Retirement	\$ 8,787
71100	212	Medicare	\$ 517,347
71100	216	Other Post Employment Benefits (Retiree Insurance)	\$ 625,000
71100	217	Retirement - Hybrid Stabilization	\$ 128,412
71100	336	Performing Music Maintenance and Repair Equipment	\$ 21,246
71100	356	Tuition	\$ 3,000
71100	399	Other Contracted Services	\$ 91,798
71100	399	Edmentun (Credit Recovery) (1-519)	\$ 61,000
71100	399	Public Chapter 426, Public Acts of 2011 (1-532)	\$ 40,000
71100	399	Subscription Renewal - Brain Pop (1-536)	\$ 27,000
71100	399	Subscription Renewal - Hapara	\$ 29,000
71100	399	Subscription - Neptune Navigate	\$ 3,000
71100	399	Canvas (1-536)	\$ 58,000
71100	399	Subscription Renewal - Generation Genius	\$ 9,000
71100	399	Subscription Renewal - Mystery Science	\$ 10,000
71100	399	Subscription Renewal - Explore Learning	\$ 29,000
71100	399	Subscription Renewal - Study Island	\$ 21,000
71100	399	Subscription - My Reading Academy	\$ 60,000
71100	399	Subscription - Quizziz	\$ 20,000
71100	429	Instructional Supplies and Materials	\$ 222,745
71100	429	Forward Funding	\$ 55,297
71100	429	Summer School Supplies (1-033)	\$ 5,000
71100	429	AP - Instructional Supplies	\$ 7,500
71100	429	RTI - (1-534)	\$ 12,000
71100	429	Instructional Supplies - Science Materials	\$ 19,261
71100	429	Instructional Supplies - STEAM (536) +1K Donation	\$ 15,000
71100	429	Instructional Supplies - Special Budget Requests	\$ 5,000
71100	449	Textbooks	\$ 776,200
71100	449	Reserved for Encumbrances	\$ -
71100	471	IXL	\$ 100,000
71100	535	Fee Waiver Student Fees	\$ 141,102
71100	535	Fee Waiver Student Performing Music	\$ 8,725
71100	722	Regular Instruction Equipment	\$ 93,827
71100	722	Performing Music Equipment	\$ 45,870
71100	722	Technology -BOE Tech Plan (568)	\$ -
71100	722	Reserved for Special Budget Requests	\$ 6,400
71100	722	Reserved for Encumbrances	\$ -
TOTAL INSTRUCTION			\$ 48,375,948

JOHNSON CITY SCHOOLS			
2024 - 2025 Budget			
			Original
			BUDGET
			2024-2025
Alternative Instruction Program			
71150	116	Teachers	\$ 997,904
71150	163	Educational Assistants	\$ 128,270
71150	201	Social Security	\$ 68,697
71150	204	Retirement	\$ 101,558
71150	206	Life Insurance	\$ 2,703
71150	207	Medical Insurance	\$ 151,000
71150	208	Dental Insurance	\$ 3,163
71150	212	Medicare	\$ 16,330
71150	217	Hybrid Stabilization	\$ 1,656
71150	399	Other Contracted Services	\$ 5,362
71150	429	Instructional Supplies and Materials	\$ 15,978
71150	499	Other Supplies and Materials	\$ 3,028
71150	722	Other Equipment	\$ 12,446
TOTAL ALTERNATIVE			\$ 1,508,095
SPECIAL EDUCATION			
71200	116	Teachers	\$ 2,867,119
71200	117	Career Ladder	\$ 8,000
71200	163	Educational Assistants	\$ 895,298
71200	171	Speech Pathologist	\$ 465,192
71200	189	Other Salaries & Wages - Sign Language Interpreters	\$ 89,385
71200	201	Social Security	\$ 263,773
71200	204	Retirement	\$ 310,580
71200	206	Life Insurance	\$ 10,380
71200	207	Medical Insurance	\$ 589,000
71200	208	Dental Insurance	\$ 18,016
71200	211	Local Retirement	\$ 4,909
71200	212	Medicare	\$ 62,712
71200	217	Retirement - Hybrid Stabilization	\$ 21,243
71200	336	Equipment Repairs and Maintenance	\$ 500
71200	429	Instructional Supplies and Materials	\$ 25,150
71200	499	Other Supplies and Materials	\$ 3,000
71200	725	Special Education Instruction Equipment	\$ 2,000
TOTAL SPECIAL EDUCATION			\$ 5,636,257
VOCATIONAL INSTRUCTION			
71300	116	Teachers	\$ 1,731,113
71300	117	Career Ladder	\$ 4,000
71300	163	Educational Assistants	\$ 81,810
71300	201	Social Security	\$ 110,832
71300	204	Retirement	\$ 129,513
71300	206	Life Insurance	\$ 4,361
71300	207	Medical Insurance	\$ 260,500
71300	208	Dental Insurance	\$ 6,624
71300	212	Medicare	\$ 26,345
71300	217	Retirement - Hybrid Stabilization	\$ 6,739
71300	399	Other Contracted Services	\$ 1,696
71300	429	Instructional Supplies and Materials	\$ 39,690
71300	429	Forward Funding	\$ 1,696
71300	730	Vocational Equipment	\$ 4,603
TOTAL VOCATIONAL INSTRUCTION			\$ 2,409,522
ATTENDANCE			
72110	189	Other Salaries and Wages	\$ 239,370
72110	201	Social Security	\$ 14,602
72110	204	Retirement	\$ 16,209
72110	206	Life Insurance	\$ 574
72110	207	Medical Insurance	\$ 57,500
72110	208	Dental Insurance	\$ 1,910
72110	212	Medicare	\$ 3,471
72110	211	Local Retirement	\$ 1,250
72110	217	Retirement - Hybrid Stabilization	\$ 3,062
72110	471	Software Maintenance	\$ 48,500
TOTAL ATTENDANCE			\$ 386,448

JOHNSON CITY SCHOOLS			
2024 - 2025 Budget			
			Original
			BUDGET
			2024-2025
HEALTH SERVICES			
72120	131	Medical Personnel	\$ 763,001
72120	201	Social Security	\$ 46,543
72120	204	Retirement	\$ 60,659
72120	206	Life Insurance	\$ 1,831
72120	207	Medical Insurance	\$ 119,500
72120	208	Dental Insurance	\$ 3,000
72120	212	Medicare	\$ 11,064
72120	217	Hybrid Stabilization	\$ 8,012
72120	355	Travel	\$ 1,800
72120	399	Other Contracted Services	\$ 8,320
72120	413	Drugs & Medical Supplies	\$ 3,580
72120	499	Other Supplies & Materials	\$ 15,700
72120	524	Staff Development	\$ 1,000
72120	599	Coordinated School Health	\$ 100,000
72120	735	Health Equipment	\$ 500
TOTAL HEALTH SERVICES			\$ 1,144,510
STUDENT SUPPORT			
72130	117	Career Ladder	\$ 2,000
72130	123	Guidance Personnel	\$ 1,698,886
72130	161	Secretary	\$ 40,400
72130	189	Other Salaries	\$ 846,066
72130	201	Social Security	\$ 157,828
72130	204	Retirement	\$ 192,774
72130	206	Life Insurance	\$ 6,210
72130	207	Medical Insurance	\$ 341,500
72130	208	Dental Insurance	\$ 12,187
72130	212	Medicare	\$ 37,517
72130	217	Retirement - Hybrid Stabilization	\$ 17,712
72130	322	Evaluation & Testing (1-529)	\$ 30,000
72130	322	AP Testing (2-583)	\$ 105,000
72130	399	PreACT Assessment	\$ 8,000
72130	790	Other Equipment	\$ 2,500
TOTAL OTHER STUDENT SUPPORT			\$ 3,498,580

JOHNSON CITY SCHOOLS			
2024 - 2025 Budget			
			Original
			BUDGET
			2024-2025
INSTRUCTION - SUPPORT			
72210	105	Administration	\$ 763,522
72210	117	Career Ladder	\$ 7,000
72210	129	Librarians	\$ 857,741
72210	137	Educational Media Personnel	\$ 329,260
72210	161	Secretary	\$ 134,330
72210	172	Instructional Coaches	\$ 1,241,069
72210	189	Other Salaries and Wages - Print Shop	\$ 75,750
72210	189	Other Salaries and Wages - Teacher Leadership Academy	\$ 30,500
72210	201	Social Security	\$ 209,789
72210	204	Retirement	\$ 250,030
72210	206	Life Insurance	\$ 8,254
72210	207	Medical Insurance	\$ 430,000
72210	208	Dental Insurance	\$ 10,183
72210	211	Local Retirement	\$ 2,200
72210	212	Medicare	\$ 49,868
72210	217	Retirement - Hybrid Stabilization	\$ 6,006
72210	355	Travel	\$ 11,500
72210	355	Travel Academic Competitions - Robotics Team (5K) (16-572)	\$ 10,000
72210	399	Niswonger Class Fees (555)	\$ 5,000
72210	399	Contracted Services Niswonger Consortium Fee (555)	\$ 15,200
72210	399	Other Contracted Services (5\$ Transact)	\$ 9,000
72210	399	Other Contracted Services-Safety Net Program (1-031)	\$ 41,000
72210	399	Other Contracted Services - Frontline	\$ 28,000
72210	399	Other Contracted Services - Bloomz	\$ 16,500
72210	399	Other Contracted Services - 504 Online System	\$ 5,000
72210	399	Other Contracted Services - Robotics Team (16-572)	\$ 1,000
72210	399	At-Risk Services (1-964)	\$ 1,000
72210	399	Random Drug Testing	\$ 16,000
72210	399	Contracted Services - RC (1-030)	\$ 2,400
72210	399	Internal Assessment Platform - Illuminate	\$ 55,000
72210	399	Other Contracted Services - Major Clarity	\$ 7,000
72210	399	Other Contracted Services	\$ 20,000
72210	432	Library Books Media	\$ 37,288
72210	471	Software Maintenance - Destiny (Library)	\$ 15,000
72210	499	Other Supplies & Materials	\$ 10,000
72210	499	Mclass Amplify Program (1-524)	\$ 26,000
72210	499	Other Supplies & Materials-RC (1-030)	\$ 7,700
72210	499	Other Supplies and Materials - Robotics Team (16-572)	\$ 5,000
72210	499	Shoe Fund (1-520)	\$ 10,000
72210	499	Homeless Donations	\$ -
72210	499	Raptor	\$ 2,400
72210	499	Other Supplies & Materials - Special Budget Requests	\$ 1,000
72210	524	Teacher Leadership Academy (537)	\$ 44,500
72210	524	In-service Staff Dev. System Wide/School Based	\$ 148,208
72210	524	AP Staff Development (1-583)	\$ 10,000
72210	599	Non Revenue Producing Sports \$30K (25/5)	\$ 35,000
72210	599	Other Charges - MS Competition Fees	\$ 3,000
72210	599	Other Charges	\$ 4,000
72210	790	Non Revenue Producing Sports - Arts \$20K (15/5)	\$ 25,000
72210	790	Safety - Radios (1-964) - Elementary	\$ 5,000
72210	790	Other Equipment	\$ 5,000
TOTAL INSTRUCTION SUPPORT			\$ 5,043,197
ALTERNATIVE INSTRUCTIONAL PROGRAM			
72215	161	Secretaries	\$ 40,400
72215	201	Social Security	\$ 2,464
72215	204	Retirement	\$ 3,058
72215	206	Life Insurance	\$ 97
72215	207	Medical Insurance	\$ 14,500
72215	208	Dental Insurance	\$ 145
72215	212	Medicare	\$ 586
72215	217	Retirement - Hybrid Stabilization	\$ 578
72215	435	Office Supplies	\$ 2,431
72215	524	In-Service/Staff Development	\$ 2,000
TOTAL ALTERNATIVE INSTRUCTIONAL PROGRAM			\$ 66,259

JOHNSON CITY SCHOOLS			
2024 - 2025 Budget			
			Original
			BUDGET
			2024-2025
SPECIAL EDUCATION - SUPPORT			
72220	105	Administration	\$ 113,527
72220	124	Psychological Personnel	\$ 79,107
72220	161	Secretary	\$ 110,090
72220	131	Physical Therapist	\$ 217,175
72220	135	Diagnosticians	\$ 365,711
72220	189	Other Salaries and Wages	\$ 54,360
72220	201	Social Security	\$ 57,338
72220	204	Retirement	\$ 54,023
72220	206	Life Insurance	\$ 2,256
72220	207	Medical Insurance	\$ 80,000
72220	208	Dental Insurance	\$ 2,424
72220	212	Medicare	\$ 13,630
72220	217	Retirement - Hybrid Stabilization	\$ 4,655
72220	312	Contracts with Private Agencies	\$ 10,000
72220	322	Testing Materials	\$ 5,000
72220	336	Maintenance & Repair Services - Equipment	\$ 1,300
72220	355	Travel	\$ 6,000
72220	499	Other Supplies & Materials	\$ 2,000
72220	524	Staff Development	\$ 23,969
TOTAL SPECIAL EDUCATION SUPPORT			\$ 1,202,565
VOCATIONAL EDUCATION - SUPPORT			
72230	105	Administration	\$ 128,942
72230	117	Career Ladder	\$ 3,000
72230	161	Secretary	\$ 39,390
72230	201	Social Security	\$ 10,451
72230	204	Retirement	\$ 11,373
72230	206	Life Insurance	\$ 411
72230	207	Medical Insurance	\$ 21,500
72230	208	Dental Insurance	\$ 558
72230	212	Medicare	\$ 2,484
72230	217	Hybrid Stabilization	\$ 563
72230	355	Travel	\$ 162
72230	399	Other Contracted Services	\$ 41,000
72230	435	Office Supplies	\$ 162
72230	499	Print Shop Enterprise Account	\$ 10,000
72230	499	Other Supplies & Materials PRINT SHOP	\$ 100,000
TOTAL VOCATIONAL EDUCATION - SUPPORT			\$ 369,996

JOHNSON CITY SCHOOLS			
2024 - 2025 Budget			
			Original
			BUDGET
			2024-2025
TECHNOLOGY			
72250	105	Administration	\$ 104,863.3
72250	121	Technicians	\$ 1,084,005
72250	201	Social Security	\$ 72,521
72250	204	Retirement	\$ 157,846
72250	206	Life Insurance	\$ 2,853
72250	207	Medical Insurance	\$ 178,000
72250	208	Dental Insurance	\$ 5,809
72250	212	Medicare	\$ 17,239
72250	217	Hybrid Stabilization	\$ 7,454
72250	307	Technology Communications	\$ 6,300
72250	320	Dues and Memberships	\$ 900
72250	350	Other Charges-Internet/ENA	\$ 235,000
72250	355	Travel Technology	\$ 3,000
72250	399	Contracted Services	\$ 20,000
72250	411	Data Processing Supplies	\$ 11,500
72250	435	Office Supplies Technology	\$ 1,700
72250	471	Software Maintenance - Content Filter iBoss	\$ 26,000
72250	471	Software Maintenance -Endpoint Protection - Trend	\$ 60,000
72250	471	Subscription Renewal - School Messenger	\$ 14,000
72250	471	Software Maintenance - Jatheon/Email Archive	\$ 5,000
72250	471	Software Maintenance - KnowBe4	\$ 24,000
72250	471	Software Maintenance - TeamViewer	\$ 11,000
72250	471	Software Maintenance - VXRail	\$ 26,000
72250	471	Software Maintenance - Microsoft EES - OS and Office License	\$ 39,000
72250	471	Software Maintenance - Cisco Smartnet	\$ 20,000
72250	471	Software Maintenance - Veeam	\$ 6,200
72250	471	Software Maintenance - Help Desk SysAid	\$ 25,000
72250	471	Software Maintenance - VMWare	\$ 12,000
72250	471	Software Maintenance - MDM - Apple Devices Mosyle	\$ 15,000
72250	471	Software Maintenance - SonicWall - Firewall	\$ 10,000
72250	471	Software Maintenance - KACE	\$ 1,500
72250	471	Software Maintenance - Identity Automation Rapid Identity Platform	\$ 58,000
72250	471	Software Maintenance - Tipping Point	\$ 93,000
72250	471	Software Hosting Services	\$ 16,000
72250	471	Software Maintenance - Aruba Clearpass	\$ 9,000
72250	471	Software Maintenance - Badgepass	\$ 10,000
72250	471	Software Maintenance - Other	\$ 5,000
72250	499	Other Supplies & Materials Technology	\$ 10,500
72250	524	In-service Staff Development - Technology	\$ 10,000
72250	709	Data Processing Equipment Technology	\$ 10,000
TOTAL TECHNOLOGY			\$ 2,425,190
BOARD OF EDUCATION			
72310	206	Life Insurance	\$ 420
72310	207	Medical Insurance	\$ 28,000
72310	305	Audit Service	\$ 20,000
72310	320	Dues and Memberships	\$ 14,000
72310	331	Legal Services	\$ 10,000
72310	355	Travel	\$ 2,000
72310	399	Other Contracted Services	\$ 10,000
72310	499	Other Supplies & Materials	\$ 2,000
72310	506	Liability Insurance	\$ 76,115
72310	506	*Athletic Liability Insurance	\$ 40,000
72310	508	Corporate Surety Bonds	\$ 150
72310	510	Trustee's Commission	\$ 500,000
72310	513	Workman's Compensation Insurance	\$ 562,484
72310	524	In-service Staff Development	\$ 25,500
72310	599	Other Charges	\$ 30,000
72310	599	Athletics/Band	\$ 80,000
TOTAL BOARD OF EDUCATION			\$ 1,400,669
SUPERINTENDENT			
72320	101	Superintendent	\$ 186,850
72320	161	Secretary	\$ 54,540
72320	201	Social Security	\$ 16,213
72320	204	Retirement	\$ 17,539
72320	206	Life Insurance	\$ 579
72320	207	Medical Insurance	\$ 32,500
72320	208	Dental Insurance	\$ 820
72320	212	Medicare	\$ 3,848
72320	217	Hybrid Stabilization	\$ 780
72320	299	Other Fringe Benefits	\$ 12,000
72320	306	Bank Charges	\$ 5,000

JOHNSON CITY SCHOOLS			
2024 - 2025 Budget			
			Original
			BUDGET
			2024-2025
72320	307	Communications	\$ 60,000
72320	320	Dues & Memberships	\$ 12,000
72320	348	Postal Charges	\$ 10,000
72320	355	Travel	\$ 1,000
72320	399	Other Contracted Services	\$ 21,200
72320	435	Office Supplies	\$ 7,000
72320	524	Staff Development - Leadership Program	\$ 11,000
72320	599	Other Charges	\$ 13,000
72320	701	Administrative Equipment	\$ 2,000
TOTAL SUPERINTENDENT			\$ 467,869
OFFICE OF THE PRINCIPAL			
72410	104	Principals	\$ 1,297,521
72410	117	Career Ladder	\$ 1,000
72410	119	Bookkeepers	\$ 494,900
72410	121	Data Processing Personnel	\$ 71,144
72410	139	Assistant Principals	\$ 2,021,712
72410	161	Secretary	\$ 1,102,920
72410	201	Social Security	\$ 304,341
72410	204	Retirement	\$ 378,545
72410	206	Life Insurance	\$ 11,974
72410	207	Medical Insurance	\$ 625,000
72410	208	Dental Insurance	\$ 16,015
72410	211	Local Retirement	\$ 11,029
72410	212	Medicare	\$ 72,343
72410	217	Retirement - Hybrid Stabilization Funds	\$ 203,132
72410	307	Communication	\$ 80,000
72410	320	Dues & Memberships	\$ 1,250
72410	348	Postal Charges	\$ 6,414
72410	355	Travel	\$ 2,682
72410	435	Office Supplies	\$ 6,537
72410	524	In-service/Staff Development	\$ 912
72410	599	Safety Grant	\$ 131,700
TOTAL OFFICE OF PRINCIPAL			\$ 6,841,071
FISCAL SERVICES			
72510	105	Administration	\$ 118,091
72510	119	Bookkeepers	\$ 318,425
72510	201	Social Security	\$ 26,625
72510	204	Retirement	\$ 60,966
72510	206	Life Insurance	\$ 1,048
72510	207	Medical Insurance	\$ 49,000
72510	208	Dental Insurance	\$ 1,250
72510	211	Local Retirement	\$ 4,202
72510	212	Medicare	\$ 6,329
72510	217	Retirement - Hybrid Stabilization	\$ 27,406
72510	320	Dues & Memberships	\$ 1,500
72510	355	Travel	\$ 100
72510	399	Other Contracted Services	\$ 50,000
72510	411	Data Processing Supplies	\$ 4,500
72510	435	Office Supplies	\$ 4,000
72510	499	Other Supplies and Materials	\$ 1,000
72510	524	Staff Development	\$ 5,000
72510	599	Other Charges	\$ 250
72510	701	Administrative Equipment	\$ 3,000
TOTAL FISCAL SERVICES			\$ 682,692
HUMAN RESOURCES			
72520	105	Supervisor/Director	\$ 87,155
72520	161	Secretary	\$ 143,988
72520	201	Social Security	\$ 14,100
72520	204	State Retirement	\$ 25,838
72520	206	Life Insurance	\$ 555
72520	207	Medical Insurance	\$ 26,500
72520	208	Dental Insurance	\$ 820
72520	212	Medicare	\$ 3,352
72520	217	Retirement - Hybrid Stabilization	\$ 2,362
72520	320	Dues and Memberships	\$ 600
72520	355	Travel	\$ 1,000
72520	399	Other Contracted Services	\$ 300
72520	435	Office Supplies	\$ 1,000
72520	524	Staff Development	\$ 1,250

JOHNSON CITY SCHOOLS			
2024 - 2025 Budget			
			Original
			BUDGET
			2024-2025
72520	701	Administrative Equipment	\$ 1,250
TOTAL HUMAN RESOURCES			\$ 310,070
OPERATION OF PLANT			
72610	160	Guards	\$ 207,555
72610	166	Custodial Personnel	\$ 2,012,930
72610	166	Summer Worker (510)	\$ 16,160
72610	166	Custodian Overtime	\$ 6,000
72610	201	Social Security	\$ 136,801
72610	204	Retirement	\$ 216,356
72610	206	Life Insurance	\$ 5,382
72610	207	Medical Insurance	\$ 318,000
72610	208	Dental Insurance	\$ 9,100
72610	211	Local Retirement	\$ 11,550
72610	212	Medicare	\$ 32,518
72610	217	Hybrid Stabilization	\$ 17,649
72610	359	Disposal Fees	\$ 130,000
72610	410	Custodial Supplies	\$ 150,000
72610	415	Electricity	\$ 1,900,000
72610	434	Natural Gas	\$ 275,000
72610	454	Water & Sewer	\$ 300,000
72610	499	Other Supplies & Materials	\$ 5,000
72610	720	Plant Operation Equipment	\$ 5,000
TOTAL OPERATION PLANT			\$ 5,755,001
MAINTENANCE OF PLANT			
72620	105	Administration	\$ 91,177
72620	161	Secretary	\$ 46,460
72620	167	Maintenance Personnel	\$ 1,149,757
72620	201	Social Security	\$ 78,531
72620	204	Retirement	\$ 188,902
72620	206	Life Insurance	\$ 3,090
72620	207	Medical Insurance	\$ 224,000
72620	208	Dental Insurance	\$ 6,393
72620	211	Local Retirement	\$ 3,959
72620	212	Medicare	\$ 18,667
72620	217	Retirement - Hybrid Stabilization	\$ 5,893
72620	307	Communications	\$ 12,000
72620	336	Maint & Repair Service - Equipment	\$ 7,500
72620	399	Other Contracted Services	\$ 115,000
72620	399	ESG M&V Services	\$ 17,000
72620	499	Other Supplies & Materials	\$ 245,000
72620	599	Other Charges-In-service/Staff Development.	\$ 3,000
72620	717	Plant Maintenance Equipment	\$ -
TOTAL MAINTENANCE PLANT			\$ 2,216,329
TRANSPORTATION			
72710	189	Other Salaries & Wages - Bus Assistants	\$ 38,600
72710	201	Social Security	\$ 2,393
72710	204	Retirement	\$ 4,270
72710	211	Local Retirement	\$ 300
72710	212	Medicare	\$ 560
72710	312	Special Education Transportation	\$ 3,000
72710	314	Contracts w/Public Carrier	\$ 3,043,431
72710	338	Maint & Repair Service	\$ 15,000
72710	425	Gasoline	\$ 50,000
72710	450	Tires & Tubes	\$ 5,000
72710	453	Vehicle Parts	\$ 9,000
72710	729	Transportation Equipment	\$ -
TOTAL TRANSPORTATION			\$ 3,171,554
PUBLIC RELATIONS			
72810	189	Other Salaries and Wages	\$ 73,218
72810	201	Social Security	\$ 4,466
72810	204	Retirement	\$ 5,543
72810	206	Life Insurance	\$ 176
72810	207	Medical Insurance	\$ 16,500
72810	208	Dental Insurance	\$ 410
72810	212	Medicare	\$ 1,062
72810	217	Retirement - Hybrid Stabilization	\$ 1,047

JOHNSON CITY SCHOOLS			
2024 - 2025 Budget			
			Original
			BUDGET
			2024-2025
72810	355	Travel Public Relations	\$ 2,000
72810	399	Contracted Services Public Relations	\$ 11,000
72810	435	Office Supplies Public Relations	\$ 1,500
72810	499	Other Supplies & Materials-Public Relations	\$ 4,200
72810	524	In-service Staff Development - Public Relations	\$ 4,200
72810	599	Other Charges Public Relations	\$ 2,000
72810	709	Data Processing Equipment Public Relations	\$ 3,000
TOTAL PUBLIC RELATIONS			\$ 130,322
COMMUNITY SERVICE			
73300	105	Supervisor/Director	\$ 343,200
73300	166	Custodial Personnel	\$ 30,000
73300	189	Other Salaries and Wages	\$ 700,000
73300	201	Social Security	\$ 67,340
73300	204	Retirement	\$ 16,500
73300	206	Life Insurance	\$ 6,300
73300	207	Medical Insurance	\$ 38,500
73300	208	Dental Insurance	\$ 3,300
73300	211	Local Retirement	\$ 4,300
73300	212	Medicare	\$ 16,043
73300	217	Retirement - Hybrid Stabilization	\$ 1,000
73300	307	Communications	\$ 2,350
73300	355	Travel	\$ 2,700
73300	399	Other Contracted Services	\$ 5,900
73300	422	Food Supplies	\$ 49,200
73300	499	Other Supplies	\$ 44,700
73300	509	Refunds	\$ 1,550
73300	524	Staff Development	\$ 4,350
73300	599	Other Charges	\$ 19,500
73300	790	Other Equipment	\$ 5,000
TOTAL COMMUNITY SERVICE			\$ 1,361,733
EARLY CHILDHOOD EDUCATION			
73400	105	Supervisor/Director	\$ 50,000
73400	116	Teachers	\$ 182,833
73400	163	Educational Assistants	\$ 39,695
73400	189	Other Salaries & Wages	\$ 190,000
73400	201	Social Security	\$ 28,014
73400	204	Retirement	\$ 14,555
73400	206	Life Insurance	\$ 439
73400	207	Medical Insurance	\$ 12,000
73400	208	Dental Insurance	\$ 410
73400	212	Medicare	\$ 12,202
73400	217	Retirement - Hybrid Stabilization	\$ 1,920
73400	307	Communications	\$ 100
73400	399	Other Contracted Services	\$ 1,900
73400	422	Food Supplies	\$ 2,500
73400	499	Other Supplies & Materials	\$ 7,500
73400	509	Refunds	\$ 700
73400	524	Staff Development	\$ 2,000
73400	599	Other Charges	\$ 3,000
73400	790	Other Equipment	\$ 2,000
TOTAL EARLY CHILDHOOD EDUCATION			\$ 551,768
CAPITAL OUTLAY			
76100	599	Summer Painting and Improvement (510)	\$ 10,000
76100	599	Non-Capital Building Improvements	\$ 60,000
76100	707	Building Improvements	\$ 190,000
76100	707	Building Improvements Special Budget Requests	\$ 297,959
76100	799	Other Capital Outlay	\$ 28,000
TOTAL CAPITAL OUTLAY			\$ 585,959
DEBT SERVICE			
82130	601	Sales Tax Trust Fund	\$ 1,724,510
82130	601	ESG Bond Principal Payments 2017 Issue	\$ 410,000
82230	603	ESG Bond Interest Payments - 2017 Issue	\$ 139,400
TOTAL DEBT SERVICE			\$ 2,273,910
99100	590	Operating Transfers (CSH, PREK, HOMELESS)	\$ 52,739

JOHNSON CITY SCHOOLS			
2024 - 2025 Budget			
			Original
			BUDGET
			2024-2025
99100	590	SRO Overtime	\$ 10,000
TOTAL TRANSFERS			\$ 62,739
TOTAL EXPENDITURES			\$ 97,878,253
ENDING RESERVES:			
Designated for 3% Fund Balance			\$ 2,808,059
Educare Reserves			\$ 1,006,636
Undesignated			\$ 9,150,103
Designated for Inventory and Compensated Absences			\$ 160,000
Other Reserves/Designations			\$ 43,000
Designated and Undesignated Fund Balance			\$ 13,167,798
GRAND TOTAL EXPENDITURES AND ENDING RESERVES			\$ 111,046,051
OUT OF BALANCE			\$ 0

**JOHNSON CITY SCHOOLS
2024-2025
10 MONTH TEACHER**

1.00%

YEARS	BA	MA	MA+30	EDS	EDD
0	\$50,024	\$54,520	\$56,219	\$58,026	\$61,490
1	\$51,074	\$55,665	\$57,455	\$59,303	\$62,845
2	\$52,147	\$56,834	\$58,719	\$60,606	\$64,226
3	\$53,242	\$58,028	\$60,012	\$61,938	\$65,638
4	\$54,360	\$59,246	\$61,331	\$63,301	\$67,083
5	\$55,502	\$60,490	\$62,682	\$64,694	\$68,558
6	\$56,667	\$61,761	\$64,060	\$66,117	\$70,066
7	\$57,857	\$63,058	\$65,471	\$67,574	\$71,607
8	\$59,072	\$64,382	\$66,910	\$69,059	\$73,183
9	\$60,313	\$65,734	\$68,382	\$70,577	\$74,793
10	\$61,579	\$67,114	\$69,887	\$72,131	\$76,438
11	\$62,872	\$68,524	\$71,424	\$73,719	\$78,120
12	\$64,193	\$69,963	\$72,996	\$75,340	\$79,836
13	\$65,541	\$71,432	\$74,602	\$76,998	\$81,595
14	\$66,917	\$72,932	\$76,242	\$78,691	\$83,391
15	\$68,322	\$74,464	\$77,920	\$80,422	\$85,225
16	\$69,689	\$75,953	\$79,634	\$82,192	\$87,099
17	\$71,083	\$77,472	\$81,386	\$83,999	\$89,016
18	\$71,083	\$77,472	\$81,386	\$83,999	\$89,016
19	\$71,083	\$77,472	\$81,386	\$83,999	\$89,016
20	\$71,864	\$78,324	\$82,281	\$84,923	\$89,995
21	\$71,864	\$78,324	\$82,281	\$84,923	\$89,995
22	\$71,864	\$78,324	\$82,281	\$84,923	\$89,995
23	\$72,583	\$79,107	\$83,104	\$85,772	\$90,895
24	\$72,583	\$79,107	\$83,104	\$85,772	\$90,895
25	\$73,309	\$79,899	\$83,935	\$86,630	\$91,804
26	\$73,309	\$79,899	\$83,935	\$86,630	\$91,804
27	\$73,309	\$79,899	\$83,935	\$86,630	\$91,804
28	\$73,309	\$79,899	\$83,935	\$86,630	\$91,804
29	\$73,309	\$79,899	\$83,935	\$86,630	\$91,804
30	\$73,309	\$79,899	\$83,935	\$86,630	\$91,804

JOHNSON CITY SCHOOLS

2024-2025

1.00%

11 MONTH TEACHER

YEARS	BA	MA	MA+30	EDS	EDD
0	\$55,026	\$59,972	\$61,839	\$63,826	\$67,638
1	\$56,182	\$61,232	\$63,199	\$65,231	\$69,125
2	\$57,362	\$62,518	\$64,592	\$66,665	\$70,645
3	\$58,566	\$63,830	\$66,012	\$68,131	\$72,200
4	\$59,796	\$65,171	\$67,464	\$69,630	\$73,788
5	\$61,052	\$66,540	\$68,948	\$71,163	\$75,411
6	\$62,334	\$67,937	\$70,463	\$72,728	\$77,070
7	\$63,643	\$69,364	\$72,015	\$74,328	\$78,766
8	\$64,979	\$70,820	\$73,600	\$75,961	\$80,498
9	\$66,344	\$72,307	\$75,218	\$77,634	\$82,269
10	\$67,737	\$73,826	\$76,874	\$79,342	\$84,081
11	\$69,160	\$75,376	\$78,565	\$81,088	\$85,930
12	\$70,612	\$76,959	\$80,294	\$82,872	\$87,819
13	\$72,095	\$78,575	\$82,060	\$84,695	\$89,753
14	\$73,609	\$80,225	\$83,863	\$86,558	\$91,727
15	\$75,155	\$81,910	\$85,709	\$88,463	\$93,745
16	\$76,658	\$83,548	\$87,593	\$90,409	\$95,808
17	\$78,191	\$85,219	\$89,522	\$92,398	\$97,915
18	\$78,191	\$85,219	\$89,522	\$92,398	\$97,915
19	\$78,191	\$85,219	\$89,522	\$92,398	\$97,915
20	\$79,051	\$86,157	\$90,507	\$93,415	\$98,992
21	\$79,051	\$86,157	\$90,507	\$93,415	\$98,992
22	\$79,051	\$86,157	\$90,507	\$93,415	\$98,992
23	\$79,841	\$87,018	\$91,412	\$94,349	\$99,982
24	\$79,841	\$87,018	\$91,412	\$94,349	\$99,982
25	\$80,640	\$87,888	\$92,326	\$95,292	\$100,981
26	\$80,640	\$87,888	\$92,326	\$95,292	\$100,981
27	\$80,640	\$87,888	\$92,326	\$95,292	\$100,981
28	\$80,640	\$87,888	\$92,326	\$95,292	\$100,981
29	\$80,640	\$87,888	\$92,326	\$95,292	\$100,981
30	\$80,640	\$87,888	\$92,326	\$95,292	\$100,981

JOHNSON CITY SCHOOLS

2024-2025

1.00%

12 MONTH TEACHER

YEARS	BA	MA	MA+30	EDS	EDD
0	\$60,029	\$65,424	\$67,461	\$69,627	\$73,786
1	\$61,289	\$66,798	\$68,946	\$71,161	\$75,408
2	\$62,576	\$68,201	\$70,460	\$72,726	\$77,068
3	\$63,890	\$69,633	\$72,012	\$74,326	\$78,763
4	\$65,232	\$71,096	\$73,597	\$75,959	\$80,496
5	\$66,602	\$72,589	\$75,216	\$77,631	\$82,267
6	\$68,001	\$74,113	\$76,871	\$79,339	\$84,077
7	\$69,429	\$75,669	\$78,561	\$81,085	\$85,926
8	\$70,887	\$77,258	\$80,290	\$82,869	\$87,817
9	\$72,375	\$78,881	\$82,056	\$84,693	\$89,749
10	\$73,895	\$80,537	\$83,861	\$86,556	\$91,724
11	\$75,447	\$82,229	\$85,707	\$88,459	\$93,741
12	\$77,031	\$83,955	\$87,591	\$90,405	\$95,804
13	\$78,649	\$85,718	\$89,519	\$92,395	\$97,912
14	\$80,300	\$87,519	\$91,490	\$94,427	\$100,064
15	\$81,987	\$89,356	\$93,501	\$96,504	\$102,267
16	\$83,627	\$91,144	\$95,559	\$98,627	\$104,517
17	\$85,299	\$92,966	\$97,661	\$100,798	\$106,817
18	\$85,299	\$92,966	\$97,661	\$100,798	\$106,817
19	\$85,299	\$92,966	\$97,661	\$100,798	\$106,817
20	\$86,237	\$93,989	\$98,735	\$101,907	\$107,992
21	\$86,237	\$93,989	\$98,735	\$101,907	\$107,992
22	\$86,237	\$93,989	\$98,735	\$101,907	\$107,992
23	\$87,100	\$94,929	\$99,722	\$102,926	\$109,072
24	\$87,100	\$94,929	\$99,722	\$102,926	\$109,072
25	\$87,971	\$95,878	\$100,720	\$103,955	\$110,162
26	\$87,971	\$95,878	\$100,720	\$103,955	\$110,162
27	\$87,971	\$95,878	\$100,720	\$103,955	\$110,162
28	\$87,971	\$95,878	\$100,720	\$103,955	\$110,162
29	\$87,971	\$95,878	\$100,720	\$103,955	\$110,162
30	\$87,971	\$95,878	\$100,720	\$103,955	\$110,162

**JOHNSON CITY SCHOOLS
2024-2025
HIGH SCHOOL PRINCIPAL**

1.00%

YEARS	BA	MA	MA+30	EDS	EDD
1	\$67,721	\$75,195	\$78,237	\$82,541	\$87,868
2	\$70,295	\$78,053	\$81,245	\$85,547	\$91,025
3	\$72,870	\$80,912	\$84,255	\$88,554	\$94,184
4	\$75,443	\$83,768	\$87,265	\$91,560	\$97,340
5	\$78,015	\$86,624	\$90,274	\$94,567	\$100,499
6	\$80,591	\$89,483	\$93,282	\$97,577	\$103,654
7	\$83,159	\$92,338	\$96,287	\$100,583	\$106,810
8	\$85,735	\$95,197	\$99,299	\$103,590	\$109,968
9	\$88,307	\$98,053	\$102,310	\$106,596	\$113,128
10	\$90,884	\$100,913	\$105,317	\$109,602	\$116,284
11	\$90,884	\$100,913	\$105,317	\$109,602	\$116,284
12	\$90,884	\$100,913	\$105,317	\$109,602	\$116,284
13	\$93,455	\$103,768	\$108,326	\$112,611	\$119,440
14	\$93,455	\$103,768	\$108,326	\$112,611	\$119,440
15	\$93,455	\$103,768	\$108,326	\$112,611	\$119,440
16	\$96,029	\$106,626	\$111,334	\$115,619	\$122,596
17	\$96,029	\$106,626	\$111,334	\$115,619	\$122,596
18	\$96,029	\$106,626	\$111,334	\$115,619	\$122,596
19	\$98,605	\$109,483	\$114,343	\$118,624	\$125,754
20	\$98,605	\$109,483	\$114,343	\$118,624	\$125,754
21	\$98,605	\$109,483	\$114,343	\$118,624	\$125,754
22	\$101,176	\$112,339	\$117,355	\$121,631	\$128,911
23	\$101,176	\$112,339	\$117,355	\$121,631	\$128,911
24	\$101,176	\$112,339	\$117,355	\$121,631	\$128,911
25	\$103,750	\$115,196	\$120,362	\$124,637	\$132,069

LONGEVITY PAY

20	457	508	528	558	594
25	914	1,016	1,056	1,116	1,188
30	1,372	1,524	1,584	1,674	1,782

Plus \$5 per ADM

**JOHNSON CITY SCHOOLS
2024-2025
MIDDLE SCHOOL PRINCIPAL**

1.00%

YEARS	BA	MA	MA+30	EDS	EDD
1	\$64,656	\$71,788	\$74,693	\$78,801	\$83,886
2	\$67,113	\$74,517	\$77,565	\$81,670	\$86,898
3	\$69,572	\$77,247	\$80,436	\$84,542	\$89,916
4	\$72,027	\$79,972	\$83,311	\$87,413	\$92,928
5	\$74,483	\$82,699	\$86,184	\$90,284	\$95,944
6	\$76,941	\$85,427	\$89,058	\$93,156	\$98,955
7	\$79,395	\$88,153	\$91,927	\$96,024	\$101,970
8	\$81,854	\$90,883	\$94,801	\$98,897	\$104,984
9	\$84,309	\$93,608	\$97,675	\$101,767	\$107,999
10	\$86,770	\$96,339	\$100,546	\$104,637	\$111,014
11	\$86,770	\$96,339	\$100,546	\$104,637	\$111,014
12	\$86,770	\$96,339	\$100,546	\$104,637	\$111,014
13	\$89,225	\$99,066	\$103,420	\$107,510	\$114,026
14	\$89,225	\$99,066	\$103,420	\$107,510	\$114,026
15	\$89,225	\$99,066	\$103,420	\$107,510	\$114,026
16	\$91,681	\$101,795	\$106,291	\$110,380	\$117,040
17	\$91,681	\$101,795	\$106,291	\$110,380	\$117,040
18	\$91,681	\$101,795	\$106,291	\$110,380	\$117,040
19	\$94,139	\$104,523	\$109,164	\$113,248	\$120,053
20	\$94,139	\$104,523	\$109,164	\$113,248	\$120,053
21	\$94,139	\$104,523	\$109,164	\$113,248	\$120,053
22	\$96,596	\$107,251	\$112,037	\$116,120	\$123,068
23	\$96,596	\$107,251	\$112,037	\$116,120	\$123,068
24	\$96,596	\$107,251	\$112,037	\$116,120	\$123,068
25	\$99,052	\$109,979	\$114,911	\$118,990	\$126,083

LONGEVITY PAY

20	457	508	528	558	594
25	914	1,016	1,056	1,116	1,188
30	1,372	1,524	1,584	1,674	1,782

Plus \$5 per ADM

JOHNSON CITY SCHOOLS

2024-2025

1.00%

12 MONTH ELEMENTARY PRINCIPAL

YEARS	BA	MA	MA+30	EDS	EDD
1	\$64,029	\$71,089	\$73,968	\$78,035	\$83,071
2	\$66,463	\$73,793	\$76,812	\$80,878	\$86,056
3	\$68,896	\$76,495	\$79,655	\$83,721	\$89,041
4	\$71,329	\$79,195	\$82,503	\$86,563	\$92,026
5	\$73,762	\$81,897	\$85,349	\$89,406	\$95,015
6	\$76,196	\$84,597	\$88,192	\$92,250	\$97,995
7	\$78,626	\$87,297	\$91,035	\$95,091	\$100,981
8	\$81,061	\$90,000	\$93,881	\$97,935	\$103,966
9	\$83,492	\$92,701	\$96,728	\$100,777	\$106,951
10	\$85,928	\$95,405	\$99,570	\$103,620	\$109,935
11	\$85,928	\$95,405	\$99,570	\$103,620	\$109,935
12	\$85,928	\$95,405	\$99,570	\$103,620	\$109,935
13	\$88,360	\$98,105	\$102,415	\$106,464	\$112,919
14	\$88,360	\$98,105	\$102,415	\$106,464	\$112,919
15	\$88,360	\$98,105	\$102,415	\$106,464	\$112,919
16	\$90,793	\$100,806	\$105,259	\$109,306	\$115,904
17	\$90,793	\$100,806	\$105,259	\$109,306	\$115,904
18	\$90,793	\$100,806	\$105,259	\$109,306	\$115,904
19	\$93,228	\$103,508	\$108,106	\$112,148	\$118,890
20	\$93,228	\$103,508	\$108,106	\$112,148	\$118,890
21	\$93,228	\$103,508	\$108,106	\$112,148	\$118,890
22	\$95,659	\$106,208	\$110,950	\$114,991	\$121,874
23	\$95,659	\$106,208	\$110,950	\$114,991	\$121,874
24	\$95,659	\$106,208	\$110,950	\$114,991	\$121,874
25	\$98,094	\$108,911	\$113,796	\$117,834	\$124,858

LONGEVITY PAY

20	457	508	528	558	594
25	914	1,016	1,056	1,116	1,188
30	1,372	1,524	1,584	1,674	1,782

Plus \$5 per ADM

JOHNSON CITY SCHOOLS

2024-2025

1.00%

12 MONTH ASSISTANT PRINCIPAL

YEARS	BA	MA	MA+30	EDS	EDD
1	\$64,029	\$71,089	\$73,968	\$78,035	\$83,071
2	\$66,463	\$73,793	\$76,812	\$80,878	\$86,056
3	\$68,896	\$76,495	\$79,655	\$83,721	\$89,041
4	\$71,329	\$79,195	\$82,503	\$86,563	\$92,026
5	\$73,762	\$81,897	\$85,349	\$89,406	\$95,015
6	\$76,196	\$84,597	\$88,192	\$92,250	\$97,995
7	\$78,626	\$87,297	\$91,035	\$95,091	\$100,981
8	\$81,061	\$90,000	\$93,881	\$97,935	\$103,966
9	\$81,061	\$90,000	\$93,881	\$97,935	\$103,966
10	\$83,492	\$92,701	\$96,727	\$100,776	\$106,950
11	\$83,492	\$92,701	\$96,727	\$100,776	\$106,950
12	\$85,926	\$95,402	\$99,566	\$103,620	\$109,933
13	\$85,926	\$95,402	\$99,566	\$103,620	\$109,933
14	\$88,361	\$98,105	\$102,414	\$106,462	\$112,916
15	\$88,361	\$98,105	\$102,414	\$106,462	\$112,916
16	\$90,795	\$100,807	\$105,258	\$109,305	\$115,903
17	\$90,795	\$100,807	\$105,258	\$109,305	\$115,903
18	\$90,795	\$100,807	\$105,258	\$109,305	\$115,903
19	\$93,228	\$103,509	\$108,105	\$112,147	\$118,888
20	\$93,228	\$103,509	\$108,105	\$112,147	\$118,888
21	\$93,228	\$103,509	\$108,105	\$112,147	\$118,888
22	\$95,660	\$106,209	\$110,949	\$114,989	\$121,872
23	\$95,660	\$106,209	\$110,949	\$114,989	\$121,872
24	\$95,660	\$106,209	\$110,949	\$114,989	\$121,872
25	\$98,094	\$108,913	\$113,795	\$117,833	\$124,855

LONGEVITY PAY

20	457	508	528	558	594
25	914	1,016	1,056	1,116	1,188
30	1,372	1,524	1,584	1,674	1,782

Plus \$1 per ADM

JOHNSON CITY SCHOOLS

2024-2025

1.00%

11 MONTH ASSISTANT PRINCIPAL

YEARS	BA	MA	MA+30	EDS	EDD
1	\$58,693	\$65,167	\$67,799	\$71,533	\$76,147
2	\$60,924	\$67,644	\$70,407	\$74,137	\$78,882
3	\$63,155	\$70,120	\$73,014	\$76,744	\$81,619
4	\$65,385	\$72,596	\$75,625	\$79,349	\$84,355
5	\$67,614	\$75,073	\$78,232	\$81,956	\$87,093
6	\$69,845	\$77,551	\$80,840	\$84,562	\$89,826
7	\$72,074	\$80,023	\$83,444	\$87,168	\$92,562
8	\$74,306	\$82,502	\$86,053	\$89,774	\$95,300
9	\$74,306	\$82,502	\$86,053	\$89,774	\$95,300
10	\$76,534	\$84,976	\$88,659	\$92,376	\$97,979
11	\$76,534	\$84,976	\$88,659	\$92,376	\$97,979
12	\$78,765	\$87,452	\$91,267	\$94,984	\$100,771
13	\$78,765	\$87,452	\$91,267	\$94,984	\$100,771
14	\$80,998	\$89,931	\$93,877	\$97,589	\$103,507
15	\$80,998	\$89,931	\$93,877	\$97,589	\$103,507
16	\$83,227	\$92,408	\$96,483	\$100,195	\$106,243
17	\$83,227	\$92,408	\$96,483	\$100,195	\$106,243
18	\$83,227	\$92,408	\$96,483	\$100,195	\$106,243
19	\$85,458	\$94,883	\$99,090	\$102,799	\$108,979
20	\$85,458	\$94,883	\$99,090	\$102,799	\$108,979
21	\$85,458	\$94,883	\$99,090	\$102,799	\$108,979
22	\$87,688	\$97,360	\$101,698	\$105,404	\$111,714
23	\$87,688	\$97,360	\$101,698	\$105,404	\$111,714
24	\$87,688	\$97,360	\$101,698	\$105,404	\$111,714
25	\$89,919	\$99,838	\$104,307	\$108,009	\$114,451

LONGEVITY PAY

20	457	508	528	558	594
25	914	1,016	1,056	1,116	1,188
30	1,372	1,524	1,584	1,674	1,782

Plus \$1 per ADM

**JOHNSON CITY SCHOOLS
2024-2025
12 MONTH SUPERVISOR**

1.00%

YEARS	BA	MA	MA+30	EDS	EDD
1	\$64,395	\$71,494	\$74,380	\$78,472	\$83,520
2	\$66,842	\$74,210	\$77,244	\$81,330	\$86,519
3	\$69,290	\$76,928	\$80,104	\$84,191	\$89,521
4	\$71,736	\$79,643	\$82,966	\$87,050	\$92,524
5	\$74,183	\$82,360	\$85,827	\$89,908	\$95,525
6	\$76,630	\$85,077	\$88,687	\$92,768	\$98,522
7	\$79,076	\$87,792	\$91,545	\$95,626	\$101,525
8	\$81,525	\$90,511	\$94,406	\$98,485	\$104,526
9	\$83,969	\$93,226	\$97,268	\$101,343	\$107,527
10	\$86,419	\$95,945	\$100,129	\$104,201	\$110,529
11	\$86,419	\$95,945	\$100,129	\$104,201	\$110,529
12	\$86,419	\$95,945	\$100,129	\$104,201	\$110,529
13	\$88,866	\$98,659	\$102,989	\$107,061	\$113,527
14	\$88,866	\$98,659	\$102,989	\$107,061	\$113,527
15	\$88,866	\$98,659	\$102,989	\$107,061	\$113,527
16	\$91,313	\$101,377	\$105,850	\$109,920	\$116,528
17	\$91,313	\$101,377	\$105,850	\$109,920	\$116,528
18	\$91,313	\$101,377	\$105,850	\$109,920	\$116,528
19	\$93,760	\$104,095	\$108,711	\$112,776	\$119,530
20	\$93,760	\$104,095	\$108,711	\$112,776	\$119,530
21	\$93,760	\$104,095	\$108,711	\$112,776	\$119,530
22	\$96,204	\$106,809	\$111,573	\$115,634	\$122,529
23	\$96,204	\$106,809	\$111,573	\$115,634	\$122,529
24	\$96,204	\$106,809	\$111,573	\$115,634	\$122,529
25	\$98,654	\$109,527	\$114,434	\$118,493	\$125,531

LONGEVITY PAY

20	457	508	528	558	594
25	914	1,016	1,056	1,116	1,188
30	1,372	1,524	1,584	1,674	1,782

**JOHNSON CITY SCHOOLS
2024-2025
11 MONTH SUPERVISOR**

1.00%

YEAR	BA	MA	MA+30	EDS	EDD
1	\$59,029	\$65,533	\$68,185	\$71,932	\$76,563
2	\$61,270	\$68,023	\$70,809	\$74,551	\$79,314
3	\$63,515	\$70,515	\$73,429	\$77,171	\$82,065
4	\$65,759	\$73,004	\$76,054	\$79,793	\$84,817
5	\$68,002	\$75,493	\$78,676	\$82,413	\$87,569
6	\$70,243	\$77,985	\$81,298	\$85,035	\$90,316
7	\$72,484	\$80,473	\$83,917	\$87,655	\$93,070
8	\$74,729	\$82,966	\$86,540	\$90,276	\$95,819
9	\$76,971	\$85,452	\$89,164	\$92,896	\$98,571
10	\$79,216	\$87,946	\$91,788	\$95,516	\$101,322
11	\$79,216	\$87,946	\$91,788	\$95,516	\$101,322
12	\$79,216	\$87,946	\$91,788	\$95,516	\$101,322
13	\$81,458	\$90,435	\$94,409	\$98,138	\$104,071
14	\$81,458	\$90,435	\$94,409	\$98,138	\$104,071
15	\$81,458	\$90,435	\$94,409	\$98,138	\$104,071
16	\$83,702	\$92,926	\$97,031	\$100,757	\$106,822
17	\$83,702	\$92,926	\$97,031	\$100,757	\$106,822
18	\$83,702	\$92,926	\$97,031	\$100,757	\$106,822
19	\$85,946	\$95,416	\$99,653	\$103,377	\$109,575
20	\$85,946	\$95,416	\$99,653	\$103,377	\$109,575
21	\$85,946	\$95,416	\$99,653	\$103,377	\$109,575
22	\$88,187	\$97,905	\$102,277	\$105,997	\$112,325
23	\$88,187	\$97,905	\$102,277	\$105,997	\$112,325
24	\$88,187	\$97,905	\$102,277	\$105,997	\$112,325
25	\$90,430	\$100,397	\$104,900	\$108,618	\$115,074

**JOHNSON CITY SCHOOLS
2024-2025
DEPARTMENT DIRECTOR**

1.00%

YEARS	BA	MA	MA+30	EDS	EDD
1	\$67,845	\$75,326	\$78,372	\$82,681	\$88,004
2	\$70,425	\$78,188	\$81,386	\$85,693	\$91,166
3	\$73,003	\$81,051	\$84,399	\$88,705	\$94,330
4	\$75,581	\$83,912	\$87,416	\$91,717	\$97,493
5	\$78,158	\$86,773	\$90,430	\$94,728	\$100,655
6	\$80,737	\$89,636	\$93,445	\$97,743	\$103,816
7	\$83,312	\$92,495	\$96,455	\$100,753	\$106,977
8	\$85,893	\$95,362	\$99,471	\$103,766	\$110,140
9	\$88,468	\$98,223	\$102,486	\$106,777	\$113,304
10	\$91,050	\$101,087	\$105,500	\$109,789	\$116,465
11	\$91,050	\$101,087	\$105,500	\$109,789	\$116,465
12	\$91,050	\$101,087	\$105,500	\$109,789	\$116,465
13	\$93,627	\$103,947	\$108,513	\$112,804	\$119,626
14	\$93,627	\$103,947	\$108,513	\$112,804	\$119,626
15	\$93,627	\$103,947	\$108,513	\$112,804	\$119,626
16	\$96,204	\$106,809	\$111,528	\$115,816	\$122,787
17	\$96,204	\$106,809	\$111,528	\$115,816	\$122,787
18	\$96,204	\$106,809	\$111,528	\$115,816	\$122,787
19	\$98,785	\$109,671	\$114,544	\$118,826	\$125,949
20	\$98,785	\$109,671	\$114,544	\$118,826	\$125,949
21	\$98,785	\$109,671	\$114,544	\$118,826	\$125,949
22	\$101,361	\$112,535	\$117,557	\$121,837	\$129,111
23	\$101,361	\$112,535	\$117,557	\$121,837	\$129,111
24	\$101,361	\$112,535	\$117,557	\$121,837	\$129,111
25	\$103,940	\$115,398	\$120,572	\$124,851	\$132,273

LONGEVITY PAY

20	457	508	528	558	594
25	914	1,016	1,056	1,116	1,188
30	1,372	1,524	1,584	1,674	1,782

JOHNSON CITY SCHOOLS

2024-2025

1.00%

ASSISTANT DIRECTOR OF SCHOOLS

YEARS	BA	MA	MA+30	EDS	EDD
1	\$70,188	\$77,930	\$81,079	\$85,539	\$91,044
2	\$72,855	\$80,889	\$84,199	\$88,655	\$94,317
3	\$75,524	\$83,854	\$87,315	\$91,772	\$97,589
4	\$78,190	\$86,814	\$90,435	\$94,889	\$100,861
5	\$80,856	\$89,775	\$93,552	\$98,005	\$104,133
6	\$83,524	\$92,736	\$96,671	\$101,122	\$107,402
7	\$86,189	\$95,696	\$99,787	\$104,238	\$110,674
8	\$88,857	\$98,658	\$102,906	\$107,353	\$113,946
9	\$91,524	\$101,617	\$106,027	\$110,470	\$117,217
10	\$94,193	\$104,582	\$109,144	\$113,586	\$120,486
11	\$94,193	\$104,582	\$109,144	\$113,586	\$120,486
12	\$94,193	\$104,582	\$109,144	\$113,586	\$120,486
13	\$96,859	\$107,541	\$112,261	\$116,702	\$123,758
14	\$96,859	\$107,541	\$112,261	\$116,702	\$123,758
15	\$96,859	\$107,541	\$112,261	\$116,702	\$123,758
16	\$99,527	\$110,504	\$115,378	\$119,821	\$127,029
17	\$99,527	\$110,504	\$115,378	\$119,821	\$127,029
18	\$99,527	\$110,504	\$115,378	\$119,821	\$127,029
19	\$102,195	\$113,464	\$118,499	\$122,933	\$130,303
20	\$102,195	\$113,464	\$118,499	\$122,933	\$130,303
21	\$102,195	\$113,464	\$118,499	\$122,933	\$130,303
22	\$104,861	\$116,425	\$121,619	\$126,051	\$133,571
23	\$104,861	\$116,425	\$121,619	\$126,051	\$133,571
24	\$104,861	\$116,425	\$121,619	\$126,051	\$133,571
25	\$107,527	\$119,386	\$124,736	\$129,166	\$136,843

LONGEVITY PAY

20	457	508	528	558	594
25	914	1,016	1,056	1,116	1,188
30	1,372	1,524	1,584	1,674	1,782

JOHNSON CITY SCHOOLS

2024-2025

1.00%

MAINTENANCE III

YEARS	<ASSOC	ASSOC	BA	MA	MA+30	EDS	EDD
1	\$41,570	\$44,168	\$46,766	\$51,961	\$54,039	\$57,054	\$60,742
2	\$43,233	\$45,935	\$48,542	\$53,936	\$56,118	\$59,132	\$62,925
3	\$44,893	\$47,702	\$50,319	\$55,910	\$58,197	\$61,210	\$65,107
4	\$46,556	\$49,468	\$52,096	\$57,885	\$60,275	\$63,288	\$67,289
5	\$48,222	\$51,233	\$53,872	\$59,860	\$62,354	\$65,366	\$69,473
6	\$49,884	\$53,000	\$55,651	\$61,832	\$64,431	\$67,446	\$71,655
7	\$51,546	\$54,766	\$57,428	\$63,808	\$66,510	\$69,524	\$73,839
8	\$53,208	\$56,534	\$59,204	\$65,784	\$68,587	\$71,603	\$76,019
9	\$54,872	\$58,300	\$60,983	\$67,758	\$70,667	\$73,682	\$78,202
10	\$56,534	\$60,067	\$62,758	\$69,732	\$72,746	\$75,759	\$80,383
11	\$56,534	\$60,067	\$62,758	\$69,732	\$72,746	\$75,759	\$80,383
12	\$56,534	\$60,067	\$62,758	\$69,732	\$72,746	\$75,759	\$80,383
13	\$58,197	\$61,832	\$64,536	\$71,705	\$74,826	\$77,836	\$82,566
14	\$58,197	\$61,832	\$64,536	\$71,705	\$74,826	\$77,836	\$82,566
15	\$58,197	\$61,832	\$64,536	\$71,705	\$74,826	\$77,836	\$82,566
16	\$59,860	\$63,599	\$66,315	\$73,682	\$76,904	\$79,915	\$84,750
17	\$59,860	\$63,599	\$66,315	\$73,682	\$76,904	\$79,915	\$84,750
18	\$59,860	\$63,599	\$66,315	\$73,682	\$76,904	\$79,915	\$84,750
19	\$61,522	\$65,366	\$68,090	\$75,655	\$78,980	\$81,995	\$86,933
20	\$61,522	\$65,366	\$68,090	\$75,655	\$78,980	\$81,995	\$86,933
21	\$61,522	\$65,366	\$68,090	\$75,655	\$78,980	\$81,995	\$86,933
22	\$63,185	\$67,133	\$69,866	\$77,631	\$81,058	\$84,074	\$89,114
23	\$63,185	\$67,133	\$69,866	\$77,631	\$81,058	\$84,074	\$89,114
24	\$63,185	\$67,133	\$69,866	\$77,631	\$81,058	\$84,074	\$89,114
25	\$64,848	\$68,900	\$71,643	\$79,604	\$83,138	\$86,153	\$91,295

LONGEVITY PAY

22	\$ 370	\$ 411	\$ 457	\$ 508	\$ 528	\$ 558	594
27	\$ 740	\$ 822	\$ 914	\$ 1,016	\$ 1,056	\$ 1,116	1,188
32	\$ 1,110	\$ 1,233	\$ 1,371	\$ 1,524	\$ 1,584	\$ 1,674	1,782

JOHNSON CITY SCHOOLS

2024-2025

1.00%

DEPARTMENT ASSISTANT

YEARS	<ASSOC	ASSOC	BA	MA	MA+30	EDS	EDD
1	\$45,284	\$48,112	\$50,942	\$56,602	\$58,866	\$62,147	\$66,168
2	\$47,095	\$50,035	\$52,878	\$58,754	\$61,131	\$64,416	\$68,546
3	\$48,906	\$51,961	\$54,814	\$60,904	\$63,395	\$66,679	\$70,925
4	\$50,715	\$53,885	\$56,750	\$63,055	\$65,658	\$68,943	\$73,300
5	\$52,528	\$55,810	\$58,686	\$65,207	\$67,922	\$71,206	\$75,678
6	\$54,339	\$57,735	\$60,620	\$67,357	\$70,187	\$73,472	\$78,057
7	\$56,151	\$59,660	\$62,558	\$69,507	\$72,452	\$75,735	\$80,433
8	\$57,961	\$61,583	\$64,493	\$71,661	\$74,716	\$77,998	\$82,809
9	\$59,773	\$63,509	\$66,429	\$73,809	\$76,979	\$80,261	\$85,188
10	\$61,583	\$65,432	\$68,365	\$75,959	\$79,244	\$82,527	\$87,565
11	\$61,583	\$65,432	\$68,365	\$75,959	\$79,244	\$82,527	\$87,565
12	\$61,583	\$65,432	\$68,365	\$75,959	\$79,244	\$82,527	\$87,565
13	\$63,395	\$67,357	\$70,301	\$78,113	\$81,509	\$84,791	\$89,942
14	\$63,395	\$67,357	\$70,301	\$78,113	\$81,509	\$84,791	\$89,942
15	\$63,395	\$67,357	\$70,301	\$78,113	\$81,509	\$84,791	\$89,942
16	\$65,207	\$69,283	\$72,236	\$80,261	\$83,773	\$87,056	\$92,320
17	\$65,207	\$69,283	\$72,236	\$80,261	\$83,773	\$87,056	\$92,320
18	\$65,207	\$69,283	\$72,236	\$80,261	\$83,773	\$87,056	\$92,320
19	\$67,019	\$71,206	\$74,171	\$82,416	\$86,036	\$89,318	\$94,696
20	\$67,019	\$71,206	\$74,171	\$82,416	\$86,036	\$89,318	\$94,696
21	\$67,018	\$71,207	\$74,171	\$82,416	\$86,036	\$89,318	\$94,696
22	\$68,828	\$73,131	\$76,108	\$84,565	\$88,300	\$91,585	\$97,073
23	\$68,828	\$73,131	\$76,108	\$84,565	\$88,300	\$91,585	\$97,073
24	\$68,828	\$73,131	\$76,108	\$84,565	\$88,300	\$91,585	\$97,073
25	\$70,641	\$75,056	\$78,045	\$86,715	\$90,563	\$93,848	\$99,450

LONGEVITY PAY

22	370	411	457	508	528	558	594
27	740	822	914	1,016	1,056	1,116	1,188
32	1,110	1,233	1,371	1,524	1,584	1,674	1,782

JOHNSON CITY SCHOOLS

2024-2025

1.00%

SUPERVISOR

YEARS	<ASSOC	ASSOC	BA	MA	MA+30	EDS	EDD
1	\$57,729	\$61,336	\$64,944	\$72,161	\$75,045	\$79,233	\$84,355
2	\$60,038	\$63,789	\$67,412	\$74,905	\$77,935	\$82,119	\$87,386
3	\$62,348	\$66,243	\$69,879	\$77,644	\$80,819	\$85,006	\$90,418
4	\$64,656	\$68,697	\$72,349	\$80,387	\$83,707	\$87,890	\$93,449
5	\$66,965	\$71,149	\$74,818	\$83,128	\$86,592	\$90,779	\$96,480
6	\$69,275	\$73,605	\$77,285	\$85,871	\$89,481	\$93,664	\$99,509
7	\$71,582	\$76,058	\$79,752	\$88,613	\$92,365	\$96,551	\$102,540
8	\$73,893	\$78,510	\$82,219	\$91,354	\$95,251	\$99,436	\$105,571
9	\$76,203	\$80,967	\$84,688	\$94,098	\$98,139	\$102,325	\$108,602
10	\$78,510	\$83,417	\$87,155	\$96,840	\$101,025	\$105,211	\$111,635
11	\$78,510	\$83,417	\$87,155	\$96,840	\$101,025	\$105,211	\$111,635
12	\$78,510	\$83,417	\$87,155	\$96,840	\$101,025	\$105,211	\$111,635
13	\$80,819	\$85,871	\$89,623	\$99,583	\$103,911	\$108,098	\$114,665
14	\$80,819	\$85,871	\$89,623	\$99,583	\$103,911	\$108,098	\$114,665
15	\$80,819	\$85,871	\$89,623	\$99,583	\$103,911	\$108,098	\$114,665
16	\$83,128	\$88,325	\$92,092	\$102,325	\$106,797	\$110,984	\$117,692
17	\$83,128	\$88,325	\$92,092	\$102,325	\$106,797	\$110,984	\$117,692
18	\$83,128	\$88,325	\$92,092	\$102,325	\$106,797	\$110,984	\$117,692
19	\$85,438	\$90,779	\$94,560	\$105,065	\$109,686	\$113,870	\$120,724
20	\$85,438	\$90,779	\$94,560	\$105,065	\$109,686	\$113,870	\$120,724
21	\$85,438	\$90,779	\$94,560	\$105,065	\$109,686	\$113,870	\$120,724
22	\$87,748	\$93,231	\$97,027	\$107,809	\$112,572	\$116,756	\$123,755
23	\$87,748	\$93,231	\$97,027	\$107,809	\$112,572	\$116,756	\$123,755
24	\$87,748	\$93,231	\$97,027	\$107,809	\$112,572	\$116,756	\$123,755
25	\$90,055	\$95,685	\$99,496	\$110,551	\$115,456	\$119,641	\$126,786

LONGEVITY PAY

22	370	411	457	508	528	558	594
27	740	822	914	1,016	1,056	1,116	1,188
32	1,110	1,233	1,371	1,524	1,584	1,674	1,782

JOHNSON CITY SCHOOLS

2024-2025

1.00%

TECH 1

YEARS	<ASSOC	ASSOC	BA	MA	MA+30	EDS	EDD
1	\$43,647	\$46,375	\$49,104	\$54,559	\$56,742	\$59,908	\$63,779
2	\$45,393	\$48,232	\$50,968	\$56,633	\$58,924	\$62,086	\$66,071
3	\$47,140	\$50,086	\$52,834	\$58,705	\$61,107	\$64,270	\$68,363
4	\$48,885	\$51,942	\$54,701	\$60,779	\$63,289	\$66,453	\$70,654
5	\$50,631	\$53,795	\$56,566	\$62,852	\$65,470	\$68,636	\$72,947
6	\$52,377	\$55,651	\$58,433	\$64,925	\$67,652	\$70,818	\$75,236
7	\$54,123	\$57,505	\$60,298	\$66,998	\$69,835	\$73,001	\$77,528
8	\$55,868	\$59,360	\$62,165	\$69,073	\$72,019	\$75,183	\$79,820
9	\$57,614	\$61,214	\$64,032	\$71,144	\$74,202	\$77,366	\$82,113
10	\$59,360	\$63,071	\$65,896	\$73,218	\$76,383	\$79,547	\$84,404
11	\$59,360	\$63,071	\$65,896	\$73,218	\$76,383	\$79,547	\$84,404
12	\$59,360	\$63,071	\$65,896	\$73,218	\$76,383	\$79,547	\$84,404
13	\$61,107	\$64,925	\$67,763	\$75,291	\$78,566	\$81,729	\$86,696
14	\$61,107	\$64,925	\$67,763	\$75,291	\$78,566	\$81,729	\$86,696
15	\$61,107	\$64,925	\$67,763	\$75,291	\$78,566	\$81,729	\$86,696
16	\$62,852	\$66,781	\$69,629	\$77,366	\$80,748	\$83,911	\$88,985
17	\$62,852	\$66,781	\$69,629	\$77,366	\$80,748	\$83,911	\$88,985
18	\$62,852	\$66,781	\$69,629	\$77,366	\$80,748	\$83,911	\$88,985
19	\$64,599	\$68,636	\$71,495	\$79,439	\$82,929	\$86,094	\$91,278
20	\$64,599	\$68,636	\$71,495	\$79,439	\$82,929	\$86,094	\$91,278
21	\$64,599	\$68,636	\$71,495	\$79,439	\$82,929	\$86,094	\$91,278
22	\$66,344	\$70,492	\$73,361	\$81,512	\$85,111	\$88,276	\$93,570
23	\$66,344	\$70,492	\$73,361	\$81,512	\$85,111	\$88,276	\$93,570
24	\$66,344	\$70,492	\$73,361	\$81,512	\$85,111	\$88,276	\$93,570
25	\$68,090	\$72,347	\$75,224	\$83,584	\$87,294	\$90,461	\$95,861

LONGEVITY PAY

22	\$ 370	\$ 411	\$ 457	\$ 508	\$ 528	\$ 558	594
27	\$ 740	\$ 822	\$ 914	\$ 1,016	\$ 1,056	\$ 1,116	1,188
32	\$ 1,110	\$ 1,233	\$ 1,371	\$ 1,524	\$ 1,584	\$ 1,674	1,782

JOHNSON CITY SCHOOLS

2024-2025

1.00%

TECH II

YEARS	<ASSOC	ASSOC	BA	MA	MA+30	EDS	EDD
1	\$47,547	\$50,517	\$53,489	\$59,434	\$61,810	\$65,255	\$69,476
2	\$49,448	\$52,538	\$55,523	\$61,692	\$64,187	\$67,637	\$71,974
3	\$51,349	\$54,559	\$57,555	\$63,950	\$66,565	\$70,013	\$74,470
4	\$53,252	\$56,581	\$59,586	\$66,208	\$68,942	\$72,390	\$76,965
5	\$55,154	\$58,600	\$61,620	\$68,468	\$71,319	\$74,767	\$79,462
6	\$57,057	\$60,623	\$63,653	\$70,727	\$73,695	\$77,144	\$81,959
7	\$58,957	\$62,642	\$65,686	\$72,985	\$76,075	\$79,521	\$84,455
8	\$60,859	\$64,663	\$67,718	\$75,243	\$78,452	\$81,899	\$86,950
9	\$62,763	\$66,683	\$69,751	\$77,502	\$80,829	\$84,276	\$89,446
10	\$64,663	\$68,704	\$71,784	\$79,759	\$83,207	\$86,653	\$91,941
11	\$64,663	\$68,704	\$71,784	\$79,759	\$83,207	\$86,653	\$91,941
12	\$64,663	\$68,704	\$71,784	\$79,759	\$83,207	\$86,653	\$91,941
13	\$66,565	\$70,727	\$73,814	\$82,019	\$85,584	\$89,030	\$94,440
14	\$66,565	\$70,727	\$73,814	\$82,019	\$85,584	\$89,030	\$94,440
15	\$66,565	\$70,727	\$73,814	\$82,019	\$85,584	\$89,030	\$94,440
16	\$68,468	\$72,746	\$75,848	\$84,276	\$87,961	\$91,407	\$96,937
17	\$68,468	\$72,746	\$75,848	\$84,276	\$87,961	\$91,407	\$96,937
18	\$68,468	\$72,746	\$75,848	\$84,276	\$87,961	\$91,407	\$96,937
19	\$70,370	\$74,767	\$77,880	\$86,536	\$90,339	\$93,785	\$99,430
20	\$70,370	\$74,767	\$77,880	\$86,536	\$90,339	\$93,785	\$99,430
21	\$72,270	\$76,787	\$79,914	\$88,794	\$92,716	\$96,161	\$101,927
22	\$72,270	\$76,787	\$79,914	\$88,794	\$92,716	\$96,161	\$101,927
23	\$72,270	\$76,787	\$79,914	\$88,794	\$92,716	\$96,161	\$101,927
24	\$72,270	\$76,787	\$79,914	\$88,794	\$92,716	\$96,161	\$101,927
25	\$74,171	\$78,808	\$81,947	\$91,050	\$95,092	\$98,541	\$104,423

LONGEVITY PAY

22	370	411	457	508	528	558	594
27	740	822	914	1,016	1,056	1,116	1,188
32	1,110	1,233	1,371	1,524	1,584	1,674	1,782

**JOHNSON CITY SCHOOLS
2024-2025**

YEARS	1	2	3	4	5	6	7	8
0	\$ 13.31	\$ 15.15	\$ 16.36	\$ 17.68	\$ 19.09	\$ 22.20	\$ 23.31	\$ 30.30
1	\$ 13.47	\$ 15.31	\$ 16.53	\$ 17.86	\$ 19.29	\$ 22.41	\$ 23.53	\$ 30.57
2	\$ 13.61	\$ 15.47	\$ 16.72	\$ 18.05	\$ 19.49	\$ 22.62	\$ 23.76	\$ 30.87
3	\$ 13.74	\$ 15.61	\$ 16.87	\$ 18.21	\$ 19.67	\$ 22.84	\$ 23.98	\$ 31.16
4	\$ 13.91	\$ 15.77	\$ 17.03	\$ 18.39	\$ 19.87	\$ 23.06	\$ 24.21	\$ 31.47
5	\$ 14.04	\$ 15.94	\$ 17.22	\$ 18.59	\$ 20.08	\$ 23.27	\$ 24.44	\$ 31.76
6	\$ 14.20	\$ 16.06	\$ 17.34	\$ 18.73	\$ 20.23	\$ 23.50	\$ 24.67	\$ 32.07
7	\$ 14.34	\$ 16.22	\$ 17.52	\$ 18.92	\$ 20.43	\$ 23.72	\$ 24.90	\$ 32.37
8	\$ 14.50	\$ 16.38	\$ 17.70	\$ 19.11	\$ 20.64	\$ 23.95	\$ 25.15	\$ 32.68
9	\$ 14.65	\$ 16.52	\$ 17.85	\$ 19.27	\$ 20.82	\$ 24.17	\$ 25.38	\$ 32.99
10	\$ 14.80	\$ 16.68	\$ 18.01	\$ 19.45	\$ 21.01	\$ 24.38	\$ 25.59	\$ 33.27
11	\$ 14.94	\$ 16.84	\$ 18.19	\$ 19.64	\$ 21.21	\$ 24.60	\$ 25.84	\$ 33.57
12	\$ 15.08	\$ 17.00	\$ 18.36	\$ 19.83	\$ 21.41	\$ 24.83	\$ 26.07	\$ 33.88
13	\$ 15.24	\$ 17.12	\$ 18.48	\$ 19.97	\$ 21.56	\$ 25.04	\$ 26.29	\$ 34.17
14	\$ 15.38	\$ 17.29	\$ 18.67	\$ 20.17	\$ 21.79	\$ 25.27	\$ 26.53	\$ 34.48
15	\$ 15.54	\$ 17.44	\$ 18.84	\$ 20.35	\$ 21.98	\$ 25.50	\$ 26.78	\$ 34.80
16	\$ 15.67	\$ 17.58	\$ 18.99	\$ 20.51	\$ 22.15	\$ 25.73	\$ 27.02	\$ 35.11
17	\$ 15.85	\$ 17.75	\$ 19.17	\$ 20.69	\$ 22.35	\$ 25.97	\$ 27.27	\$ 35.44
18	\$ 15.97	\$ 17.91	\$ 19.34	\$ 20.89	\$ 22.56	\$ 26.21	\$ 27.52	\$ 35.76
19	\$ 16.12	\$ 18.05	\$ 19.49	\$ 21.05	\$ 22.74	\$ 26.43	\$ 27.75	\$ 36.07
20	\$ 16.28	\$ 18.19	\$ 19.64	\$ 21.22	\$ 22.92	\$ 26.68	\$ 28.02	\$ 36.41
21	\$ 16.42	\$ 18.36	\$ 19.84	\$ 21.42	\$ 23.13	\$ 26.90	\$ 28.25	\$ 36.71
22	\$ 16.57	\$ 18.49	\$ 19.97	\$ 21.57	\$ 23.29	\$ 27.13	\$ 28.48	\$ 37.02
23	\$ 16.71	\$ 18.64	\$ 20.14	\$ 21.75	\$ 23.48	\$ 27.36	\$ 28.73	\$ 37.34
24	\$ 16.87	\$ 18.81	\$ 20.31	\$ 21.94	\$ 23.69	\$ 27.59	\$ 28.97	\$ 37.65
25	\$ 17.01	\$ 18.97	\$ 20.48	\$ 22.13	\$ 23.90	\$ 27.82	\$ 29.22	\$ 37.97

JOB	SCALE
Educare Care Givers hired after 2-7-11	1
Care Giver (Educare Hired before 2-7-11)	2
Clerk	2
Crossing Guard	2
Custodian	2
Food Service Asst. Courier	2
Food Service Café Workers	2
Food Service Courier	3
Guard	3
Mentor	3
Permanent Substitute	3
Print Shop Clerk/Copy Clerk	3
Secretary	3
Educational Assistant/RTI/RTI-B	4
Educational Media	4
Elementary Bookkeeper/Tech Asst	4
Elementary Food Service Café Manager	4
Administrative Secretary	5
Educare Assistant Director	5
Elementary Head Custodian	5
Food Service Manager	5
Middle Bookkeeper/Tech Asst	5
Print Shop Asst. Manager	5
Secondary Food Service Café Manager	5
Central Office Bookkeeper	6
Educare Director	6
Food Service Accountant	6
HS Bookkeeper/Tech Asst	6
MS & HS Head Custodian	6
Accounts Payable Accountant	7
Payroll Accountant	7
RTI-B Lead	7
Care Counselor (Master's Degree)	8
Language Specialist	8

JOHNSON CITY SCHOOLS
Maintenance Department
2024 - 2025

YEARS	Less than 5 years experience in JC Schools Maintenance Department	Less than 5 years experience in JC Schools Maintenance Department
0	\$ 15.33	\$ 19.11
1	\$ 15.49	\$ 19.29
2	\$ 15.66	\$ 19.50
3	\$ 15.80	\$ 19.67
4	\$ 15.95	\$ 19.86
5	\$ 16.10	\$ 20.06
6	\$ 16.26	\$ 20.25
7	\$ 16.42	\$ 20.44
8	\$ 16.56	\$ 20.63
9	\$ 16.71	\$ 20.84
10	\$ 16.89	\$ 21.01
11	\$ 17.02	\$ 21.20
12	\$ 17.18	\$ 21.41
13	\$ 17.32	\$ 21.58
14	\$ 17.48	\$ 21.78
15	\$ 17.64	\$ 21.98
16	\$ 17.80	\$ 22.18
17	\$ 17.94	\$ 22.34
18	\$ 18.10	\$ 22.53
19	\$ 18.25	\$ 22.75
20	\$ 18.40	\$ 22.93
21	\$ 18.56	\$ 23.11
22	\$ 18.72	\$ 23.30
23	\$ 18.87	\$ 23.50
24	\$ 19.03	\$ 23.68
25	\$ 19.17	\$ 23.88

**JOHNSON CITY SCHOOLS
2024-2025
SCHOOL NURSE**

YEARS	LPN	RN Assoc Deg	BSN	Masters
1	20.20	24.06	25.47	28.30
2	21.01	25.02	26.44	29.38
3	21.82	25.98	27.41	30.46
4	22.62	26.95	28.38	31.53
5	23.43	27.91	29.35	32.61
6	24.24	28.87	30.31	33.68
7	25.05	29.83	31.28	34.76
8	25.86	30.79	32.25	35.83
9	26.66	31.76	33.22	36.91
10	27.47	32.72	34.19	37.98
11	27.47	32.72	34.19	37.98
12	27.47	32.72	34.19	37.98
13	28.28	33.68	35.15	39.06
14	28.28	33.68	35.15	39.06
15	28.28	33.68	35.15	39.06
16	29.09	34.64	36.12	40.14
17	29.09	34.64	36.12	40.14
18	29.09	34.64	36.12	40.14
19	29.90	35.61	37.09	41.21
20	29.90	35.61	37.09	41.21
21	30.70	36.57	38.06	42.29
22	30.70	36.57	38.06	42.29
23	30.70	36.57	38.06	42.29
24	30.70	36.57	38.06	42.29
25	31.51	37.53	39.03	43.36

2024-2025 Supplemental Salary Scale

ASSIGNMENT	CODE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ATHLETIC DIRECTOR	2	\$ 8,177	\$ 8,586	\$ 8,994	\$ 9,402	\$ 9,812	\$ 10,222	\$ 10,630	\$ 11,039	\$ 11,447	\$ 11,857	\$ 12,265	\$ 12,675	\$ 13,083	\$ 13,492	\$ 13,900
ATHLETIC DIRECTOR - MIDDLE SCHOOL	29	\$ 4,374	\$ 4,619	\$ 4,865	\$ 5,109	\$ 5,354	\$ 5,599	\$ 5,845	\$ 6,093	\$ 6,338	\$ 6,583	\$ 6,829	\$ 7,073	\$ 7,319	\$ 7,564	\$ 7,810
ATHLETIC DIRECTOR - MIDDLE SCHOOL	29	\$ 4,374	\$ 4,619	\$ 4,865	\$ 5,109	\$ 5,354	\$ 5,599	\$ 5,845	\$ 6,093	\$ 6,338	\$ 6,583	\$ 6,829	\$ 7,073	\$ 7,319	\$ 7,564	\$ 7,810
BAND 8th GRADE DIRECTOR	5	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
BAND 8th GRADE DIRECTOR	5	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
BAND HS ASSISTANT	68	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
BAND HS ASSISTANT	68	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
BAND HS DIRECTOR	4	\$ 6,378	\$ 6,703	\$ 7,035	\$ 7,360	\$ 7,685	\$ 8,010	\$ 8,342	\$ 8,667	\$ 8,993	\$ 9,324	\$ 9,651	\$ 9,978	\$ 10,305	\$ 10,632	\$ 10,960
BASEBALL 7TH GR	9	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
BASEBALL 7TH GR	9	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
BASEBALL 8TH GR	8	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
BASEBALL 8TH GR	8	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
BASEBALL 9TH GR	8	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
BASEBALL ASST COACH	7	\$ 2,617	\$ 2,781	\$ 2,944	\$ 3,109	\$ 3,271	\$ 3,436	\$ 3,598	\$ 3,763	\$ 3,925	\$ 4,090	\$ 4,253	\$ 4,417	\$ 4,580	\$ 4,744	\$ 4,907
BASEBALL ASST COACH	7	\$ 2,617	\$ 2,781	\$ 2,944	\$ 3,109	\$ 3,271	\$ 3,436	\$ 3,598	\$ 3,763	\$ 3,925	\$ 4,090	\$ 4,253	\$ 4,417	\$ 4,580	\$ 4,744	\$ 4,907
BASEBALL ASST COACH (JV)	7	\$ 2,617	\$ 2,781	\$ 2,944	\$ 3,109	\$ 3,271	\$ 3,436	\$ 3,598	\$ 3,763	\$ 3,925	\$ 4,090	\$ 4,253	\$ 4,417	\$ 4,580	\$ 4,744	\$ 4,907
BASEBALL HS HEAD COACH	6	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
BOWLING HS BOY HEAD COACH	19	\$ 2,045	\$ 2,209	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,862	\$ 3,026	\$ 3,189	\$ 3,353	\$ 3,516	\$ 3,680	\$ 3,843	\$ 4,008	\$ 4,173	\$ 4,336
BOWLING HS GIRL HEAD COACH	20	\$ 2,045	\$ 2,209	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,862	\$ 3,026	\$ 3,189	\$ 3,353	\$ 3,516	\$ 3,680	\$ 3,843	\$ 4,008	\$ 4,173	\$ 4,336
BSKB 7TH GR BOYS	17	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
BSKB 7TH GR GIRLS	18	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
BSKB 8TH GR BOYS	15	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
BSKB 8TH GR GIRLS	16	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
BSKB 7TH GR BOYS	17	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
BSKB 7TH GR GIRLS	18	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
BSKB 8TH GR BOYS	15	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
BSKB 8TH GR GIRLS	16	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
BSKB 9TH GR BOYS	14	\$ 2,207	\$ 2,371	\$ 2,534	\$ 2,698	\$ 2,860	\$ 3,023	\$ 3,187	\$ 3,352	\$ 3,515	\$ 3,679	\$ 3,842	\$ 4,006	\$ 4,169	\$ 4,333	\$ 4,496
BSKB 9TH GR GIRLS	14	\$ 2,207	\$ 2,371	\$ 2,534	\$ 2,698	\$ 2,860	\$ 3,023	\$ 3,187	\$ 3,352	\$ 3,515	\$ 3,679	\$ 3,842	\$ 4,006	\$ 4,169	\$ 4,333	\$ 4,496
BSKB HS HEAD COACH-BOY	10	\$ 6,378	\$ 6,703	\$ 7,035	\$ 7,360	\$ 7,685	\$ 8,010	\$ 8,342	\$ 8,667	\$ 8,993	\$ 9,324	\$ 9,651	\$ 9,978	\$ 10,305	\$ 10,632	\$ 10,960
BSKB HS HEAD COACH-GIRL	11	\$ 6,378	\$ 6,703	\$ 7,035	\$ 7,360	\$ 7,685	\$ 8,010	\$ 8,342	\$ 8,667	\$ 8,993	\$ 9,324	\$ 9,651	\$ 9,978	\$ 10,305	\$ 10,632	\$ 10,960
BSKB HS-ASST-BOY	12	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
BSKB HS-ASST-BOY	12	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
BSKB HS-ASST-GIRL	13	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
BSKB HS-ASST-GIRL	13	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
CC 7TH GR BOYS ASST	72	\$ 808	\$ 883	\$ 959	\$ 1,034	\$ 1,108	\$ 1,183	\$ 1,258	\$ 1,333	\$ 1,408	\$ 1,484	\$ 1,559	\$ 1,633	\$ 1,708	\$ 1,784	\$ 1,859
CC 7TH GR GIRLS ASST	72	\$ 808	\$ 883	\$ 959	\$ 1,034	\$ 1,108	\$ 1,183	\$ 1,258	\$ 1,333	\$ 1,408	\$ 1,484	\$ 1,559	\$ 1,633	\$ 1,708	\$ 1,784	\$ 1,859
CC 8TH GR BOYS	21	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
CC 8TH GR GIRLS	21	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
CC 7TH GR BOYS ASST	72	\$ 808	\$ 883	\$ 959	\$ 1,034	\$ 1,108	\$ 1,183	\$ 1,258	\$ 1,333	\$ 1,408	\$ 1,484	\$ 1,559	\$ 1,633	\$ 1,708	\$ 1,784	\$ 1,859
CC 7TH GR GIRLS ASST	72	\$ 808	\$ 883	\$ 959	\$ 1,034	\$ 1,108	\$ 1,183	\$ 1,258	\$ 1,333	\$ 1,408	\$ 1,484	\$ 1,559	\$ 1,633	\$ 1,708	\$ 1,784	\$ 1,859
CC 8TH GR BOYS	21	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
CC 8TH GR GIRLS	21	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
CC HS BOY HEAD C	19	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
CC HS GIRL HEAD C	20	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
CC JV	79	\$ 1,578	\$ 1,684	\$ 1,792	\$ 1,897	\$ 2,004	\$ 2,110	\$ 2,216	\$ 2,324	\$ 2,429	\$ 2,535	\$ 2,641	\$ 2,747	\$ 2,854	\$ 2,961	\$ 3,066
CHEERLEADER 7TH GR	25	\$ 1,308	\$ 1,379	\$ 1,450	\$ 1,522	\$ 1,593	\$ 1,664	\$ 1,735	\$ 1,806	\$ 1,877	\$ 1,948	\$ 2,019	\$ 2,090	\$ 2,161	\$ 2,233	\$ 2,304
CHEERLEADER 8TH GR	76	\$ 1,422	\$ 1,529	\$ 1,635	\$ 1,742	\$ 1,849	\$ 1,955	\$ 2,062	\$ 2,169	\$ 2,275	\$ 2,382	\$ 2,489	\$ 2,595	\$ 2,702	\$ 2,808	\$ 2,915
CHEERLEADER 7TH GR	25	\$ 1,308	\$ 1,379	\$ 1,450	\$ 1,522	\$ 1,593	\$ 1,664	\$ 1,735	\$ 1,806	\$ 1,877	\$ 1,948	\$ 2,019	\$ 2,090	\$ 2,161	\$ 2,233	\$ 2,304

2024-2025 Supplemental Salary Scale

ASSIGNMENT	CODE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CHEERLEADER 8TH GR	76	\$ 1,422	\$ 1,529	\$ 1,635	\$ 1,742	\$ 1,849	\$ 1,955	\$ 2,062	\$ 2,169	\$ 2,275	\$ 2,382	\$ 2,489	\$ 2,595	\$ 2,702	\$ 2,808	\$ 2,915
CHEERLEADER 9TH GR	24	\$ 1,635	\$ 1,778	\$ 1,920	\$ 2,062	\$ 2,204	\$ 2,346	\$ 2,489	\$ 2,631	\$ 2,773	\$ 2,915	\$ 3,057	\$ 3,200	\$ 3,342	\$ 3,484	\$ 3,626
CHEERLEADER HS-HEAD COACH	22	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
CHEERLEADER JV	23	\$ 2,617	\$ 2,781	\$ 2,944	\$ 3,109	\$ 3,271	\$ 3,436	\$ 3,598	\$ 3,763	\$ 3,925	\$ 4,090	\$ 4,253	\$ 4,417	\$ 4,580	\$ 4,744	\$ 4,907
CHOIR HS DIRECTOR	26	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
DANCE ITMS	78	\$ 1,308	\$ 1,379	\$ 1,450	\$ 1,522	\$ 1,593	\$ 1,664	\$ 1,735	\$ 1,806	\$ 1,877	\$ 1,948	\$ 2,019	\$ 2,090	\$ 2,161	\$ 2,233	\$ 2,304
DANCE LBMS	78	\$ 1,308	\$ 1,379	\$ 1,450	\$ 1,522	\$ 1,593	\$ 1,664	\$ 1,735	\$ 1,806	\$ 1,877	\$ 1,948	\$ 2,019	\$ 2,090	\$ 2,161	\$ 2,233	\$ 2,304
DANCE SHHS	77	\$ 1,635	\$ 1,778	\$ 1,920	\$ 2,062	\$ 2,204	\$ 2,346	\$ 2,489	\$ 2,631	\$ 2,773	\$ 2,915	\$ 3,057	\$ 3,200	\$ 3,342	\$ 3,484	\$ 3,626
DRAMA ASSISTANT	69	\$ 995	\$ 1,088	\$ 1,180	\$ 1,273	\$ 1,365	\$ 1,458	\$ 1,550	\$ 1,642	\$ 1,735	\$ 1,827	\$ 1,827	\$ 1,827	\$ 1,827	\$ 1,827	\$ 1,827
DRAMA SPONSOR	27	\$ 1,635	\$ 1,758	\$ 1,881	\$ 2,004	\$ 2,126	\$ 2,248	\$ 2,372	\$ 2,494	\$ 2,617	\$ 2,739	\$ 2,863	\$ 2,985	\$ 3,107	\$ 3,229	\$ 3,353
FTBL 7TH GR ASST	35	\$ 1,578	\$ 1,684	\$ 1,792	\$ 1,897	\$ 2,004	\$ 2,110	\$ 2,216	\$ 2,324	\$ 2,429	\$ 2,535	\$ 2,641	\$ 2,747	\$ 2,854	\$ 2,961	\$ 3,066
FTBL 7TH GR ASST	35	\$ 1,578	\$ 1,684	\$ 1,792	\$ 1,897	\$ 2,004	\$ 2,110	\$ 2,216	\$ 2,324	\$ 2,429	\$ 2,535	\$ 2,641	\$ 2,747	\$ 2,854	\$ 2,961	\$ 3,066
FTBL 7TH GR HEAD C	34	\$ 2,248	\$ 2,412	\$ 2,574	\$ 2,739	\$ 2,902	\$ 3,066	\$ 3,228	\$ 3,393	\$ 3,556	\$ 3,721	\$ 3,885	\$ 4,049	\$ 4,212	\$ 4,374	\$ 4,538
FTBL 8th GR ASST	35	\$ 1,578	\$ 1,684	\$ 1,792	\$ 1,897	\$ 2,004	\$ 2,110	\$ 2,216	\$ 2,324	\$ 2,429	\$ 2,535	\$ 2,641	\$ 2,747	\$ 2,854	\$ 2,961	\$ 3,066
FTBL 8th GR ASST	35	\$ 1,578	\$ 1,684	\$ 1,792	\$ 1,897	\$ 2,004	\$ 2,110	\$ 2,216	\$ 2,324	\$ 2,429	\$ 2,535	\$ 2,641	\$ 2,747	\$ 2,854	\$ 2,961	\$ 3,066
FTBL 8TH GR HEAD C	32	\$ 2,617	\$ 2,781	\$ 2,944	\$ 3,109	\$ 3,271	\$ 3,436	\$ 3,598	\$ 3,763	\$ 3,925	\$ 4,090	\$ 4,253	\$ 4,417	\$ 4,580	\$ 4,744	\$ 4,907
FTBL 7TH GR ASST	35	\$ 1,578	\$ 1,684	\$ 1,792	\$ 1,897	\$ 2,004	\$ 2,110	\$ 2,216	\$ 2,324	\$ 2,429	\$ 2,535	\$ 2,641	\$ 2,747	\$ 2,854	\$ 2,961	\$ 3,066
FTBL 7TH GR ASST	35	\$ 1,578	\$ 1,684	\$ 1,792	\$ 1,897	\$ 2,004	\$ 2,110	\$ 2,216	\$ 2,324	\$ 2,429	\$ 2,535	\$ 2,641	\$ 2,747	\$ 2,854	\$ 2,961	\$ 3,066
FTBL 7TH GR HEAD C	34	\$ 2,248	\$ 2,412	\$ 2,574	\$ 2,739	\$ 2,902	\$ 3,066	\$ 3,228	\$ 3,393	\$ 3,556	\$ 3,721	\$ 3,885	\$ 4,049	\$ 4,212	\$ 4,374	\$ 4,538
FTBL 8th GR ASST	35	\$ 1,578	\$ 1,684	\$ 1,792	\$ 1,897	\$ 2,004	\$ 2,110	\$ 2,216	\$ 2,324	\$ 2,429	\$ 2,535	\$ 2,641	\$ 2,747	\$ 2,854	\$ 2,961	\$ 3,066
FTBL 8th GR ASST	35	\$ 1,578	\$ 1,684	\$ 1,792	\$ 1,897	\$ 2,004	\$ 2,110	\$ 2,216	\$ 2,324	\$ 2,429	\$ 2,535	\$ 2,641	\$ 2,747	\$ 2,854	\$ 2,961	\$ 3,066
FTBL 8TH GR HEAD C	32	\$ 2,617	\$ 2,781	\$ 2,944	\$ 3,109	\$ 3,271	\$ 3,436	\$ 3,598	\$ 3,763	\$ 3,925	\$ 4,090	\$ 4,253	\$ 4,417	\$ 4,580	\$ 4,744	\$ 4,907
FTBL 9TH GR ASST	33	\$ 2,371	\$ 2,534	\$ 2,698	\$ 2,861	\$ 3,025	\$ 3,188	\$ 3,352	\$ 3,515	\$ 3,679	\$ 3,842	\$ 4,006	\$ 4,169	\$ 4,333	\$ 4,496	\$ 4,660
FTBL 9TH GR ASST	33	\$ 2,371	\$ 2,534	\$ 2,698	\$ 2,861	\$ 3,025	\$ 3,188	\$ 3,352	\$ 3,515	\$ 3,679	\$ 3,842	\$ 4,006	\$ 4,169	\$ 4,333	\$ 4,496	\$ 4,660
FTBL 9TH GR-HEAD C	32	\$ 2,617	\$ 2,781	\$ 2,944	\$ 3,109	\$ 3,271	\$ 3,436	\$ 3,598	\$ 3,763	\$ 3,925	\$ 4,090	\$ 4,253	\$ 4,417	\$ 4,580	\$ 4,744	\$ 4,907
FTBL HS-ASST COACH	31	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
FTBL HS-ASST COACH	31	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
FTBL HS-ASST COACH	31	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
FTBL HS-ASST COACH	31	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
FTBL HS-DEFENS COORD	29	\$ 4,374	\$ 4,619	\$ 4,865	\$ 5,109	\$ 5,354	\$ 5,599	\$ 5,845	\$ 6,093	\$ 6,338	\$ 6,583	\$ 6,829	\$ 7,073	\$ 7,319	\$ 7,564	\$ 7,810
FTBL HS-HEAD COACH	28	\$ 6,378	\$ 6,703	\$ 7,035	\$ 7,360	\$ 7,685	\$ 8,010	\$ 8,342	\$ 8,667	\$ 8,993	\$ 9,324	\$ 9,651	\$ 9,978	\$ 10,305	\$ 10,632	\$ 10,960
FTBL HS-OFFENS COORD	30	\$ 4,374	\$ 4,619	\$ 4,865	\$ 5,109	\$ 5,354	\$ 5,599	\$ 5,845	\$ 6,093	\$ 6,338	\$ 6,583	\$ 6,829	\$ 7,073	\$ 7,319	\$ 7,564	\$ 7,810
GOLF ASST COACH	37	\$ 1,308	\$ 1,379	\$ 1,450	\$ 1,522	\$ 1,593	\$ 1,664	\$ 1,735	\$ 1,806	\$ 1,877	\$ 1,948	\$ 2,019	\$ 2,090	\$ 2,161	\$ 2,233	\$ 2,304
GOLF- ITMS	70	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
GOLF- LBMS	70	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
GOLF-BOY & GIRL	50	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
INTRAMURALS - INDIAN TRAIL	44	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
INTRAMURALS - INDIAN TRAIL	44	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
INTRAMURALS - LIBERTY BELL	44	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
INTRAMURALS - LIBERTY BELL	44	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
LACROSSE HS ASST - BOY	44	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
LACROSSE HS ASST - GIRL	44	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
LACROSSE HS HEAD C - BOY	42	\$ 3,066	\$ 3,310	\$ 3,556	\$ 3,801	\$ 4,047	\$ 4,292	\$ 4,538	\$ 4,782	\$ 5,028	\$ 5,273	\$ 5,519	\$ 5,763	\$ 6,009	\$ 6,254	\$ 6,500
LACROSSE HS HEAD C - GIRL	42	\$ 3,066	\$ 3,310	\$ 3,556	\$ 3,801	\$ 4,047	\$ 4,292	\$ 4,538	\$ 4,782	\$ 5,028	\$ 5,273	\$ 5,519	\$ 5,763	\$ 6,009	\$ 6,254	\$ 6,500
MOUNTAIN BIKING HEAD C	8	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
MOUNTAIN BIKING ASST COACH	8	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
ORCHESTRA DIRECTOR	38	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
ORCHESTRA ASST	8	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
ROBOTICS	74	\$ 1,022	\$ 1,105	\$ 1,188	\$ 1,268	\$ 1,350	\$ 1,432	\$ 1,513	\$ 1,596	\$ 1,677	\$ 1,759	\$ 1,840	\$ 1,923	\$ 2,004	\$ 2,086	\$ 2,167

2024-2025 Supplemental Salary Scale

ASSIGNMENT	CODE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ROBOTICS	74	\$ 1,022	\$ 1,105	\$ 1,186	\$ 1,268	\$ 1,350	\$ 1,432	\$ 1,513	\$ 1,596	\$ 1,677	\$ 1,759	\$ 1,840	\$ 1,923	\$ 2,004	\$ 2,086	\$ 2,167
ROBOTICS	74	\$ 1,022	\$ 1,105	\$ 1,186	\$ 1,268	\$ 1,350	\$ 1,432	\$ 1,513	\$ 1,596	\$ 1,677	\$ 1,759	\$ 1,840	\$ 1,923	\$ 2,004	\$ 2,086	\$ 2,167
SCHOLAR'S BOWL SPONSOR	40	\$ 1,022	\$ 1,105	\$ 1,186	\$ 1,268	\$ 1,350	\$ 1,432	\$ 1,513	\$ 1,596	\$ 1,677	\$ 1,759	\$ 1,840	\$ 1,923	\$ 2,004	\$ 2,086	\$ 2,167
SOCCER JV BOYS	44	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
SOCCER JV GIRL	44	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
SOCCER ASST BOYS- ITMS	72	\$ 808	\$ 883	\$ 959	\$ 1,034	\$ 1,108	\$ 1,183	\$ 1,258	\$ 1,333	\$ 1,408	\$ 1,484	\$ 1,559	\$ 1,633	\$ 1,708	\$ 1,784	\$ 1,859
SOCCER ASST GIRLS - ITMS	72	\$ 808	\$ 883	\$ 959	\$ 1,034	\$ 1,108	\$ 1,183	\$ 1,258	\$ 1,333	\$ 1,408	\$ 1,484	\$ 1,559	\$ 1,633	\$ 1,708	\$ 1,784	\$ 1,859
SOCCER HEAD BOYS - ITMS	75	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
SOCCER HEAD GIRLS - ITMS	75	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
SOCCER ASST BOYS- LBMS	72	\$ 808	\$ 883	\$ 959	\$ 1,034	\$ 1,108	\$ 1,183	\$ 1,258	\$ 1,333	\$ 1,408	\$ 1,484	\$ 1,559	\$ 1,633	\$ 1,708	\$ 1,784	\$ 1,859
SOCCER ASST GIRLS - LBMS	72	\$ 808	\$ 883	\$ 959	\$ 1,034	\$ 1,108	\$ 1,183	\$ 1,258	\$ 1,333	\$ 1,408	\$ 1,484	\$ 1,559	\$ 1,633	\$ 1,708	\$ 1,784	\$ 1,859
SOCCER HEAD BOYS - LBMS	75	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
SOCCER HEAD GIRLS - LBMS	75	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
SOCCER HS ASST-BOY	44	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
SOCCER HS ASST-GIRL	44	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
SOCCER HS HEAD C-BOY	42	\$ 3,066	\$ 3,310	\$ 3,556	\$ 3,801	\$ 4,047	\$ 4,292	\$ 4,538	\$ 4,782	\$ 5,028	\$ 5,273	\$ 5,519	\$ 5,763	\$ 6,009	\$ 6,254	\$ 6,500
SOCCER HS HEAD C-GIRL	42	\$ 3,066	\$ 3,310	\$ 3,556	\$ 3,801	\$ 4,047	\$ 4,292	\$ 4,538	\$ 4,782	\$ 5,028	\$ 5,273	\$ 5,519	\$ 5,763	\$ 6,009	\$ 6,254	\$ 6,500
SOFTBALL - 9TH	8	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
SOFTBALL-7TH GR	9	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
SOFTBALL-8TH GR	8	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
SOFTBALL-7TH GR	9	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
SOFTBALL-8TH GR	8	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
SOFTBALL-HS-ASST	46	\$ 2,617	\$ 2,781	\$ 2,944	\$ 3,109	\$ 3,271	\$ 3,436	\$ 3,598	\$ 3,763	\$ 3,925	\$ 4,090	\$ 4,253	\$ 4,417	\$ 4,580	\$ 4,744	\$ 4,907
SOFTBALL-HS-ASST	46	\$ 2,617	\$ 2,781	\$ 2,944	\$ 3,109	\$ 3,271	\$ 3,436	\$ 3,598	\$ 3,763	\$ 3,925	\$ 4,090	\$ 4,253	\$ 4,417	\$ 4,580	\$ 4,744	\$ 4,907
SOFTBALL-HS-HEAD COACH	45	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
SWIMMING ASST COACH	49	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
SWIMMING ASST COACH	71	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
SWIMMING-BOY & GIRL	48	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
SWIMMING ITMS	75	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
SWIMMING LBMS	75	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
TENNIS ASST - LBMS	72	\$ 808	\$ 873	\$ 937	\$ 1,002	\$ 1,066	\$ 1,131	\$ 1,196	\$ 1,260	\$ 1,325	\$ 1,390	\$ 1,454	\$ 1,519	\$ 1,583	\$ 1,649	\$ 1,713
TENNIS ASST - ITMS	72	\$ 808	\$ 873	\$ 937	\$ 1,002	\$ 1,066	\$ 1,131	\$ 1,196	\$ 1,260	\$ 1,325	\$ 1,390	\$ 1,454	\$ 1,519	\$ 1,583	\$ 1,649	\$ 1,713
TENNIS-BOYS COACH	50	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
TENNIS-GIRLS COACH	51	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
TRACK ASST - ITMS	56	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
TRACK ASST - ITMS	56	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
TRACK ASST - LBMS	57	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
TRACK ASST - LBMS	56	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
TRACK HEAD - ITMS	54	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
TRACK HEAD - LBMS	54	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
TRACK HS ASST-BOY	54	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
TRACK HS ASST-BOY	54	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
TRACK HS ASST-BOY	54	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
TRACK HS ASST-GIRL	55	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
TRACK HS ASST-GIRL	55	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
TRACK HS ASST-GIRL	55	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
TRACK HS ASST-GIRL	55	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
TRACK HS HEAD -BOY	52	\$ 3,066	\$ 3,310	\$ 3,556	\$ 3,801	\$ 4,047	\$ 4,292	\$ 4,538	\$ 4,782	\$ 5,028	\$ 5,273	\$ 5,519	\$ 5,763	\$ 6,009	\$ 6,254	\$ 6,500
TRACK HS HEAD -GIRL	53	\$ 3,066	\$ 3,310	\$ 3,556	\$ 3,801	\$ 4,047	\$ 4,292	\$ 4,538	\$ 4,782	\$ 5,028	\$ 5,273	\$ 5,519	\$ 5,763	\$ 6,009	\$ 6,254	\$ 6,500
VOLLEYBALL-7TH GR	60	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634

2024-2025 Supplemental Salary Scale

ASSIGNMENT	CODE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
VOLLEYBALL-8TH GR	60	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
VOLLEYBALL-7TH GR	60	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
VOLLEYBALL-8TH GR	60	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
VOLLEYBALL-9TH GR	65	\$ 1,578	\$ 1,684	\$ 1,792	\$ 1,897	\$ 2,004	\$ 2,110	\$ 2,216	\$ 2,324	\$ 2,429	\$ 2,535	\$ 2,641	\$ 2,747	\$ 2,854	\$ 2,961	\$ 3,066
VOLLEYBALL-HS ASST	59	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
VOLLEYBALL-HS ASST	59	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
VOLLEYBALL-HS HEAD COACH	58	\$ 3,066	\$ 3,310	\$ 3,556	\$ 3,801	\$ 4,047	\$ 4,292	\$ 4,538	\$ 4,782	\$ 5,028	\$ 5,273	\$ 5,519	\$ 5,763	\$ 6,009	\$ 6,254	\$ 6,500
WEIGHT ROOM COORDINATOR	61	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
WRESTLING - BOYS	62	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
WRESTLING - GIRLS	62	\$ 3,884	\$ 4,128	\$ 4,373	\$ 4,617	\$ 4,866	\$ 5,111	\$ 5,355	\$ 5,600	\$ 5,845	\$ 6,089	\$ 6,335	\$ 6,580	\$ 6,826	\$ 7,070	\$ 7,316
WRESTLING ASST	63	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
WRESTLING ASST	63	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
WRESTLING ASST	63	\$ 2,045	\$ 2,208	\$ 2,372	\$ 2,535	\$ 2,699	\$ 2,863	\$ 3,026	\$ 3,190	\$ 3,353	\$ 3,517	\$ 3,680	\$ 3,844	\$ 4,007	\$ 4,172	\$ 4,336
WRESTLING MIDDLE SCHOOL HC	75	\$ 1,145	\$ 1,251	\$ 1,358	\$ 1,465	\$ 1,570	\$ 1,677	\$ 1,782	\$ 1,888	\$ 1,995	\$ 2,102	\$ 2,208	\$ 2,314	\$ 2,420	\$ 2,527	\$ 2,634
WRESTLING MIDDLE SCHOOL ASST C	72	\$ 808	\$ 883	\$ 959	\$ 1,034	\$ 1,108	\$ 1,183	\$ 1,258	\$ 1,333	\$ 1,408	\$ 1,484	\$ 1,559	\$ 1,633	\$ 1,708	\$ 1,784	\$ 1,859
YEARBOOK SPONSOR	64	\$ 2,133	\$ 2,275	\$ 2,417	\$ 2,560	\$ 2,702	\$ 2,844	\$ 2,986	\$ 3,128	\$ 3,271	\$ 3,413	\$ 3,555	\$ 3,697	\$ 3,839	\$ 3,982	\$ 4,124
MNGT CC TEAM CHIEF	65	\$1,963	\$2,126	\$2,290	\$2,453	\$2,617	\$2,780	\$2,944	\$3,107	\$3,271	\$3,434	\$3,597	\$3,761	\$3,924	\$4,088	\$4,251
MNGT CC TEAM MBR	66	\$1,144	\$1,251	\$1,357	\$1,465	\$1,570	\$1,676	\$1,782	\$1,889	\$1,995	\$2,101	\$2,209	\$2,313	\$2,420	\$2,527	\$2,634
COORDINATED SCHOOL HEALTH	67	\$1,090	\$1,192	\$1,292	\$1,395	\$1,496	\$1,596	\$1,697	\$1,799	\$1,900	\$2,001	\$2,104	\$2,203	\$2,305	\$2,407	\$2,508



Johnson City Board of Education Regular Meeting

May 6, 2024

The Johnson City Board of Education met in regular session on May 6, 2024, at 6:00 PM in the Board Room at the Central Office.

Attendance Taken at 6:11 PM.

Dr. Ginger Carter: Present
Mr. Herb Greenlee: Present
Mr. Tom Hager: Present
Mrs. Kathy Hall: Present
Mr. Jonathan Kinnick: Present
Mrs. Beth Simpson: Present
Mrs. Paula Treece: Present

Present: 7.

1. CALL TO ORDER AND OPENING

- A. Call to Order and Welcome
- B. Moment of Silence
- C. Pledge of allegiance to the flag
- D. Opening
- E. Artwork on display
- F. Update from Lake Ridge Elementary School

2. RECOGNITIONS

3. ADOPTION OF AGENDA

- Motion to adopt the agenda. With a motion by Mr. Jonathan Kinnick and a second by Dr. Ginger Carter, the motion passed.

Dr. Ginger Carter: YES
Mr. Herb Greenlee: YES
Mr. Tom Hager: YES
Mrs. Kathy Hall: YES
Mr. Jonathan Kinnick: YES
Mrs. Beth Simpson: YES
Mrs. Paula Treece: YES

YES: 7, NO: 0

- Mrs. Kathy Hall pulled Policy: 5.110 to be reviewed and placed on the agenda at a later date.

4. CORRESPONDENCE, DELEGATIONS AND COMMUNICATIONS

5. REPORTS FROM SUPERINTENDENT AND STAFF

- A. Building Projects Update
- B. SHHS Band Trip Update
- C. Coordinated School Health Update
- D. ProjectSEARCH Update
- E. Financial Report Ending March 31, 2024

- Motion to approve the Financial Report Ending March 31, 2024, as submitted by Ms. Leia Valley. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Beth Simpson, the motion passed.

Dr. Ginger Carter: YES
Mr. Herb Greenlee: YES
Mr. Tom Hager: YES
Mrs. Kathy Hall: YES
Mr. Jonathan Kinnick: YES
Mrs. Beth Simpson: YES
Mrs. Paula Treece: YES

YES: 7, NO: 0

- F. Update on Sales Tax - PEP

G. 2022-2023 City of Johnson City Audit

- Motion to approve 2022-2023 City of Johnson City Audit. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES
Mr. Herb Greenlee: YES
Mr. Tom Hager: YES
Mrs. Kathy Hall: YES
Mr. Jonathan Kinnick: YES
Mrs. Beth Simpson: YES
Mrs. Paula Treece: YES

YES: 7, NO: 0

6. UNFINISHED BUSINESS

7. CONSENT AGENDA

- Motion to approve the Consent Items. With a motion by Mr. Jonathan Kinnick and a second by Dr. Ginger Carter, the motion passed.

Dr. Ginger Carter: YES
Mr. Herb Greenlee: YES
Mr. Tom Hager: YES
Mrs. Kathy Hall: YES
Mr. Jonathan Kinnick: YES
Mrs. Beth Simpson: YES
Mrs. Paula Treece: YES

YES: 7, NO: 0

- A. Approval of Minutes
- B. Proposed Fundraising Activities
- C. Check Requests over \$5,000
- D. Request to Transfer Funds
- E. Overnight Field Trip Requests
- F. Consolidated Federal Application (CFA) 24-25SY
- G. Second Reading - Sections Two and Six
(2.404, 2.600, 2.700, 2.701, 2.702, 2.703, 2.800, 2.803, 2.804, 2.806, 2.900, 4.210, 6.100, 6.201, 6.202, 6.203, 6.204, 6.205, 6.208, 6.209, 6.300, 6.301, 6.303, 6.304, 6.305, 6.307, 6.309, 6.3041, 6.3051 & 26011)

8. RECOMMENDATIONS FROM THE SUPERINTENDENT FOR ACTION

- A. Approval of ParentSquare as Communications Platform
 - Motion to approve ParentSquare as Communications Platform. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Beth Simpson, the motion passed.

Dr. Ginger Carter: YES
 Mr. Herb Greenlee: YES
 Mr. Tom Hager: YES
 Mrs. Kathy Hall: YES
 Mr. Jonathan Kinnick: YES
 Mrs. Beth Simpson: YES
 Mrs. Paula Treece: YES

YES: 7, NO: 0

- B. Board Approval for Public Hearing for Revised Family Life Curriculum
 - Motion to approve the Public Hearing for Revised Family Life Curriculum. With a motion by Mrs. Beth Simpson and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES
 Mr. Herb Greenlee: YES
 Mr. Tom Hager: YES
 Mrs. Kathy Hall: YES
 Mr. Jonathan Kinnick: YES
 Mrs. Beth Simpson: YES
 Mrs. Paula Treece: YES

YES: 7, NO: 0

C. First Reading - Section 2, Fiscal Management, Section 4, Instructional Services & Section 5, Personnel

- Motion to approve the First Reading - Section 2, Fiscal Management, Section 4, Instructional Services & Section 5, Personnel: (2.100, 2.400, 2.500, 2.805, 2.808, 2.809, 4.100, 4.101, 4.200, 4.201, 4.202, 4.203, 4.207, 4.209, 4.212.1, 4.300, 4.301, 4.302, 4.400, 4.403.1, 4.403, 4.406, 4.407, 4.502, 4.603, 4.604, 4.605, 4.606, 4.801, 4.802, 5.101, 5.102, 5.103, 5.104, 5.106, 5.108, 5.109, 5.114, 5.117, 5.202, 5.302, 5.303, 5.400, 5.402, 5.403, 5.500, 5.501, 5.502, 5.604, 5.701, 5.803, 6.319, 6.500, 6.3071, 4207, 5305, 6319, 6500.). With a motion by Mr. Jonathan Kinnick and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES
Mr. Herb Greenlee: YES
Mr. Tom Hager: YES
Mrs. Kathy Hall: YES
Mr. Jonathan Kinnick: YES
Mrs. Beth Simpson: YES
Mrs. Paula Treece: YES

YES: 7, NO: 0

- Amend Motion to remove the language from Policy 6.3071 regarding the Drug Testing Lab. With a motion by Dr. Ginger Carter and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES
Mr. Herb Greenlee: YES
Mr. Tom Hager: YES
Mrs. Kathy Hall: YES
Mr. Jonathan Kinnick: YES
Mrs. Beth Simpson: YES
Mrs. Paula Treece: YES

YES: 7, NO: 0

- Motion to the amendment of the Motion to remove the language from Policy 6.3071 regarding the Drug Testing Lab and approve First Reading - Section 2, Fiscal Management, Section 4, Instructional Services & Section 5, Personnel (2.100,2.400,2.500,2.805,2.808,2.809,4.100,4.101,4.200,4.201,4.202,4.203,4.207,4.209,4.212.1,4.300,4.301,4.302,4.400,4.403.1,4.403,4.406,4.407,4.502,4.603,4.604,4.605,4.606,4.801,4.802,5.101,5.102,5.103,5.104,5.106,5.108,5.109,5.114,5.117,5.202,5.302,5.303,5.400,5.402,5.403,5.500,5.501,5.502,5.604,5.701,5.803,6.319,6.500,6.3071,4207, 5305,6319, 6500.). With a motion by Dr. Ginger Carter and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES
Mr. Herb Greenlee: YES
Mr. Tom Hager: YES
Mrs. Kathy Hall: YES
Mr. Jonathan Kinnick: YES
Mrs. Beth Simpson: YES
Mrs. Paula Treece: YES

YES: 7, NO: 0

D. First Reading on Policies 4.207, 5.114 & 6.319 (These Were Not Reviewed in a 5:00 p.m. Meeting)

- Motion to approve the First Reading on Policies 4.207, 5.114 & 6.319 (These Were Not Reviewed in a 5:00 p.m. Meeting). With a motion by Mr. Jonathan Kinnick and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

E. Proposed BOE Calendar of Events & Annual Agenda 2024-2025 SY

F. Student Data Privacy Agreement

- Motion to approve the Student Data Privacy Agreement. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Beth Simpson, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

9. NEW BUSINESS

A. Communications Update

- Family Life Curriculum
- Parent Square App

10. INFORMATION ITEMS

A. BOE Calendar of Events

B. Personnel Items

C. Donations

11. COMMITTEE REPORTS

12. BOARD UPDATES AND DISCUSSION

13. MEETING DATES

14. ADJOURNMENT

7:47 PM

Chairman

Board Secretary



Johnson City Board of Education Special Meeting

May 13, 2024

The Johnson City Board of Education met in special session on May 13, 2024, at 4:00pm in the Board Room at the Central Office.

Attendance Taken at 4:00 PM.

Dr. Ginger Carter: Present
Mr. Herb Greenlee: Absent
Mr. Tom Hager: Present
Mrs. Kathy Hall: Present
Mr. Jonathan Kinnick: Present
Mrs. Beth Simpson: Present
Mrs. Paula Treece: Present

Present: 6, Absent: 1.

1. CALL TO ORDER AND PURPOSE OF MEETING

- The purpose of the meeting was to review and discuss the Indian Trail Track Project and the Johnson City School's Budget 2024-2025.

A. ITMS Track Project

- Contract \$1,123,157
 - City will fund \$23,807 for Alt #1 (Fencing)
 - Schools will fund \$1,099,350 (previously approved up to \$1,100,000)
- Motion to approve the Indian Trail Middle School Project. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES
Mr. Herb Greenlee: Absent
Mr. Tom Hager: YES
Mrs. Kathy Hall: YES
Mr. Jonathan Kinnick: YES
Mrs. Beth Simpson: YES
Mrs. Paula Treece: YES

YES: 6, NO: 0, Absent: 1

B. Johnson City School's Budget 2024-2025:

- 22-23 Ending Fund Balance: \$20,200,255
 - 23-24 Estimated Revenues: \$96,367,086
 - 23-24 Estimated Expenditures: \$101,428,878
 - Net Change in Fund Balance: (\$5,061,792)
 - Budgeted 23-24 Ending Fund Balance: \$15,138,463
 - Estimated 24-25 Fund Balance Goal: \$15,468,388
- The summary for the 24-25 budget is to fund a 1% raise and step, Priority 1 Requests and One-Time Requests, nonrecurring expenses (Textbooks, Capital, Equipment, Professional Development, Travel, Nonrevenue Arts and Sports, Band and Football Travel) totaling \$1,803,489 will be funded from Fund Balance. That is estimated to bring Fund Balance to approximately \$13.3 million.

2. ADJOURNMENT

4:34 PM

PROPOSED FUNDRAISING ACTIVITIES

School: Towne Acres

Fund/account name: R30600 Picture Commissions

Proposed fundraising activities: School Pictures

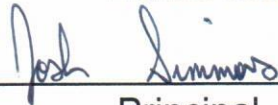
Dates for Proposed Activity: Fall 2024 – Spring 2025

Purposed Uses of funds raised: To purchase supplies, equipment, and programs for Towne Acres Students.

Expected student involvement (school-wide or specific school organization): School-wide

Method by which school will receive profit:
Commission check will be mailed to the school after pictures are ordered and delivered to families.

Requested by Hunter Tester, Bookkeeper Date 5/10/2024
Name/Title

Approved by  Date 5/10/2024
Principal

Approved by _____ Date _____
Director of Schools*

* The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education Approval

PROPOSED FUNDRAISING ACTIVITIES

School: Towne Acres

Fund/account name: 920000 Internal Library

Proposed fundraising activities: Book Fair

Dates for Proposed Activity: November 2024

Purposed Uses of funds raised: To provide funds for additional books, materials, and equipment not covered by school budget.

Expected student involvement (school-wide or specific school organization): School-wide

Method by which school will receive profit:
The school will collect funds and deposit them into the library account. Scholastic will send an invoice based on the Book Fair sales and a check will be cut for that amount.

Requested by Hunter Tester, Bookkeeper Date 5/10/2024
Name/Title

Approved by Josh Demmer Date 5/10/2024
Principal

Approved by _____ Date _____
Director of Schools*

* The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education Approval

PROPOSED FUNDRAISING ACTIVITY

School: Indian Trail Middle School

Fund/Club/Class/Account Name: Indian Trail Band

Proposed Fundraising Activity: Collect fees for band camp

Dates for Proposed Activity: June 3rd – 7th

Proposed Uses of Funds Raised: Instructors for band camp

Expected Student Involvement (school-wide or specific school organization):
band students only

Method By Which School Will Receive Profit:

Cash, checks from participants

Requested By: Keila Brady, Band director Date: 5-2-24
(Name & Title) *Keila Brady*

Approved By: James J. [Signature] Date: 5-2-24
Principal

Approved By: _____ Date: _____
Superintendent*

Approved By the Board of Education: _____
(Date of Meeting)**

*The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.

PROPOSED FUNDRAISING ACTIVITY

School: Indian Trail Middle School

Fund/Club/Class/Account Name: Library

Proposed Fundraising Activity: Book Fair (Bedford Falls)

Dates for Proposed Activity: Fall 2024

Proposed Uses of Funds Raised: Library books + supplies

Expected Student Involvement (school-wide or specific school organization):
School-wide

Method By Which School Will Receive Profit: cash/check
from book fair company

Requested By: Julianne Mares, Librarian Date: 4/30/24
(Name & Title)

Approved By: James Faulstich Date: 5-2-24
Principal

Approved By: _____ Date: _____
Superintendent*

Approved By the Board of Education: _____
(Date of Meeting)**

*The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.

PROPOSED FUNDRAISING ACTIVITY

School: Liberty Bell Middle School

Fund/Club/Class/Account Name: Band

Proposed Fundraising Activity: Beginning Band Camp Fee

Dates for Proposed Activity: June 3rd - 7th, 2024

Proposed Uses of Funds Raised: Will be used to pay for camp materials and instructors.

Expected Student Involvement (school-wide or specific school organization):

Upcoming (2024-2025) 6th Grade Beginning Band students.

(Excess funds will remain in account and be used for future instructors or class materials.)

Method By Which School Will Receive Profit: Cash/Check will be turned in to the school's band account.

Requested By: Allie Mitchell, Band Director Date: 5-3-24
(Name & Title)

Approved By: Kelsey Buhler Date: 05-06-24
Principal

Approved By: _____ Date: _____
Superintendent*

Approved By the Board of Education: _____
(Date of Meeting)**

*The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.

Science Hill High School
PROPOSED FUNDRAISING ACTIVITY

Fund / Club / Class Account Name: GENERAL FUND

Proposed Fundraising Activity: PICTURES ACCOUNT #R30600


Dates for Proposed Activity: JULY 2024- MAY 2025

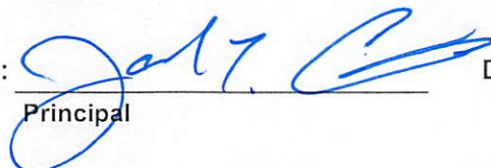
Proposed Uses of Funds Raised: GENERAL OPERATING EXPENSES OR BENEFIT OF THE STUDENT BODY.

Expected Student Involvement (school-wide or specific school organization):
100%

SCHOOL RECEIVES COMMISSION FROM PICTURE PURCHASED BY STUDENTS.

Method By Which School Will Receive Profit:
COMMISSION CHECKS BASED ON SALES

Requested By:  Date: 5/9/24
Name
BOOKKEEPER
Title

Approved By:  Date: 5/9/24
Principal

Approved By: _____ Date: _____
Superintendent of Schools*

Approved By the Board of Education: _____
Date of Meeting **

*NOTE: The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.

Science Hill High School
PROPOSED FUNDRAISING ACTIVITY

Option 1

Fund / Club / Class Account Name: VENDING MACHINES ACCT# R30430


Proposed Fundraising Activity: VENDING MACHINE SALES FROM FACULTY & STUDENTS

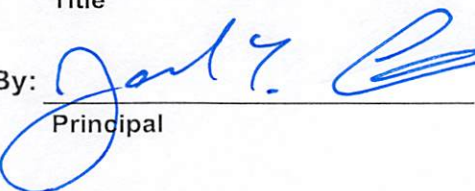
Dates for Proposed Activity: JULY 2024- MAY 2025

Proposed Uses of Funds Raised: GENERAL OPERATING EXPENSES OR BENEFIT OF THE
STUDENT BODY.

Expected Student Involvement (school-wide or specific school organization):
100%

Method By Which School Will Receive Profit:
SCHOOL RECEIVES COMMISSION CHECKS FROM SALES,% DETERMINED BY CENTRAL OFFICE.

Requested By:  Date: 5/9/24
Name
BOOKKEEPER
Title

Approved By:  Date: 5/16/24
Principal

Approved By: _____ Date: _____
Superintendent of Schools*

Approved By the Board of Education: _____
Date of Meeting **

*NOTE: The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.

Science Hill High School
PROPOSED FUNDRAISING ACTIVITY

Fund / Club / Class Account Name: WATAUGAN YEARBOOK ACCT# R30530

Proposed Fundraising Activity: SALE OF YEARBOOKS TO STUDENTS


Dates for Proposed Activity: JULY 2024- MAY 2025

Proposed Uses of Funds Raised: GENERAL OPERATING EXPENSES OR BENEFIT OF THE
STUDENT BODY.

Expected Student Involvement (school-wide or specific school organization):
100%

SCHOOL RECEIVES COMMISSION FROM YEARBOOK SALES PURCHASED BY STUDENTS.

Method By Which School Will Receive Profit:
COMMISSION CHECKS BASED ON SALES

Requested By:  Date: 5/8/24
Name
BOOKKEEPER
Title

Approved By:  Date: 5/9/24
Principal

Approved By: _____ Date: _____
Superintendent of Schools*

Approved By the Board of Education: _____
Date of Meeting **

*NOTE: The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.

Science Hill High School
PROPOSED FUNDRAISING ACTIVITY

Fund / Club / Class Account Name: Band 70129

Proposed Fundraising Activity: Band Concerts

Dates for Proposed Activity: 12-17-24, 3--25, 5-8-25

Proposed Uses of Funds Raised: Supplies needed for
Band

Expected Student Involvement (school-wide or specific school organization):
100%

Method By Which School Will Receive Profit:
Cash / check

Requested By: W. Hamilton Date: 5-17-24
Name
Band Director
Title

Approved By: [Signature] Date: 5/20/24
Principal

Approved By: _____ Date: _____
Superintendent of Schools*

Approved By the Board of Education: _____
Date of Meeting **

*NOTE: The Superintendent of Schools must approve all fundraising activities that involve the

**Fundraising must not occur prior to Board of Education approval.

PROPOSED FUNDRAISING ACTIVITY

School: Science Hill High School

Fund/Club/Class/Account Name: Beta Club

Proposed Fundraising Activity: 2025 Fill-the-Bag Campaign for Good

Samaritan Ministries in Johnson City

Dates for Proposed Activity: April 2025

Proposed Uses of Funds Raised: No funds expected

Expected Student Involvement (school-wide or specific school organization):

School-wide

Method by Which School Will Receive Profit: No profit except in knowing

citizens in need will be served.

Requested By: Bess Laufenberg, Sponsor Date: 05/14/2024

Approved By:  Date: 5/15/24
Principal

Approved By: _____ Date: _____
Superintendent*

Approved By the Board of Education: _____
(Date of Meeting)**

*The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.

PROPOSED FUNDRAISING ACTIVITY

School: Science Hill High School

Fund/Club/Class/Account Name: Beta Club

Proposed Fundraising Activity: Hygiene Drive for Haven of Mercy in Johnson City

Dates for Proposed Activity: September 2024

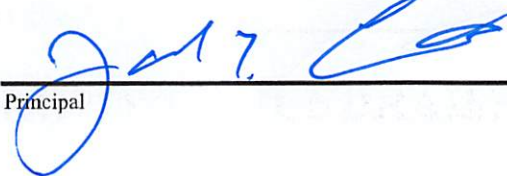
Proposed Uses of Funds Raised: No funds expected

Expected Student Involvement (school-wide or specific school organization):

Beta Club members only

Method by Which School Will Receive Profit: No profit except in knowing citizens of Johnson City will be served.

Requested By: Bess Laufenberg, Sponsor Date: 05/14/2024

Approved By:  Date: 5/15/24
Principal

Approved By: _____ Date: _____
Superintendent*

Approved By the Board of Education: _____
(Date of Meeting)**

*The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.

PROPOSED FUNDRAISING ACTIVITY

School: Science Hill High School

Fund/Club/Class/Account Name: Beta Club

Proposed Fundraising Activity: Collection for The River in Johnson City

Dates for Proposed Activity: November 202~~3~~4

Proposed Uses of Funds Raised: No funds expected

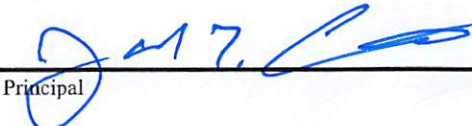
Expected Student Involvement (school-wide or specific school organization):

Club members only

Method by Which School Will Receive Profit: No profit except in knowing

women in need in Johnson City will be served.

Requested By: Bess Laufenberg, Sponsor Date: 5/14/2024

Approved By:  Date: 5/15/24
Principal

Approved By: _____ Date: _____
Superintendent*

Approved By the Board of Education: _____
(Date of Meeting)**

*The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.

PROPOSED FUNDRAISING ACTIVITY

School: Science Hill High School

Fund/Club/Class/Account Name: Beta Club

Proposed Fundraising Activity: Pet Supply Donations for Washington

County/Johnson City Animal Shelter

Dates for Proposed Activity: Month of November, 2024

Proposed Uses of Funds Raised: No funds expected

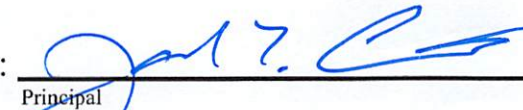
Expected Student Involvement (school-wide or specific school organization):

Beta Club members only

Method by Which School Will Receive Profit: No profit except in knowing

the animal shelter will benefit.

Requested By: Bess Laufenberg, Sponsor Date: 05/14/2024

Approved By:  Date: 5/15/24
Principal

Approved By: _____ Date: _____
Superintendent*

Approved By the Board of Education: _____
(Date of Meeting)**

*The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.



JOHNSON CITY SCHOOLS

Post Office Box 1517, Johnson City, TN 37605 www.jcschools.org (423) 434-5200 Fax: (423) 218-4968

Dr. Steve Barnett, Superintendent of Schools

Field Trip Request Form 4.302

In compliance with Johnson City School Board Policy, curriculum related field trips shall be regulated in the following manner:

Each class may participate in curriculum related field trips. There must be definite correlation between subject matter and the field trip. The timing of the two must also coincide.

This request form must be approved by the principal. Out-of-state and overnight trips must have prior approval by the director of schools. Trips which are both overnight and out-of-state must also have prior approval by the School Board.

GENERAL INFORMATION:

School Liberty Bell Teacher Dimeco Childress
 Grade/Class/Club Participating Varsity basketball team
 Destination Alcoa, TN (Alcoa High School)
 Purpose of Trip Summer basketball camp
 Names of Chaperones Dimeco Childress, Micah Thompson

TRANSPORTATION INFORMATION

Number of students attending 10 Date of Trip 6/11/24 Day(s) of Week Tuesday - Wednesday
 Cost per child \$0 Means of Transportation Activity Bus Transit confirmation _____
 Expected Time of Departure 11:00a Expected time of return 6p on 6/12/24

CURRICULUM

Coach Kevin Vannoy will drive the activity bus.

- To what subject area of the curriculum does this trip relate?
Extracurricular (Sports)
- What are pupils expected to gain from the trip? (Be specific)
Summer basketball practice/camp participation.
- What follow up activities will be used to evaluate and supplement the field trip?
Additional games and practices in preparation for 24-25 season.

APPROVAL

Teacher _____ Date _____ Principal Kelsey B. Walker Date 5/21/24
 Superintendent (If required) _____ Date _____
 Nurse notified _____ Date _____ Transit notified _____ Date _____
 Cafeteria notified _____ Date _____ Permission slips sent-Date _____

Addendum
Overnight Field Trip Request Form 4.302
(Please complete the following on an as needed basis for each request.)

What percentage of the activity is self-funded from student? **Activity is funded from Booster Club funds.**

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility and, if so, what was the opportunity? **Booster Club is funded by fundraising.**

Number of Eligible Students for Field Trip _____10_____

Number of Student Attending the Field Trip _____10_____

What measures are in place to enable all students to participate? **Players selected to the team are participants.**



JOHNSON CITY SCHOOLS

Post Office Box 1517, Johnson City, TN 37605 www.jcschools.org (423) 434-5200 Fax: (423) 218-4968

Dr. Steve Barnett, Superintendent of Schools

Field Trip Request Form 4.302

In compliance with Johnson City School Board Policy, curriculum related field trips shall be regulated in the following manner:

Each class may participate in curriculum related field trips. There must be definite correlation between subject matter and the field trip. The timing of the two must also coincide.

This request form must be approved by the principal. Out-of-state and overnight trips must have prior approval by the director of schools. Trips which are both overnight and out-of-state must also have prior approval by the School Board.

GENERAL INFORMATION:

School Science Hall Teacher Kevin Vannoy
 Grade/Class/Club Participating Boys Golf
 Destination Chattanooga TN
 Purpose of Trip Elite Golf Competition
 Names of Chaperones 2

TRANSPORTATION INFORMATION

Number of students attending 6 Date of Trip 4-6 ^{Ans} Day(s) of Week Sun-Tue
 Cost per child 0 Means of Transportation Activity Van Transit confirmation _____
 Expected Time of Departure 9 AM Expected time of return 10 PM

DRIVER: KEVIN VANNOY

CURRICULUM

- To what subject area of the curriculum does this trip relate?

- What are pupils expected to gain from the trip? (Be specific)
State Tournament style competition & its an exclusive invite tournament
- What follow up activities will be used to evaluate and supplement the field trip?

APPROVAL

Teacher Kevin Vannoy Date 5/17/24 Principal Tim Vanthournout Date 5/17/24

Superintendent (If required) _____ Date _____

Nurse notified _____ Date _____ Transit notified _____ Date _____

Cafeteria notified _____ Date _____ Permission slips sent-Date _____

Addendum

Overnight Field Trip Request Form 4.302

(Please complete the following on an as needed basis for each request.)

What percentage of the activity is self-funded from student?

Booster club will cover Tournament fees and lodging
Players will cover their meals

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility and, if so, what was the opportunity?

We will conduct our regular fundraisers in August to cover the cost.

Number of Eligible Students for Field Trip

8

Number of Student Attending the Field Trip

5

What measures are in place to enable all students to participate?

Booster club - will ensure every player is able to attend.

Pre Season
Team

SHHS--Submit to Tim Vanthournout, Asst. Principal



JOHNSON CITY SCHOOLS

Post Office Box 1517, Johnson City, TN 37605 www.jcschools.org (423) 434-5200 Fax: (423) 218-4968

Dr. Steve Barnett, Superintendent of Schools

Field Trip Request Form 4.302

In compliance with Johnson City School Board Policy, curriculum related field trips shall be regulated in the following manner:

Each class may participate in curriculum related field trips. There must be definite correlation between subject matter and the field trip. The timing of the two must also coincide.

This request form must be approved by the principal. Out-of-state and overnight trips must have prior approval by the director of schools. Trips which are both overnight and out-of-state must also have prior approval by the School Board.

GENERAL INFORMATION:

School Science Hill Teacher Kevin Vannoy
 Grade/Class/Club Participating Golf Team - Boys
 Destination - Within 4 hr drive (Greenville, SC - Top destination)
 Purpose of Trip Team Bonding before school starts
 Names of Chaperones 2 - Kevin Vannoy, 3 JA - Herwin

TRANSPORTATION INFORMATION

Number of students attending 22 max Date of Trip End of July Day(s) of Week Tue - Fri (1 night)
 Cost per child 0 Means of Transportation Activity Bus Transit confirmation _____
 Expected Time of Departure 7 AM Expected time of return 10 PM
DESIGNED BY KEVIN VANNOY

CURRICULUM

- To what subject area of the curriculum does this trip relate?

- What are pupils expected to gain from the trip? (Be specific)
Team bonding 3 season expectations
- What follow up activities will be used to evaluate and supplement the field trip?

APPROVAL

Teacher [Signature] Date _____ Principal [Signature] Date 5/17/2024
 Superintendent (If required) _____ Date _____
 Nurse notified _____ Date _____ Transit notified _____ Date _____
 Cafeteria notified _____ Date _____ Permission slips sent-Date _____

Addendum
Overnight Field Trip Request Form 4.302
(Please complete the following on an as needed basis for each request.)

What percentage of the activity is self-funded from student?

75% - student 25% - Booster club

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility and, if so, what was the opportunity?

- we will use funds from our Booster club

Number of Eligible Students for Field Trip

22max will confirm ~~it~~ ~~is~~
After Tryouts

Number of Student Attending the Field Trip

22max

What measures are in place to enable all students to participate?

I would like to have the flexibility to have a team bonding activity before school starts. The plan would be to leave SH and go to a city to play golf & return the next day. (Greenville, SC has a lighted par 3 course that we could play at night as well.) We have tryouts in July so I need prior approval to those dates. If approved I will provide a detailed itinerary to our Administration staff.



JOHNSON CITY SCHOOLS

Post Office Box 1517, Johnson City, TN 37605 www.jcschools.org (423) 434-5200 Fax: (423) 218-4968

Dr. Steve Barnett, Superintendent of Schools

Field Trip Request Form 4.302

In compliance with Johnson City School Board Policy, curriculum related field trips shall be regulated in the following manner:

Each class may participate in curriculum related field trips. There must be definite correlation between subject matter and the field trip. The timing of the two must also coincide.

This request form must be approved by the principal. Out-of-state and overnight trips must have prior approval by the director of schools. Trips which are both overnight and out-of-state must also have prior approval by the School Board.

GENERAL INFORMATION:

School Science Hall Teacher Kevin Vannoy
 Grade/Class/Club Participating Boys & Girls Golf
 Destination Hendersonville TN - Bluegrass Golf Tour
 Purpose of Trip 18 hole event
 Names of Chaperones Coaches (2) Parents (2)

TRANSPORTATION INFORMATION

Number of students attending max 12 Date of Trip Aug 10-12th Day(s) of Week Sat, Sun, Mon
 Cost per child 0 Means of Transportation Activity VAN Transit confirmation _____
 Expected Time of Departure 12 noon Expected time of return 11 pm

CURRICULUM

KEVIN VANNOY

- To what subject area of the curriculum does this trip relate?
Sports / Extra-curricular advancement
- What are pupils expected to gain from the trip? (Be specific)
Competition, Bonding and Tournament style format to prepare for the post season
- What follow up activities will be used to evaluate and supplement the field trip?

APPROVAL

Teacher Kevin Vannoy Date 5/17/24 Principal Tim Vanthournout Date 5/17/24

Superintendent (If required) _____ Date _____

Nurse notified _____ Date _____ Transit notified _____ Date _____

Cafeteria notified _____ Date _____ Permission slips sent-Date _____

Addendum
Overnight Field Trip Request Form 4.302
(Please complete the following on an as needed basis for each request.)

What percentage of the activity is self-funded from student? 25%

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility and, if so, what was the opportunity?

caddy days / sign sales

Number of Eligible Students for Field Trip max 12

Number of Student Attending the Field Trip 10-12 based on extra spots

What measures are in place to enable all students to participate?

All athletes will be able to go and participate in all activities. Our booster club will fund any player that needs financial assistance.



JOHNSON CITY SCHOOLS

Post Office Box 1517, Johnson City, TN 37605 www.jcschools.org (423) 434-5200 Fax: (423) 218-4968

Dr. Steve Barnett, Superintendent of Schools

Field Trip Request Form 4.302

In compliance with Johnson City School Board Policy, curriculum related field trips shall be regulated in the following manner:

Each class may participate in curriculum related field trips. There must be definite correlation between subject matter and the field trip. The timing of the two must also coincide.

This request form must be approved by the principal. Out-of-state and overnight trips must have prior approval by the director of schools. Trips which are both overnight and out-of-state must also have prior approval by the School Board.

GENERAL INFORMATION:

School Science Hill High School Teacher Coach Ron Kind, Gant Patteson, Eeva Clark

Grade/Class/Club Participating Science Hill High School Varsity and Junior Varsity Girls Soccer

Destination Gatlinburg, TN

Purpose of Trip Smoky Mountain Cup Soccer Tournament

Names of Chaperones Coach Ron Kind, Gant Patteson, Eeva Clark

TRANSPORTATION INFORMATION

Number of students attending 44 Date of Trip Aug 24-25, 2024 Day(s) of Week Saturday and Sunday

Cost per child Means of Transportation Activity Bus Transit confirmation We will email Doc to get bus

Expected Time of Departure 8:00 AM Expected time of return 6:00 PM

CURRICULUM

Activity Bus drivers: Gant Patteson and Eeva Clark

- To what subject area of the curriculum does this trip relate?
Science Hill Soccer
- What are pupils expected to gain from the trip? (Be specific)
Soccer tournament which we hope to win. Gain team unity
- What follow up activities will be used to evaluate and supplement the field trip?
We will watch soccer video of tournament.

APPROVAL

Teacher

Date 4/30/24

Principal

Date

4-30-2024

Superintendent (if required)

Date

Nurse notified

Date

Transit notified

Date

Cafeteria notified

Date

Permission slips sent-Date

Addendum
Overnight Field Trip Request Form 4.302
(Please complete the following on an as needed basis for each request.)

What percentage of the activity is self-funded from student?

This activity is funded by booster club. So money team/player has raised. No student expense.

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility and, if so, what was the opportunity?

Yes, Soccer booster does fundraisers

Number of Eligible Students for Field Trip 44

Number of Student Attending the Field Trip 44

What measures are in place to enable all students to participate?

It is a soccer tournament. We hope all players will play in the games but we want to win so some may not play.



School Request Form

Board Approval to issue Checks over \$5,000

School: Cherokee Elementary School

From: Danielle Bowling - Bookkeeper Date: 4/29/24

Check Amount: \$5,972.10 Vendor: JC Schools

Reason/Purpose: Educare Sweep

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: Fairmont

From: Beth Baldwin

Date: 4/26/24

Check Amount: \$12,576.80

Vendor: Johnson City Schools

Reason/Purpose: April Educare Sweep

Check Amount: _____

Vendor: _____

Reason/Purpose: _____

Check Amount: _____

Vendor: _____

Reason/Purpose: _____

Check Amount: _____

Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: Lake Ridge

From: Tiffany Hibbitts

Date: 5/17/24

Check Amount: \$9940.00 Vendor: Sherry Grubb Photography

Reason/Purpose: Yearbooks for 2023/2024 school year

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: Lake Ridge

From: Renee' Wood

Date: 4/29/24

Check Amount: \$46,532.70

Vendor: Johnson City Schools

Reason/Purpose: April Educare/ECLC sweep

Check Amount: _____

Vendor: _____

Reason/Purpose: _____

Check Amount: _____

Vendor: _____

Reason/Purpose: _____

Check Amount: _____

Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: Mountain View Elementary School

From: Dr. Chelsea Lee *CL* Date: 05/15/2024

Check Amount: \$ 6,100.50 Vendor: Johnson City Schools
Reason/Purpose: We request permission to write a check for Educare
JUNE sweep for approximately \$6100.50

Check Amount: _____ Vendor: _____
Reason/Purpose: _____

Check Amount: _____ Vendor: _____
Reason/Purpose: _____

Check Amount: _____ Vendor: _____
Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: North Side Elementary

From: Kim Bowers

Date: 04/30/2024

Check Amount: \$ 10,269.42 Vendor: Johnson City Schools

Reason/Purpose: We request Board Approval to cut a check for April 2024
Educare sweeps for \$10,269.42.

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

PROPOSED FUNDRAISING ACTIVITIES

School: Towne Acres

Fund/account name: R30600 Picture Commissions

Proposed fundraising activities: School Pictures

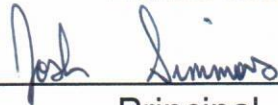
Dates for Proposed Activity: Fall 2024 – Spring 2025

Purposed Uses of funds raised: To purchase supplies, equipment, and programs for Towne Acres Students.

Expected student involvement (school-wide or specific school organization): School-wide

Method by which school will receive profit:
Commission check will be mailed to the school after pictures are ordered and delivered to families.

Requested by Hunter Tester, Bookkeeper Date 5/10/2024
Name/Title

Approved by  Date 5/10/2024
Principal

Approved by _____ Date _____
Director of Schools*

* The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education Approval

PROPOSED FUNDRAISING ACTIVITIES

School: Towne Acres

Fund/account name: 920000 Internal Library

Proposed fundraising activities: Book Fair

Dates for Proposed Activity: November 2024

Purposed Uses of funds raised: To provide funds for additional books, materials, and equipment not covered by school budget.

Expected student involvement (school-wide or specific school organization): School-wide

Method by which school will receive profit:
The school will collect funds and deposit them into the library account. Scholastic will send an invoice based on the Book Fair sales and a check will be cut for that amount.

Requested by Hunter Tester, Bookkeeper Date 5/10/2024
Name/Title

Approved by Josh Demmer Date 5/10/2024
Principal

Approved by _____ Date _____
Director of Schools*

* The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education Approval



School Request Form

Board Approval to issue Checks over \$5,000

School: Woodland Elementary School

From: Brenda Tipton, Bookkeeper

Date: 05/20/2024

Check Amount: \$ 6,956.00 Vendor: Johnson City Schools

Reason/Purpose: ECLC Sweep for April 2024

Check Amount: \$ 6,113.00 Vendor: Johnson City Schools

Reason/Purpose: Topper Tots Sweep for April 2024

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: Liberty Bell Middle School

From: Kelsey Walker/Heather Lonon

Date: 05/14/2024

A handwritten signature in blue ink, appearing to be "KWL", is written over the signature line.

Check Amount: \$ 19,912.65 Vendor: Varsity Spirit Corp

Reason/Purpose: Cheerleading uniforms (Athletics will pay \$4711.53 and fundraisers will pay the rest. We have deferred billing until Sept. 20th)

Check Amount: \$ 11,242.63 Vendor: Varsity Spirit Corp

Reason/Purpose: Cheerleading accessories (student portion will be paid in installments)

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: Liberty Bell Middle School

From: Kelsey Walker/Heather Lonon

Date: 05/09/2024

Kelsey Walker

Check Amount: \$ 9,249.00

Vendor: Universal Cheerleading Association

Reason/Purpose: cheerleading camp

Check Amount: _____

Vendor: _____

Reason/Purpose: _____

Check Amount: _____

Vendor: _____

Reason/Purpose: _____

Check Amount: _____

Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: SCIENCE HILL HIGH SCHOOL

From: S. MCINTURFF

Date: April / May

estimated:
Check Amount: 14,500.00

Vendor: Varsity Spirit Fashion

Reason/Purpose: Camp gear, poms, warm-ups, shoes -
Cheerleaders

estimated:
Check Amount: \$ 10,000.00

Vendor: UCA

Reason/Purpose: Cheer Camp Registration

Check Amount: 14,540.00

Vendor: JC Schools

Reason/Purpose: Smartcare / Educare Sweep - April

Check Amount: 6,750.00

Vendor: JC Schools

Reason/Purpose: Online Course Fees Sweep - April

E-MAILED
MAY 08 2024



Indian Trail Middle School

307 Car-Mol Drive • Johnson City, Tennessee 37601 • Phone 423-610-6000 • Fax 423-610-6010

Dr. James Jacobs
Principal

Dr. Chris Feathers
Assistant Principal

Ms. Whitney Pearson
Assistant Principal

Ms. Sara Wallingford
Assistant Principal

May 17, 2024

TO: Steve Barnett, Director of Schools
Leia Valley, Finance Director
Johnson City School Board

FROM: James Jacobs

RE: Request to transfer funds

We request approval of the following fund transfers:

\$1,767.86 from Fee Waiver L 71100 535 000 00400 000 to be transferred to Office Supplies L 72410 435 000 00400 000.

Thank you.

Johnson City Board of Education

Monitoring: Review Annually, in January	Fiscal Management Goals and Objectives	Descriptor 2.100	Issue Date 4/3/2023
		Rescinds 2.100	Issued 4/4/2022

1 The Board **of Education** shall practice sound fiscal management procedures which guarantee maximum use of
 2 all
 3 resources provided.¹

4
 5 In fiscal management, the Board seeks to achieve the following goals:

- 6 1. To engage in advance planning, with broad-based staff and community involvement;
- 7 2. To establish levels of funding which will provide quality education for the system’s students;
- 8 3. To use the available techniques for budget development and management;
- 9 4. To provide timely and appropriate information to all staff with fiscal management responsibilities; and,
- 10 5. To establish efficient procedures for accounting, reporting, purchasing and delivery, payroll, payment
 11 of vendors and contractors, and all other areas of fiscal management.

12
 13
 14
 15
 16
 17
 18 **RESERVE FUNDS**

19
 20 The Board recognizes the need to maintain an operating reserve in the General Purpose School fund for the
 21 following purposes:

- 22 • Hold adequate working capital to meet cash flow needs during the fiscal year
- 23 • Reduce the need for short term borrowing
- 24 • Serve as a safeguard for unanticipated expenses
- 25 • Show fiscal responsibility to maintain a high credit rating which will help reduce future
 26 borrowing costs

27
 28
 29 The Board of Education shall place emphasis on maintaining an unrestricted fund balance in the General
 30 Purpose School Fund to an amount equal to approximately 16 percent of the General Fund Operating budget
 31 expenditures. This represents approximately two (2) months of operating expenditures.

32
 33 At the close of each budget year any excess of revenues over expenditures that will increase the cumulative
 34 unrestricted fund balance above the established target amount will be recorded as a restricted reserve account
 35 available for appropriation by the Board of Education for one-time expenditures.

36
 37 _____
 38 Legal Reference:
 39
 40 1. *Tennessee Internal School Funds Uniform*
 41 *Accounting Policy Manual*; Section 4-23 et seq. 17

Cross References

School District Goals 1.700

Johnson City Board of Education

Monitoring:		Descriptor 2.400	Issue Date 4/3/2023
Review Annually, in January	Revenues	Rescinds 2.400	Issued 4/4/2022

Any money collected by any school shall be documented by a written receipt.

The schools may receive funds collected from activities and for events held at or in connection with the school, including contracts with other schools for interschool events. All monies collected from lunch rooms, athletics, entertainments, school clubs, fees, concessions and all fund raising activities are to be included in this category of funds. ¹

Except for school books and school lunches, the purchase of services or items intended for resale through the schools shall be subject to sales tax based on the purchase amount.

FEES

School fees are to be kept to a minimum and may be expended only for the purposes for which they were collected. The purpose and amounts of all fees must have the approval of the Board **of Education**.

No fees shall be required of any student as a condition to attend the school or use its equipment. ² School fees shall be waived for students who receive free or reduced-price lunches. ³ No student will be penalized for non-payment of any school fee.

TUITION INCOME

Children whose parents or guardians reside outside the City of Johnson City may be enrolled in Johnson City Schools by payment of tuition. The Superintendent of Schools and the Board of Education shall determine if and under what circumstances tuition students will be allowed to enroll. Enrollment will be allowed only when space is available in the appropriate grade level. Waivers on maximum class size as established by the state will not be requested to accommodate tuition students. Principals shall have the discretion to hold enrollment below the state maximum for just cause.

Tuition may be paid quarterly, but must be paid in advance. Failure to pay tuition in advance of the quarter shall result in dismissal of the student from Johnson City Schools.

Teachers and services will not be added to the school program to accommodate tuition students.

Pre-school programs are not included in the tuition program.

Tuition reductions may be allowed for full time employees of the City of Johnson City, including the Johnson City Schools, for their legal dependents.

Employees of the City of Johnson City and the Johnson City Schools must pay tuition by payroll deduction according to the procedures approved by the Director of Finance. Employees will not receive a tuition reduction unless these procedures are followed or unless the entire year's tuition is paid in advance.

1 **RENTAL INCOME**

2
3 Unless otherwise approved by the Superintendent of Schools, the principal will collect and remit to the central
4 office all money received for use of a particular school facility or other school property.

5
6 **GRANTS**

7
8 Funds/grants for educational purposes made available by local, state or federal government will be sought by
9 the school system only when the conditions of their availability are in harmony with the purposes and policies
10 of the Board and the laws of the state and county.⁶⁴ All staff members are encouraged to seek such grant
11 funding.

12
13
14
15
16 Legal References:

Cross References:

- | | | | |
|----|---|--|-------------------------------|
| 17 | 1. TCA 49-2-110(a) | <u>Student Activity Fund Management</u> | <u>Fundraising Activities</u> |
| 18 | <u>2.601-2.900</u> | | |
| 19 | 2. TCA 49-6-3001(a); TCA 49-2-110(c)- TCA 67-6-102 | | <u>Non-Resident Students</u> |
| 20 | <u>6.204 Student Activity Funds Management 2.900</u> | | |
| 21 | 3. TCA 49-6-3001(a); TCA 49-2-110(c)(TCA)49-2-114 | | <u>Student</u> |
| 22 | <u>Solicitations/Fund-Raising-6.701 Food Service Management 3.500</u> | | |
| 23 | 4. <u>TCA 49-2-114 Tennessee Internal School Funds Uniform</u> | | <u>Student Fees and Fines</u> |
| 24 | <u>6.709</u> | | |
| 25 | 5. TCA 37-10-101; 102 | <u>School Admissions</u> | <u>6.203</u> |
| 26 | <u>Textbooks and Instructional Materials 4.400</u> | | |
| 27 | <u>Accounting Policy Manual, Section 4-40 37</u> | <u>Compensation Guides & Contracts</u> | <u>5.110</u> |
| 28 | 5. TCA 37-10-101,102 | <u>Attendance of Non-Resident Students</u> | <u>6.204</u> |
| 29 | <u>6. Tennessee Internal Uniform Accounting-</u> | <u>Student Fees and Fines</u> | <u>6.709</u> |
| 30 | <u>Policy Manual, Section 4-39</u> | | |
| 31 | | | |

Formatted: Strikethrough

Johnson City Board of Education

Monitoring: Review Annually, in January	Deposit of Funds	Descriptor 2.500	Issue Date 4/5/2016
		Rescinds 2.500	Issued 7/2/2012

Central Office

All revenues payable to the Board **of Education** will be deposited into the bank account designated by the city treasurer/designee. All revenues will be credited to the appropriate account.

Individual Schools

The collection of any school system funds at the building level must be approved by the principal's office or cleared through the food service office for cafeteria funds.

The principal or designee shall deposit funds daily if possible, but no later than three (3) days after being received. Deposit slips will be filed along with other permanent records. Each deposit slip must show the various receipt numbers. The total amount of deposit shall be shown on the last receipt deposited.¹

Cafeteria funds shall be deposited daily into the school's food service account. Deposit slips for cafeteria funds will be kept as permanent records for central office audit and reconciliation purposes.

Monies collected at the building level must be deposited into one of the following three bank accounts:

1. General School Fund/Restricted Accounts;
2. School Food Service; or
3. Savings.

Legal References:

1. ~~Tennessee Internal School~~ **Funds Uniform Accounting Policy Manual**; Section 4-4 6; Section 6-1

Johnson City Board of Education

Monitoring: Review Annually, in January	Purchasing	Descriptor 2.805	Issue Date 4/3/2023
		Rescinds 2.805	Issued 4/4/2022

General

The school system will purchase competitively and seek maximum educational value for every dollar expended. Department heads will serve as purchasing agent for the system-wide purchasing. The Director of Finance shall coordinate purchasing.¹ Principals shall serve as purchasing agents for individual schools.

Purchases made by anyone not authorized by the appropriate officials shall become the personal responsibility of the persons making the purchase agreement. The Board **of Education** will not, under any circumstances, be responsible for payment for any material or supplies purchased by unauthorized individuals or in an unprescribed manner.

No school shall be obligated to pay for any expenditures made by a student or an employee unless they first receives a written purchase order from the proper office or unless prior written permission or arrangements are made with the principal.

The Board will purchase locally whenever other conditions are comparable.

Individual Schools

The Superintendent of Schools must approve the following purchases:

1. a single piece of equipment costing more than five thousand dollars (\$ 5,000.00);
2. one that is to be attached to or one that requires alteration of the building; or
3. one that will become a permanent fixture.

Central Office²

ROUTINE PURCHASES

Routine purchases shall include expenditures for supplies, salaries, and expenditures required for the operation of the school system. These expenditures shall be anticipated and provided for in the budget and will normally be authorized by the Board at the beginning of the fiscal year. The Superintendent of Schools/ designee may make all routine purchases without further Board authorization; however, the Board shall be promptly informed if any substantial variation from budgeted estimates becomes necessary.

SPECIAL PURCHASES

Special purchases are those which are not routine and which may or may not be specifically identified by line item in the budget. Examples of special purchases are all capital expenditures such as vehicles, buildings, major contracts, purchases of major equipment, items for long-term use and supplies of an

1
2 unusual quantity or nature. All purchases in this category shall require specific prior Board approval on an
3 item-by-item basis. In its approval, the Board may place constraints on the Superintendent of Schools
4 requiring Board evaluation and/or approval at various steps in the procurement process. This will be
5 determined by the Board on an individual basis depending on the nature of the procurement action.
6

7 **EMERGENCY PURCHASES**

8
9 Emergency purchases are those which are necessary to avert hazards which threaten health or safety, to protect
10 property from damage or to avoid major disruption of educational activities. If within budgetary limits and
11 deemed essential, emergency purchases may be made by the Superintendent of Schools. However, if the
12 purchase is of such significant magnitude as to impact the integrity of the budget, the Chair shall call a special
13 or emergency meeting of the Board to deal with the matter. In any event, the Board shall be advised promptly
14 of all emergency purchases.
15

16 **PURCHASING OF SURPLUS PROPERTY**

17
18 The Superintendent of Schools and other employees designated by the Board shall be authorized to act for the
19 Board in acquiring federal surplus property through the Tennessee General Services Department for surplus
20 property and in entering into agreements, certifications and covenants of compliance concerning the use of
21 federal surplus property.
22

23 Further, the Superintendent of Schools is authorized to purchase any needed items through suppliers approved
24 on the state bid list.
25

26 **COOPERATIVE PURCHASING³²**

27
28 The Board, at its option, may join in cooperative purchasing with other school systems to take advantage of
29 lower prices for bulk purchasing and to reduce the cost involved in bidding whenever such buying appears to
30 be to the benefit of the system.
31

32 **PROCUREMENT PROCEDURES**

33
34 All purchases must be made in accordance with the System's Purchasing Guide as required by state and
35 federal laws.²³
36

37 **PROCUREMENT CARDS**

38
39 Small dollar purchases may be made through the use of procurement cards issued by the School System under
40 procedures developed by the City of Johnson City.
41
42
43
44
45

46 Legal Reference:

- 47 1. TCA 49-2-206(b)(3); TCA 6-36-115
- 48 2. *Tennessee Internal School Uniform Account Procedure*
- 49 *Manual, Section 4-8 TCA 12-3-1205*
- 50 3. ~~TCA 12-3-1205~~ *Internal School Funds Manual, Section 4-8*

46 Cross Reference:

- 47 Executive Committee 1.301
- 48 Credit Cards/Credit Lines 2.8051
- 49 Purchase Orders and Contracts 2.808
- 50 Conflicts of Interest 5.601

Johnson City Board of Education

Monitoring: Review Annually, in January	Purchase Orders and Contracts	Descriptor 2.808	Issue Date 4/3/2023
		Rescinds 2.808	Issued 4/6/2015

General

All purchases made by the school system shall be by purchase order, report of goods or formal contract, and no purchase shall be made nor payment approved unless covered by an approved purchase order. School system credit and procurement cards for specific individuals may be authorized by the Board **of Education** for limited use.

Purchase orders will include the following essentials:

1. A specification which adequately describes to the supplier the characteristics and the quality standards of the item required;
2. A firm, quoted, net delivered price, whenever possible; and
3. Signature of purchasing agent (Superintendent of Schools, principal, department head or federal programs supervisor).

Contracts shall be made only with responsible suppliers with the following considerations:

1. The supplier has the potential ability to perform successfully under the terms and conditions of a proposed procurement;
2. A system for contract administration shall be maintained to assure supplier conformance with terms, conditions, and specifications of the contract or purchase order, and to assure adequate and timely follow-up of all purchases;
3. Contracts shall contain such provisions or conditions which will allow for administrative, contractual, or legal remedies in instances where suppliers violate or breach contract terms, and provide for such sanctions and penalties as may be appropriate.
4. All contracts, including those of individual schools, will meet all requirements of state and federal laws, rules, and regulations.^{1,2}
5. With the approval of, or ratification by, the Board of Education, contracts may be entered into by the Superintendent of Schools and/or the appropriate director or supervisor of programs, including federal programs.²

Legal References:

1. TCA 49-2-203(a)(4); *Tennessee Internal School Uniform Accounting Funds Policy Manual*, Section 5-44 3;
TCA 49-2-206(b)(2).

Cross References:

- Purchasing 2.805
Bids and Quotations 2.806
Requisitions 2.807

2. EDGAR 43 Subtitle A Part 80.334

Johnson City Board of Education

Monitoring: Review Annually, in January	Vendor Relations	Descriptor 2.809	Issue Date 4/4/2019
		Rescinds 2.809	Issued 3/1/2010

General

Each order will be placed on the basis of quality, price, and delivery. Past service will be a factor if all other considerations are equal. The Board **of Education** will purchase locally when other factors are comparable.

No person officially connected with or employed by the school system will be an agent for, or receive any financial compensation or reward of any kind from any vendor for the sale of supplies, materials, equipment or service.¹

Individual Schools²

The school principal shall execute a written agreement with vendors including those for all fundraisers. The agreement shall include, but not be limited to, the following information:

1. The division of profits that result from the activity;
2. Payment of sales tax;
3. Delivery date(s);
4. Package prices or other charges; and
5. Scheduled dates of service.

Vendors visiting separate schools shall contact and secure the permission of each principal's office prior to visiting professional staff members. Vendors' visitations to schools shall not be permitted to interfere with the normal instructional and learning process.

Legal Reference:

1. TCA 49-6-2003
2. ~~Tennessee Internal School Uniform Accounting Policy Funds~~
Manual, Section 4-32 29

Cross References:

- Visitors to the Schools 1.501
- Advertising & Distribution of Materials in School 1.806
- Student Activity Funds Management 2.900
- Student Solicitations/Fund-Raising 6.701

Johnson City Board of Education

Monitoring: Review Annually, in January	Credit Cards	Descriptor 2.8051	Issue Date 4/4/2019
		Rescinds 2.8051	Issued 4/5/2016

Store affiliated credit cards will be available for limited use by system employees.¹ These store credit cards may be checked out from the authorized office by the employee who is making a board approved purchase. A card usage log will be maintained in the finance director's office and will include the following information:

1. The signature of the employee checking out the card.
2. The date the card is checked out.
3. The date the card is returned.
4. Verification of receipts for all card purchases.

Purchases are to be only made by the employee whose signature is recorded on the usage log as checking out the card.

Any employee who uses a card to make a purchase which is not approved must reimburse the school system within ten (10) days of notification. Any employee making such purchases may be prohibited from future use of cards and will be subject to discipline up to and including termination of employment.

Personal use of credit cards is strictly prohibited.

Legal Reference: _____

Cross Reference: _____

1. ~~Tennessee Internal School Funds Uniform Accounting Procedure~~
Manual, Section 4-8-11

Johnson City Board of Education

Monitoring: Review Annually, in November	Instructional Goals and Philosophy	Descriptor 4.100	Issue Date 1/9/2023
		Rescinds 4.100	Issued 1/4/2018

The Board **of Education** approves the following broad-based instructional goals:

- Advance student achievement, participation, and support in all curricular and extra-curricular programs
- Strengthen stakeholder communication and community connections
- Recruit, support, and retain a high-quality workforce.
- Create and enhance safe, effective learning environments.
- Promote physical, social, and mental wellness.

The current Five -Year Strategic Plan can be viewed **at: on the district website.**

<https://www.jcschools.org/docs/district/final%20-%202022%20five%20year%20strategic%20plan.pdf?id=2783>

VISION STATEMENT

The Board of Education’s vision for Johnson City Schools is to be a progressive school system that is globally competitive in all areas. All students have equal opportunity to learn and be successful while meeting high expectations and are provided the resources to be healthy, productive citizens and lifelong learners.

MISSION STATEMENT

The mission of Johnson City Schools is to enable all students to achieve excellence in learning, social responsibility and self worth.

BELIEFS

To be successful, Johnson City Schools must

- Provide the highest quality public education to all students
- Attract, develop, and retain the very best teachers and staff
- Engage families, business, community, and government
- Stay on the cutting edge of educational leadership and practice
- Foster a caring, safe, and inclusive environment

Cross Reference:

School District Goals & Objectives 1.700

Johnson City Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Instructional Standards	Descriptor Code: 4.101	Issued Date: 01/09/23
		Rescinds: 4.101	Issued: 12/07/20

1 *General*

2 The Board **of Education** is charged with selection of the curriculum. No subjects or topics prohibited
3 by state or federal law shall be taught.¹ The **Director Superintendent** of Schools shall develop
4 administrative procedures to implement this policy.

5 **STATE STANDARDS²**

6 Only Tennessee state standards shall be taught within the school district. The following are prohibited:

- 7 1. Instructional materials, textbooks, or supplemental materials created to align exclusively with
8 Common Core; or
9
- 10 2. Instructional materials, textbooks, or supplemental materials that are marketed or otherwise
11 identified as Common Core textbooks or instructional materials.

12 Any complaints regarding the above shall be submitted per board policy **~~4.402.~~ 4.403,**
13 **Reconsideration of Instructional Materials and Textbooks.**

14 **CURRICULUM AND INSTRUCTIONAL PROGRAMMING**

15 All curriculum and instructional programming implemented in the school district shall adhere to state
16 and federal laws. District employees shall not include or promote any concepts that would violate state
17 law when providing instruction, using instructional or supplemental materials, or when implementing
18 the instructional program and curriculum.¹

19 The Superintendent shall develop procedures to ensure that the district's instructional program
20 complies with state law.

21 Complaints regarding teaching prohibited concepts in violation of state law shall be submitted per the
22 regulation developed by the Tennessee Department of Education.³

Legal References

1. TCA 49-6-2202; TCA 49-6-1304; TCA 49-6-2206;
TCA 49-6-1019
2. TCA 49-1-302(a)(8); TCA 49-1-314; Public Acts of
2022, Chapter No. 1085
3. TRR/MS 0520-12-04

Cross References

- Reconsideration of Textbooks and Instructional Materials
4.402
Controversial Issues 4.800
Controversial Materials 4.801

Johnson City Board of Education

Monitoring: Review Annually, in November	Curriculum Development	Descriptor 4.200	Issue Date 1/3/2022
		Rescinds 4.200	Issued 3/4/2019

1 Under the leadership and direction of the Superintendent of Schools and instructional supervisors, a unified
 2 curriculum shall be developed within the framework of the state’s standards for the school system in each
 3 subject area, grades K-12.^{1,2}
 4
 5 A system-wide curriculum council shall be established and maintained under the direction of the
 6 Superintendent of Schools. The system wide curriculum council will be a vehicle to provide the support and
 7 resources required for the system wide improvement of curricula and instruction.
 8
 9 The curricula of the school system shall fulfill the goals and requirements of education as established by the
 10 State Department of Education in the Rules, Regulations, and Minimum Standard for Government of Schools
 11 in the State of Tennessee and additions as approved by the Board **of Education** from time to time. Reports
 12 concerning curriculum development and revision shall be made at regular intervals to the Board. Such reports
 13 shall be made by the Superintendent or their designee.
 14
 15 The complete curriculum is available online and all teachers will have access to the curriculum.
 16 Use of newer concepts of curriculum design, scheduling, and instructional techniques is encouraged but must
 17 have prior approval of the principal.
 18
 19 A special course (not listed in TRR/MS 0520-1-3-.06) requires the approval of the Superintendent of Schools,
 20 the Board, the State Board of Education and prior approval of the Commissioner of Education.² A course may
 21 become a permanent part of the school program after three (3) years of offering upon approval by the State
 22 Board of Education.²
 23
 24 All State/Federally funded Pre-K programs shall adopt a State approved curriculum.
 25
 26

27 **IMPLEMENTATION**

28
 29 The primary responsibility for the effective operation of the curriculum program and activities shall be
 30 delegated to the Superintendent of Schools.
 31
 32 Principals shall be responsible for administering the established instructional programs and for the
 33 development and supervision of a coordinated plan for the improvement of instruction in their schools.
 34
 35

36
 37 Legal References: Cross Reference:
 38
 39 1. TCA 49-1-302(a);(1);(2);(3);(8) In-Service & Staff Development Opportunities 5.113
 40 2. TRR/MS 0520-1-3-.05(1)(a); TRR/MS 0520-1-3.05(2) Student Surveys 6.4001
 41

Johnson City Board of Education

Monitoring: Review Annually, in November	Basic Program	Descriptor 4.201	Issue Date 1/9/2023
		Rescinds 4.201	Issued 6/3/2002

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37

The Board **of Education** shall not discriminate nor shall it condone discrimination on the basis of ~~sex, race, color, national origin, gender, creed, handicapping condition or age~~ **race, color, religion, sex, gender, disabilities, national origin, or age** in its educational programs or activities.

Curriculum material utilized shall reflect the cultural and racial diversity present in the United States and Johnson City and the variety of careers, roles, and life experiences open to all members of our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of gender, race, ethnicity, religion and disability. The curriculum shall foster respect and appreciation of the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a community and our society¹

The course of study in the schools shall include those subjects required by the Legislature and Tennessee State Board of Education. ^{2,3}

The Board reserves the right to add additional courses and to amend the content of prescribed courses as experience and the process of curriculum development indicate the desirability of such change.

Legal References:

1. 42 U.S.C. 12101; CFR §106.34
2. TCA 49-6-1001 through 49-6-1205; TCA 49-6-1301
3. TRR/MS 0520-1-3-.05(1)(c)

Cross References:

- Student Goals and Objectives 6.100
- Complaints and Grievances 6.305
- Controversial Materials 4.801

Johnson City Board of Education

Monitoring: Review Annually, in November	Special Education	Descriptor 4.202	Issue Date 4/5/2021
		Rescinds 4.202	Issued 10/12/2020

1. The Board **of Education** shall provide access to a free appropriate public education to all IDEA (Individuals with Disabilities Education Act) Eligible children ages 3-21, inclusive, residing within the jurisdiction of the school system. The plan for implementation of appropriate instruction and special education services shall be in accordance with the current Rules, Regulations, and Minimum Standards of the State Board of Education,¹ and state² and federal³ law.

The Board shall develop and periodically update a local plan for providing special education services for ~~disabled students~~ **students with disabilities** (IDEA and other students with IEPs). Specifically, the Board shall assure that:

1. Reasonable effort will be made to identify all children ages three (3) through twenty-two (22) who reside within the jurisdiction of the school system, including those in private schools, or are homeless and are suspected of having a disability; and
2. All ~~disabled children~~ **children with disabilities** living within the school district have available to them a free, appropriate public education which emphasizes special education and related services to meet their unique needs; and
3. Children with disabilities ~~are~~ are given appropriate accommodations and modifications for state and district-wide assessment programs, are included in the admisitration of thoses assessments and the reporting of the assessment data; and
4. The rights of ~~disabled children~~ **children with disabilities** and their parents/guardians are protected.

The plan shall address the following objectives:

1. To carry out a comprehensive screening and assessment plan emphasizing the early identification and evaluation of disabled students;
2. To provide each ~~disabled child~~ **child with a disability** with an Individualized Educational Program (IEP) specifically designed to meet his unique needs;
3. When appropriate to provide Individualized Family Service Plans (IFSP);
4. To use the Individualized Education Program (IEP) for reviewing assessment, formulating programming, and determining placement for every ~~disabled student~~ **student with a disability**, including review of proposed suspensions when appropriate, in accordance with the State Board of Education Rules, Regulations, and Minimum Standards;
6. To ensure that placements are made which educate ~~disabled children~~ **children with disabilities** with ~~non-disabled age appropriate peers~~ **the general student population** in the schools these children would normally attend if not disabled and to the **maximum** extent appropriate;
7. To provide continuing evaluation of each ~~disabled child's~~ progress, including at least annual review of his IEP and re-evaluation at least every three (3) years;
8. To ensure that procedural safeguards required by state and federal laws are adhered to;
9. To involve parents of disabled children in a meaningful dialogue with school

1 personnel which will begin with initial referral and continue throughout the student’s
2 educational career;

3 10. To follow all required confidentiality laws and procedures;

4 11. Include goals for the performance of children with disabilities in school improvement
5 plans;

6 12. To include children with disabilities in required assessments with appropriate
7 accommodations and modifications and to report assessment data;

8 13. To collaborate with outside agencies as needed to provide supports for students with
9 disabilities; and

10 14. To budget at least the same total or per-capita amount for special education from the
11 combination of state and local funds as spent for the same purpose from the prior year
12 (Maintenance of Effort.)

13
14 Students receiving special education services shall not be restrained except as permitted by **state law and**
15 **regulations**.^{4,5} The Superintendent/designee will develop procedures for isolation and restraint of students
16 with disabilities.

17
18
19 _____
Legal References:

Cross Reference:

20
21 1. TRR/MS 0520-1-3-.09(3)(b)

Special Education Students 6.500

22 2. TCA 49-10-101 et. seq.

23 3. Education of Individuals with Disabilities 20 U.S. C. Sections 1400-1485. Section 504 of the Rehabilitation Act of 1973.
24 (Note: 504 of the Rehabilitation Act of 1973 has been interpreted by the courts to include individuals with contagious
25 diseases)

26 4. TCA 49-10-1301 et. seq.

27 5. TRR/MS 0520-01-09-.23(4)

Johnson City Board of Education

Monitoring: Review Annually, in November	Accelerated College Admission	Descriptor 4.203	Issue Date 12/7/2020
		Rescinds 4.203	Issued 12/7/2009

In keeping with the State Board of Education’s endorsement of the Early Admission Program,¹ a qualified high school student may complete the twelfth grade at a participating institution of higher learning. The student will earn a year’s credit in college at the same time that he earns credit for ~~his/her~~ **their** senior year in high school.

To be considered for this program, the student shall:

1. Earn a cumulative grade point average of at least 3.5 through three (3) years of high school;
2. Earn an ACT composite of at least 25 or an equivalent SAT score;
3. Submit a written request and agreement to the high school principal at the end of the eleventh year of school, signed by student and parents/guardians;
4. Meet with principal, counselor, and parents/guardians for consultation; and
5. Secure a written endorsement of the principal, a counselor and the post-secondary institution.

Legal References:

1. TRR/MS 0520-1-3-.06(4)(b)

Cross References:

- Enrollment in Jump Start Classes 4.2031
 Enrollment in College Level Courses 4.205
 Alternative Credit Options 4.209

Johnson City Board of Education

Monitoring: Review: Annually, in November	English Language Learner	Descriptor 4.207	Issue Date 1/3/2022
		Rescinds 4.207	Issued 4/4/2019

The Board **of Education** recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority (LM) or who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services. No child will be admitted to or excluded from the program based solely on surname or LM status.^{1,2}

Identification procedures will be consistent with state and federal statutes, and will include information from parents and teachers, as well as assessment data for both English proficiency and the home language. Individual learning plans (ILPs) must be developed for all active English Learners (i.e., students coded learners “L” or withdrawn “W” in the student educational system). In addition, all educators who have English Learners in the classroom must be trained on the WIDA English Language Development Standards.

ESL (English as a Second Language) instruction will be provided by a licensed teacher with an ESL endorsement who will deliver ESL instruction through one of the state approved service delivery models: Pull Out, Push In, Sheltered Instruction, or Content-based EL Classes. Staffing ratios will meet federal compliance requirements. ELs will receive the number of hours of service required by the state policy and will continue to receive service until they meet the exit criteria set by the state.

Every effort will be made to schedule tutoring sessions during times which are least disruptive of opportunities for socialization and classroom participation. ELL students enrolled in grades 9-12 will be able to earn up to two credits of English in ELL classes.

Students dominant in a language other than English will be generally assigned to grade levels on an age-appropriate basis. A student will not be assigned to a classroom in excess of two years below their age appropriate level, except under unusual circumstances and after consultation with the school counselor/designee.

LANGUAGE INSTRUCTION PROGRAM

The Board directs the administration to develop and implement language instruction programs that:³

1. Appropriately identify language minority students through the use of a Student Home Language Survey. The building administrator shall develop procedures to ensure that all new and currently enrolled students complete the Home Language Survey.
2. Appropriately identify students with limited English proficiency.
3. Determine the appropriate instructional environment for LEP students.
4. Annually assess the English proficiency of LEP students and monitor the progress of students receiving ESOL or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
5. Provide parents with notice of and information regarding the instructional program as required by law.

1 Parental involvement will be encouraged and parents will be regularly apprised of their child’s progress.⁴
2
3

4

Legal References:

- 5
6 1. PL 107-110 Part A § 3102
7 2. TRR/MS 0520-01-19.01
8 3. PL 107-110 Part A § 3116
9 4. PL 107-110 Part A § 1112 (g) & (4)

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Alternative Credit Options	Descriptor Code: 4.209	Issued Date: 1/3/2022
		Rescinds: 4.209	Issued: 12/7/2020

1 ONLINE COURSES

2 High school students may earn credit to be applied toward graduation requirements by completing
3 online courses. Credit from online courses offered through institutions other than the Johnson City
4 School system that are approved by the Board of Education may be earned only in the following
5 circumstances:

- 6 1. The course is not offered at the high school, or although the course is offered at the high school,
7 the student has an unavoidable scheduling conflict;
- 8 2. The course will serve as a supplement to homebound instruction;
- 9 3. The student has been expelled from a regular school setting, but educational services are to be
10 continued; or
- 11 4. The principal, with agreement from the student's teachers and parent(s)/guardian(s), determines
12 the student requires a differentiated or accelerated learning environment.

13 The express approval of the principal/designee shall be obtained before a student enrolls in an online
14 course. The school shall receive an official record of the final grade before credit toward graduation
15 will be recognized.

16 Through a supervision plan, the school shall be responsible for providing appropriate supervision and
17 monitoring of students taking online courses.

18 COURSE ACCESS PROGRAM

19 Students in grades seven through twelve (~~76~~-12) may participate in the statewide course access
20 program. To become eligible to participate, students shall:

- 21 1. Meet all prerequisite requirements for the course access course; and
22
- 23 2. Be unable to enroll in a comparable course at the student's school because:
24 a. A comparable course is not offered; or
25 b. A legitimate situation exists that prevents the student from enrolling in a comparable
26 course.¹

27 The Superintendent of Schools shall develop administrative procedures to ensure that students and
28 parent(s)/guardian(s) are given written notice of their right to appeal any denial of a course access

1 course enrollment in a timely manner.² All appeals shall be submitted in writing to the Board within
2 ten (10) days of a denial.

3 After a timely appeal is made, the Board will provide written notification to the student and
4 parent(s)/guardian(s) of the time, place, and date of the hearing. The hearing shall be held no later than
5 ten (10) days after the appeal is submitted. At the hearing, the Board shall determine whether there was
6 an error in denying the student the ability to participate in the course access program.³

Legal References

1. TRR/MS 0520-01-14-.03(1)
2. TRR/M 0520-01-14-.03(7)
3. TRR/MS 0520-01-14-.03(6)

Cross References

Homebound Instruction 4.206
Grading System 4.600
Graduation Requirements 4.605

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Virtual Education Program	Descriptor Code: 4.2121	Issued Date: 01/09/23
		Rescinds:	Issued:

1 *General*

2 The Johnson City Schools virtual education program is a course or series of courses offered by a
3 school district to provide students a broader range of educational opportunities through the use of
4 technology. Utilizing this program is temporary and shall not replace a student's regular instructional
5 program.¹

6 Class size ratios for the virtual education program shall comply with the requirements as outlined in
7 state law.²

8 Virtual education programs³ shall be made available to students for the following purposes:

- 9 1. Academic remediation, enrichment, or providing students access to a wider range of courses;
- 10 11 2. Continuity of educational service for students who are homebound;⁴
- 12 13 3. Continuity of educational service for students who are quarantining;⁵
- 14 15 4. Continuity of educational service for students enrolled in an alternative school;⁶ or
- 16 17 5. Continuity of educational service when the district utilizes remote instruction due to dangerous
18 or extreme weather conditions, a serious outbreak of illness affecting or endangering students
19 or staff, or during the administration of end of course examinations or other examinations as
20 allowed per state law.⁷

21 **ELIGIBILITY AND PARTICIPATION REQUIREMENTS**

22 Students shall be eligible to utilize a virtual education program if participating in one of the above
23 educational opportunities. The following factors shall also be taken into consideration when
24 determining eligibility:

- 25 1. Attendance;
- 26 27 2. Grades; and
- 28 29 3. Technology survey.
- 30

1 **ATTENDANCE**

2 Student attendance in the virtual education program shall adhere to the general requirements of ~~board~~
3 **Board of Education** policy 6.200 and any relevant administrative procedures.

4 Methods of confirming student attendance shall include two or more of the following:

- 5 1. Students participating in a phone call with a teacher, with parent/guardian support as
6 appropriate for the age of the student;
- 7
- 8 2. Students participating in synchronous virtual instruction;
- 9
- 10 3. Students completing work in a learning management system;
- 11
- 12 4. Students submitting work via hard-copy or virtual formats; or
- 13

14 **REMOVAL FROM VIRTUAL EDUCATION PROGRAM**

15 A student may be removed from the virtual education program or denied future enrollment in a virtual
16 education program based on disciplinary issues, attendance issues, or poor academic performance.

17 Before a student is removed based on poor academic performance, the following interventions shall
18 occur:

- 19 1. Notification of parent/guardian;
- 20
- 21 2. One-on-one assessment conducted by the principal/designee regarding any learning needs and
22 academic performance; and
- 23

24 **ENROLLMENT AGREEMENT**

25 The ~~Director~~ **Superintendent** of Schools shall work with the Board’s attorney to draft an enrollment
26 agreement for students from other school districts that want access to virtual education program
27 courses.

Legal References

- 1. TRR/MS 0520-01-03-.05(2)
- 2. TCA 49-1-104(h); State Board of Education Policy 3.206
- 3. TCA 49-16-101; TRR/MS 0520-01-03-.05(2)(a)
- 4. TRR/MS 0520-01-02-.10; TRR/MS 0520-01-09-.07
- 5. TRR/MS 0520-01-13-.01(1)(d)(1)
- 6. TRR/MS 0520-01-02-.09; Public Acts of 2022, Chapter No. 960
- 7. Public Acts of 2022, Chapter No. 897

Cross References

- Emergency Closings 1.8011
- Homebound Instruction 4.206
- Credit Recovery 4.210
- Alternative Education 6.319

Johnson City Board of Education

Monitoring: Review Annually, in November	Extracurricular Activities	Descriptor 4.300	Issue Date 1/9/2023
		Rescinds 4.300	Issued 1/3/2022

The following guidelines shall be followed in administering the student extracurricular activities program:

1. The Superintendent or Designee shall initially approve each specific extracurricular activity so that proper support and supervision may be assured;
2. The principal, after obtaining the recommendation of the faculty and approval of the Superintendent of Schools, shall determine which clubs and organizations will be permitted;
3. Student activities must be under the guidance and direction of a staff member;
4. Student activities occurring before or after regularly scheduled school hours must be under the supervision of the principal or their designee;
5. Secret organizations shall not be operated in any school;
6. A student shall not be required to attend a school-sponsored student activity that is scheduled at a time which conflicts with ~~his~~ **their** religious practices;
7. School-sponsored student activities during vacation periods shall be restricted to regularly scheduled athletic programs and major events which cannot be scheduled otherwise;
8. Student groups shall not participate in state or national activities which are not listed as approved activities by regional accrediting associations or state and national principals' associations without the approval of the Superintendent of Schools;
9. A student on out-of-school suspension/expulsion or a health related quarantine shall not be permitted to participate in school-sponsored activities;
10. Activities which restrict participation because of race, color, religion, sex, gender, disabilities, or national origin are forbidden;¹ and
11. Activities sponsored by outside groups or agents will be approved only if they are co-ordinated with by the school.
- 12. Written parental consent shall be required to participate in any extracurricular activity.**

Legal Reference:

1. 20 U.S.C. § 1703

Cross References:

Interscholastic Athletics 4.301
Field Trips and Excursions 4.302
Student Clubs and Organizations 6.702

Johnson City Board of Education

Monitoring: Review Annually in November	Interscholastic Athletics	Descriptor 4.301	Issue Date 1/9/2023
		Rescinds 4.301	Issued 12/7/2020

No person shall, on the basis of gender, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any athletic program of the school. Equal athletic opportunity shall be provided for members of both genders.¹

Interscholastic athletics shall be administered as a part of the regular school program and shall be the principal's responsibility. Athletic schedules shall be filed in each school principal's office. The principal/employee designee must accompany all athletic teams on out of town trips.

The Board **of Education** approves transportation of teams to athletic events, however such transportation must comply with the procedures and guidelines in place for all student trips. In addition, the athletic department must pay its own mileage and other related expenses.

Bylaws of the Tennessee Secondary School Athletic Association shall regulate the operation and control of secondary athletics.²

There shall be a complete annual physical examination of every student prior to their participation in interscholastic athletics.³ A record of the examination shall be on file at the school.

No principal or teacher of any school under the control of the Board shall dismiss their school or any group of students for the purpose of permitting them to practice for or play interscholastic athletics within the regular school hours of any school day of the week without written permission from the Superintendent of Schools. This does not prevent the inclusion of regular physical education classes in the daily school program.⁴

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 if there is a conflict.⁵

Participation in interscholastic athletics or marching band shall not be substituted for the lifetime wellness graduation requirement.⁶

Coaches and other employees of the school district shall not encourage, permit, condone, or tolerate hazing activities as part of the athletic program.⁷

Legal References:

1. Title IX, Education Amendment of 1972, 20 U.S.C. §1681, et seq. ; 34 CFR §106.41
2. TRR/MS 0520-1-2-.08(1)
3. TRR/MS 0520-1-3-.08(2)(b)
4. TCA 49-6-1002
5. Public Acts of 2017, Chpt. No. 260

Cross Reference:

- Student Insurance Program 3.601
- Discrimination/Harassment 6.304
- Disruption of School and Student Activities 6.306

1
2

- 6. TRR/MS 0520-1-3-.05 (6)(e)(2)(ii)
- 7. TCA 49-2-120

Johnson City Board of Education

Monitoring: Review Annually, in November	Field Trips	Descriptor 4.302	Issue Date 10/3/2022
		Rescinds 4.302	Issued 1/3/2022

1 Field trips designed to stimulate student interest and inquiry and to provide opportunities for social growth and
2 development are considered appropriate extensions of the classroom.

3
4 The Board may grant conditional approval of field trips contingent upon financial provisions being made
5 for all students. The funds necessary to accommodate all students must be available by a certain date
6 approved by the Superintendent/designee or the conditional approval will be revoked.

7
8 Procedures and forms for all school related trips will be developed and distributed by the
9 Superintendent/designee.

10
11 To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of
12 the class, and opportunities for students to summarize the experience at the conclusion of the trip. To this end,
13 teachers and principals will be expected to consider the following factors in selecting field trips:

- 14 1. Value of the activity to the particular class group or groups;
- 15 2. Relationship of the field trip activity to a particular aspect of classroom
16 instruction;
- 17 3. Suitability of the activity and distance traveled in terms of the age level;
- 18 4. Mode and availability of transportation; and
- 19 5. Cost.

20
21
22 The following guidelines shall be followed in planning and conducting field trips:

- 23 1. Any teacher desiring to take a group of students on an educational field trip must
24 obtain advance approval of the principal and must complete a Field Trip Request Form (4.302);
 - 25 2. The trip must have a definite educational purpose and reflect careful planning.
26 Students should be prepared by general class discussion and/or research. Withholding attendance at
27 field trips should not be used for discipline;
 - 28 3. Parents may be allowed to transport students on field trips when all of the
29 following conditions are met:
 - 30 a. Proof of a valid driver's license;
 - 31 b. Proof of vehicle liability insurance coverage in the form of an insurance certificate issued to
32 the insured indicating liability limits of at least \$100,000/300,000/50,000 will be necessary.^{1,2}
- 33
34
35
36
37
38
39
40

- 1 c. Prior written approval of the principal; and
 2 d. Prior written permission of the parent(s) of the child(ren) to be transported,
 3 which will be specific to the named parent driver, and.
 4 e. Volunteer Personal Vehicle Authorization Use Form (3.404.2).
 5

6 Students may be transported in employee vehicles when all requirements for such
 7 transportation are met. School system employees requesting the use of a Johnson City
 8 Transit vehicle will comply with all Johnson City Transit field trip guidelines and procedures;
 9

- 10 4. A completed parental Student Field Trip Permission Form (3.404) must be on file for every
 11 student making an off-campus trip. The principal shall ensure that these forms are kept on file
 12 for the remainder of the school year. This information is to be completed by the school before
 13 the form is signed by the parent;
 14
 15 5. Overnight trips and chaperones must be approved by the Board in advance. These groups must
 16 be accompanied by at least one regular staff member and others from the school who are
 17 appropriate for adequate supervision and shall be responsible for student conduct while away;
 18
 19 6. Students shall not be penalized for participating in approved school-sponsored trips and
 20 activities. Teachers shall permit students to make up class assignments missed because of
 21 an approved school-sponsored trip or activity;
 22
 23 7. All accidents that occur on a school-sponsored trip must be reported by the teacher to the
 24 principal immediately upon returning to school. Serious accidents involving personal injury
 25 must be reported immediately to the principal and/or the Superintendent of Schools. An
 26 emergency shall be dealt with promptly by the teacher or other members of the school staff by
 27 taking appropriate action, including sending the student to the hospital or summoning medical
 28 aid or ambulance. In cases where it is necessary to send the student to the hospital, reasonable
 29 effort must be made to notify the parents;
 30
 31 8. Any school-sponsored field trip not meeting the "educationally beneficial" criteria as defined in
 32 this section must have prior approval of the Superintendent of Schools/designee;
 33
 34 9. Any overnight field trip must be approved by the Board of Education prior to the initiation of
 35 fund-raising activities; and
 36
 37 10. The Board may cancel an approved field trip at any time that the Board feels that the security
 38 or safety of students may be in jeopardy.
 39

40 **NON-SANCTIONED TRIPS**

41
 42 Non-sanctioned trips organized by employees acting as independent contractors/agents involving students
 43 on a volunteer, self-supporting basis are not approved by the Board and are not considered a part of the
 44 curriculum. Total responsibility for privately planned trips or tours rests with the individual(s) and
 45 agencies sponsoring them. The Board assumes no legal or financial responsibilities for non-sanctioned
 46 trips.
 47

48 If an employee organizing a non-sanctioned trip wishes to recruit students through the school(s), the
 49 request for recruitment shall be made in the same manner as a request from a private citizen. Recruitment
 50 efforts shall not occur during class time or the employee's work day.

1
2
3
4
5
6
7

Legal Reference:

1. TCA 55-12-101 et.seq.

Cross References:

- Extracurricular Activities 4.300
- Attendance 6.200
- Private Vehicles 3.404

Johnson City Board of Education

Monitoring: Review Annually, in November	Instructional Resources and Materials	Descriptor 4.400	Issue Date 4/3/2107
		Rescinds 4.400	Issued 12/4/2006

1 All classrooms and learning centers shall be equipped with a variety of teaching tools. All instructional
2 materials should be selected to provide quality learning experiences for students.

3
4 A list of textbooks and instructional materials used by the schools shall be revised annually by the principal/
5 designee under the direction of the Superintendent of Schools and shall be made available to the Board **of**
6 **Education** and professional staff **on the district and/or individual school's website** as a reference. Upon
7 request, parents/guardians shall have the ability to inspect the following items: instructional materials;
8 teaching materials; teaching aids; handouts; and tests that are developed by and graded by their child's
9 teacher.¹ The Superintendent of Schools shall develop procedures for inspection of materials and distribute
10 these procedures to each principal.
11
12
13
14
15
16

17 _____
18
19 Legal References:

20 USCA § 1232h(a); TCA 49-6-7003

Cross References:

Textbook Selection, Distribution, and Care 4.401
Selection of Instructional Materials (Other than Textbooks 4.402
Reconsideration of Instructional Textbooks and Materials 4.403

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Library Materials	Descriptor Code: 4.4031	Issued Date: 01/09/23
		Rescinds:	Issued:

1 *General*

2 The Secondary Supervisor shall be responsible for library collection development. Library materials
3 shall be reviewed to ensure the content aligns with state law.¹ The library collection shall adhere to the
4 following criteria:

- 5 1. Materials shall be suitable for and consistent with the educational mission of the school;
6
- 7 2. Materials shall be appropriate for the age and maturity levels of the students who may access
8 them. The determining factor will be based on an assessment of any mature themes or content
9 (i.e., violence, sexual content, vulgar language, substance abuse);
10
- 11 3. Materials shall contain literary, historical, and/or artistic value and merit; and
12
- 13 4. The collection as a whole shall offer a variety of viewpoints.

14 The Secondary Supervisor shall be responsible for periodically reviewing the district's library collection
15 in line with these established standards.

16
17 The current Library Media handbook can be viewed at: **on the district and/ or**
18 **individual school's website.**

19 [https://www.jcschools.org/docs/district/pdf/2022-](https://www.jcschools.org/docs/district/pdf/2022-23%20jcs%20library%20manual1.pdf?id=2852)
20 [23%20jcs%20library%20manual1.pdf?id=2852](https://www.jcschools.org/docs/district/pdf/2022-23%20jcs%20library%20manual1.pdf?id=2852)

21 **COMPLAINTS**

22 If a complaint is made by an employee, student, or parent/guardian, this process is to be followed:

- 23 1. Inform the complainant of the selection procedures and make no commitments.
24
- 25 2. Request the complainant to submit a Citizen's Request for Reconsideration of Library
26 Materials form.
27
- 28 3. Inform the principal (and other appropriate personnel).
29

- 1 4. Keep challenged materials available for use during the reconsideration process.
- 2
- 3 5. Upon receipt of the completed form, the principal shall notify the Superintendent of Schools.
- 4
- 5 6. The principal shall request review of the challenged materials by an ad hoc materials review
- 6 committee within fifteen (15) days. The review committee is appointed by the principal and
- 7 includes certified library media personnel, representatives from classroom teachers, one or
- 8 more parents, and may include one or more students. The principal will inform the
- 9 Superintendent of Schools of the review committee's progress.
- 10
- 11 7. The review committee shall take the following steps after receiving the challenged materials:
- 12
- 13 a. Read, view, or listen to the contested material in its entirety;
- 14 b. Check general acceptance of the material by reading recognized and evaluative reviews;
- 15 c. Determine the extent to which the material is appropriate for the age and maturity levels
- 16 of the students who have access to the materials and whether the material is suitable for,
- 17 and consistent with, the educational mission of the school;
- 18 d. Complete the appropriate Checklist for Reconsideration of Library Materials, judging
- 19 the material for its strength and value; and
- 20 e. Present a recommendation to the ~~Director~~ **Superintendent** of Schools and the Board.
- 21
- 22 8. The Board **of Education** shall review the recommendation presented by the review committee
- 23 and make the determination whether the material is appropriate for the age and maturity levels
- 24 of the students who have access to the materials and whether the material is suitable for, and
- 25 consistent with, the educational mission of the school.
- 26
- 27 9. If it is determined that the material is not appropriate for the age and maturity levels of the
- 28 students who have access to them or is not suitable for, and consistent with, the educational
- 29 mission of the school, the Board shall require the school to remove the material from the library
- 30 collection.

Legal References

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982); Public Acts of 2022, Chapter No. 744

Cross References

Textbooks and Instructional Materials 4.400
School and System Websites 4.407
Controversial Materials 4.801

Johnson City Board of Education

Monitoring: Review Annually, in November	Reconsideration of Instructional Materials and Textbooks	Descriptor 4.403	Issue Date 1/9/2023
		Rescinds 4.403	Issued 12/7/2020

If a complaint is filed by a Johnson City School’s parent/guardian, employee, or student regarding textbooks or instructional materials, this process is to be followed:¹

1. Inform the complainant of the selection procedures and make no commitment about the outcome;
2. Request the complainant to submit a Request for Alternative Instructional Materials form;
3. Inform the principal (and other appropriate personnel) of the complaint;
4. Keep challenged materials available during the reconsideration process. The materials shall be removed immediately if they:²
 - a. Were created to align exclusively with Common Core; or
 - b. Are marketed or otherwise identified as Common Core textbooks or instructional materials.
5. Upon receipt of the completed Citizen Request for Alternative Instructional Materials form, the principal shall notify the Superintendent of Schools.
6. The principal shall request review of the challenged materials by an ad hoc materials review committee within fifteen (15) working days. The review committee is appointed by the principal and includes representatives from classroom teachers, one or more parents, and may include one or more students. The principal will inform the ~~Director~~ **Superintendent** of Schools of the review committee’s progress.
7. The review committee shall take the following steps after receiving the challenged materials:
 - a. Read, view or listen to the material in its entirety;
 - b. Check general acceptance of the material by reading recognized and evaluative reviews;
 - c. Determine the extent to which the material supports the curriculum;
 - d. Complete the appropriate "Checklist for Reconsideration of Instructional Materials", judging the material for its strength and value; and
 - e. Present a recommendation to the principal for further action and to the Superintendent of Schools for purposes of information.
8. If the complainant desires further action after receiving the recommendation of the committee and the decision of the principal, an appeal may be made to the Board

Legal References

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982)

Cross References

- Instructional Standards 4.101
- Textbooks and Instructional Materials 4.400
- School and System Websites 4.407
- Controversial Materials 4.801

2. TCA 49-1-302(a)(8); TCA 49-1-314; TCA 49-6-2206; Public Acts of 2022, Chapter No. 1085

1

Johnson City Board of Education

Monitoring: Review Annually, in November	Use of the Internet	Descriptor 4.406	Issue Date 1/9/2023
		Rescinds 4.406	Issued 12/7/2020

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

4 **Employees**

5
6
7 Before any employee is allowed use of the district's Internet ~~or intranet access~~, the employee shall sign
8 a written agreement, developed by the Superintendent/designee that sets out the terms and conditions
9 of such use. Any employee who accesses the district's computer system for any purpose agrees to be
10 bound by the terms of that agreement, even if no signed written agreement is on file.

11
12 The Superintendent of Schools shall develop and implement appropriate procedures to provide
13 guidance for teacher use of the Internet. Procedures shall address the following:

- 14 1. Development of the Technology Responsible Use Agreement.
- 15 2. General rules and ethics of Internet access.
- 16 3. Guidelines regarding appropriate instruction and oversight of student Internet use.
- 17 4. A uniform signature block for use by all system employees.
- 18 5. Prohibited and illegal activities, including but not limited to the following:¹
 - 19 * Sending or displaying offensive messages or pictures
 - 20 * Using obscene language
 - 21 * Harassing, insulting, bullying or attacking others
 - 22 * Damaging computers, computer systems or computer networks
 - 23 * Hacking or attempting unauthorized access to any computer
 - 24 * Violation of copyright laws
 - 25 * Trespassing in another's folders, work or files
 - 26 * Intentional misuse of resources
 - 27 * Using another's password or other identifier (impersonation)
 - 28 * Use of the network for commercial purposes
 - 29 * Revealing the personal address or phone number of another person

30 **Students**

1 The Superintendent of Schools shall develop and implement procedures for appropriate Internet use by
2 students.

3
4 Procedures shall address the following:

5
6 1. General rules and ethics of Internet use.

7
8
9 2. Prohibited or illegal activities, including, but not limited to:¹

- 10
11 * Sending or displaying offensive messages or pictures
12 * Using obscene language
13 * Harassing, insulting, bullying or attacking others
14 * Damaging computers, computer systems or computer networks
15 * Hacking or attempting unauthorized access
16 * Violation of copyright laws
17 * Trespassing in another's folders, work or files
18 * Intentional misuse of resources
19 * Using another's password or other identifier (impersonation)
20 * Use of the network for commercial purposes
21 * Buying or selling on the internet
22 * Revealing the personal address or phone number of another person
23

24 **INTERNET SAFETY MEASURES**

25
26 Internet safety measures shall be implemented that effectively address the following:

- 27
28 * Controlling access by students to inappropriate matter on the Internet and World
29 Wide Web
30 * Educating students about appropriate online behavior, such as interacting with other
31 individuals on social networking websites and in chatrooms and cyberbullying
32 awareness
33 and response
34 * Safety and security of students when they are using electronic mail, chat rooms, and
35 other forms of direct electronic communications
36 * Preventing unauthorized access, including "hacking" and other unlawful activities by
37 students on-line
38 * Unauthorized disclosure, use and dissemination of personal information regarding
39 students
40 * Restricting students' access to materials harmful to them
41

42 The Superintendent of Schools/designee shall establish a process to ensure the district's education
43 technology is not used for purposes prohibited by law or for accessing sexually explicit materials. The
44 process shall include, but not be limited to:

- 45
46 * Utilizing technology that blocks or filters Internet access (for both students and

- 1 adults) to material that is obscene, pornographic or harmful to students
2 * Maintaining and securing a usage log
3 * Monitoring on-line activities of students ²
4

5 The Board shall provide reasonable public notice of, and at least one (1) public hearing or meeting
6 to address and communicate its Internet safety measures. ²
7

8 A written parental consent shall be required prior to the student being granted access to electronic
9 media involving district technological resources. The required permission/agreement form, which
10 shall specify acceptable uses, rules of on-line behavior, access privileges and penalties for policy/
11 procedural violations, must be signed by the parent/legal guardian of minor students (those under 18
12 years of age) and also by the student. This document shall be kept on file as a legal, binding
13 document.

14 In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at
15 least 18 years old) must provide the Superintendent of Schools with a written request.
16

17 School officials shall apply the same criterion of educational suitability used to review other
18 educational resources when questions arise concerning access to specific databases or other electronic
19 media. Complaints alleging a violation of the internet safety measures shall be submitted to the
20 Superintendent/designee. All complaints shall be reviewed to determine how to appropriately respond.
21

22 E-MAIL

23
24 Because all computer hardware and software belong to ~~the Board~~ **Johnson City Schools**, all data
25 including e-mail communications stored or transmitted on school system computers shall be
26 monitored. Employees/students should have no expectation of privacy with regard to such data.
27 Confidentiality of e-mail communication cannot be assured. E-mail correspondence may be a public
28 record under the public records law and may be subject to public inspection. ³
29

30 INTERNET SAFETY INSTRUCTION⁴

31
32 Students will be given appropriate ongoing instruction at least annually in Internet safety as a part of
33 regular instruction utilizing computer resources. The Superintendent/designee shall provide adequate
34 in-service instruction on internet safety. Parents and students will be provided with material to raise
35 awareness of the dangers posed by the Internet and ways in which the Internet may be used safely.
36

37 SOCIAL NETWORKING

- 38
39 1. School system staff who have a presence on social networking websites are prohibited from
40 posting data, documents, photographs or inappropriate information that is likely to create a
41 material and substantial disruption of classroom activity or which violates the privacy of other
42 staff or students or which violates FERPA.
43
44 2. School system staff are prohibited from accessing personal social networking sites on school
45 computers during school hours except for legitimate instructional purposes.
46

- 1 3. The Board discourages school system staff from socializing with students on social networking
2 websites. The same relationship, exchange, interaction, information or behavior that would be
3 unacceptable in a non-technological medium is unacceptable when done through the use of
4 technology.

5
6 The Superintendent will publish guidelines on appropriate social media use by employees.

7
8 **VIOLATIONS**

9
10 Violation of this policy or a procedure promulgated under its authority shall be handled in accordance
11 with the existing disciplinary procedures of the Johnson City School System.

12
13 **VENDOR CONTRACTS³**

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

19

Legal References

1. TCA 39-14-602
2. 47 USCA § 254 (h)(5)(A) – (C), 254(1); 47 CFR § 54.520(c)(1)(i); 20 USCA § 7131
3. Public Acts of 2022, Chapter No. 1002
4. TCA 39-17-901; Public Acts of 2022, Chapter No. 1002
5. TCA 10-7-512
6. TCA 49-1-221

Cross References

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

Johnson City Board of Education

Monitoring: Review Annually, in November	Web Pages	Descriptor 4.407	Issue Date 1/4/2016
		Rescinds 4.407	Issued 12/4/2006

CONTENT STANDARDS

In order to take advantage of the opportunities the Internet provides, the Board authorizes the creation of school and/or district web pages on the Internet. Only those web pages maintained in accordance with Board policy and established procedures shall be recognized as official representations of the district or individual schools. All information posted on school web pages must have the approval of the principal/designee. In addition, all information on a school or district web page must accurately reflect the mission, goals, policies, program and activities of the school and district. The web page must have a purpose which falls within at least one of three categories:

1. Support of curriculum and instruction - intended to provide links to Internet resources for students, parents, and staff in the district;
2. Public information - intended to communicate information about the schools and district to students, staff, parents, community and the world at large; and
3. District technology support - intended to provide and respond to instructional and administrative technology needs of students and staff.

All material on a school web site shall be either original to the school, in the public domain or posted with the express permission of its rightful owner. This includes, but is not limited to, text, graphics, pictures, video, sounds, music, characters, logos and trademarks. Web page publications shall follow all applicable copyright laws and guidelines.

Web sites developed under contract for the school district or within the scope of employment by district employees are the property of the school district.

PRIVACY STANDARDS

1. Because Internet publications are available to the entire world, special care shall be taken to protect the privacy of students and staff. Web pages may not include personally identifying information regarding a student¹ such as: telephone numbers, addresses, names of other family members, names of friends, e-mail addresses, specific location of a student at any given time, grades or any other academic information. No confidential information shall be published on or linked to the web site.
2. Student work may be published on web pages only with written consent of the student's legal guardian or the eligible student before each incident of publication. The authoring student shall also sign a copyright consent form.

1 3. Links to student e-mail accounts are prohibited.

2
3 4. Pictures of students may be included only under the following conditions:

- 4
5 o Individual student pictures may be published on the web site only with written
6 consent of the student's legal guardian or eligible student.
7 o Pictures of groups of students involved in a school-related activity may be published
8 without consent; however, the students shall only be identified by the group name.
9 o Students shall not be individually identified in pictures unless there is a special reason
10 for doing so, such as recognition for receiving an award. In such cases, the student's
11 legal guardian or eligible student must give written consent.

12
13 **ADVERTISING/SPONSORSHIPS**

14
15 Any use of advertising or sponsorships that appears on a school web site must be approved by the school web
16 administrator, the principal and the Superintendent of Schools/designee. Guidelines for approval shall be
17 established by the Superintendent of Schools/designee and must be consistent with the Board's policies and
18 guidelines used in other school and district publications.

19
20 **ADMINISTRATIVE PROCEDURES**

21
22 The Superintendent of Schools shall develop administrative procedures for development of web pages
23 including content, quality, and consistency standards and shall designate an individual(s) to be responsible for
24 maintaining the official district web page and monitoring all district web page activity. A principal shall make
25 such designation for an individual school. Schools or departments that wish to publish a web page must
26 provide a means to contact the webmaster.

27
28 **CONCERNS/COMPLAINTS**

29
30 As with any instructional materials or publication used by or representing the school or district, the principal
31 or Superintendent of Schools, respectively, is ultimately responsible for accuracy and appropriateness of the
32 information made available on the web site. Concern about the content of any page(s) created by students or
33 staff should be directed to the principal or the Superintendent of Schools' office when related to the district
34 web site. If the concern is not resolved, persons who wish to file a formal complaint shall submit a written
35 request on a Citizen's Request for Alternative Instructional Materials Form.

36
37
38
39

Legal Reference:

40
41 1. 20 U.S.C.A. 1232 g (a)(5)(A)(B)

42
43

Cross References:

44 Reconsideration of Instructional Materials 4.403
45 Use of Copyrighted Materials 4.404
Employee-Developed Materials 4.405

Johnson City Board of Education

Monitoring: Review: Annually, in November	Parent/Family Involvement	Descriptor 4.502	Issue Date 1/3/2022
		Rescinds 4.502	Issued 12/7/2020

GENERAL EXPECTATIONS FOR ALL SCHOOLS

The Board of Education is committed to increasing and ensuring the involvement of parents and other family members in the education of students.

The Board shall implement the following as required by federal and state legislation;¹

- The ~~school~~ district shall annually work with parents in evaluating and potentially revising the provisions of this policy in improving the quality of schools. Such an evaluation shall strive to identify any barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- The ~~school~~ district shall provide the coordination, technical assistance, and other necessary support to assist individual schools with planning and implementing parental involvement activities.
- The school district shall involve parents with the development of required educational or improvement plans.
- The ~~school~~ district shall coordinate and integrate parental involvement strategies with those associated with other federal or state programs.
- The ~~school~~ district shall put into operation activities and procedures for the involvement of parents in all of its schools.² Those programs, activities and procedures will be planned and operated with meaningful consultation with parents.
- The ~~school~~ district shall ensure that activities and strategies are implemented to support this policy and included in the district plan.
- The district improvement plan shall include strategies for parental participation in the district's schools which are designed to improve parent and teacher cooperation in such areas as homework, attendance, discipline and higher education opportunities for students.
- The district plan shall include procedures to enable parents to learn about the course of study of their children and have access to all learning materials.
- The district plan shall identify opportunities for parents to participate in and support classroom instruction in the school. Such opportunities include, but are not limited to, organizing fundraising activities, volunteering as a field trip chaperone, assisting in the library, computer lab, or on the playground, offering after-school clubs, and recycling clothes.
- If the ~~school~~ district's plan is not satisfactory to parents, the school district shall submit parental comments regarding the plan to the State Department of Education as required.

- The ~~school~~-district shall ensure Title I schools are in compliance with the *Every Student Succeeds Act*.

The Superintendent shall develop and implement any procedures necessary to accomplish the goals of this policy.

SCHOOL LEVEL POLICY

Each school shall submit to the Superintendent/designee, for review and comment, its Title I school parent involvement policy, which must meet state and federal requirements, including a school-parent compact. This school level policy shall be developed jointly with and distributed to parents of participating students. A copy of these documents shall be retained in the district office and made available on the school's (if applicable) and school system's website.

SUPPORT FOR PROGRAM

If the Title I allocation is \$500,000 or more to the school system, then not less than one per cent (1%) nor more than five percent (5%) of that allocation shall be reserved for the purpose of promoting parent involvement. Parents of students participating in the Title I programs shall be consulted on the use of these funds.

FAMILY-SCHOOL PARTNERSHIPS¹

Families and community members should be engaged in the education of students based on the following standards:

- Families are welcomed into the school community;
- Families and school staff should engage in regular and meaningful communication about student learning;
- Families and school staff work together to support student learning and development;
- Families are informed and encouraged to be advocates for students;
- Families are full partners in the decisions that affect children and families; and
- Community, civic, and business resources are made available to strengthen school programs, family practices, and student learning.

Legal Reference:

1. Every Student Succeeds Act of 2015, Pub. L. No 114-95 § 114 Stat. 1177 (2015-2106); State Board of Education, Tennessee Parent/Family Involvement Policy 4.207; TCA 49-2-305
2. TCA 49-6-7001

Johnson City Board of Education

Monitoring: Review Annually, in November	Accelerated and Advanced Credit	Descriptor 4.604	Issue Date 1/3/2022
		Rescinds 4.604	Issued 12/9/2019

1 **Elementary/Intermediate/Middle Schools Students:**

2
3 Students may be allowed to take advanced levels of selected courses to count as prerequisites to higher
4 level courses offered in grades 9-12. No credit earned in elementary school may be used toward high school
5 graduation. Credits earned in middle school may be used as elective high school credits.¹

6
7 **High School Students**

8
9 All high school students shall be eligible to enroll in Advanced, Honors, and/or Advanced Placement (AP)
10 classes in accordance with the recommendations and requirements set forth in the Program of Studies.

11
12 **Dual Enrollment/Dual Credit:**

13
14 Students in grades ~~11~~ **9-12** may be allowed to participate in a dual enrollment program with local colleges/
15 universities/technical schools according to guidelines established by the Superintendent of Schools.

16
17 **Early Graduation:**

18
19 No student shall be allowed to graduate with a Science Hill diploma more than one ~~session~~ **semester** early
20 without the approval of the principal and the Superintendent of Schools.

21
22
23
24
25
26
27
28
29
30
31
32
33
34
35

Legal References:

- 36
37 1. TRR/MS 0520-1-3-.06(2)
38 2. TCA 49-6-1202

39
40
41
42

Cross References

- Accelerated College Admission 4.203
Enrollment in College Level Courses 4.205
Alternative Credit Options 4.209

Johnson City Board of Education

Monitoring: Review Annually, in November	Graduation Requirements	Descriptor 4.605	Issue Date 1/3/2022
		Rescinds 4.605	Issued 4/13/2020

To meet the requirements for graduation, a student shall have attained an approved attendance, conduct and subject matter record which covers a planned program of education, and this record shall be kept on file in the high school.

The program of studies shall include areas and content in these areas within State Board of Education Regulations and shall be flexible enough to facilitate progress from one stage of development to another, thus providing for more effective student achievement.

The pattern of courses which shall be required of all students in grades nine (9) through twelve (12) shall be in accordance with the Rules and Regulations of the State Board of Education and the Board of Education.

Except in the instance identified in policy 4.203, a student must attend high school during the school year in which he intends to graduate. Exceptions to this may be approved by the principal or Superintendent subject to an effective program being planned in advance with parent concurrence.

Before graduation, every student shall:

1. Achieve specified units of credit;
2. Take the required end-of-course exams;²
3. Have satisfactory records of attendance and conduct;
4. Take either the SAT or the ACT;³
5. Pass a United States Civics test⁴; and
6. Complete the required community service.

SPECIAL EDUCATION STUDENTS.⁵

A regular high school diploma will be awarded to students who:

1. Earn the specified 22 units of credit;
2. Have satisfactory records of attendance and conduct.

A special education diploma shall be awarded to students have not met the requirements for a regular high school diploma⁵ but have:

1. Completed four (4) years of high school;
2. Satisfactorily completed an individualized education program; and
3. 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:^{2,5}

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 assessments;
- 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.

CREDIT REQUIREMENTS

Students must earn a minimum of twenty-eight (28) credits for graduation with a Johnson City School’s Diploma. Students earning only the state required twenty two (22) credits will receive a Tennessee State Diploma. Hardship or gifted cases may be appealed by the student to the Superintendent of Schools with further appeal to the Board.⁷

MOVE ON WHEN READY⁷

High school students shall be permitted to complete an early graduation program. Students intending to graduate early shall inform the school principal of this intent prior to the beginning of 9th grade or as soon thereafter as the intent is known.

In order to graduate early, students shall meet the following requirements:

- 1. Earn the required seventeen (17) credits;
- 2. Achieve a benchmark score for each required end-of-course exam;
- 3. Attain a cumulative GPA of at least 3.2 on a 4.0 scale;
- 4. Meet the minimum ACT or SAT benchmark score;
- 5. Obtain a qualifying benchmark score on a world language proficiency assessment; and
- 6. Complete at least two (2) types of ~~AP the following~~ courses.
 - a. ~~AP~~;
 - b. ~~IB~~;

- c. Dual enrollment; or
- d. Dual credit.

The Superintendent of Schools shall develop administrative procedures to ensure that the early graduation program is conducted in accordance with state law.

COMMUNITY SERVICE REQUIREMENT

Students who graduate from Johnson City Schools with a traditional high school diploma must have completed forty (40) hours of community service prior to graduation **unless modified by the Board**. Community service hours will be prorated at ten (10) hours per year for students who do not attend a full four years in Johnson City Schools. The community service hours must be completed outside the regular school day. As hours are completed, students must submit a signed verification form to their counselor so that hours can be logged. A verification form is available at the main high school office and the counseling offices and online.

The choice of organizations used to acquire hours is the responsibility of the student/parent. If a student needs assistance in locating volunteer opportunities, a list of possible organizations is available at each school office.

The Johnson City School System is not liable for students during community service activities. It is the responsibility of the student/parent to select opportunities that will be most beneficial to the individual student and the community

Legal References:

1. Tennessee State Board of Education to Chapter 0520-01-03 “Minimum Requirements for the Approval of Public Schools”
2. TCA 49-6-6001; State Brd of Ed Policy 2.103
3. TCA 49-6-6001(b); State Brd of Ed Policy 2.103
4. TCA 49-6-408
5. TRR/MS 0520-1-3-.03(6)(1)(a)
6. TCA 49-6-6005
7. TRR/MS 0520-01-03-.06(1)(a)(7)
8. TCA 49-6-8303

Cross References:

- Basic Curriculum Program 4.201
- Class Ranking 4.602
- Accelerated and Advanced Credit 4.604
- Accelerated College Admission 4.207

Johnson City Board of Education

Monitoring: Review Annually, in November	Graduation Activities	Descriptor 4.606	Issue Date 1/3/2022
		Rescinds 4.606	Issued 12/7/2020

High school graduation day will be the first Saturday following the last scheduled day of school unless otherwise approved by the Board of Education.

Students who have met all graduation requirements on the day of graduation may participate in graduation activities.

Students are expected to participate in all graduation activities. Graduation apparel shall be determined by the administration and shall be the personal expense of each student. Any fees required for graduation ceremonies shall be waived for students who are eligible to receive free or reduced price lunches, and in such cases, the school shall assume responsibility for payment of fees.²

Graduation ceremonies shall be handicap accessible to all students, their parents and/or guardians, and other interested citizens.³

Students who do not wish to participate in graduation activities shall notify the school principal in writing at least five (5) days prior to the day of graduation. Non-participating students shall receive their diplomas or certificates from the principal's office within one (1) week after the day of graduation.

There shall be no sponsorship of a baccalaureate service or other activity which is religious in nature by the Board or its employees, and no school funds, including paid staff time, will be used for such activities. The ceremony and all activities shall not be religious in nature. The content of any students' speeches ~~shall~~ **will** not reflect the endorsement, sponsorship, position or expression of the school, employees, or the Board.⁴

Students graduating with distinction and state honors will be recognized at graduation.⁵ Additionally, principals shall ensure that high school students who voluntarily complete at least ten (10) hours of community service each semester are recognized during the graduation ceremony.⁶

Legal References:

1. TCA 49-6-405
2. TCA 49-2-114
3. 28 CFR § 36.201-2
4. *Lee v. Weisman*, 505 U.S. 112 S. Ct. 2649, 120 L. Ed. 2d 467 (1992)
5. TRR/MS 0520-1-3-.06(1)(c); SBOE Policy 2.103; Public Acts of 2017, Chapter No. 7
6. SBOE Policy 2.103

Cross References:

- Grievances & the Americans w/ Disabilities Act 1.802
Student Fees and Fines 6.709

Johnson City Board of Education

Monitoring: Review Annually, in November	Controversial Materials	Descriptor 4.801	Issue Date 1/3/2022
		Rescinds 4.801	Issued 1/2/2006

1 Parent(s) may request that a student not be required to read a book, use certain materials, or participate in an
2 activity. If the request to the teacher is denied then a written request may be submitted on the appropriate
3 form to the principal and the procedure outlined in **Board of Education policy 4.403- Reconsideration of**
4 **Instructional Materials and Textbooks** should be followed.

5
6 No student who is granted such a request shall be penalized academically for their failure to participate in an
7 activity, read a book or use certain materials.

8
9 The final decision concerning the use of all materials and textbooks shall rest with the Board.

10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38

Cross References:

Textbook Selection, Distribution and Care 4.401
Selection of Instructional Materials 4.402
Reconsideration of Instructional Materials 4.403
Use of the Internet 4.406



Tammy L. Pearce, Ed.S.
Supervisor of Student Services

Box 1517 Johnson City, TN 37605 Phone: 423-434-5585 Fax: 423-218-0550
Email: pearcet@jcschools.org

Date: 5/16/2024
TO: Board of Education
FROM: Tuition Department
RE: Tuition Schools for 2024-2025 School Year

A meeting was held to determine elementary and middle schools for NEW Tuition Student applications for the upcoming 2024-2025 school year. After reviewing current enrollment numbers and projected enrollment for the upcoming year, the following schools are being recommended for accepting new tuition students in addition to Science Hill High School, which was recommended and approved by the Board of Education during the April 2024 Board Meeting:

Indian Trail Middle School

Liberty Bell Middle School

Cherokee Elementary School



JOHNSON CITY SCHOOLS
Dr. Steve Barnett,
Superintendent

Memorandum

TO: Johnson City Board of Education
FROM: Dr. Steve Barnett
DATE: June 3, 2024
RE: 2024-2025 Disciplinary Hearing Board

Please accept this memorandum as a recommendation for naming the members of the Disciplinary Hearing Board for the 2024-2025 school year.

Wes Smith
Dr. Chris Feathers
Whitney Pearson
Tammy Pearce, Chairperson
Dr. Lucretia Stephens
Dr. Josh Simmons
Dr. David Timbs

Should you have any questions or concerns, please do not hesitate to contact me.



JOHNSON CITY SCHOOLS
Dr. Steve Barnett,
Superintendent

Memorandum

TO: Johnson City Board of Education
FROM: Dr. Steve Barnett, Superintendent of Schools
DATE: June 3, 2024
RE: 2024-2025 Collaborative Conferencing Management Team

Please accept this memorandum as a recommendation for naming the members of the Collaborative Conferencing Management Team.

Joe Barnes
Amber Forbes
Dr. Allecia Frizzell
Tammy Pearce, Chairperson
Dr. David Timbs, Facilitator
Leia Valley
Dr. Greg Wallace
Dr. Roger Walk

Should you have any questions or concerns, please do not hesitate to contact me.

SHHS Goals and Processes for Family Life Curriculum

Family Life education means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception, and disease prevention. In 2023-2024, the Family Life Curriculum (FLC) was created by a committee of eleven JCS representatives including five SHHS teachers (two Wellness, one Anatomy & Physiology, one CTE Human Science, and one CTE Health Science also holding a registered nursing license), one JCS Instructional Coach, three SHHS Administrators, the JCS Coordinated School Health Coordinator, and the JCS Secondary Supervisor. The curriculum is for use by SHHS Lifetime Wellness teachers for students enrolled in high school in-person Wellness courses, typically in 9th grade. The Lifetime Wellness teachers will be annually trained on the curriculum each September. The training will comply with provisions required under T.C.A. 49-6-3004 Family Life Instruction, which defines the shall and shall not of instruction on family life.

Prior to adopting this Family Life Curriculum, the school system will conduct a public hearing, at which time the program is explained to members of the public, and the public has the opportunity to further review, speak, and express their opinions and concerns. Public hearings on the FLC will be held by the school system each September. By request, parent conferences will be held to ensure and maintain the highest level of community and parental support for family life education.

As required by Tennessee law, the Science Hill High School Family Life Curriculum is reviewed and approved by the Johnson City Schools Board of Education prior to the information being presented to students to ensure that the FLC is medically accurate, age appropriate, in compliance with law, and aligned to Tennessee academic standards.

- Medically accurate: information that is grounded in evidence-based, peer-reviewed science and research
- Age appropriate: designed to teach concepts, information, and skills based on the social, cognitive, emotional, and experience level of most students at the 9th grade age level
- Tennessee State Law 49-6-1301 through 1308 current through the 2023 legislative session
- Tennessee Academic Standards for Lifetime Wellness revised for 2024 - 2025 SY

The JCS Family Life Curriculum website allows parents/guardians to examine the instructional materials for each of the five days of lessons. The slide decks are presented on the website exactly as students will see it in class during instruction. Teacher scripts are included for each of the corresponding lessons. We encourage parents/guardians to discuss the content with their child before, during, and after the teaching of the material at school.

Family Life Curriculum by Day

- 1 - Reproductive System and Health
- 2 - Foundations of Healthy Relationships
- 3 - Recognizing and Avoiding Unhealthy Relationships
- 4 - Decision Making and Choosing Abstinence
- 5 - Considering the Consequences of Sexual Activity
- 6 - Prenatal Development, Care, and Decisions

If parents/guardians determine all, or part, of the Family Life Curriculum (FLC) is not appropriate for their child, they can opt their child out of receiving the full instruction or specific days of instruction, without penalty. At least thirty (30) calendar days prior to commencing instruction of the Family Life Curriculum, the opt-out form will be sent via electronic communication from Johnson City Schools, and the link to the form will be posted to the JCS Family Life Curriculum website. Students who are opted-out will complete alternate assignments on health and wellness. The alternate assignment slide decks are presented on the website exactly as students will see it. Alternate assignments are completed independently through Canvas. Wellness teachers will be available to answer students questions and provide support with assignments; however, the teacher will not use direct instruction for alternate assignments. A student who is excused from any or all portions of the FLC will receive grades based on the alternative health lessons that the student is assigned through Canvas.

Alternate Assignments by Day

- 1 - Your Total Health
- 2 - Effects on Your Health
- 3 - Health Risks and Your Behavior
- 4 - Promoting Health and Wellness
- 5 - Building Health Skills
- 6 - Human Trafficking

Family Life Curriculum

Video Links

DAY 1

slide 4 - [male reproductive system](#) (2:59)

slide 12 - [female reproductive system](#) (2:43)

DAY 2

slide 6 - [Maslow's hierarchy](#) (2:59)

DAY 3

slide 10 - [STOPit App](#) (2:33)

slide 20 - [human trafficking](#) (4:21)

DAY 4

slide 10 - [boundaries](#) (3:38)

slide 39 - [consent](#) (1:12)

DAY 5

DAY 6

slide 8 - [fertilization](#) (1:00)

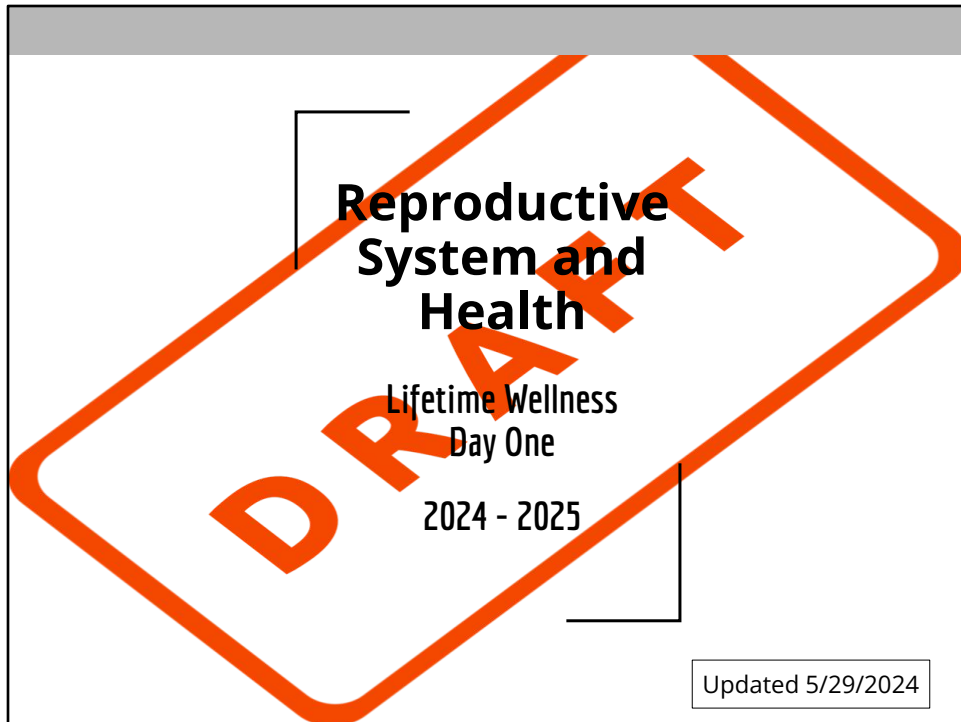
Slide 12 - [Meet Baby Olivia](#) (3:13)

Slide 13 - [Pregnancy - A Month by Month Guide](#) (4:16)

slide 17 - [prenatal care - vaping while pregnant](#) (1:12)

slide 27 - [how adoption works](#) (3:46)

slide 28 - [an adoption story](#) (5:00)



UPDATED 5/29/24 DTimbs

- 20 total slides
- 2 videos
 - slide 4 - male reproductive system (2:59)
 - slide 12 - female reproductive system (2:43)
- 5 graphics
 - slide 6 - male reproductive system
 - slide 10 - testicular self-exam
 - slide 14 - female reproductive system
 - slide 16 - menstrual cycle

Family Life Curriculum Day 1

Tennessee Academic Standards for Lifetime Wellness (2024):

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

Learning Targets:

Explain the structures and functions of the male and female reproductive systems.

Understand how to maintain reproductive health in males and females.

Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

Law:

49-6-1301. Part definitions.

(4) "Age-appropriate" means designed to teach concepts, information and skills based on the social, cognitive, emotional and experience level of most students at a particular age level;

(6) "Family life education" means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

(9) "Medically accurate" means information that is grounded in evidence-based, peer-reviewed science and research;

(11) (A) "Puberty" means a developmental stage during which the pituitary gland triggers the production of testosterone in boys and the production of estrogen and progesterone in girls; (B) Puberty typically begins in girls between nine (9) and twelve (12) years of age, and in boys between eleven (11) and fourteen (14) years of age; (C) Puberty is the period during which

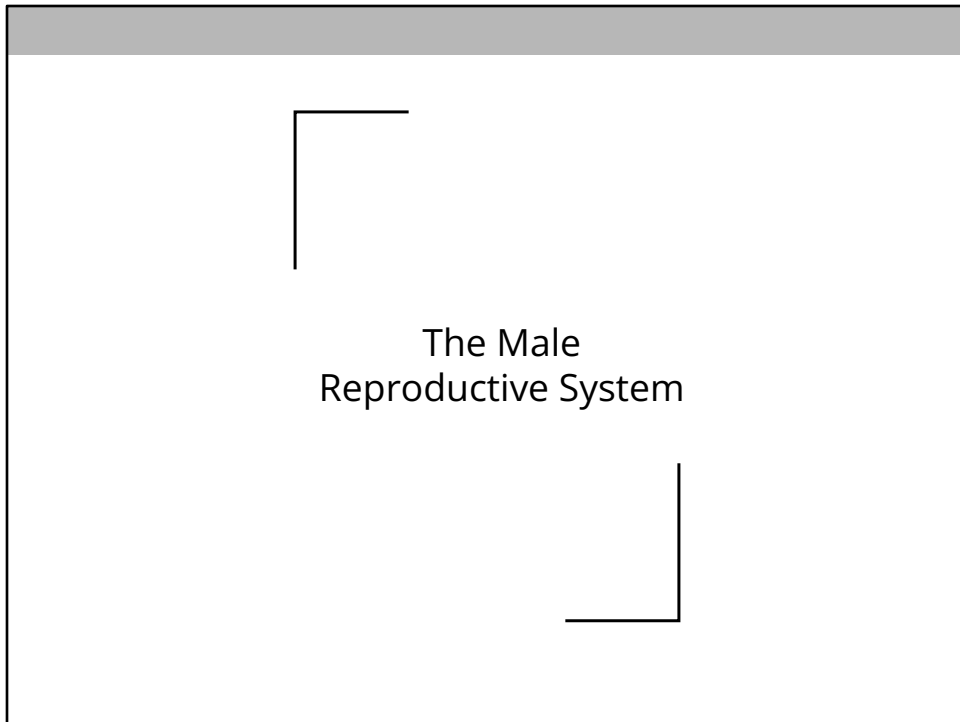
adolescents become capable of reproduction and experience various bodily changes;

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;



Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

**BIG
IDEA**

The male reproductive system is responsible for sexual function and urination.

Vocabulary introduced in this lesson:

- penis
- scrotum
- testicles
- vas deferens
- prostate
- urethra
- sperm
- semen
- testosterone



[Video](#)

Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

The words on this slide were highlighted in the video and/or will be covered in the lesson.

External parts of male reproductive system:

penis - male organ for sexual intercourse

scrotum - external skin sac holding the testicles

testicles - two small glands that make testosterone and produce sperm

Internal parts of male reproductive system:

vas deferens - transports mature sperm to the urethra in preparation for ejaculation

prostate - adds additional fluid to ejaculate, which helps nourish sperm

urethra - tube that carries urine from the bladder and ejaculates semen for reproduction

Male reproductive system purpose:

sperm - male reproductive cells

semen - protective fluid around sperm

testosterone - hormone that is produced by the testes; helps males develop certain characteristics, including muscle mass and strength, fat distribution, bone mass, and increases sperm production for producing children

VIDEO (length 2:59)

Video Link:

<https://jcschools.instructuremedia.com/embed/b94184b5-b2a6-43dd-967b-be6472ea2d7f>

Transcript:

In this video, we will see the different parts of the human male reproductive system and talk about their specific jobs.

The human male reproductive system is made up of different organs like the testes, scrotum, vas deferens, seminal vesicles, prostate gland, penis, and urethra.

The human male reproductive system has two main functions:

To produce the male reproductive cells, hormones, and accessory materials.

To deposit them in the female reproductive system.

Which part of the male reproductive system produces the germ cells?

The formation of germ cells, sperm, takes place in the testes.

These are present outside of the abdominal cavity in the scrotum.

If the testes are important organs, then why aren't they located in the abdominal cavity?

It is because sperm formation requires a lower temperature than the normal body temperature.

The testes also produce a hormone called testosterone.

What is the purpose of testosterone?

It is a male reproductive hormone which regulates the formation of sperm and is also responsible for secondary sexual characteristics during puberty.

The sperm that are produced in the testes also need some support from the fluid secretions to be delivered to the female reproductive system.

Which organs produce these secretions?

They are produced by the seminal vesicle and prostate gland. They provide nutrients to help sperm cells survive.

Now let's look at the journey of the sperm cells.

Sperm cells are formed in the testes and travel through a tube called the vas deferens. On the way, they are joined with fluid secretions from the prostate gland and seminal vesicles.

The vas deferens is a common duct for both sperm and urine and is connected to the urinary bladder.

The sperm mainly consist of genetic material and have a long tail that helps them move toward the female germ cell, the egg.

How do sperm cells get deposited in the female reproductive system?

The sperm from the vas deferens enters another duct called the urethra, which is surrounded and supported by a muscular organ called the penis.

The penis is the organ that deposits the sperm into the female reproductive system. It becomes hard and erect during sexual intercourse.

How the Male Reproductive System Works

Main Idea

The male reproductive system includes both external and internal organs that, with the help of hormones, allows males to produce sperm for reproduction.

Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

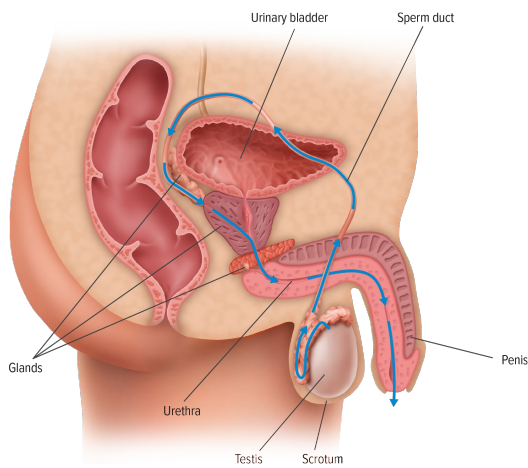
(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Male Reproductive System



The male reproductive system has two main functions:

Produce, maintain, and transport the male reproductive cells or **sperm**.

Produce and secrete male sex hormones such as **testosterone**.

Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

The Male Reproductive System

The hormone **testosterone**, produced in the testes, initiates physical changes that begin puberty.

A male's external reproductive organs include the testicles, penis, and scrotum. The **testicles** are located in the **scrotum**. The **penis** is composed of spongy tissue that contains many blood vessels. When the penis becomes erect, **semen** containing the **sperm** can be ejected from the body.

Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

External parts of male reproductive system:

penis - male organ for sexual intercourse

scrotum - external skin sac holding the testicles

testicles - two small glands that make testosterone and produce sperm

Male reproductive system purpose:

sperm - male reproductive cells

semen - protective fluid around sperm

testosterone - sex hormone that is produced by the testes; helps males

develop certain characteristics, including muscle mass and strength, fat distribution, bone mass, and increases sperm production for producing children

Maintaining the Male Reproductive System

Main Idea

The organs of the male reproductive system can be affected by both functional and structural problems.

Males should watch for signs and symptoms of reproductive system problems. Let's look at how males can maintain their reproductive health.

Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Maintaining the Male Reproductive System

How can I stay healthy?

- Practice good hygiene
- Avoid testicular injury
- Abstain from sexual activity
- Perform regular self-exams*
- Get yearly medical check-ups and consider vaccinations

*see slide 10

Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;


Presenter Notes:


1. Practice good hygiene. Shower or bathe daily with soap to help kill germs that cause infections in the reproductive organs.
2. Avoid testicular injury. Use a protective cup or athletic supporter during physical activity to shield the external reproductive organs.
3. Abstain from all sexual activity. Abstinence is the only way to prevent exposure to sexually transmitted infections (STIs) and prevent pregnancy.
4. Perform regular self-exams. Check the penis, scrotum, and testicles


1. monthly for any changes. Report any change to a physician. Even though lumps do not always mean cancer is present, it is still important to see a doctor if you have any concerns. Early detection usually leads to successful treatment.
2. Get yearly medical check-ups. All males should have regular checkups by a physician every 12 to 18 months. A yearly check-up keeps you up to date on screenings for certain medical conditions and allows the opportunity to speak with a medical professional. Make sure you get the health care you need.
 - You and your parents should ask a medical provider about vaccines against HPV and hepatitis B, testicular cancer screening, and STI testing (if you are sexually active).
 - If you do not have a medical provider, the Tennessee Department of Health provides free or low cost services through regional health departments. Some services include primary care, STI screenings, and reproductive health care.


Testicular Self Exam


Testicular Self-Exam



1. 
cup one testicle at a time using both hands best performed during or after a warm bath or shower

2. 
examine by rolling the testicle between thumb and fingers use slight pressure

3. 
familiarize yourself with the spermatic cord & epididymis tube like structures that connect on the back side of each testicle

4. 
feel for lumps, change in size or irregularities it is normal for one testis to be slightly larger than the other

The purpose of a testicular self-exam is to become familiar with the way your testicles normally look and feel. This will help you identify any changes or abnormalities, such as a new lump or skin changes.

Any changes should be reported to your doctor right away.

Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

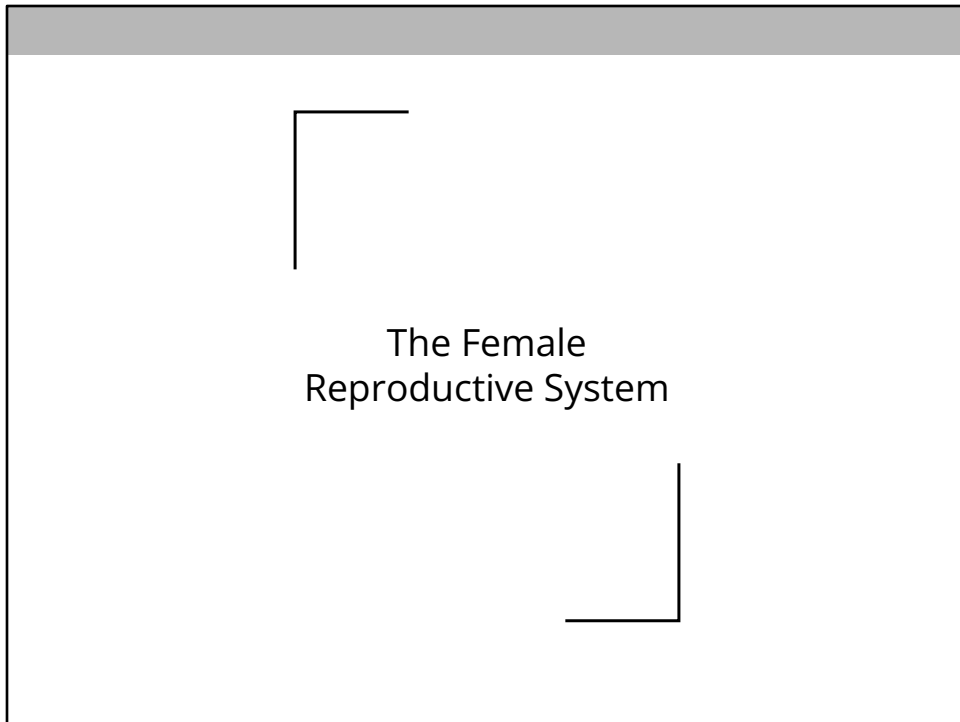
Upon reaching puberty, all men should conduct a monthly testicular self-exam and expect your doctor during your yearly physical to perform one as well.

Self-examination of the testes is important for early detection of testicular cancer. The most common method of early detection is performing a monthly exam. Since TC is usually isolated to a single testicle, comparison of one testicle with the other can be helpful. It is normal for one testicle to be slightly larger than the other. Your focus should be noticing any changes from the previous month.

If you notice a lump or any changes as mentioned above, you should seek medical advice and schedule an appointment immediately. Remember testicular cancer can spread very quickly and if detected early is one of the most curable cancers.

Information and graphic from

<https://www.testicularcancerawarenessfoundation.org/self-exam>



Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

**BIG
IDEA**

The female reproductive system is responsible for fertility, menstruation, and sexual function.

Vocabulary introduced in this lesson:

- vaginal opening
- vulva
- vagina
- cervix
- uterus
- ovaries
- fallopian tubes
- egg
- ovulation
- menstruation

**Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

The words on this slide were highlighted in the video and/or will be covered in the lesson.

External parts of the female reproductive system:

vaginal opening - allows menstrual blood and babies to exit the body

vulva - external genitals protecting the internal female reproductive organs

Internal parts of the female reproductive system:

vagina - muscular passageway that extends from the cervix to the outside of

the body

cervix - opening to the uterus

uterus - hollow, pear-shaped organ that holds and protects the fetus until birth

ovaries - glands that produce eggs and hormones

fallopian tubes - narrow tubes attached to the upper part of the uterus and

serve as pathways for the egg to travel from the ovary to the uterus;

fertilization of an egg by sperm normally occurs in the fallopian tubes; the

fertilized egg then moves to the uterus, where it implants into the uterine lining

Female reproductive system purpose:

egg - female reproductive cells (also known as ova - plural, ovum -singular)

ovulation - process of releasing a mature egg into the fallopian tube each

month; part of the menstrual cycle

menstruation - periodic shedding of the uterine lining when pregnancy doesn't occur; also known as "period"

VIDEO (length 2:43)

Video Link:

<https://jcschools.instructuremedia.com/embed/815e924b-2feb-4a82-81aa-11ec33d73e51>

Transcript:

In this video we will look at the structures and functions of the human female reproductive system.

There are a pair of ovaries in the female reproductive system that contain the premature egg cells.

There are two oviducts which connect to a muscular structure known as the uterus.

The uterus is also called the womb. It is where the implantation and development of the baby takes place.

The uterus opens into the vagina through the cervix.

The vagina is the passageway into which sperm cells are deposited by the male penis during intercourse.

Now let's look at the production of the female gametes.

When do females start producing egg cells?

When a female is born, her ovaries already contain thousands of immature eggs.

At puberty, the eggs begin to mature.

One egg is produced every month by one of the ovaries.

The egg produced by the ovary is collected in the Fallopian tubes. This is where fertilization takes place by the fusion of sperm and egg cells.

How do the sperm reach the egg in the Fallopian tubes?

The sperm cells are deposited into the vagina of the female by the penis during sexual intercourse. The sperm travel through the vagina and cervix,

through the uterus to the Fallopian tubes, where they might fertilize an egg cell.

The hormones secreted by the ovaries prepare the uterus to receive and nurture the growing embryo. The walls of the uterus become thick and are richly supplied with blood to nourish the growing embryo.

The fertilized egg is now called a zygote. It will be implanted in the lining of the uterus and begin to divide.

The placenta is a special tissue that helps the embryo get nutrition from the mother's blood. It is embedded in the uterine wall and provides glucose and oxygen to the embryo. The placenta also transfers the wastes generated by the embryo into the mother's blood.

The development of the child inside the mother's body takes approximately nine months. This period is called gestation. The child is born as a result of rhythmic contractions of the muscles of the uterus.

How the Female Reproductive System Works

Main Idea

The female reproductive system includes both external and internal organs that, with the help of hormones, allows females to have a menstrual cycle producing eggs for reproduction.

Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

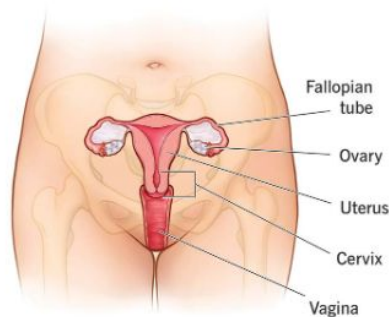
Presenter Notes:

Female Reproductive System

The female reproductive system has several functions, including producing female hormones and storing the eggs (also called ova).

A female at birth has more than 400,000 immature **eggs** in her ovaries. **Ovaries** are the female sex glands that store the eggs and produce female hormones.

The ovaries are located on each side of the uterus. The **uterus** is the hollow, muscular, pear-shaped organ that nourishes and protects a fertilized egg until birth.



Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Female Reproductive System

After a female begins puberty, the uterus prepares each month for possible pregnancy. The female body prepares by releasing a mature egg from the ovary in the process known as **ovulation**.

If pregnancy does not occur, then **menstruation** begins. During menstruation, the **endometrium** breaks down into blood, tissue, and fluids. The endometrium tissues pass through the **cervix**.

Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

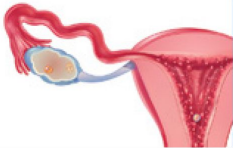
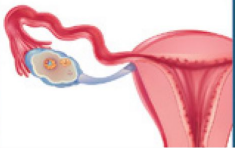
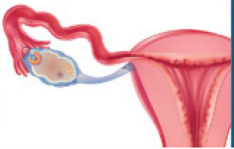
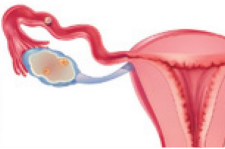
49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Female Reproductive System			
Example of a typical menstrual cycle			
Days 1–8	Days 9–13	Day 14	Days 15–28
The cycle begins with the first day of menstruation.	The hormones FSH and LH cause an egg to mature in one of the ovaries.	Ovulation occurs and the mature egg is released into one of the fallopian tubes.	The egg travels through the fallopian tube to the uterus. If the egg is not fertilized, the cycle starts again.
			
It is important to note that some women have longer or shorter menstrual cycles.			

Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Your menstrual cycle is a valuable marker for your overall health. Irregular periods can be a sign of conditions like diabetes, thyroid dysfunction, and celiac disease. You can track your period on a calendar or with an app on your phone designed for this purpose.

This helps females to:

1. Learn their bodies and when to expect the next cycle to start
2. Find any irregularities that need to be shared with a parent/guardian or your doctor.

Maintaining the Female Reproductive System

Main Idea

The organs of the female reproductive system can be affected by both functional and structural problems.

Females should watch for signs and symptoms of reproductive system problems. Let's look at how females can maintain their reproductive health.

Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Maintaining the Female Reproductive System

How can I stay healthy?

- Practice good hygiene
- Follow hygienic practices during menstruation
- Abstain from sexual activity
- Discuss breast cancer risk with your medical provider
- Get yearly medical check-ups and consider vaccinations

*see slide 19

Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

Law:

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

1. Practice good hygiene. Shower or bathe daily and rinse the external reproductive organs with water to avoid changing the pH which may result in infection.
2. Follow hygienic practices during menstruation. Change menstrual products regularly. Trapped moisture provides a breeding ground for bacteria and fungi and can lead to rash or infection.
3. Abstain from sexual activity. Abstinence is the only way to prevent exposure to sexually transmitted infections (STIs) and prevent

pregnancy.

4. Discuss breast cancer risk with your medical provider. Discuss your family history and breast cancer risk with your doctor to determine what recommendations for the early detection of breast cancer are right for you.

5. Get yearly medical check-ups. All females should have regular checkups by a physician every 12 months. A yearly check-up keeps you up to date on screenings for certain medical conditions and allows the opportunity to speak with a medical professional. Make sure you get the health care you need.

6. You and your parents should ask a medical provider about vaccines against HPV and hepatitis B, regular cervical cancer screening, and STI testing (if you are sexually active). You may also want to discuss unintended pregnancy and birth control.

If you do not have a medical provider, the Tennessee Department of Health provides free or low cost services through regional health departments. Some services include primary care, STI screenings, and reproductive health care.

Info from <https://www.cdc.gov/hpv/parents/index.html>

Reproductive System and Health

Lifetime Wellness
Day One

2024 - 2025

END OF PRESENTATION

Foundations of Healthy Relationships

Lifetime Wellness
Day Two

2024 - 2025

Updated 5/29/2024

UPDATED 5/29/2024

- 24 total slides
- 1 video
 - slide 6 - Maslow's hierarchy (2:59)
- 1 graphic
 - slide 6 - Maslow's hierarchy of needs

Family Life Curriculum Day 2

Tennessee Academic Standards for Lifetime Wellness (2024):

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1301. Part definitions.

(6) "Family life education" means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

Presenter Notes:

The topic of unhealthy relationships is covered in more detail on Day 3.

Family Life Curriculum Day 2

Learning Targets:

Discuss influences on human development and relationships.

Identify traits of healthy, or positive, relationships.

Recognize a variety of family types.

Understand traits of violent dating relationships and how to get help.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1301. Part definitions.

(6) "Family life education" means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

Presenter Notes:

The topic of unhealthy relationships is covered in more detail on Day 3.



Building strong relationships is important to your overall health.

Vocabulary introduced in this lesson:

- Maslow's Hierarchy of Needs
- relationship
- friendship
- citizenship
- dating
- mutual respect
- self-respect
- caring
- honesty
- commitment
- communication
- cooperation
- compromise

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

Presenter Notes:

The words on this slide will be covered in the lesson.

Maslow's Hierarchy of Needs - a theory in psychology claiming there are five stages of human needs that motivate our behavior

relationship - a bond or connection you have with other people

friendship - a significant relationship between two people that is based on trust, caring, and consideration

citizenship - way you conduct yourself as a member of the community

dating - partnerships built on common values, respect, and friendship

mutual respect - treating others with respect and they respect you in return

self-respect - the result of staying true to your values and not being willing to compromise them

caring - treating others with kindness and consideration

honesty - being open with others rather than concealing your thoughts, feelings, or actions

commitment - contributing to a relationship through work and sacrifice

communication - expressing your thoughts, feelings, and expectations to others and understanding theirs in return.

cooperation - working together for the good of all

compromise - problem-solving method for each participant to give up something to reach a solution that satisfies everyone

Understanding Human Needs

Main Idea

To reach your full potential, there are certain needs that all humans must satisfy.

Maslow's Hierarchy of Needs provides a framework for understanding human needs including the need for relationships.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

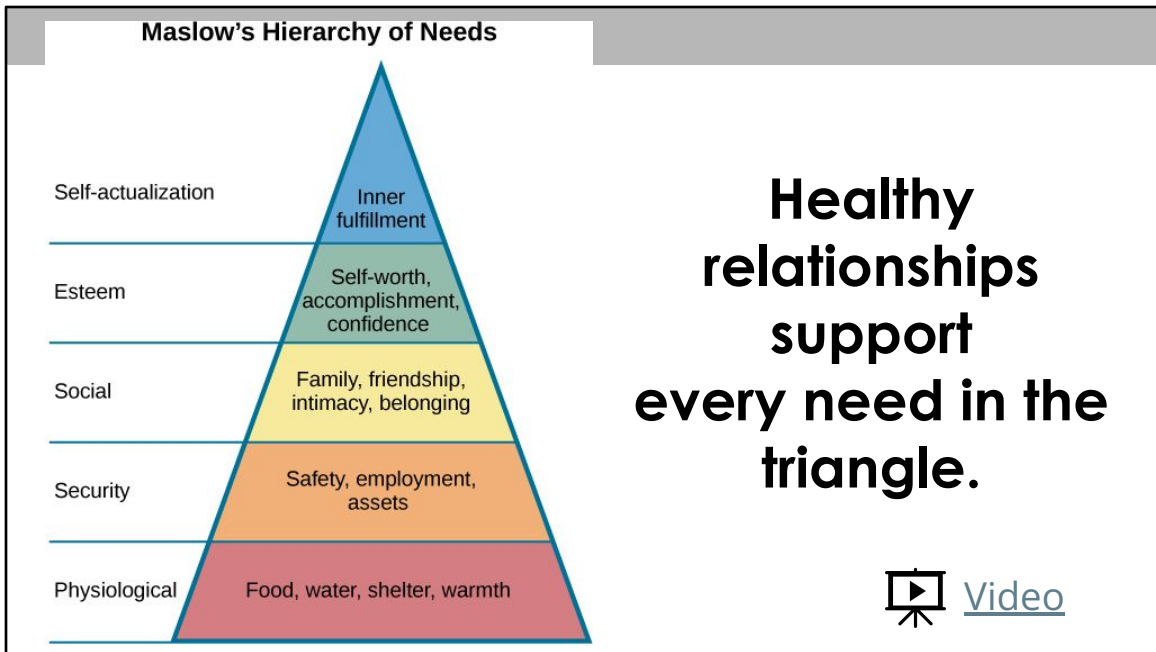
HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

Presenter Notes:



Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

Presenter Notes:

Maslow's Hierarchy of Needs is a theory in psychology. It claims that there are five stages of human needs that motivate our behavior.

VIDEO (length 2:48)

Video Link:

<https://jcschools.instructuremedia.com/embed/6a6f0bb7-aa9f-4da9-86bb-226fb95ff19e>

Original video at Sprouts Youtube Channel:

https://www.youtube.com/watch?v=O-4ithG_07Q

Video Transcript:

Abraham Maslow proposed his theory in 1943 after studying what he called exemplary people such as Albert Einstein or Eleanor Roosevelt.

STAGE 1

First, there are physiological needs, such as the need to breathe, eat, drink or sleep. The moment we got enough of that and we feel awake and our bellies are full, we get motivated by the next thing.

STAGE 2

Now we want safety. We try to earn money, build up resources and look for shelter that protects us against dangers. Once we are satisfied and feel safe, we have time to think about what we want next.

STAGE 3

At stage three we seek love and belonging. We desire to be close to family and friends, belong to a society or join a gang. But the moment we feel completely part of a group we already wish to be a little different than the rest.

STAGE 4

At stage four we look for esteem, self-confidence, and respect from our peers. We want to be someone. If we have money, we buy a fancy watch. If we have a brain, we write or think or work a lot. Motivation to perform and compete is now at its highest. Students, sportsmen, and inventors excel. Neil Armstrong even flew to the moon.

STAGE 5

Only if we breathe and drink and eat and sleep enough and we feel safe and part of a group and still special, only then we can reach level five: self-actualization. Now we can relax, be creative, accept facts for what they are, give back or do whatever we want. No more pressure, unless of course there is trouble below.

If you are a leader and believe in the theory, use it. First, make sure everyone has eaten well. Then make them feel safe and help them belong to a group. Once they feel they belong, they are ready to stand out and excel.

Relationships

Main Idea

A **relationship** is a bond or connection you have with other people.

You have **relationships** with family members, friends, teachers, classmates, co-workers, and people in your community.

Building and maintaining healthy relationships can help you meet the need to belong and feel loved.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

Presenter Notes:

Healthy and Unhealthy Relationships

Relationships can affect your health in positive and negative ways.

- Being in a relationship with people who align to your values and encourage you to be your best can have a positive effect on your health by creating a sense of belonging.
- Being in a relationship with people who try to get you to do things that are against your morals and values can have a negative effect on your health by putting you in situations that can cause harm to your mental and physical health.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Relationships can affect your health in positive and negative ways.

Thinking about Relationships

On your own paper, answer the statements.

1. List two different types of relationships you are currently in.

Example: As a student, you have relationships with your teachers.

2. Identify and list one quality or trait you display in both relationships you listed above.

Example: You demonstrate responsibility by turning assignments in on time.

3. Identify and list one quality or trait you desire from others in both relationships you listed.

Example: You desire your teacher to treat all students fairly.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Use student responses to promote class discussion--students work in small

groups discussing their responses, and each small group provides a response for the whole class.

1. Examples for types of relationships:
 - I have a relationship with my teammates; I have a relationship with my boss; I have a relationship with my family; I have a relationship with a boyfriend/girlfriend.
2. Examples for qualities or traits from myself could be:
 - I respect my parents' opinions even though we do not agree on everything; I am honest in communicating my thoughts in all relationships; I am committed to my teammates and show up for practice on time; I care about my family and help them out when needed.
3. Examples of a desired quality or trait from others could be:
 - I desire my significant other to be respectful of my values; I desire my siblings to be more respectful of my belongings; I desire my friends to tell me the truth; I desire my teachers to treat all students fairly.

Relationships with Family

Some of the most important relationships in your life are with the family members who share your home, such as parents or guardians, brothers, and sisters.

Families can be multicultural, blended, foster, or adoptive. While families may not all look alike, all families share the same responsibilities. Families provide physical, social, and mental/emotional support for each other.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to

identify and avoid unhealthy relationships;

Presenter Notes:

multicultural family - families with members having different nationalities, speaking different languages, or coming from different cultures

blended family (also known as a step-family) - families formed when people come together and bring a child or children from previous relationships

foster family - families who share their home temporarily with children until they can reunite with their biological family or adoptive family

adoptive family - families who raise a child who is not biologically related to them; can be a legal adoption; can be a chosen family such as close friends

All families share similar traits such as providing physical, social, mental/emotional, and sometimes financial support for each other. People need family throughout their life stages from birth to teenage to adult and elderly ages.

Relationships with Friends

Friendship is a significant relationship between two people that is based on trust, caring, and consideration. Friends may have similar values, interests, or live nearby.

Throughout your lifetime, friends will change based on your experiences, location, job, etc.

There are different types of friendships.

- Casual friendships
 - *Example-Friends you only interact with during class for one semester*
- Close friendships
 - *Example-Friends you interact with on weekends and evenings and consider those you rely on most*

Good friends should have a positive influence on your self-esteem and help you resist harmful behaviors.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Relationships with Community

Citizenship is the way you conduct yourself as a member of the community.

Being part of a strong community has a positive impact on every aspect of your health. Communities can promote healthful behaviors and also provide resources when you're in trouble.

Citizenship includes:

obeying laws

being kind to
neighbors

helping to
improve the
community

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Ask students to identify examples of citizenship.

1. What does citizenship look like in your school?
 - Example--following the student handbook, being friendly to other students, complete community service hours
2. What does citizenship look like at the mall?
 - Example--being kind to sales clerks, cleaning up after yourself in the food court, yielding to pedestrians in crosswalks
3. What does citizenship look like when driving?
 - Example--driving the speed limit, being patient with other drivers, paying car tag renewals/auto insurance fees each year

Relationships with Boyfriends/Girlfriends

This type of relationship is new for many teens. Healthy dating relationships should be built on common values, respect, and friendship and should NOT add stress to your life.

A partner who is controlling or violent does not show respect. Abuse in dating relationships can include physical, emotional, and/or psychological abuse.

- Abuse or suspected abuse should always be reported to a parent/guardian, SHHS counselor, or trusted adult or call 911.

Resources for you, or someone you know, who needs assistance in unhealthy relationships:

- National Domestic Violence Hotline 1-800-799-SAFE or text "START" to 88788
- Visit thehotline.org for more information and resources

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

- (11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;
- (14) Provide instruction on the prevention of dating violence.

Presenter Notes:

This topic is addressed in more depth on Day 3.

Traits of Healthy Relationships

Main Idea

In a healthy relationship, people respect and support each other.

Traits of a Healthy Relationship	
Mutual Respect	Caring
Honesty	Commitment

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Ask students to provide examples of what these traits look like in a

relationship.

1. What does mutual respect look like at home?
 - Example--Being polite and patient with your parents/guardians
2. How is commitment demonstrated in relationships?
 - Example--Trust, honesty, and open communication with your boyfriend or girlfriend
3. How do friends show they care about one another?
 - Example--Friends ask one another how they are feeling and respond with support
4. How is honesty demonstrated in your community?
 - Example--Respecting the rights of others and their needs

Traits of Healthy Relationships-Mutual Respect

Mutual Respect
✓ You treat others with respect, and they respect you in return.
✓ You accept each other's opinions, likes, values, and traditions, even if they are different than your own.
✓ At times you may disagree without forcing your opinions or values on each other.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Traits of Healthy Relationships-Caring

Caring
✓ You treat other people with kindness and consideration.
✓ During difficult times, you show empathy and support.
✓ You are willing to help others out.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Traits of Healthy Relationships-Honesty

Honesty
✓ You are honest and open with others rather than concealing your thoughts, feelings, or actions.
✓ Accepting responsibility for times you have been wrong.
✓ Be honest with yourself and true to your values.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Traits of Healthy Relationships-Commitment

Commitment
✓ You contribute to the relationship and work to keep it strong, even if it means making some sacrifices.
✓ You deal with problems in a positive way and are able to overcome them.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Building and Maintaining Healthy Relationships

Main Idea

Effective communication, cooperation, and compromise are keys to building and maintaining healthy relationships.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Three C's of Healthy Relationships

Communication - Expressing your thoughts, feelings, and expectations to others and understanding theirs in return.

Cooperation - Working together for the good of all.

Compromise - Problem-solving method for each participant to give up something to reach a solution that satisfies everyone.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Ask students to offer positive examples of how these skills can be shown in

healthy relationships.

1. How can families communicate effectively with each other?
 - Examples--Eat dinner together to talk about your day; schedule family meetings to discuss important topics with one another; use texting to open lines of communication around feelings that are uncomfortable to discuss
2. What does it look like to cooperate with a coworker or classmate?
 - Examples--Sharing the workload; respecting each other's feedback; meeting agreed upon deadlines
3. One friend wants to go to the movies and the other friend wants to go to the mall. Give an example of a compromise that could be made.
 - Examples--Agree to do one activity today and another the next time you are together; flip a coin to decide between movies or mall; think of a third activity rather than the movies or mall
 - NOTE: compromise is not always the BEST option. For example, one friend wants to drink alcohol while the other friend does not. Choosing a commitment to not drinking is an acceptable time to NOT compromise.

Respect in Relationships

Main Idea

Having self-respect and respect for others is the foundation for relationships.

When you are clear about your values and uphold your values, other people will know what you believe and what's important to you.

If people don't know your values, beliefs, and what is important to you, you may be more likely to face pressure to take part in unhealthy behaviors.

Showing respect for others means honoring their values and beliefs. Do not pressure them to participate in behaviors that would violate their values and beliefs.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Respect in Relationships-Self-Respect

Having self-respect is an important foundation for healthy relationships. Self-respect is the result of staying true to your values and not being willing to compromise them. The more you engage in behaviors consistent with your beliefs and values, the more you'll feel fulfilled and confident.

When you respect yourself, you're more likely to seek out relationships with people who also treat you with respect. You're also less likely to let other people influence you to take risks that could harm your health or violate your values and beliefs.

During the teen years, you may find yourself searching for your personal identity or your sense of who you are and where you belong in the world. Part of this search includes defining or reinforcing your own value system.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Respect in Relationships-Respect for Others

With strangers and casual acquaintances, you can show respect through common courtesy.

Hold a door for someone

Say "Thank You"

With close friends and family members, you can show respect in more significant ways.

Listen to others

Develop mutual trust

Be realistic in
your expectations

Be considerate of
others' feelings

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Ask students:

How could showing respect for family differ from the way you show respect to strangers and casual acquaintances?

- Example: Since you are around your family more often, you know the specific needs of your family members, and you are familiar with your family's values. You also have more opportunities to show respect to family rather than strangers.

Foundations of Healthy Relationships

Lifetime Wellness
Day Two

2024 - 2025

END OF PRESENTATION

Decision Making & Choosing Abstinence

Lifetime Wellness
Day Four

2024 - 2025

Updated 5/29/2024

UPDATED 5/29/24 DTimbs

- 44 total slides
- 2 videos
 - slide 10 - boundaries (3:38)
 - slide 39 - consent (1:12)
- 0 graphics

Family Life Curriculum Day 4

Tennessee Academic Standards for Lifetime Wellness (2024):

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2)(A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life skills that empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life decisions, and build character; (B)

Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

(12) “Risk avoidance” means an approach that encourages the prevention of participation in risk behaviors as opposed to merely reducing the consequences of those risk behaviors;

(13) “Sexual activity” means sexual penetration or sexual contact, or both;

(14) “Sexual contact” means sexual contact as defined under § 39-13-501;

(15) “Sexual intercourse” means that a male reproductive organ is inserted into any bodily orifice;

(17) “Sexually transmitted disease” (STD) means a disease that is caused by bacteria, virus or parasite that is transmitted from one person to another during sexual contact. A sexually transmitted disease is also referred to as a sexually transmitted infection (STI).

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth,

sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Recognizing and Avoiding Unhealthy Relationships

Lifetime Wellness
Day Three

2024 - 2025

Updated 5/29/2024

UPDATED 5/29/24

- 27 total slides
- 2 videos
 - slide 10 - STOPit App (2:33)
 - slide 20 - human trafficking (4:21)
- 5 graphics
 - slide 6 - Maslow's hierarchy of needs
 - slide 11 - forms of hazing
 - slides 21, 23, & 26 - human trafficking
- A SHHS counselor will sit in on Day Three for any students who show signs of needing additional 1:1 support related to unhealthy relationships.

Family Life Curriculum Day 3

Tennessee Academic Standards for Lifetime Wellness (2024):

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

Law:

49-6-1301. Part definitions.

(6) "Family life education" means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B) must be accomplished through the viewing of a video recording approved by the LEA; and

(14) Provide instruction on the prevention of dating violence.

Family Life Curriculum Day 3

Learning Targets:

Define and recognize child abuse and human trafficking.

Understand how to reduce your risk of being abused.

Know how to report abuse and seek help for abuse.

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

Law:

49-6-1301. Part definitions.

(6) "Family life education" means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;


49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B) must be accomplished through the viewing of a video recording approved by the LEA; and

(14) Provide instruction on the prevention of dating violence.



Recognizing Unhealthy Relationships

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and

treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B) must be accomplished through the viewing of a video recording approved by the LEA; and
(14) Provide instruction on the prevention of dating violence.



Recognizing and avoiding unhealthy relationships is important for your needs.

Vocabulary introduced in this lesson:

- bullying
- hazing
- child abuse
- control
- human trafficking
- sex trafficking
- forced labor
- domestic servitude

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to

identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B) must be accomplished through the viewing of a video recording approved by the LEA; and

(14) Provide instruction on the prevention of dating violence.

Presenter Notes:

The words on this slide will be covered in the lesson.

bullying - a person is bullied when they are exposed repeatedly and over time to negative actions, and they have difficulty defending themselves.

hazing - when someone makes others perform certain tasks in order to join a group or be new members of a group

child abuse - when a person under the age of eighteen (18) is suffering from, has sustained, or may be in immediate danger of suffering from or sustaining a wound, injury, disability, or physical or mental condition caused by brutality, neglect, or other actions or inactions of a parent, relative, guardian, or caretaker

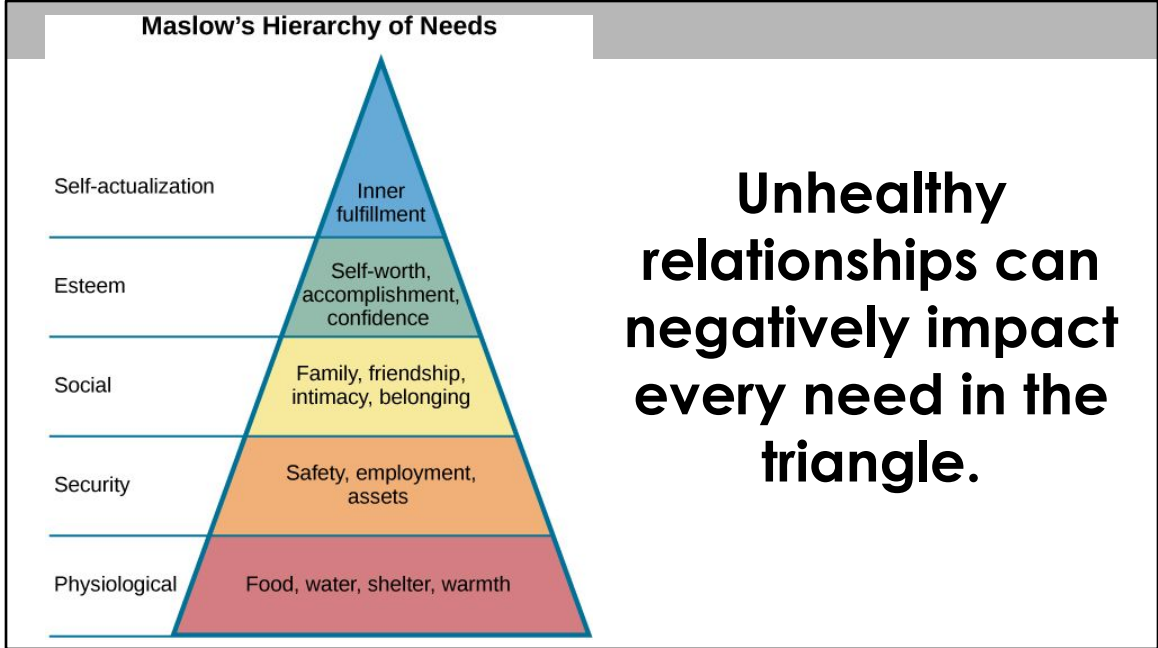
control - behaviors used by a friend, boyfriend, or girlfriend to have all the power in your relationship

human trafficking - the use of force, fraud, or coercion to obtain some type of labor or commercial sex act

sex trafficking - manipulating or forcing against their will to engage in sex acts for money

forced labor - when individuals are compelled against their will to provide work or service through the use of force, fraud, or coercion

domestic servitude - a domestic worker is not free to leave his or her employment and is abused and underpaid, if paid at all



REVIEW FROM DAY TWO

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

FOR DAY 3

Presenter Notes:

Review Maslow's Hierarchy of Needs from Day 2.

It claims that there are five stages of human needs that motivate our behavior. Any one of those stages or levels that is not positively met impacts our ability to reach the highest stage of inner fulfillment.

Healthy relationships, from Day 2, positively impact your needs and make you more able to have a sense of accomplishment and inner fulfillment at the top of the triangle.

Recognizing Unhealthy Behavior in Relationships

Main Idea

Healthy relationships make you feel good about yourself — unhealthy relationships don't. You deserve to feel safe and supported in your relationships.

Nobody's relationships are perfect, and people make mistakes. But, if you feel like you're being treated badly by other people's behavior, you probably are. Listen to your gut.

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to

identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B) must be accomplished through the viewing of a video recording approved by the LEA; and

(14) Provide instruction on the prevention of dating violence.

Presenter Notes:

Recognizing Unhealthy Behavior in Relationships-Bullying

A person is bullied when they are exposed repeatedly and over time to negative actions, and they have difficulty defending themselves.

- Bullying is aggressive behavior that involves unwanted, negative actions.
- Bullying involves a pattern of behavior repeated over time.
- Bullying involves an imbalance of power or strength.

Remember, bullying does not only happen at school. It can happen anywhere, including through texting, the internet, and social media.

Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Bullying definitions, components, and prevention information from Olweus Bullying Prevention Program.

If you recognize any of the descriptions, you should stay calm, stay respectful, and tell a parent/guardian or trusted adult as soon as possible.

Physical Bullying

Hurting a person physically or damaging their possessions

Social or Relational Bullying
Hurting someone's reputation or relationships

Verbal Bullying
Saying or writing mean or threatening things

Cyberbullying

- Includes sending, posting, or sharing negative, harmful, false, or mean content about someone else
- Can include sharing personal or private information about someone else causing embarrassment or humiliation
- Some cyberbullying crosses the line into unlawful or criminal behavior

Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Bullying definitions, components, and prevention information from Olweus Bullying Prevention Program.

Share examples of the types of bullying:


- Physical bullying--Hitting/kicking/pinching; Spitting; Tripping/pushing; Taking or breaking someone's things; Making mean, rude, or sexual gestures
- Social or relational bullying--Leaving someone out on purpose; Telling

- other people not to be friends with someone; Spreading rumors about someone; Embarrassing someone in public
- Verbal bullying--Teasing, Name-calling, Inappropriate sexual comments, Taunting, Threatening to cause harm

Cyberbullying has unique concerns in that it can be:

- Persistent – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.
- Permanent – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.
- Hard to Notice – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize.

If you or someone you know is being bullied, **SPEAK UP!**

- If you feel uncomfortable with the in-person or online comments or actions of others... tell someone! It is better to let someone know, than to let the problem continue.
- Report bullying to a parent/guardian or trusted adult or use the STOPit App on your Chromebook.  [Video](#)
- If you feel like you are at risk of harming yourself or others, get help now.
 - Visit StopBullying.gov
 - Suicide Hotline
 - CALL 988 or TEXT "TN" to 741-741

Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

StopBullying.gov resources at

<https://www.stopbullying.gov/resources/get-help-now>

988 Suicide and Crisis Lifeline

Hours: Available 24 hours. Languages: English, Spanish

Crisis Services & Suicide Prevention

If you are experiencing a mental health emergency, text now. Help is available 24 hours a day, 7 days a week.

Text "TN" to 741-741

VIDEO (length 2:33)

Video Link:

<https://jcschools.instructuremedia.com/embed/7c7b6dc1-79a9-4db6-b7fa-b9ca-d01c3288>

STOPit App original video at JCS YouTube Channel:

<https://www.youtube.com/watch?v=ut8zwOZ7YKQ>

Video Transcript:

A video to review the STOPit App. Transcript 0:00 [Music] 0:10 thank you 0:12 [Music] 0:30 hi everybody this is Dr. English I'm one 0:33 of the school counselors here at Science 0:34 Hill I just wanted to record a short 0:36 video to talk with you all a little bit 0:37 about the StopIt app. The StopIt app is 0:40 something that we're going to be adding 0:42 on devices and then you're also 0:44 encouraged to download it on your phones 0:45 as well if you'd like to the stop it app 0:48 is specifically an anonymous reporting 0:50 app that you're able to submit any kind 0:53 of reports for something that you think 0:55 is going on that should not be going on 0:57 that could be for harassment for 0:59 bullying for cyber bullying for any kind 1:02 of behavior that you think is 1:03 inappropriate that happens in school or 1:05 outside of school that you want to 1:07 report when you report there's it is 1:09 coming through anonymously but then 1:11 there's also a part of the report that 1:13 you can submit pictures videos 1:16 screenshots or just a message that says 1:19 this is what's happening this is what 1:20 should be done about it within that app 1:22 either on the device or on your phone 1:24 within that app there's also a messenger 1:26 that if somebody receives that report it 1:28 feels like they need to ask more 1:29 questions they could send you a message 1:31 back if you're the one that did the 1:33 initial report 1:34 the stop at app is to help us make sure 1:36 that we're getting more clear 1:38 communication and we want to make sure 1:39 our school is safe when you're on this 1:42 report before you do any kind of a 1:43 submission the last little notation is 1:45 that if a false report is made legal 1:48 action could be taken against you so 1:50 again know that if you're doing a report 1:52 any kind of a false report that's being 1:54 made could have some legal consequences 1:56 please feel free to start using this 1:59 device to stop it app specifically to 2:02 give any kind of reports it is monitored 2:04 24 7 and the reports are kind of 2:06 filtered to where they need to go so 2:08 that we can follow up on any kind of 2:09 reports that are submitted if you have 2:11 any kind of questions reach out to your 2:13 school counselor and we can try to give 2:14 you a little bit more insight thank you 2:16 so much 2:16 [Music] 2:19 foreign 2:21 [Music]

Recognizing Unhealthy Behavior in Relationships-Hazing

Hazing is when someone makes others perform certain tasks in order to join a group or be new members of a group. Hazing is often meant to humiliate and can be physically or emotionally harmful.

Hazing is similar to bullying, but hazing is often seen as a condition of acceptance or initiation into a group.



Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

Presenter Notes:

Like bullying, hazing has serious consequences. It violates the Johnson City Schools Code of Conduct and Tennessee state law. Hazing can cause emotional harm and in extreme cases death from physical harm or abuse.

Graphic and more info at StopHazing.org

Recognizing Unhealthy Behavior in Relationships- Child Abuse

In Tennessee, child abuse exists when a person under the age of 18 is suffering from, has sustained, or may be in immediate danger of suffering from or sustaining a wound, injury, disability, or physical or mental condition caused by brutality, neglect, or other actions or inactions of a parent, relative, guardian, or caretaker.

Child abuse can be physical, verbal, emotional, or sexual.

Child abuse can happen in any type of home—in poor, middle-class, or well-to-do homes, in rural areas or urban ones. Child sexual abuse affects both girls and boys of all ages, races, ethnicities, and economic backgrounds.

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

Presenter Notes:

TCA 37-1-102 defines abuse

Info from

<https://www.kidcentraltn.com/support/crisis-services-for-children/child-abuse.html> a website of tn.gov

TYPE	DEFINITION	EXAMPLES
Physical Abuse	Hurting or injuring a child on purpose, failing to protect a child from a person who is hurting them.	Any action that can seriously injure or even kill a child.
Physical Neglect	Putting a child at serious risk of injury or illness by not adequately watching out for their safety, health, and survival.	Abandonment, lack of supervision, life-endangering physical hygiene, lack of adequate nutrition, lack of shelter, ignoring medical or dental needs, putting the child's health in danger, not meeting a child's basic clothing needs.
Sexual Abuse	Touching or penetrating a child's intimate parts, oral sex with a child, indecent exposure, or any other sexual act performed in a child's presence for sexual pleasure. Anyone who fails to try to protect a child or stop sexual abuse by another person is also involved in child sexual abuse.	Also includes using a child for prostitution and/or making and/or distributing child pornography. Can occur gradually over time. Perpetrators target victims and work to gain their trust.
Emotional Abuse	Verbal insults, ignoring a child, and constant fighting in the family.	Shaming or humiliating a child, communicating a poor image of the child.

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

Presenter Notes:

TCA 37-1-102 defines abuse

Info from

<https://www.kidcentraltn.com/support/crisis-services-for-children/child-abuse.html> a website of tn.gov

Students need to understand abuse as potential victims as well as develop an understanding of abuse as they may be the caregiver, babysitter, and/or future parent.

Recognizing Unhealthy Behavior in Relationships- Signs of Child Abuse

Possible signs a child has been abused or neglected. The child may:

- Have repeated injuries that are not properly treated or adequately explained.
- Act in unusual ways; may be disruptive and aggressive, or passive and withdrawn.
- Be forced to assume the role of a parent toward their brothers and sisters, or even toward their own parents.
- Have disturbed sleep (nightmares, bed-wetting, fear of sleeping alone, needing night-light).
- Lose their appetite, overeats or may report being hungry.
- Act in stylized ways, such as sexual behavior that is not normal for their age group.
- Talk about abusive or neglectful acts.

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

Presenter Notes:

TCA 37-1-102 defines abuse

Info from

<https://www.kidcentraltn.com/support/crisis-services-for-children/child-abuse.html> a website of tn.gov

The above signs indicate that something is wrong but do not necessarily mean the child is being abused. However, if you notice these signs early, you may be able to prevent abuse or neglect.

If you believe you have been a victim of child abuse, please talk to a SHHS counselor or other trusted adult immediately for help.

Recognizing Unhealthy Behavior in Relationships- Reporting Child Abuse

According to Tennessee law, anyone who suspects child abuse or neglect (including doctors, mental health professionals, childcare providers, teachers, dentists, family members, and friends) must report suspected cases. Failure to report child abuse or neglect is a violation of the law.

- If you believe a child has been abused or neglected, report by calling 877-237-0004 or report online at <https://carat.app.tn.gov/carat/>
- If you are a victim of abuse reach out to a trusted adult (parent, counselor, teacher) or call 911 for help.
- For more information on abuse, visit KidCentralTN.com. Then click "Support" then "Crisis Services for Children."

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

Presenter Notes:

TCA 37-1-102 defines abuse

Info from

<https://www.kidcentraltn.com/support/crisis-services-for-children/child-abuse.html> a website of tn.gov

Failure to report child abuse or neglect is a violation of law.

Parents, guardians, or caregivers who abuse children need help, but few are able to admit the problem and seek assistance. Don't take a chance with a child's life. Make a report so the victim as well as the abuser can get help!

If you believe you have been a victim of child abuse, please talk to a SHHS counselor or other trusted adult immediately for help.

Recognizing Unhealthy Behavior in Relationships- Control

Control in a relationship is a form of abuse where a friend, boyfriend, or girlfriend uses certain behaviors to have all the power in your relationship. In a relationship you deserve personal space, your own voice, and the right to your boundaries. Nothing you say or do is a reason to be a victim of control or abuse.

Also remember, nothing anyone says or does is a reason for you to be the abuser. You deserve to be liked and respected. Using force, power, or control only gets “your way.” This is not how to get acceptance, respect, or love from another person.

Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

Presenter Notes:

Boundaries resource at <https://www.protectrespecttn.org/high-school>

Traits of a controlling relationship include:

- Possessiveness – jealousy causing your partner to control who you see and talk to and what you do
- Manipulation – controlling your decisions, actions, or emotions; sometimes in a subtle or passive-aggressive way that makes it difficult to spot; feeling dependent on the relationship for support, money or acceptance
- Isolation – someone who keeps you away from your friends or family; asking or forcing you to choose between the relationship and your friends
- Sabotage – purposefully ruining your reputation, success, or achievements to make you feel trapped in the relationship
- Belittling – doing and saying things to make you feel bad about yourself
- Guilting – making you feel like it is your responsibility to keep the partner happy; blaming you for things that are out of your control

Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

Presenter Notes:

How do I know if my relationship is abusive?

Sometimes it's hard to tell if you're in an unhealthy relationship. But if you think you're being treated badly, you probably are. Trust your gut. Healthy relationships make you feel good about yourself, not bad.

Does the person you are dating or a friend do these things?

- Call, text, or message you all the time asking you where you are or who you're with
- Check your phone, email, or social networking messages without your OK
- Tell you who you can or can't be friends with
- Pressure you to sext
- Say mean or embarrassing things about you in front of other people
- Act jealous or tries to stop you from spending time with other people
- Have a bad temper and you're afraid of making them mad
- Accuse you of cheating or doing something wrong all the time
- Threaten to kill or hurt themselves or hurt you if you break up with them
- Hurt you physically including touching you in ways you do not want

Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

Presenter Notes:

Leaving An Unhealthy Relationship

If you're in an abusive relationship, know that you're not alone and you deserve better. Abuse is never your fault. It's not right for anyone to hurt you, make you feel bad about yourself, or pressure you to do things you don't want to do. Everyone gets mad sometimes, but talking about it is the way to deal with problems — not hurting you or putting you down.

If you think you're in an abusive relationship, talk with a parent or trusted adult. They can help you figure it out.

Getting out of an abusive relationship can be especially difficult because you may go to the same school or be in the same circles of friends, making it hard to get away from them. Ask for help from a trusted adult or call the National Domestic Violence Hotline at 1-800-799-SAFE (7233) or go to www.TheHotline.org.

Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

Presenter Notes:

Teens that experience dating abuse are more likely to:

- Experience depression and anxiety
- Engage in unhealthy behaviors such as using tobacco, drugs and/or alcohol
- Exhibit antisocial behaviors
- Think about suicide
- Have increased risk of victimization as a young adult

Info from

<https://www.tn.gov/health/news/2019/2/11/join-efforts-to-prevent-teen-dating-violence-in-tennessee.html#:~:text=If%20you%20need%20help%2C%20call,prosperity%20of%20people%20in%20Tennessee.>

Recognizing Unhealthy Behavior in Relationships- Human Trafficking (a form of control)



WHAT IS HUMAN TRAFFICKING?

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to

identify and avoid unhealthy relationships;
(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

Presenter Notes:

All trafficking content is from the Department of Homeland Security Blue Campaign at <https://www.dhs.gov/blue-campaign>

VIDEO (length 4:21)

Video Link:

<https://jcschools.instructuremedia.com/embed/30daf7f2-4482-4c4e-8c4b-dfaae2c31f0a>

Original Video: <https://www.dhs.gov/medialibrary/collections/23516>

Video Transcript

♪ ♪ What is human trafficking? Human trafficking is modern day slavery. It is the exploitation of a person through force, fraud, or coercion. Human smuggling and human trafficking are different crimes. Human smuggling is the illegal movement of someone across a border. Human trafficking is the illegal exploitation of a person. Human trafficking is about exploitation, not transportation. Human trafficking is a highly profitable crime, and a violation of human rights. It occurs in every part of the world, including here in the United States. It happens in our big cities, our suburbs, and even in rural towns. It can happen to anyone. Human trafficking victims can be U.S. citizens or from other countries. Victims can be any age, race, or gender. But one thing they share is that they are vulnerable to being exploited. There are different types of human trafficking, including sex trafficking, forced labor, and domestic servitude. Sex trafficking victims are manipulated or forced against their will to engage in sex acts for money. Sex traffickers might use violence, threats, manipulation, or the promise of love and affection to lure victims. Truck stops, hotel rooms, rest areas, street corners, clubs, private residences... These are just some of the places where victims are forced to sell sex. Any person under the age of 18 involved in a commercial sex act is considered a victim of human trafficking. NO EXCEPTIONS! Forced labor takes on many forms. It happens here in the U.S. and overseas. Through force, fraud, or coercion victims are made to work for little or no pay. Very often these victims are forced to manufacture or grow the products we use and consume every day. Victims of forced labor can be found in factories and farms, doing construction work and more. Victims of domestic servitude are hidden in plain sight. Forced to work in homes across the United States. Their traffickers sometimes take their identification papers and travel documents in order to limit their freedom. They are prisoners

working as nannies, maids, or domestic help. Every year in the United States, thousands of human trafficking cases are reported, but many more go unnoticed. That's because human trafficking is a hidden crime. Victims might be afraid to come forward, or we may not recognize the signs, even if it's happening right in front of us. We need to bring this crime out of the shadows. That's why the Department of Homeland Security created the Blue Campaign. To take a stand against modern day slavery. And help combat this heinous crime by raising awareness of human trafficking around the country. But we can't do it alone. We need your help. So what can you do to stop human trafficking? Visit the Blue Campaign website to learn more about the signs and indicators of human trafficking. Share this video on social media to help bring this crime out of the shadows. Be an informed consumer. Know who makes the products you buy and the food you eat to help keep slavery tainted items out of your home. And finally recognize and report suspected human trafficking. You can submit a tip to federal law enforcement online or by phone. For victim support you can call or text the National Human Trafficking Resource Center. Help us bring this crime out of the shadows and into the light. Join the Blue Campaign. One Voice. One Mission. End Human Trafficking. ♪ ♪

IT CAN HAPPEN TO ANYONE

NO MATTER RACE, AGE OR GENDER



Human traffickers exploit many vulnerabilities to victimize people. Vulnerabilities for children can include a lack of safety at home from violence, abuse, and neglect; homelessness or runaway status; and a lack of proper care in the child welfare system. Other vulnerabilities for adults and children can include having a lack of trust in government institutions, economic hardship, isolation from family and/or community, and displacement from natural disasters.

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and

treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

Presenter Notes:

The crime of human trafficking hinges on the exploitation of another person. People often falsely believe “human trafficking” implies victims must be moved from one place to another to qualify as a victim. Human trafficking does not require transportation to be considered a crime. It is a crime that can be committed against an individual who has never left his or her hometown.

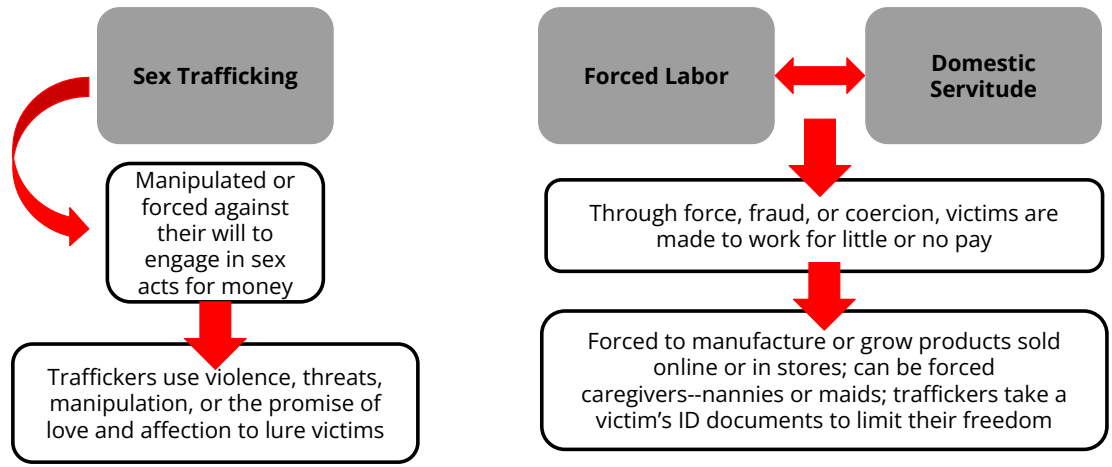
By far the most pervasive myth about human trafficking is that it always - or often - involves kidnapping or otherwise physically forcing someone into a situation. In reality, most human traffickers use psychological means such as tricking, defrauding, manipulating or threatening victims into providing commercial sex or exploitative labor.

Human trafficking victims can be any age, race, gender identity, sex, ethnicity, nationality, immigration status, and socioeconomic class. In many cases, victims do not come forward to seek help because they are vulnerable, potential language barriers may exist, they have a fear of law enforcement, or they do not identify as a victim.

Human traffickers exploit many vulnerabilities to victimize people. Vulnerabilities for children can include a lack of safety at home from violence, abuse, and neglect; homelessness or runaway status; and a lack of proper care in the child welfare system. Other vulnerabilities for adults and children can include having a lack of trust in government institutions, economic hardship, isolation from family and/or community, and displacement from natural disasters.

Traffickers employ a variety of control tactics, the most common include physical and emotional abuse and threats, isolation from friends and family, and economic abuse. They make promises aimed at addressing the needs of their target in order to impose control. As a result, victims become trapped and fear leaving for myriad reasons, including psychological trauma, shame, emotional attachment, or physical threats to themselves or their family.

Recognizing Unhealthy Behavior in Relationships-- Human Trafficking



Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to

identify and avoid unhealthy relationships;
(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

Presenter Notes:

Victims are found in legitimate and illegitimate industries.

Sex Trafficking: escort services, illicit massage services, outdoor sexual solicitation, residential brothels, bars and strip clubs, pornography production, personal sexual servitude, and live streaming of sexual exploitation.

Forced Labor & Domestic Servitude: domestic work (such as housekeepers), traveling sales crews, restaurants, peddling and begging, agriculture (field/farm work), beauty services, construction, hotels, landscaping, entertainment, commercial cleaning services, manufacturing, fishing, mining, carnivals, forestry, healthcare, recreational facilities, and even criminal enterprises (such as illicit drug dealing).



Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and

treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

Presenter Notes:

Department of Homeland Security law enforcement alone identifies hundreds of girls, boys, women, and men as victims of human trafficking in the United States every year. The National Human Trafficking Hotline also receives thousands of contacts annually from people in areas all across the United States.

Human trafficking is often “hidden in plain sight.” Recognizing the signs is the first step in identifying victims. No single indicator is proof that human trafficking is occurring.

<https://humantraffickinghotline.org/en/statistics>

Protecting yourself from exploitation while online :

- Don't share personal information (where you live, work, go to school, or details about your personal life).
- Set your profile to private so only your friends in real life can get access.
- Never accept a friend request from someone you don't know in real life.
- Don't share photos with anyone that you wouldn't be comfortable with your parents, guardians, or friends seeing.
- If you do share a photo and someone uses it to threaten or blackmail you, you have options; talk to a trusted adult about how to get help.
- If you plan to meet someone you met online in person, it should be in a public setting, like a restaurant or coffee shop, and let a trusted adult know who, where, and when you are meeting.
- If someone isn't who they seem to be, or you think you are being lured into a potentially exploitative situation, tell a trusted adult; reporting the person could help stop them from potentially exploiting other people.
- Trust your instincts! If something feels wrong about a conversation you are having with someone online, stop the conversation and block the profile.

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to

identify and avoid unhealthy relationships;
(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

Presenter Notes:

Info from <https://www.dhs.gov/bluecampaign/protect-yourself>

WHAT YOU CAN DO TO STOP HUMAN TRAFFICKING



If you learn what exploitation looks like and how it starts, you can learn to say no and protect yourself and others.

- Consider how you shop and eat. Who made your clothes? Who prepared your food? Find out which **goods may be produced by child or forced labor**.
- Know your employer has a credible business and reputation with current and former employees; be cautious of people who offer you a job that seems too good to be true.
- Stories become weapons in the hands of human traffickers—tales of romantic love or a lavish lifestyle. Sometimes, the stories themselves raise red flags. Other times, traffickers or potential traffickers may raise red flags during recruitment. Be cautious online and in person when it seems too good to be true.

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and

treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

Presenter Notes:

List of Goods Produced by Child Labor or Forced Labor from US Dept of Labor
<https://www.dol.gov/agencies/ilab/reports/child-labor/list-of-goods>

How Traffickers Lure People In

Stories become weapons in the hands of human traffickers — tales of romantic love everlasting or about good jobs and fair wages just over the horizon. Sometimes, the stories themselves raise red flags. Other times, traffickers or potential traffickers may raise red flags during recruitment.

Here are a few situations that might raise concerns:

- A would-be employer refuses to give workers a signed contract or asks them to sign a contract in a language they can't read.
- A would-be employer collects fees from a potential worker for the “opportunity” to work in a particular job.
- A friend, family member, co-worker, or student is newly showered with gifts or money or otherwise becomes involved in an overwhelming, fast-moving, and asymmetric (e.g., large difference in age or financial status) romantic relationship.
- A friend, family member, or student is a frequent runaway and may be staying with someone who is not their parent or guardian.
- A family member, friend, co-worker, or student is developing a relationship that seems too close with someone they know solely on social media.
- A family member, friend, or student lives with a parent or guardian and shows signs of abuse.
- A family member, friend, or co-worker is offered a job opportunity that seems too good to be true.
- A family member, friend, or co-worker is recruited for an opportunity that requires them to move far away, but their recruiter or prospective employer avoids answering their questions or is reluctant to provide detailed information about the job.

Recognizing Labor Trafficking

Labor trafficking includes situations where men, women, and children are forced to work because of debt, immigration status, threats and violence. Keeping victims isolated — physically or emotionally — is a key method of control in most labor trafficking situations. But that does not mean you never

cross paths with someone who is experiencing trafficking.

Someone may be experiencing labor trafficking or exploitation if they:

- Feel pressured by their employer to stay in a job or situation they want to leave
- Owe money to an employer or recruiter or are not being paid what they were promised or are owed
- Do not have control of their passport or other identity documents
- Are living and working in isolated conditions, largely cut off from interaction with others or support systems
- Appear to be monitored by another person when talking or interacting with others
- Are being threatened by their boss with deportation or other harm
- Are working in dangerous conditions without proper safety gear, training, adequate breaks, or other protections
- Are living in dangerous, overcrowded, or inhumane conditions provided by an employer

Recognizing Sex Trafficking

Sex trafficking occurs when individuals are made to perform commercial sex through the use of force, fraud, or coercion. Any child under 18 who is involved in commercial sex is legally a victim of trafficking, regardless of whether there is a third party involved.

Someone may be experiencing sex trafficking if they:

- Want to stop participating in commercial sex but feel scared or unable to leave the situation.
- Disclose that they were reluctant to engage in commercial sex but that someone pressured them into it.
- Live where they work or are transported by guards between home and workplace.
- Are children who live with or are dependent on a family member with a substance use problem or who is abusive.
- Have a “pimp” or “manager” in the commercial sex industry.
- Work in an industry where it may be common to be pressured into performing sex acts for money, such as a strip club, illicit cantina, go-go bar, or illicit massage business.
- Have a controlling parent, guardian, romantic partner, or “sponsor” who will not allow them to meet or speak with anyone alone or who monitors their movements, spending, or communications.

More info on protecting yourself is at

<https://www.dhs.gov/bluecampaign/protect-yourself>

RECOGNIZE AND REPORT SUSPECTED HUMAN TRAFFICKING



To contact federal law enforcement, call **1-866-DHS-2-ICE**



Or submit a tip online at **www.ice.gov/tips**

For victim support from the National Human Trafficking Resource Center (NHTRC), call **1-888-373-7888** or text HELP or INFO to **Befree(2333733)**

Human trafficking victims have experienced significant trauma and harm. Victims may be unable or prevented from getting help due to existing vulnerabilities. It is important to treat victims with care and respect, and get immediate, professional support to ensure a victim-centered and trauma-informed response.

Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and

treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

Presenter Notes:

**Recognizing and
Avoiding
Unhealthy
Relationships**

Lifetime Wellness
Day Three

2024 - 2025

END OF PRESENTATION

Family Life Curriculum Day 4

Learning Targets:

Define the influence various factors have on human development and decision making.

Use boundary setting, abstinence, and refusal skills as ways to prevent high risk behaviors.

Understand the interrelationship between consent, teen sexual activity, and the impact of sexual activity on your social, mental, and physical health.

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2)(A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life

skills that empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life decisions, and build character; (B)

Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

(13) “Sexual activity” means sexual penetration or sexual contact, or both;

(14) “Sexual contact” means sexual contact as defined under § 39-13-501;

(15) “Sexual intercourse” means that a male reproductive organ is inserted into any bodily orifice;

(17) “Sexually transmitted disease” (STD) means a disease that is caused by bacteria, virus or parasite that is transmitted from one person to another during sexual contact. A sexually transmitted disease is also referred to as a sexually transmitted infection (STI).

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth,

sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Recognizing Influences on Growth, Development, and Decision Making

Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1304. Family life instruction.

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

Presenter Notes:



Define the influence various factors have on human development and decision making.

Vocabulary introduced in this lesson:

- decision making
- inherited traits
- families
- physical environment
- personal behavior
- economic factors
- social environment
- cultural traditions
- media

Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1304. Family life instruction.

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

Presenter Notes:

The words on this slide will be covered in the lesson.

decision making - process of making choices by considering consequences of actions

Inherited traits - biological parents pass on traits or characteristics, such as eye color, blood type, and some health conditions and diseases

families - people in your life who shape you from birth to adult; can be multicultural, blended, adoptive, or foster

physical environment - where individuals live, learn, work, and play

personal behavior - actions taken as a result of a situation

economic factors - access to monetary resources such as income to sustain needs and wants

social environment - the groups to which we belong, the neighborhoods in which we live, places we work

cultural traditions - pattern of ideas, customs, and behaviors shared by a group of people

media - social media, advertisements, movies, music, etc.

Recognizing Influences on Growth, Development, and Decision Making

Inherited Traits

Biological parents pass on traits or characteristics, such as eye color and blood type, through their genes; some health conditions and diseases can be passed on genetically or through the process of birth

Physical Environment

Neighborhood/school safety; air/water quality; diet; proximity to parks/rec facilities, libraries; access to medical care; cleanliness of surroundings

Personal Behavior

The way one acts; what you control; risk taking (smoking, drinking, drugs, violence)

Economic Factors

Financial stability; income; ability to pay bills; material possessions (wants vs. needs)

Families

People in your life who shape you from birth to adult; can be multicultural, blended, adoptive, or foster families

Social Environment

All of the people around you; family, peers, teammates, co-workers; education; employment

Culture

The collective values, beliefs, customs, and behaviors of a group; may be an ethnic group, spiritual beliefs, traditions, etc.

Media

Various methods for communicating information; media messages can influence decision making thru websites, social media, TV, movies, etc.

Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1304. Family life instruction.

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

Presenter Notes:

After going over the slide information, ask students the following questions. Gain 3-4 responses for each.

1. Which factors have the most influence on babies (birth to 2)? Young children (2 to 6)?
2. Which factors have the most influence on teenagers (13 to 18)?
3. Which factors have the most influence on adults (18 and older)?
4. Which factors most influence your decision making in relationships?

Recognizing Influences on Growth, Development, and Decision Making

- What are a few factors in your social environment that can have a positive influence on your decision making?
- Why is it important to understand your family's culture/values when it comes to making decisions?
- How do celebrities and media personalities positively and negatively influence the behaviors of others?
- How can your physical environment affect your growth and development positively and negatively?
- Why is it important to know and understand your family's and your own values and priorities?

Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1304. Family life instruction.

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

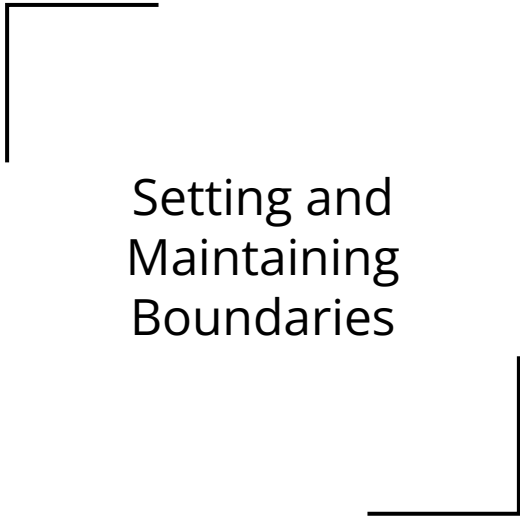
(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

Presenter Notes:

Discuss the questions in small groups or as a whole class. Gain at least one response per question.

- What are a few factors in your social environment that can have a positive influence on your decision making?
 - Examples--friends who don't use peer pressure; trusting your family and communicating with them when you need help; removing yourself from social environments that are dangerous to your health and well-being
- Why is it important to understand your family's culture when it comes to making decisions?
 - Examples--culture/values affects perceptions of health, illness, and death; beliefs about causes of disease; approaches to health promotion; how illness and pain are experienced and expressed; where, when, and how patients seek help; and the types of treatment patients prefer.
- How do celebrities and media personalities positively and negatively influence the behaviors of others?
 - Example--unrealistic or filtered positive experiences and body image; failure to show any consequences of unhealthy behaviors of celebrities; can be positive when celebrities are truthful about consequences of unhealthy behavior and behavior avoidance they use
- How can your physical environment affect your growth and development positively and negatively?
 - Example--access to physical activity (sidewalks, playgrounds, etc.); air quality of facilities and lung/asthma issues; public transportation for medical care
- Why is it important to know your family's and own values and priorities?
 - Example--seeing you family's point of view, seeking family input in your own goal setting, knowing what's important for your future, actions aligning with beliefs, understanding of self



Setting and Maintaining Boundaries

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:



Use boundary setting, abstinence, and refusal skills as ways to prevent high risk behaviors.

Vocabulary introduced in this lesson:

- boundaries
- high risk behaviors
- abstinence
- avoidance
- refusal skills
- self-control

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

The words on this slide will be covered in the lesson.

boundaries - boundaries are limits defining how you are going to be treated and how you are going to react to keep you safe, protected, and committed to your values

high risk behaviors - include sexual activity, smoking, underage drinking, drug use, criminal activity, and dating violence

abstinence - deliberate decisions to avoid high-risk behaviors including sexual activity, drug use, and alcohol use

avoidance - lessening temptation or pressure to participate in high risk activities by avoiding social situations or dates that can lead to sexual activity, drinking, or drugs

refusal skills - strategies for handling pressure and ways to say no to something you don't want to do

self-control - ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses

Setting Boundaries

Main Idea

Family and personal values and priorities will help you set boundaries.



[Video](#)

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

Law:

49-6-1304. Family life instruction.

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

VIDEO (length 3:38)

Video Link:

<https://jcschools.instructuremedia.com/embed/860a073e-ca8f-46a4-a401-8c237f6a703e>

Original video at The Prevention Connection

<https://www.youtube.com/watch?v=XFAEeOd3H9k>

Transcript:

Hello and welcome back to prevention connection. Today's video will cover

boundaries. What they are. How we set them and how we can make sure to stick to them once they are in place. Let's first break down what a boundary is. Boundaries are the limits and the invisible lines we set for ourselves. They are the guidelines on what we feel comfortable with and the expectations we have of the people we interact with. Boundaries can be present in all aspects of our lives. They can do a lot to make our lives more balanced. They help keep our relationships and selves healthy, enable us to make ourselves a priority, and help others understand our needs. For example, a healthy boundary to have with our friends is to be respectful of each other's values. Chances are you and your friends will disagree sometimes. For example, I value time and my friends are often late to events and don't care it bothers me. A boundary I'd set is telling them how it makes me feel and asking them to respect my time. A healthy friendship allows people to prioritize different things and maintain respect. Boundaries are personal to us. They can be shaped by many things like culture, where we live, our personality type, our life experiences, and our family. But how do we know what boundaries to set? Well, you can pay attention to how certain people and situations make you feel. Situations or people that make you feel unsafe, overwhelmed, or make you want to avoid them should be acknowledged and respected. Respecting ourselves and acknowledging our rights is critical to setting healthy boundaries. Make a list of key values that are important to you such as I have a right to say no without feeling guilty; be treated with respect; make my needs as important as others; be accepting of my mistakes and failures, and I have a right not to meet others unreasonable expectations of me. Once we have figured out what our boundaries are, how do we set them? Be assertive. Use clear "I" statements to communicate what you need. Learn to say "no" and do not feel the need to justify your no. Get help if needed. As we mentioned, some boundaries are tricky especially when they are dealing with dangerous situations such as addiction or mental health issues. Although they are difficult to set at first, boundaries are great tools to help keep us safe and healthy. Boundaries are not only for us. They also help us respect the space and needs of others. We can respect other people's boundaries by listening when they tell us what they need. Being mindful if someone appears uncomfortable. One way to do this is looking for cues such as avoiding eye contact, turning away, limited conversation response., nervous gestures like laughing, talking fast, folding arms, stiffening posture, or flinching. And if you are still unsure if they are uncomfortable, ask. Create a safe space for them to express their discomfort and boundaries with you. There will come a time when your boundaries will be tested. Someone does something that you are not comfortable with or you're put in a situation where you feel obligated to violate a boundary you have set for yourself. Prepare for these difficult situations and how you want to respond. Boundaries are the limits we set for ourselves. It is up to us to decide what they are and when to set them. We hope you found this video helpful. If you

would like additional resources on healthy boundary setting, check out our description box below. As always don't forget to like, subscribe, and hit the button so that you never miss a video.

Setting Boundaries

Boundaries define how you are going to be treated and how you are going to react.

- It can be helpful to set boundaries in all types of situations, from friendships to work relationships to dating relationships. In any relationship, KNOW YOUR BOUNDARIES!

Boundaries are limits intended to keep you safe and protect your physical, mental, and social health.

- Your parents/guardians may set limits such as curfews, events or places you can/cannot attend, and being in groups or alone with your partner.
- As you mature, you will begin to set your own social boundaries.

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

Law:

49-6-1304. Family life instruction.

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Below example for boundaries (from Vanderbilt University Medical Center)

<https://www.vumc.org/health-wellness/resource-articles/establishing-effective-personal-boundaries>

A boundary is like an imaginary fence around what thoughts, feelings, values, or desires belong to you. If your fence is built like a tightly-stacked stone wall, then nothing can get out or in. This type of boundary may serve to protect you from negative outcomes, but it can be too limiting and cut you off from others.

If your fence is constructed with thin pieces of paper, then it is too fragile to contain your thoughts and emotions. It leaves you vulnerable to being overtaken by the thoughts and emotions of others, as well.

Setting Boundaries

Setting boundaries allows you to stay true to yourself and your values.

Characteristics of effective boundaries

- Limits are clear and decisive, yet reasonable.
- Value is placed on your needs, as well as the needs of others.
- The focus is on your authentic self instead of pleasing others.

Reasonable, healthy boundaries aren't unfair demands

- Boundaries are fair and respectful requests that communicate your expectations and needs so people treat you the way you'd like to be treated.

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

Law:

49-6-1304. Family life instruction.

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Setting Boundaries

Talk to a parent/guardian or trusted adult for help with setting boundaries.

Effective boundaries support positive relationships. If you take control of setting effective boundaries, you have choices and opportunities for less stress and more confidence or self-esteem.

How do you feel about....

- Material Boundaries – lending or asking for money; sharing your possessions
- Physical Boundaries – control over one’s body; deciding who gets to touch, hug, or kiss you
- Mental Boundaries – personal thoughts and opinions; disagreeing/agreeing with others
- Digital Boundaries – online presence; posting relationship status, time on device, allowing others to use your device

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

Law:

49-6-1304. Family life instruction.

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Ask students to take time to reflect on their own personal boundaries. There are no right or wrong answers.

Examples of healthy boundaries

- Letting a friend who asks to borrow money frequently without repaying it know that they won't be able to loan them any more money until they repay what they owe.
- Asking a partner to respect their time with other people by not calling or

- texting repeatedly when they are hanging out with others.

Examples of unhealthy or lack of boundaries

- Demanding friends or dating partners be there for them every time they request it.
- Going against their values or beliefs in order to fit in, be liked, or to please others.

Maintaining Boundaries

Main Idea

Deliberate decisions including abstinence, avoidance, and refusal help you avoid high-risk behaviors and maintain your boundaries to protect your physical, mental, and social health.

High-risk behaviors include sexual activity, smoking, underage drinking, drug use, criminal activity, and dating violence.

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Maintaining Boundaries-Abstinence

Abstinence is a deliberate decision to say **NO** in order to avoid high-risk behaviors.

- Choosing abstinence in a relationship means you have decided not to become sexually active.
- Strategies for abstaining can be used in other high risk behaviors including drinking alcohol, using drugs, and vaping or using tobacco.

Practicing abstinence requires planning and self-control, which is the ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses.

- During the teen years, you will notice a surge in sexual feelings as you move through puberty and your hormones change.
- It's normal and healthy to have sexual feelings, but you can control these feelings instead of letting them control you.

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Strategies for ABSTINENCE from Sexual Activity and Other High Risk Behaviors

Set limits for expressing affection and be clear about the limits with your partner.

Talk with a trusted adult about how to avoid all high risk behaviors.

Communicate your limits with your friends, dating partner, family, etc.

Seek low-pressure dating situations such as group dates or public places.

Date someone who respects and shares your values.

Say no to any situation that doesn't align to your values and expectations.

Regardless of your current or prior experiences, you can begin practicing abstinence to avoid sexual activity risk and any behavior that has high risk.

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Practicing abstinence requires planning and self-control, which is the ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses.

Remind students that strategies for abstinence are for more than sexual activity but also for abstaining from drinking alcohol, using drugs, and vaping or using tobacco.

Tips for Discussing Your Commitment to ABSTINENCE with Your Partner

Honest communication with your partner will help you stay committed to abstinence

- ✓ Choose a relaxed and comfortable time and place.
- ✓ Begin the conversation in a positive way.
- ✓ Be clear about your reasons for choosing abstinence.
- ✓ Be firm in setting limits on your physical relationship.

Choosing abstinence isn't a decision you can make once and never think about again. It's a choice you will have to recommit to each time you face temptation or pressure from others. To stay firmly committed to abstinence, continue to remind yourself of the reasons why you choose abstinence.

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

It's important to talk about your decision to choose abstinence with the people you date.

Scenario

- Kayla has a close group of friends. Dan, one of her good friends, recently told her he wants to date her exclusively. Kayla knows that Dan has been sexually active in the past. She likes Dan and wants to get to know him better, but Kayla does not want to begin a serious relationship. What should Kayla do?

Remember to be honest and respectful in your response.

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

You may choose to have students jot their responses on paper. Students may submit their response if using laptops.

This can be used as a class discussion with some students sharing responses with the whole group, or you can choose to use as small group discussion with each small group providing a response.

Example responses:

- Kayla could express to Dan that dating is not a priority of hers at this time.
- Kayla could express to Dan she likes him as a friend and does not want to ruin their friendship.
- Kayla could tell Dan she would like to try dating him exclusively and honestly communicate with him her boundaries for sexual activity.

Maintaining Boundaries-Avoidance

One way to lessen the temptation or pressure to participate in high risk activities is by AVOIDING social situations or dates that can lead to sexual activity, drinking, or drugs.

- Know where you are going and what you will be doing and tell your parents/guardians. Know and follow the time you are required to be home.
- Know who else will be there. Make sure they know your boundaries.
- Avoid places where you know or suspect alcohol or drugs are present, and NEVER ride with a driver who is impaired.
- Trust your instincts. If you feel uncomfortable, tell someone and leave the situation. Have a plan with a trusted adult to let them know you need help.
 - Tip: Discuss and create a safety codeword to send a parent/trusted adult. When you send the codeword, the person will pick you up, no questions asked.

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Ask the following. Gain 2-3 responses for each.

- Why is it important to tell your parents/guardians your plans and have a set time to be home?
- Why is it important to ask who will be present?
- What are benefits of knowing the plans for your date?
- What should you do in a situation that makes you uncomfortable?

Maintaining Boundaries-Avoidance

AVOID being alone on a date. Consider group dates as a way to avoid risk until you know your partner will respect your boundaries.

- Group dating can reduce some of the pressures of dating.
- Group dates allow you to spend time with another person without the pressure of being alone with one person. Being alone with a date can increase the risk of losing self-control or being in a situation that makes you feel uncomfortable.
- Being under the influence of a substance, like alcohol, could increase the chances of engaging in high-risk sexual activities.
 - Substance use makes it harder to stick to boundaries and use refusal skills.

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Ask: Why can being alone on a date be more stressful than group dating?

Gain 2-3 responses.

- Examples--All of the attention is not on you when you are with a group; you are more likely to have fun and not worry about saying the wrong thing; you won't be tempted to engage in high-risk sexual behaviors

Maintaining Boundaries-Refusal Skills

Committing to abstinence means not allowing a partner, peer, or social media to pressure you into doing something that you choose not to do--drinking, drugs, vaping, or sexual activity.

You can use refusal skills to help you stand firm in your values.

REFUSAL skills are strategies for handling pressure and ways to say no to something you don't want to do.

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Maintaining Boundaries-Refusal Skills

#1 Just say no

Why it works: A confident, simple “no” says that the conversation is over.

#2 Suggest an alternative activity

Why it works: Offering an alternative tells the person you still want to spend time with them, but you can do an activity you're comfortable with.

Example-"No thanks. Actually, let's get some food. I'm starving."

#3 Leave the situation

Why it works: Once you're out of the situation, the pressure decreases. Then you can figure out your next steps.

Example-leave the conversation, room, or location.

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Maintaining Boundaries-Refusal Skills

#4 Reverse the pressure

Why it works: Reversing the pressure gives you more control over the situation.

Example-"If you love me, you'll do this." Response-"If you love me, you won't pressure me to."

Example-"Just try it once. If you hate it, I won't ask again." Response-"No. Why would I do something I'm going to hate?"

#5 Use humor

Why it works: A joke or a lighthearted comment lifts the tension.

Example-"If I smoke, I'll smell as bad as you." or "I'm fun already. I don't need that."

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Maintaining Boundaries-Refusal Skills

#6 Ignore the offer

Why it works: No response sends a message that you're not interested.

Example-Don't reply to a text; don't acknowledge the offer; continue talking or hanging out as if it never happened.

#7 Give an excuse

Why it works: Excuses give the person an explanation for why you're saying no.

Example-"No thanks. I always get a headache when I'm around smoke." or "You know I'm a terrible liar. If my parents ask, we will get caught."

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Maintaining Boundaries-Refusal Skills

#8 Pass the blame

Why it works: When you pass the blame, you don't have to defend yourself or your choice.

Example-"Are you trying to get rid of me? My parents would never let us hang out again."

#9 Pull in help

Why it works: Bringing in other people reverses the peer pressure.

Example-"Hey guys, help me out. I told him 'no,' but he won't leave me alone."

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Maintaining Boundaries-Refusal Skills

#10 Change the subject

Why it works: Changing the topic sends a message that your mind's made up.

Example-"No thanks. Hey, how did you like that movie?"

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Using Refusal Skills

**Remember
NO means NO!**

Practicing effective refusal statements will help you resist the pressure to engage in sexual activity or any other high risk behavior such as drugs or alcohol use.

Pressure Line	Your Response
Everybody does it.	Not everybody. Not me.
I thought you were cool.	The answer's still no.
No one will know.	I'll know, and I'm the one who matters.
If you loved me, you'd do it.	If you loved me, you would respect my decision.

Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;
- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;
- (9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

Presenter Notes:

Practicing refusal skills helps you decide which skills you are comfortable using when you are in a high risk situation.

Introduce a peer pressure scenario from below. Work in small groups to role play the situation by saying or acting out the refusal skill they choose. Ask them to discuss how they felt using refusal skills. Talk about possible outcomes or preventive tactics they can use.

Discussion questions:

- How would you respond to this situation?
- Why did you choose that refusal skill?
- What other refusal skills do you think could work for this scenario?
- What do you think would happen if you used that refusal skill?
- After discussing the scenario, talk about preventive tactics they could have used.

Peer Pressure Scenarios

- A friend makes fun of a classmate's social media post. They leave a comment and ask you to comment too.
- Your girlfriend/boyfriend texts asking you to sneak out and come over to be alone.
- At a concert, an acquaintance offers you alcohol or drugs and asks if you want to use it.
- Two friends drink at a sleepover and invite everyone to join them.

Dating Decisions and High Risk Behaviors

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;
- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;



Understand the interrelationship between consent, teen sexual activity, and the impact of sexual activity on your social, mental, and physical health.

Vocabulary introduced in this lesson:

- social health
- mental health
- physical health
- consent

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;
- (10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

The words on this slide will be covered in the lesson.

social health - ability to interact, adapt, and form meaningful relationships with others

mental health - mental well-being enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to the community

physical health - proper function of internal and external body parts, organs, tissues, and cells

consent - give permission for something to happen or be done

Dating Decisions and Your Health

Main Idea

Dating decisions and your boundaries will help you avoid high risk behaviors and stay healthy.

The most important boundary you can set in a relationship is to practice abstinence.

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;
- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Ask students to consider: “How can dating positively and negatively impact someone physically, mentally, and socially?”

- Positive examples--Increase your sense of belonging; greater sense of happiness; encourage your hopes and dreams; support of healthy lifestyle choices
- Negative examples--Changing your values to keep your partner happy; regret from actions that don't align to your values; being controlled; losing friends

Dating Decisions and Social Health

Social health is our ability to interact, adapt, and form meaningful relationships with others. You may be ready to date when you can balance your school work, friendships, family, and personal time; be yourself with others; and maintain your boundaries. Discuss dating permissions with your parents/guardians.

- Some teens may decide not to date because they do not feel ready. They may have other priorities such as focusing on school, spending time with family, or working to save money for college.
- If you decide to date, honestly communicate your thoughts, feelings, and boundaries to your dating partner. Use avoidance or refusal skills if you feel pressured to do things that go against your values.

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;
- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Ask, “What priorities might high school students have?” Receive at least two responses.

- Examples--athletics, jobs, studying, caring for siblings, etc.

Ask, “If you are ready to date, what are some things to discuss with your parents/guardians before you start?”

- Examples--curfew, code words for texting if they are in an unsafe situation, group vs alone dating, places for dates, etc.

Dating Decisions and Social Health

Examples of risks to your social health when you are dating:

- Isolation-telling yourself that your partner is “the one” and avoiding opportunities to pursue new interests or friendships; allowing your grades to drop due to time spent with your partner.
- Sexual activity-risking an unplanned pregnancy that impacts both people in the relationship; teen parents face many challenges, such as providing financial and emotional support for their child.
 - Teens who become parents may have to put their own education and career plans on hold. They lose the chance to have a normal teen experience as they have to take on the responsibilities of parenthood at an early age including financial obligations that may require having multiple jobs to pay for the baby’s needs.

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Teens may also have unrealistic expectations about the financial resources needed to take care of a family. Most teens who have children before finishing high school have no choice but to take low-paying jobs that offer limited opportunity for future growth.

Teen pregnancy and parenthood may also add stress on their other family members who will bear financial burdens or be caregivers to a child of a teen pregnancy.

Dating Decisions and Mental Health

Good mental health in a dating relationship means the relationship is healthy and built on common values, respect, and friendship. Dating should NOT add stress to your life.

- Know your values and boundaries BEFORE you begin a relationship.
 - Think about your values. What's important to you? Kindness, listening, planning for the future?
 - How do these beliefs translate into relationship boundaries?
- Know your dating partner's values and boundaries.
 - Do your partner's actions show respect, honesty, caring, and commitment?
 - Does your dating partner use communication, cooperation, and compromise in your relationship?

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;
- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Have students reflect individually on the slide questions about their own and their partner's boundaries.

Dating Decisions and Mental Health

Most teens are not prepared for the mental health concerns or emotional demands of a sexual relationship.

Teens who become sexually active may experience:

- Emotional distress if your partner is not equally committed to the relationship
- Loss of self-respect due to compromising your values
- Guilt over concealing sexual activity from your parent/guardian
- Heightened negative emotions if the relationship ends after having sexual activity
- Regret, anxiety, and/or depression if the sexual activity results in an unplanned pregnancy or sexually transmitted infection

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

The combination of hormones, emotions, and change associated with teenage relationships can trigger or heighten negative emotions, obsessive thinking, and mental health issues like anxiety and depression.

Dating Decisions and Physical Health

Dating decisions impact your physical health through the risk of sexually transmitted infections (STIs) from engaging in sexual activity.

- Youth ages 15-24 account for almost half of the 26 million new sexually transmitted infections each year.
- Although many STIs can be treated and cured if diagnosed early, some STIs have no cure or cause irreversible damage to the reproductive system if not treated early.
- Tennessee is one of the 20 states with the highest rates of STIs in the US.

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;
- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Risks associated with sexual activity include unplanned pregnancy and sexually transmitted infections (STIs).

Sexually transmitted infections (STIs) are infections spread from person to person through sexual contact.

This topic, STIs, is addressed in more depth on Day 5.

Data from <https://www.cdc.gov/std/statistics/2022/default.htm> ,
<https://www.cdc.gov/std/life-stages-populations/adolescents-youngadults.htm> ,
<https://www.cdc.gov/std/dstdp/sti-funding-at-work/jurisdictional-spotlights/tennessee.pdf>

Dating Decisions and Physical Health

Dating decisions impact your physical health through the risk of unplanned pregnancy from engaging in sexual activity.

- Every year in the United States, about one million teenage girls become pregnant.
- A pregnancy can result even if teens are engaging in sexual activity for the first time.
- Tennessee has the 7th highest teen pregnancy rate in the United States.

Pregnancy not only impacts females but also males.

- Some impacts for males and females include: cost of care for a baby; loss of sleep from 24/7 responsibility for the baby; additional stressors and responsibilities of raising a child (extra jobs, change in college plans, legal responsibilities as the caregiver, etc.)

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Risks associated with sexual activity include unplanned pregnancy and sexually transmitted infections (STIs).

This topic, unplanned pregnancy, is addressed in more depth on Day 5.

Data from

<https://www.cdc.gov/nchs/pressroom/sosmap/teen-births/teenbirths.htm> ,

<https://www.cdc.gov/nchs/pressroom/states/tennessee/tn.htm> ,

<https://www.cdc.gov/teenpregnancy/about/index.htm> ,

<https://opa.hhs.gov/adolescent-health/reproductive-health-and-teen-pregnancy/about-teen-pregnancy-and-childbearing> ,

<https://www.tn.gov/health/health-program-areas/tennessee-vital-signs/redirect-tennessee-vital-signs/vital-signs-actions/teen-births.html>

Dating Decisions and Your Health

Talking to your parent/guardian or a trusted adult can help you to set and maintain your boundaries in all relationships but especially in your dating relationships since the risks for STIs and unplanned pregnancy impact all aspects of your health.

Here are a few suggestions to help:

- Clearly communicate your physical touch boundaries with your partner - use refusal skills if they do not listen
- Seek low pressure dating situations - choose a safe place, date in a group setting
- Have a partner who shares your values - choose someone who respects you by adhering to your boundaries

The most important boundary you can set in a relationship is to practice abstinence.

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;
- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Dating Decisions and Consent

Main Idea

In a healthy relationship, consent (or permission) is given and received before anything can happen or be done.

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Dating Decisions and Consent



[Video](#)

Consent is defined as “to give permission for something to happen or be done.”

- In a healthy relationship, consent gives a dating partner permission to engage in a specific action.
- Consent should be given and received before a person engages in any kind of physical activity with their partner.

If you want to physically interact with another person, you need to ask! This includes hand holding, hugging, kissing, or any physical touch and not just sexual activity.

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

VIDEO (length 1:11)

Video Link:

<https://jcschools.instructuremedia.com/embed/002eb6df-eb98-4d62-ad17-55543bfb28d7>

Original video at Virginia Sexual and Domestic Violence Act:

<https://www.youtube.com/watch?v=n6X5I7xoxEY>

Transcript:

0:00 [happy music playing] 0:14 hey 0:15 hey 0:16 wanna shoot some hoops?
0:17 um, no...not really 0:20 all right. 0:22 do you wanna play? 0:23 yeah 0:24
cool 0:26 :) 0:28 :) 0:30 so hey, um...you wanna go see a movie? 0:33
oh...nah... 0:34 okay. 0:45 you...wanna kiss...? 0:47 yeah :) 0:48 me...me too
:) 0:54 don't worry about being awkward... 0:56 ...just say what you want...
0:58 ...and ask first.

Dating Decisions and Consent

Every physical act that a couple engages in requires both people to consent.

- Just because a person consents to one act does not mean they consent to any others.
- Consenting once does not obligate them to participate in that act again.
- Even if a person has consented to an act, they have the right to stop at any time.
- Consent is explicit permission. Just because a person doesn't say "no" does not mean they are saying "yes."
 - "I'm not sure" or "Maybe" or silence are NOT consent.

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Consent and Your Rights

You should ask, receive, and give consent EACH time before engaging in ANY type of physical touch (hugging, holding hands, kissing, and sexual contact).

- If you do not have consent, you are breaking the law.

If you are engaging in sexual activity, the age of consent for the state of Tennessee is 18 years old.

- It is illegal for an adult to have sexual contact with someone under the age of consent.
- A teen who is under the age of consent cannot legally agree to become sexually active. If one person engaged in sexual activity is under the age of consent (18), the other person can be charged with a crime.

The best choice is always **abstinence from sexual activity**.

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Consent Scenario #1

Did both say YES or NO? Is there consent? Can you spot any threats, manipulation or pressure? What would you do?

Abigail has been dating Billy for several months. One day, Abigail told Billy to meet her by the girls' bathroom between classes. She pulled him into the bathroom and into a stall. She started kissing him and rubbing her hands all over his body. Billy asked her to stop. He told her he could get a detention if he was caught in the girls' bathroom, and he needs to be home after school to take care of his siblings. Abigail told Billy to stop being a baby. She told him if he wanted to be with her, they needed to take their relationship to the next level. Abigail proceeded to kiss him and move her hands around on his body. Billy was extremely anxious.

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Consent Scenario #2

Did both say YES or NO? Is there consent? Can you spot any threats, manipulation or pressure? What would you do?

Reyah and Marcus have been flirting a lot in school. One day after school, Marcus invited Reyah to his home while his parents were at work. Reyah was excited and agreed to walk with Marcus to his home. When they got there, Marcus asked Reyah if he could kiss her. Although she felt embarrassed, she wanted Marcus to kiss her so she said yes. They began kissing, but then Marcus put his hands under Reyah's shirt. She pushed his hands away and said she didn't want him to do that. She said she liked kissing him, but she didn't want to do anything else. Marcus stopped trying to put his hand under Reyah's shirt.

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

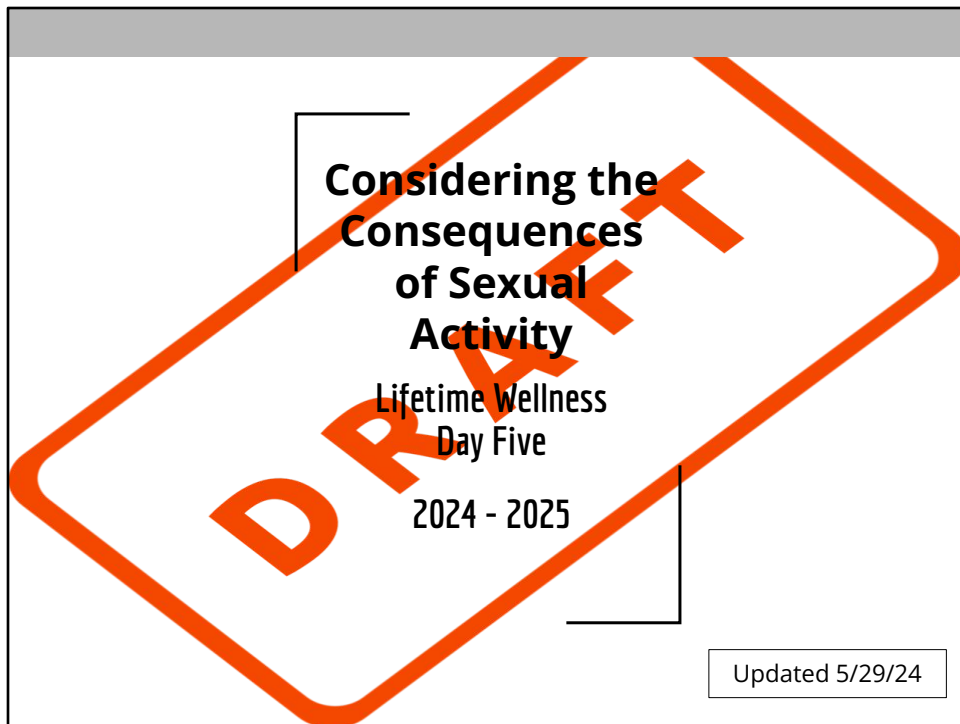
Presenter Notes:

Decision Making & Choosing Abstinence

Lifetime Wellness
Day Four

2024 - 2025

END OF PRESENTATION



UPDATED 3/20/2024 CBryant

- 24 total slides
- 0 videos
- 14 graphics
 - slide 6 - national STI data
 - slide 7 - adolescent and young adult STI data
 - slide 8 - STIs and substance abuse data
 - slide 9 - common STI data
 - slides 11-14 - symptoms of curable STIs
 - slide 14 - parasite under microscope
 - slides 16, 17, 19 - symptoms of incurable STIs
 - slide 17 - herpes skin rash
 - slide 18 - cancers linked to HPV data

Notes on data and content for this lesson:

- Information in this lesson is from the website <https://www.cdc.gov/std/default.htm>, which states:
 - Last Reviewed: July 7, 2023
 - Source: Division of STD Prevention; National Center for HIV,

- STD, and TB Prevention; Centers for Disease Control and Prevention
- Data and statistics are from the CDC Report “[STD Surveillance 2022](#)”, which is the most recent statistical content for STDs based on nationally notifiable sexually transmitted infections (STIs) and states:
 - Last Reviewed: January 30, 2024
 - Source: Division of STD Prevention, National Center for HIV, Viral Hepatitis, STD, and TB Prevention, Centers for Disease Control and Prevention
- Information on data specific to adolescents is from the CDC site on STDs specific to adolescents and young adults at <https://www.cdc.gov/std/life-stages-populations/adolescents-youngadults.htm>, which states:
 - Last Reviewed: April 8, 2021
 - Source: Division of STD Prevention, National Center for HIV, Viral Hepatitis, STD, and TB Prevention, Centers for Disease Control and Prevention

Family Life Curriculum Day 5

Tennessee Academic Standards for Lifetime Wellness (2024):

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Learning Targets:

Understand the consequences and potential outcomes of engaging in sexual behaviors.

Recognize abstinence from sexual activity has a positive effect on your health both now and in the future.

Compare contraceptive methods and their effectiveness in preventing STIs and unplanned pregnancy.

Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2)(A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life skills that empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life decisions, and build character; (B)

Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational

consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

(12) “Risk avoidance” means an approach that encourages the prevention of participation in risk behaviors as opposed to merely reducing the consequences of those risk behaviors;

(13) “Sexual activity” means sexual penetration or sexual contact, or both;

(14) “Sexual contact” means sexual contact as defined under § 39-13-501;

(15) “Sexual intercourse” means that a male reproductive organ is inserted into any bodily orifice;

(17) “Sexually transmitted disease” (STD) means a disease that is caused by bacteria, virus or parasite that is transmitted from one person to another during sexual contact. A sexually transmitted disease is also referred to as a sexually transmitted infection (STI).

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

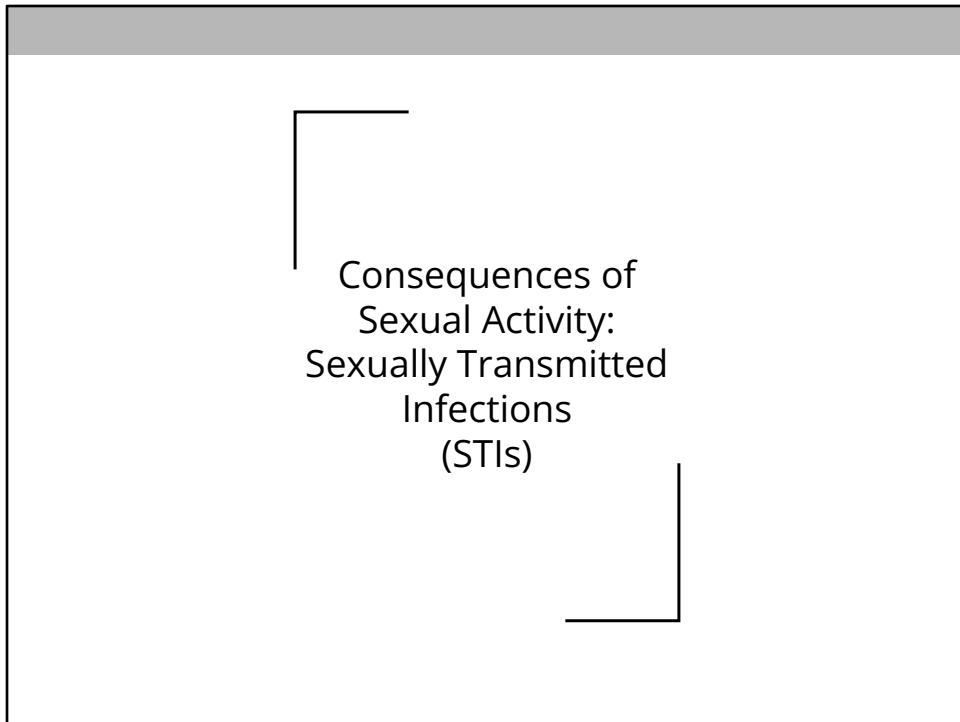
(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth,

sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(b) Instruction of the family life curriculum shall not: (4) Distribute contraception on school property; provided, however, that medically accurate information about contraception and condoms that is consistent with public policy may be provided so long as the information is: (A) Presented in a manner consistent with this part and that clearly informs students that while such methods may reduce the risk of acquiring sexually transmitted diseases or becoming pregnant, only abstinence removes all risk;



Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Remind students that the term “STI” (for sexually transmitted infection) is used interchangeably with “STD” (for sexually transmitted disease) in our everyday

language and literature or websites.

**BIG
IDEA**

Understand the infection consequences of engaging in sexual behaviors.

Vocabulary introduced in this lesson:

- sexually transmitted infection (STI)
- curable
- incurable
- vaccination
- types of STIs - HIV/AIDS, hepatitis B, HPV, HSV-2, chlamydia, gonorrhea, syphilis, trichomoniasis

Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

The words on this slide will be covered in the lesson.

sexually transmitted infection (STI) - a virus, bacteria, fungus, or parasite people can get through sexual contact
curable - can be successfully treated by healthcare professional
incurable - cannot be successfully treated but the symptoms can be managed by a healthcare professional
vaccination - a means for stimulating the body's immune response against diseases, usually through injections
types of STIs
chlamydia - common STI caused by a bacterial infection, curable
gonorrhea - common STI caused by a bacterial infection, curable
syphilis - common STI caused by a bacterial infection, usually occurs in phases, curable
trichomoniasis - STI caused by a parasitic infection, curable
hepatitis B - an STI caused by a virus, incurable
HSV-2 - STI caused by herpes simplex virus type 2, also called genital herpes, incurable
HPV - most common STI in the US caused by the human papillomavirus, incurable
HIV/AIDS - STI caused by the human immunodeficiency virus weakening the immune system, which can lead to AIDS (acquired immunodeficiency syndrome), both incurable

Sexually Transmitted Infections

A sexually transmitted infection (STI) is a virus, bacteria, fungus, or parasite people can get through sexual contact.

- Anyone who is sexually active can get an STI.
- Some STIs can be spread through intimate physical contact and not just through sex.
- Many STIs have mild or no symptoms, so people can have an infection but not know it.
- Even without symptoms, STIs can be harmful and passed to a partner during sexual activity.
- Some STIs have cures while others live in your body for life.

Abstaining from all sexual activity is the only 100% effective way to avoid STIs.

Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

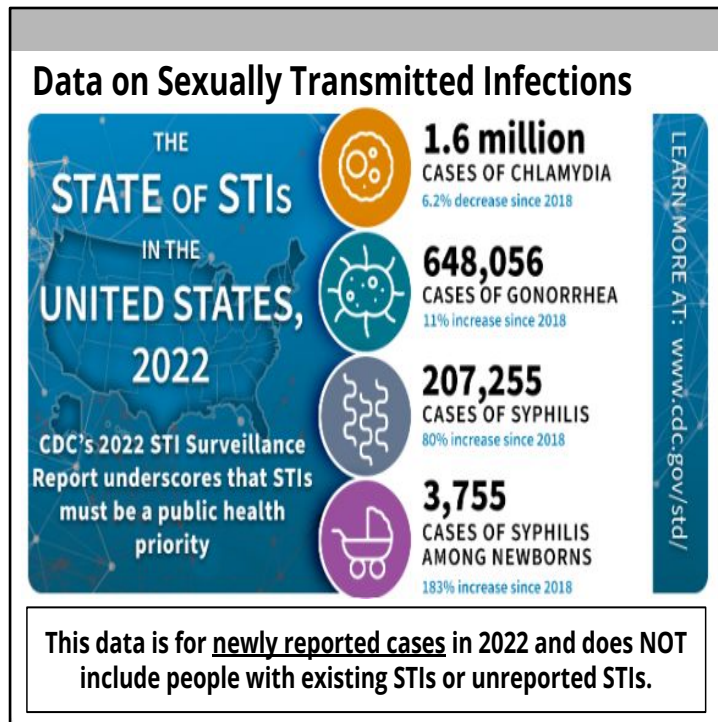
49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:



Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Data from <https://www.cdc.gov/std/statistics/infographic.htm>

Data on Sexually Transmitted Infections

15-24 year olds account for half of all new STD Infections



Young people are at greater risk of getting an STI for several reasons:

- Some do not get the recommended STI screeners.
- Many are hesitant to talk about their sexual activity in an open and honest way with their doctor or nurse.
- Some young people have more than one sex partner.
- Young women's bodies are biologically more prone to STIs.

Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

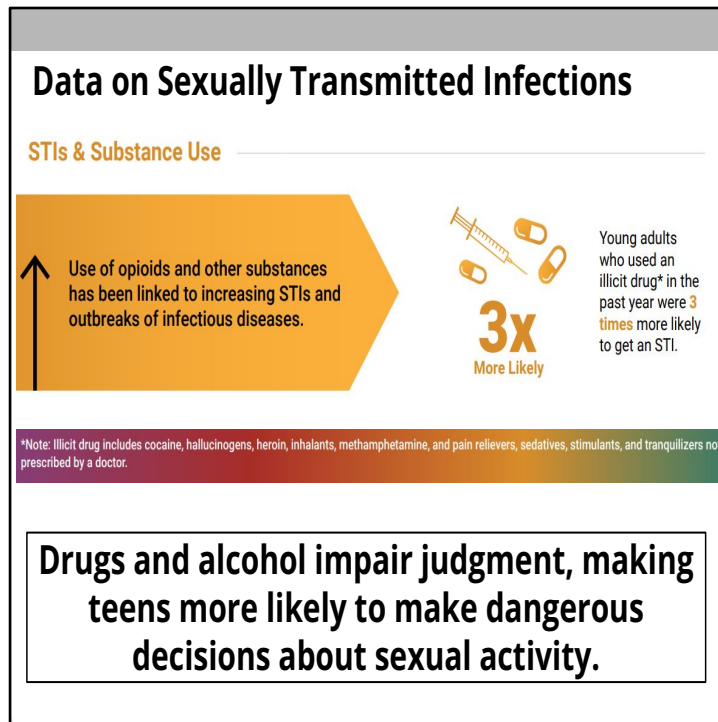
(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Graphic from

<https://www.cdc.gov/std/life-stages-populations/adolescents-youngadults.htm>



Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

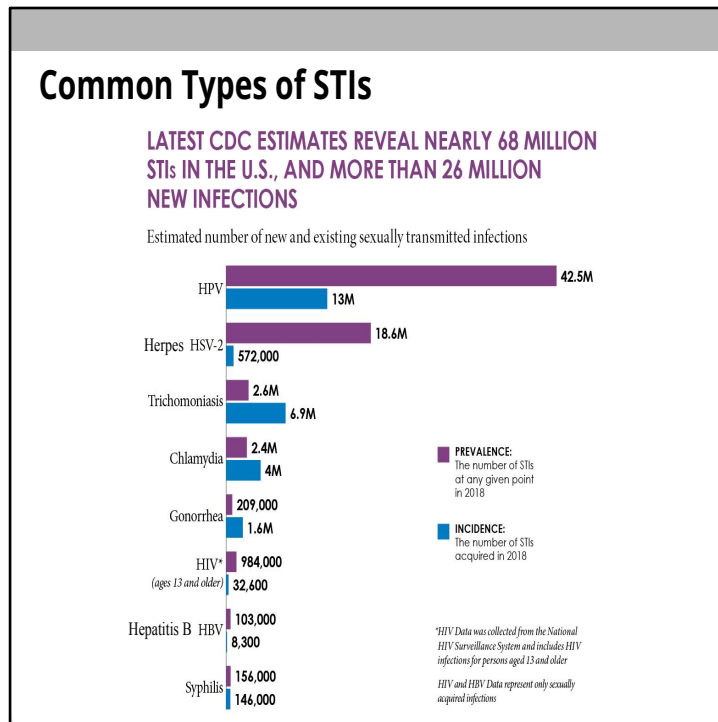
(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Graphic from <https://www.cdc.gov/std/statistics/syndemic-infographic.pdf>

The increased risk comes from lowered inhibitions increasing the likelihood to engage in dangerous decisions sexual activity--having sex with multiple partners, unprotected sex, sex while intoxicated with drugs or alcohol, sex in exchange for drugs or money.

Additionally, drug use creates a risk for some STIs such as use of dirty needles that can expose you to HIV or hepatitis.



Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Graphic from

<https://www.cdc.gov/nchhstp/newsroom/fact-sheets/std/STI-Incidence-Prevalence-Cost-Factsheet.html>

Note the terms prevalence (number of STIs at any given time in that year, existing STIs) and incidence (number of STIs acquired in that year, new STIs)

Common Curable STIs

CURABLE STIs
Chlamydia
Gonorrhea
Syphilis
Trichomoniasis

The problem with “curable” STIs is most people show no signs or symptoms, so they don't get treatment, which leads to serious health problems and passing the STI to others.

“Curable” does not mean it is a safe infection!

Following a positive test from your healthcare provider, treatment can get rid of the STI for good, such as antibiotics to clear a bacterial infection. If left untreated, even curable STIs can lead to serious health complications such as infertility.

Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Remind students that “curable” does not mean SAFE. Since many STIs do

not show signs or symptoms, if left untreated, even curable STIs can lead to serious health complications. These complications include pelvic inflammatory disease (PID-infection or inflammation of organs affecting the female reproductive system), increased risk of getting HIV, certain cancers, and even infertility. Additionally, people who have untreated STIs are passing the STIs to their partners during physical contact and sexual activity.

Chlamydia

The only way to fully prevent STIs is **abstinence** from sexual activity.

What is it?

- A common STI caused by a bacterial infection.

How is it transmitted?

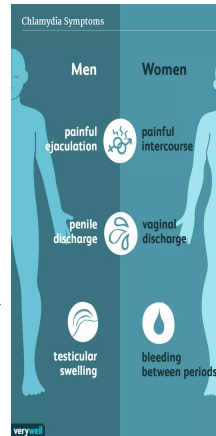
- By having sexual contact with someone who has chlamydia.
- A pregnant woman with chlamydia can give the infection to the baby during childbirth.

How is it treated?

- If you test positive for chlamydia, you will be prescribed antibiotics.
- Patients who have been treated for chlamydia can get it again.

What are the symptoms?

- People with chlamydia often do not exhibit signs of infection.
 - If left untreated in women, it can lead to pelvic inflammatory disease, permanently damaging the reproductive organs.
 - If left untreated in men, it can destroy the sperm ducts and cause sterilization.



Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Graphic from

<https://www.verywellhealth.com/signs-and-symptoms-of-chlamydia-49527>

Basic content from <https://www.cdc.gov/std/chlamydia/stdfact-chlamydia.htm>

Gonorrhea

The only way to fully prevent STIs is **abstinence** from sexual activity.

What is it?

- A common STI caused by a bacterial infection.

How is it transmitted?

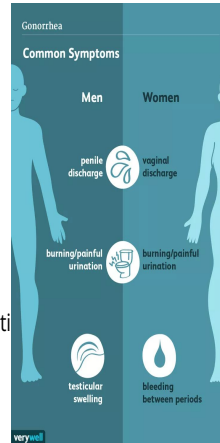
- By having sexual contact with someone who has gonorrhea.
- A pregnant woman with gonorrhea can give the infection to the baby during childbirth.

How is it treated?

- If you test positive for gonorrhea, you will be prescribed antibiotics.
- Patients who have been treated for gonorrhea can get it again.

What are the symptoms?

- People with gonorrhea usually show no signs of initial infection.
 - If left untreated in women, it can lead to pelvic inflammatory disease, permanently damaging the reproductive organs.
 - If left untreated in men, it can lead to an inflamed epididymis and cause infertility.



Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Graphic from

<https://www.verywellhealth.com/symptoms-of-gonorrhea-2329059>

Basic content from <https://www.cdc.gov/std/gonorrhea/stdfact-gonorrhea.htm>

Syphilis

The only way to fully prevent STIs is **abstinence** from sexual activity.

What is it?

- An STI caused by a bacterial infection that develops in stages.

How is it transmitted?

- By having sexual contact or skin to skin contact with someone who has syphilis.
- A pregnant woman with syphilis can give the infection to the baby during childbirth.

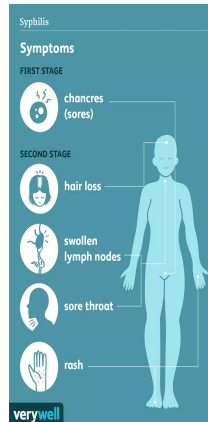
How is it treated?

- If you test positive for syphilis, you will be prescribed antibiotics; however, treatment might not undo damage the infection has already caused.
- Patients who have been treated for syphilis can get it again.

What are the symptoms?

Syphilis appears in stages if not treated early.

- Stage 1-a painless sore may appear on the penis, vagina, anus, or mouth
- Stage 2-signs of common illness, including fever, swollen lymph nodes, and skin rash
- Stage 3-impact on vital organs, including the heart, brain, and eyes; can cause death



Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Graphic from

<https://www.verywellhealth.com/syphilis-signs-and-symptoms-49530>

Basic content from <https://www.cdc.gov/std/syphilis/stdfact-syphilis.htm>

Trichomoniasis

The only way to fully prevent STIs is **abstinence** from sexual activity.

What is it?

- An STI caused by a parasitic infection.

How is it transmitted?


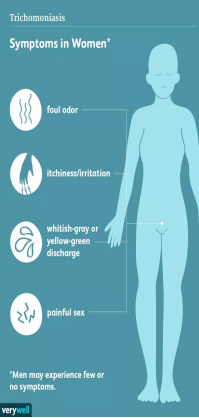
- By having sexual contact or skin to skin contact with someone who has trichomoniasis.
- A pregnant woman with trichomoniasis is more likely to have a preterm and low birth weight baby.

How is it treated?

- If you test positive for trichomoniasis, you will be prescribed antibiotics.
- Patients who have been treated can get it again. In fact, repeated re-infection is common.

What are the symptoms?

- 70% of people do not have signs of infection.
 - If left untreated in women, it can lead to pelvic inflammatory disease, permanently damaging the reproductive organs.
 - If left untreated in men, it can damage components of the urinary and reproductive system.

Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Graphic from

<https://www.verywellhealth.com/trichomoniasis-overview-3133043>

Basic content and parasite graphic from

<https://www.cdc.gov/std/trichomonas/default.htm>

Common Incurable STIs

INCURABLE STIs
Hepatitis B
Genital Herpes
Human Immunodeficiency Virus (HIV)
Human Papillomavirus (HPV)

No treatment will clear your body of the STI for good; incurable STIs require a lifetime of symptom management and can have serious impacts on many aspects of your health and your lifestyle.

Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Hepatitis B Virus (HBV)

The only way to fully prevent STIs is **abstinence** from sexual activity.

What it is?

- An STI caused by a virus. A virus cannot be cured.
- Since the early 1990s in the US, infants are routinely vaccinated for Hepatitis B at birth.

How it's transmitted?

- When blood, semen, or other body fluids infected with the virus enter the body of a person who is not infected (sexual activity, injection drug use, exposure to infected bodily fluids).
- A pregnant woman with HBV can give the virus to the baby during childbirth.

How it's managed?

- If you test positive for HBV, you will be treated with antiviral medication to slow or prevent liver damage.
- HBV cannot be cured and lives inside your body permanently.

What are the symptoms?

- 2 out of 3 people with HBV do not know they have it.
 - If left untreated, HBV can cause liver cancer or cirrhosis and a liver transplant may be required.

Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Graphic from <https://www.verywellhealth.com/hepatitis-symptoms-1760105>

Basic content from <https://www.cdc.gov/knowhepatitisb/faqs.htm>

Universal precautions, such as wearing gloves before handling bodily fluids, prevent the spread of Hepatitis B in situations like custodial cleanup, providing first aid, etc.

Genital Herpes

The only way to fully prevent STIs is **abstinence** from sexual activity.

What it is?

- An STI caused by herpes simplex virus type 2. Viruses cannot be cured.

How it's transmitted?

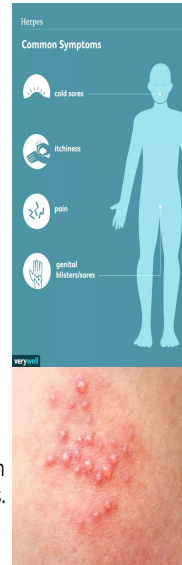
- Genital herpes is highly contagious and spread through sexual activity or skin to skin contact even if there are no warning signs such as a visible rash or sores.
- A pregnant woman can give genital herpes to the baby during childbirth causing life-threatening complications.

How it's managed?

- If you test positive for herpes, you will be treated with antiviral medication to prevent or shorten outbreaks.
- Herpes cannot be cured and lives inside your body permanently.

What are the symptoms?

- Most people have no or mild symptoms that may be mistaken for a pimple or ingrown hair. Because of this, most people do not know they have a herpes infection.
- Infects the areas around the genitals and rectum. During an outbreak, sores may appear as one or more painful blisters. Touching the sores or it's fluids may transfer herpes to another body part like the eyes.



Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Graphic from

<https://www.verywellhealth.com/herpes-simplex-pictures-4020363>

<https://www.verywellhealth.com/herpes-signs-symptoms-2329074>

Basic content from <https://www.cdc.gov/std/herpes/stdfact-herpes.htm>

Note on Genital Herpes

- Strains of the herpes virus have their own genetic markup, but both lead to the same symptoms, can infect the same areas, and will respond to the same antiviral drugs. The strains continue to recombine with each other in various ways to create additional recombinant versions, making vaccination and medical protection against herpes a difficult endeavor for researchers.
- Oral herpes, such as cold sores, does NOT mean you have an infection from sexual activity. Cold sores on the mouth are common and spread through saliva (kissing, sharing forks, using the same cup, etc.) especially in children and young adults.
- Oral herpes can be spread to the genitals through oral contact with an infected person. Genital herpes can be spread to the mouth through oral contact with an infected person.

Human Papillomavirus (HPV)

The only way to fully prevent STIs is **abstinence** from sexual activity.

What is it?

- The most common STI in the US caused by the human papillomavirus. Viruses cannot be cured.
- There are more than 100 HPV strains, 30+ of which affect the genitals. Some types can cause health problems, including genital warts and certain cancers.
- HPV vaccines can prevent some of the risks from HPV. Discuss if vaccination is right for you with your parent/guardian and doctor.

How it's transmitted?

- By having sexual contact or skin to skin contact with someone who has HPV, even if no bodily fluids are involved.
- A person with HPV can pass the infection to someone even when they have no signs or symptoms.

Discuss if HPV vaccination is right for you with your parent/guardian and doctor.

Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Graphic from

<https://www.verywellhealth.com/signs-and-symptoms-of-hpv-4164644>

<https://www.cdc.gov/hpv/parents/cancer.html>

Basic content from <https://www.cdc.gov/std/hpv/stdfact-hpv.htm>

Human Papillomavirus (HPV)

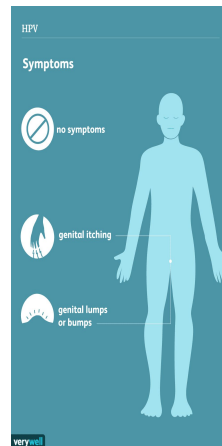
The only way to fully prevent STIs is **abstinence** from sexual activity.

How it's managed?

- There is no treatment for the virus itself. However, there are treatments for some health problems that HPV can cause:
 - Genital warts and cervical precancer can be treated by a healthcare provider.

What are the symptoms?

- Most people with HPV do not know they have the infection because they never develop symptoms or health problems.
- Genital warts appear as a small bump or group of bumps in the genital area. They can be small or large, raised or flat, or shaped like a cauliflower.
- For females, routine Pap smears will inform your doctor of cancerous or precancerous cells in the cervix.



Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Graphic from

<https://www.verywellhealth.com/signs-and-symptoms-of-hpv-4164644>

<https://www.cdc.gov/hpv/parents/cancer.html>

Basic content from <https://www.cdc.gov/std/hpv/stdfact-hpv.htm>

Human Immunodeficiency Virus (HIV)

The only way to fully prevent STIs is **abstinence** from sexual activity.

What it is?

- An STI caused by the human immunodeficiency virus that weakens the immune system, making it harder for the body to fight off other infections. Viruses cannot be cured.

How it's transmitted?

- When blood, semen, or other body fluids infected with the virus enter the body of a person who is not infected. (sexual activity, injection drug use, exposure to infected bodily fluids)
- A pregnant woman with HIV can give the virus to the baby during pregnancy, birth, or breastfeeding.

How it's managed?

- If you test positive for HIV, you will be treated with antiviral medication to reduce the viral load in the bloodstream.
- HIV cannot be cured and lives inside your body permanently.

What are the symptoms?

- Most people have flu-like symptoms within 2 to 4 weeks after infection. Some people have no symptoms at all.
 - When people with HIV don't get treatment, they can develop acquired immune deficiency syndrome (AIDS) with a survival rate of about 3 years.

Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Graphic from <https://www.verywellhealth.com/hiv-aids-symptoms-4014373>

Basic content from <https://www.cdc.gov/hiv/basics/>

Sexually Transmitted Infections

Abstinence =
100% Safe

If I get an STI, how will I know?

- Many STIs don't cause any symptoms that you would notice. This is called an asymptomatic infection. Individuals show no symptoms, or the symptoms are mild and disappear after the onset of the infection.
 - Because they have no signs of a disease, some people do not realize they are infected and do not seek treatment.
 - They are passing the STI on to their partners if they have unprotected sex.
 - You can get an STI from having sex with someone who has no symptoms.
- The only way to know for sure if you have an STI is to get tested.
 - Talk to your doctor or a parent/guardian if you think you need to be tested for a STI.

Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

Law:

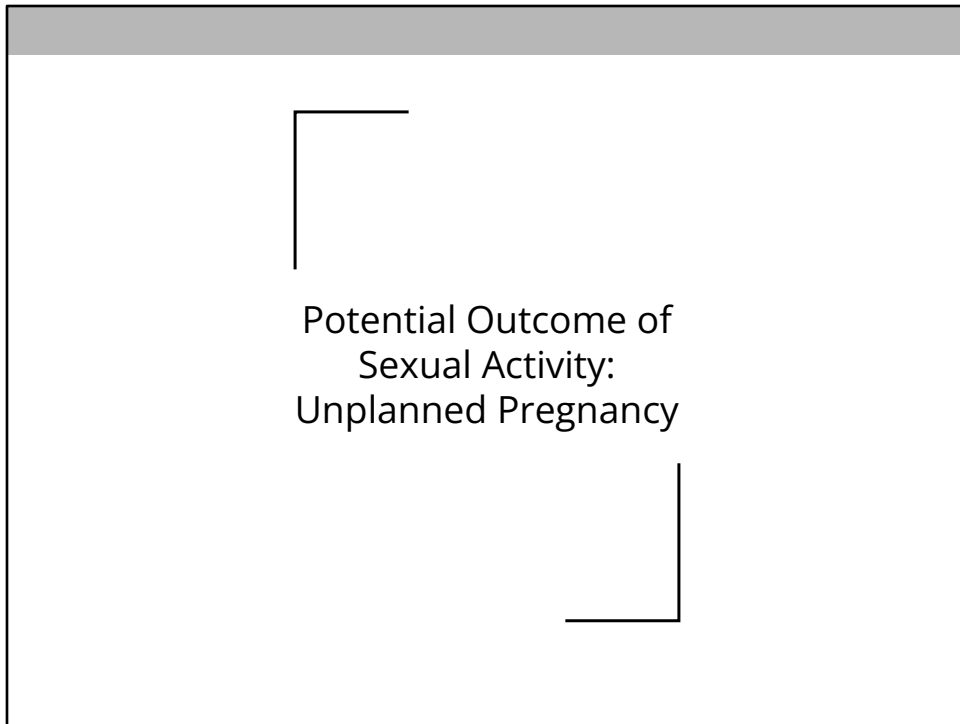
49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:



Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

**BIG
IDEA**

Understand the potential outcome of unplanned pregnancy as a consequence of engaging in sexual behaviors.

Vocabulary introduced in this lesson:

- teenage pregnancy
- unplanned pregnancy

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;
- (8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial

factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

The words on this slide will be covered in the lesson.

teenage pregnancy - pregnancy that occurs for a woman under the age of 20

unplanned pregnancy - conception of a child when parents were not trying to conceive

Unplanned Pregnancy

Parenting at any age can be challenging, but it can be particularly difficult for teen parents. Unplanned teen pregnancy is associated with increased challenges, both short and long term, for the teen parents and their child. Unlike a planned pregnancy in a marital relationship, unplanned pregnancy and parenthood will change your goals for the future.

When compared to older parents, some challenges teen parents face include being:

- Less likely to finish high school;
- Less likely to complete college before the age of 30;
- Less likely to maintain their friendships resulting in feeling isolated;
- More likely to have a low birth weight baby, preterm delivery, or complications during delivery;
- More likely to be in a strained relationship with the other parent of the baby;
- More likely to need public assistance;
- More likely to have low income as adults, and as a result,
- More likely to have children who face challenges like poorer educational, behavioral, and health outcomes.

Abstaining from all sexual activity is the only 100% effective way to prevent unplanned pregnancy.

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in

relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Data from <https://www.cdc.gov/teenpregnancy/about/index.htm>

<https://opa.hhs.gov/adolescent-health/reproductive-health-and-teen-pregnancy/about-teen-pregnancy-and-childbearing>

<https://www.tn.gov/health/health-program-areas/tennessee-vital-signs/redirect-tennessee-vital-signs/vital-signs-actions/teen-births.html>

This topic, unplanned pregnancy, is addressed in more depth on Day 6.

Unplanned Pregnancy

While you may think it can't or won't happen to you, if you're having sex, pregnancy is a very real possibility, even if you're not planning on getting pregnant and you're using contraceptives.

- More than half (about 51%) of all pregnancies are unplanned, according to the Centers for Disease Control (CDC).
- Teenage pregnancy is pregnancy in a girl who is 19 years of age or younger. A girl can get pregnant at any age if she has sexual intercourse after she has started having a menstrual period.
- Even though teen pregnancy rates have declined in the United States, it still has the highest teen pregnancy rates compared to other developed countries.
- Often, teens don't get prenatal care soon enough, which can lead to problems for the baby and mother later on.

Abstaining from all sexual activity is the only 100% effective way to prevent unplanned pregnancy.

Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;
- (8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in

relation to educational, psychological, physical, social, legal, and financial factors;

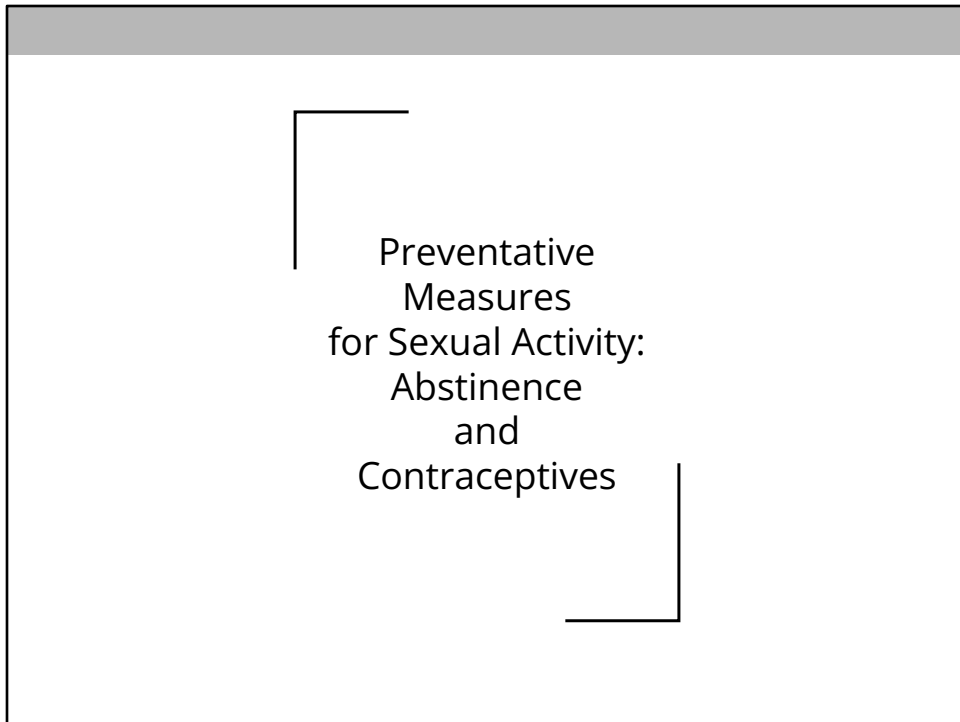
(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Data from

<https://storymd.com/story/Qd95blOU2d-10-facts-about-teenage-pregnancy-a-sexually-active-teenager-should-know>

This topic, unplanned pregnancy, is addressed in more depth on Day 6.



Standards:

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(b) Instruction of the family life curriculum shall not: (4) Distribute contraception on school property; provided, however, that medically accurate information about contraception and condoms that is consistent with public policy may be provided so long as the information is: (A) Presented in a manner consistent with this part and that clearly informs students that while such methods may reduce the risk of acquiring sexually transmitted diseases or becoming pregnant, only abstinence removes all risk;

Presenter Notes:

**BIG
IDEA**

Understand the preventative measures for the consequences and potential outcomes of engaging in sexual behaviors.

Vocabulary introduced in this lesson:

- abstinence
- contraceptive
- forms of contraception
 - chemical (spermicide)
 - hormonal (birth control pills, inserted ring, wearable patch, injection, emergency contraceptive pills, implant, IUD)
 - barrier (condom, diaphragm)

Standards:

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(b) Instruction of the family life curriculum shall not: (4) Distribute contraception on school property; provided, however, that medically accurate information about contraception and condoms that is consistent with public policy may be provided so long as the information is: (A) Presented in a manner consistent with this part and that clearly informs students that while such methods may reduce the risk of acquiring sexually transmitted diseases or becoming pregnant, only abstinence removes all risk;

Presenter Notes:

The words on this slide will be covered in the lesson.

abstinence - a deliberate decision to not participate in sexual activity to avoid the risk of STIs and unplanned pregnancy; the only 100% effective method to prevent pregnancy and STIs

contraception - a method, medicine, or device that acts to prevent sperm cells from fertilizing eggs (can be chemical, hormonal, or barrier methods); no contraceptive method is 100% effective at preventing pregnancy and STIs

forms of over the counter contraception

condom - barrier method preventing contact between male and female bodily fluids

spermicide - chemical method that damages or prevents sperm from swimming in the vagina

emergency contraception pills - hormonal method that works primarily by delaying or preventing ovulation

forms of doctor visit contraception

hormonal contraception - hormonal method, such as birth control pills, inserted ring, wearable patch, or injection, containing female hormones to prevent ovulation

barrier devices - barrier method, such as a diaphragm, placed in vagina to stop sperm from traveling into the uterus

hormonal devices - hormonal method, such as an implant or IUD, causing cervical mucus to become thicker so sperm can't reach an egg

Abstinence as Prevention

Abstinence is a deliberate decision to not participate in sexual activity to avoid the risk of STIs and unplanned pregnancy.

- Choosing abstinence from intercourse is the only 100% effective means of preventing pregnancy.
- Abstinence from all forms of sex can protect you from STIs 100% of the time.

Choosing not to participate in sexual activity is a healthy, responsible way of dealing with your sexuality.

- Everyone is capable of abstinence. Even if you've already had sex, you can still choose abstinence by waiting to have sex again.
- Unlike other forms of contraception, abstinence costs nothing and has no side effects

Standards:

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

Presenter Notes:

Abstinence was covered in more detail on Day 4.

Contraceptive Methods for Prevention

When you are ready for a sexual relationship, you must understand the consequences of sexual activity and ways to protect your health.

Contraceptives are one way to protect your health.

- If you are sexually active and are not ready to become a parent, it is important to use contraceptives to protect yourself from pregnancy.
- It is also important to use contraception to reduce your risk of getting STIs, including HIV.

A contraceptive is a method, medicine, or device that acts to prevent sperm cells from fertilizing eggs.

- A dual approach to contraception is best. That means choosing options that can protect you against unplanned pregnancy and STIs.
- The type of contraception used depends on your health. Your parent/guardian and doctor can help you decide which type is best for you.
- Some contraceptives are available for purchase over-the-counter. Other forms require a prescription or procedure from a doctor. Serious side effects are rare, but discussion with a doctor about the risks is recommended.

NO contraceptive method is 100% effective
in preventing pregnancy or STIs
ONLY ABSTINENCE is 100% effective

Standards:

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

Presenter Notes:

Info from

https://www.cdc.gov/healthyouth/healthservices/infobriefs/birth_control_information.htm

<https://www.verywellhealth.com/best-birth-control-for-teens-5205128#toc-plan-b>

Over-the-Counter Contraceptives			
Type of Contraceptive	Pregnancy Prevention	STI Prevention	Information & Effectiveness
Condom (for males or females)	X	X	Barrier method preventing contact between male and female bodily fluids. Male condom is 82% effective and female condom is 79% effective when used correctly.
Spermicide (for females)	X		Chemical method that damages or prevents sperm from swimming in the vagina. 70% effective when used correctly.
Emergency Contraception Pills (for females)	X		Hormonal method 90% effective when taken within 72 hours; however, no pills will work if you have already ovulated.

Abstinence = 100% Effective

Standards:

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(b) Instruction of the family life curriculum shall not: (4) Distribute contraception on school property; provided, however, that medically accurate information about contraception and condoms that is consistent with public policy may be provided so long as the information is: (A) Presented in a manner consistent with this part and that clearly informs students that while such methods may reduce the risk of acquiring sexually transmitted diseases or becoming pregnant, only abstinence removes all risk;

Presenter Notes:

Info from

https://www.cdc.gov/healthyouth/healthservices/infobriefs/birth_control_information.htm

<https://www.verywellhealth.com/best-birth-control-for-teens-5205128#toc-plan-b>

Over-the-counter means available without a prescription from a healthcare provider such as a doctor or nurse practitioner.

Over-the-counter does NOT mean always safe and effective! Talking to a parent/guardian and healthcare professional about correct use, effectiveness, and side effects is recommended before using OTC contraceptives.

Condoms are called a barrier to method to avoiding the spread of STIs and pregnancy.

Two types can be purchased-male condom, female condom

- Must be used according to instructions on the package.
- Male latex condoms are the most effective in preventing STIs and the spread of HIV.
- Male condoms are 82% effective at preventing pregnancy if used correctly but abstinence is the only 100% effective means to avoid pregnancy and STIs.
- A female condom is a polyurethane pouch that fits inside the vagina. To be effective, it must be inserted before the penis comes in contact with the vagina.
- Condoms should not be stored in a car or carried in a wallet for any length of time. Store in a cool, dry place.
- Never be reused; they should be used only once and then discarded.

Spermicide is a chemical that kills sperm. Spermicides are most effective when they are used along with other forms of contraception, such as a latex condom.

- Using a spermicide without a condom will not prevent the spread of STIs or HIV.
 - Using a spermicide correctly will reduce the risk of an unintended pregnancy by 70% but abstinence is the only 100% effective means to avoid pregnancy and STIs.

Emergency Contraception: Pregnancy does not occur immediately after two people engage in sexual activity. Sperm can live inside the body for up to six days waiting for an egg to fertilize.

- An emergency contraceptive pill can be taken up to 72 hours after having unprotected sex.
- Using the pill does not act as a barrier against the spread of STIs and HIV.

Over-the-Counter Contraceptives

- Condoms are the only contraceptive that reduces (not 100% prevents) your risk of both pregnancy and STIs.
 - In order to work, condoms must be used correctly and must be used every time you engage in sexual activity.
 - Condoms cannot completely protect you and your partner from STIs like herpes, syphilis, and human papillomavirus that are spread by skin to skin contact.
 - Effectiveness of the male condom is 82% and female condom is 79% effective because they are often not used correctly and can break, slip, or leak, which increases the risk of pregnancy and STIs.

The only sure way to 100% prevent pregnancy and STIs is **abstinence.**

Standards:

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(b) Instruction of the family life curriculum shall not: (4) Distribute contraception on school property; provided, however, that medically accurate information about contraception and condoms that is consistent with public policy may be provided so long as the information is: (A) Presented in a manner consistent with this part and that clearly informs students that while such methods may reduce the risk of acquiring sexually transmitted diseases or becoming pregnant, only abstinence removes all risk;

Presenter Notes:

Doctor Visit for Contraception
 These require a prescription or medical procedure from a healthcare professional.

Abstinence = 100% Effective

Hormonal Contraceptives (for females)	Barrier Devices (for females)	Hormonal Devices (for females)
<p>Birth control pills, inserted ring, wearable patch, or injection</p> <p>All of these methods require regular, consistent use. If you forget to use it, irregular menstrual cycles are common and you can get pregnant.</p> <p>Effectiveness varies because some people do not use consistently.</p>	<p>Diaphragm</p> <p>A device placed in vagina.</p> <p>Inserted and removed for sexual activity.</p> <p>87% effective.</p>	<p>Implant or IUD</p> <p>Implant placed in upper arm or IUD placed in uterus</p> <p>Birth control implants and IUDs are almost 100% effective. It's the most effective form of reversible contraception available.</p>

NONE of these prevent or protect from STIs/HIV

Standards:

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(b) Instruction of the family life curriculum shall not: (4) Distribute contraception on school property; provided, however, that medically accurate information about contraception and condoms that is consistent with public policy may be provided so long as the information is: (A) Presented in a manner consistent with this part and that clearly informs students that while such methods may reduce the risk of acquiring sexually transmitted diseases or becoming pregnant, only abstinence removes all risk;

Presenter Notes:

Info from

<https://my.clevelandclinic.org/health/articles/11427-birth-control-options>

<https://www.cdc.gov/reproductivehealth/contraception/index.htm>

https://www.cdc.gov/healthyouth/healthservices/infobriefs/birth_control_information.htm

Prescription contraceptives require an office visit with a healthcare provider, such as a doctor or nurse practitioner, and a prescription. Some of the choices involve a medical procedure.

Information from parents/guardians and healthcare providers can help teens decide which birth control method is right for them.

Considerations include:

How well does it work?

Some birth control methods are more effective at preventing pregnancy than others. IUDs and implants are the most effective reversible methods currently available.

Is it easy to use?

Some methods are easier to use than others. For example, if it is hard to remember to take a pill every day, birth control pills may not be the best option.

What are the possible side effects?

A healthcare provider can explain potential side effects of methods and ensure that a method is safe given an adolescent's overall health.

Does it prevent STDs?

Most contraceptive methods do not prevent STDs, so it is recommended that adolescents also always use condoms in addition to their primary birth control method for both STD and pregnancy prevention.

How much does it cost?

Most insurance plans, including Medicaid, fully cover most birth control methods. For those without health insurance, some doctors provide free or low-cost birth control. Health departments offer free or low cost contraception.



1. What is the only 100% effective method for preventing STIs?
2. Identify two high-risk behaviors that can lead to contracting an STI?
3. How do you know for sure that you or your partner don't have an STI?

Standards:

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(b) Instruction of the family life curriculum shall not: (4) Distribute contraception on school property; provided, however, that medically accurate information about contraception and condoms that is consistent with public policy may be provided so long as the information is: (A) Presented in a manner consistent with this part and that clearly informs students that while such methods may reduce the risk of acquiring sexually transmitted diseases or becoming pregnant, only abstinence removes all risk;

Presenter Notes:

Answers:

1. Practicing abstinence
2. Unprotected sex; use of drugs or alcohol lowering your inhibitions and leading to unsafe sexual activity; use of IV drugs or injectable steroids; having multiple partners for sexual activity
3. If you or your partner have engaged in sexual activity or high risk behaviors, then be tested for STIs; never engage in a sexual behavior or high risk behavior that puts you at risk for STIs

Responsibilities of Sexual Activity

Deciding to participate in sexual activity is a decision with adult responsibilities.

- Sexual activity involves risk in all aspects of your social, mental, and physical health.
- Your choice may have life long consequences such as unplanned pregnancy or complications from sexually transmitted infection.

If you engage in sexual activity, avoid additional high risk behaviors to protect your health.

- Avoid being sexually active with more than one person.
- Never have unprotected sexually activity.
- Never engage in sexual activity with high-risk partners.

Abstaining from all sexual activity is the only
**100% effective way to avoid health risks such as
STIs and unplanned pregnancy.**

Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Being sexually active with even one partner puts a person at risk, but the risk increases with the number of partners.

Abstaining from sexual activity is the only 100% effective method for avoiding STDs/STIs and pregnancy. Using barrier protection, such as male condoms, can only lessen the risk.

A high-risk partner is someone who has had more than one sexual partner but it could also be a person who has injected illegal drugs.

Responsibilities of Sexual Activity

Abstinence =
100% Safe

If you do decide to have sex, you and your partner should:

- Get tested for STIs before any sexual activity. See your healthcare provider such as your pediatrician or health department.
- Talk with your partner about how you will prevent STIs and pregnancy. If you think you're ready to have sex, you need to be ready to protect your body.
- Your partner should always respect your right to say no at any time.
- Avoid mixing alcohol and/or drugs with sex. If you use alcohol and drugs, you are more likely to take risks, like not using contraception or having sex with someone when you did not want to.

Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

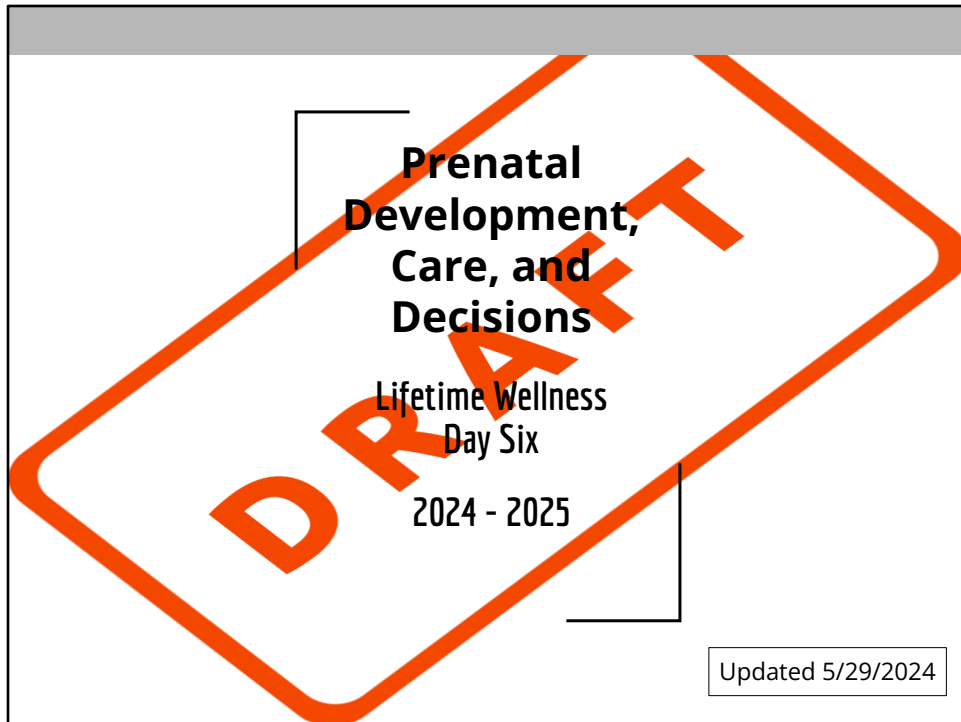
Presenter Notes:

**Considering the
Consequences
of Sexual
Activity**

Lifetime Wellness
Day Five

2024 - 2025

END OF PRESENTATION



UPDATED 4/3/2024 CBryant

- 30 total slides
- 4 videos
 - slide 8 - fertilization (1:00)
 - slide 17 - prenatal care - vaping while pregnant (1:12)
 - slide 27 - how adoption works (3:46)
 - slide 28 - an adoption story (5:00)
- 6 graphics
 - slides 9, 10, & 11 - fetal development
 - slide 16 - prenatal care & e-cig use (danger of nicotine)
 - slide 19 - prenatal care & drug use (NAS)
 - slide 18 - prenatal care & alcohol use (FAS)
 - slide 25 - cost of raising a child

Family Life Curriculum Day 6

Tennessee Academic Standards for Lifetime Wellness (2024):

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2) (A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life skills that

empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life

decisions, and build character; (B) Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental

topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development,

human development, decision making, abstinence, contraception and disease prevention;

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

SBE Guidelines:

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

Guidelines for K-12 Instruction on Adoption (July 2015)

The following guidelines may be followed in implementing Family Life curriculum to include the process of adoption and its benefits. The Family Life Education program developed locally may be comprehensive and sequential and include the following content areas related to adoption:

9-12

a. Describe steps involved in adoption process, both international and domestic, and how children of adoptive families process social, emotional, and

cultural influences

- b. Compare and contrast domestic infant adoption and domestic foster care adoption
- c. Analyze stereotypical language surrounding adoption and implement positive adoption language
- d. Examine benefits of choosing adoption and identify common misconceptions associated with adoption
- e. Analyze outcomes for children raised from infancy in a stable home and educational/financial outcomes and goal accomplishments for teens who choose adoption
- f. Examine decision making process of a teen choosing adoption and steps of adoption for prospective adoptive families
- g. Research local, state and national agencies providing adoption services
- h. Identify adoption laws regarding the surrender and termination of parental rights in the state of Tennessee

Family Life Curriculum Day 6

Learning Targets:

Understand the basic structure and function of the reproductive system for conception and prenatal development.

Identify lifestyle choices to ensure a healthy pregnancy and baby.

Understand factors that influence decision making for a pregnancy including adoption and its benefits.

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2) (A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life skills that

empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life

decisions, and build character; (B) Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental

topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development,

human development, decision making, abstinence, contraception and disease prevention;

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

SBE Guidelines:

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

Guidelines for K-12 Instruction on Adoption (July 2015)

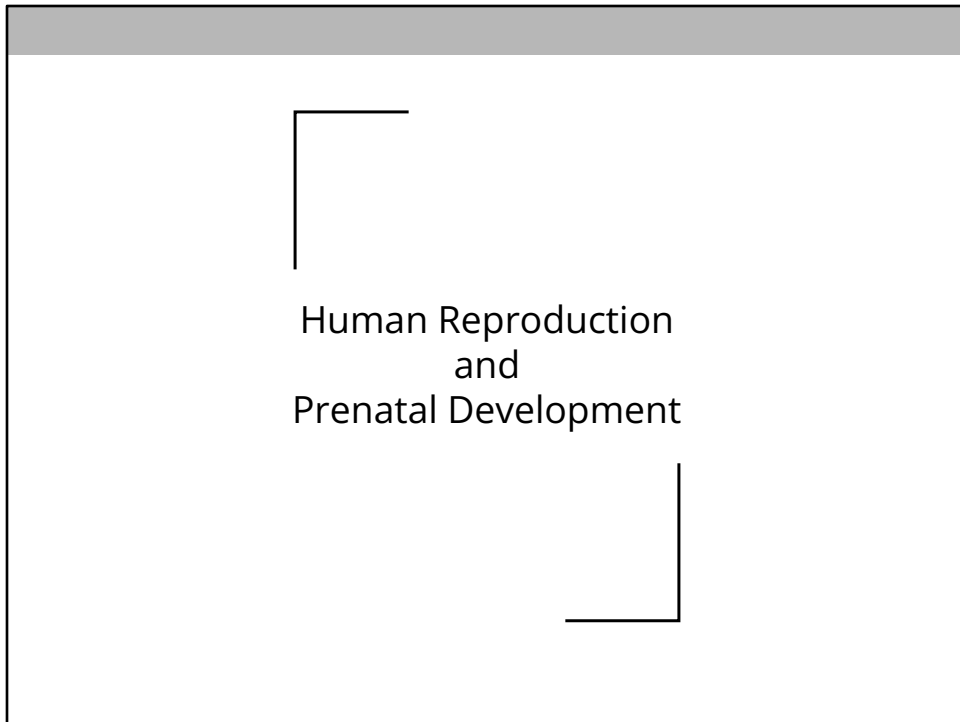
The following guidelines may be followed in implementing Family Life curriculum to include the process of adoption and its benefits. The Family Life Education program developed locally may be comprehensive and sequential and include the following content areas related to adoption:

9-12

a. Describe steps involved in adoption process, both international and domestic, and how children of adoptive families process social, emotional, and

cultural influences

- b. Compare and contrast domestic infant adoption and domestic foster care adoption
- c. Analyze stereotypical language surrounding adoption and implement positive adoption language
- d. Examine benefits of choosing adoption and identify common misconceptions associated with adoption
- e. Analyze outcomes for children raised from infancy in a stable home and educational/financial outcomes and goal accomplishments for teens who choose adoption
- f. Examine decision making process of a teen choosing adoption and steps of adoption for prospective adoptive families
- g. Research local, state and national agencies providing adoption services
- h. Identify adoption laws regarding the surrender and termination of parental rights in the state of Tennessee



Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

**BIG
IDEA**

Understand the basic structure and function of the reproductive system for conception and prenatal development.

Vocabulary introduced in this lesson:

- human reproduction
- conception
- implantation
- fetal development

Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

This lesson refers to some content covered in Day 1 - Reproductive Health

The words on this slide will be covered in the lesson.

human reproduction - female and male reproductive systems work together to reproduce life

conception - when a sperm joins an egg in the fallopian tube in the hours or days after sexual intercourse

implantation - a joined sperm and egg travel to the female's uterus and attach to the lining of the uterus causing pregnancy

fetal development - an orderly and intricate process beginning before a woman

knows she is pregnant and ending with the birth of the baby

Female Reproductive System

The female reproductive system enables a woman to:

- produce eggs (ova)
- have sexual intercourse
- protect and nourish a fertilized egg until it is fully developed
- give birth

About once a month, during ovulation, an ovary sends a tiny egg into one of the fallopian tubes toward the uterus. During this journey through the fallopian tube, an egg can be fertilized by sperm. If sperm doesn't fertilize an egg, the egg dissolves and leaves the body about 2 weeks later through the uterus — this is menstruation. Blood and tissues from the inner lining of the uterus combine to form the menstrual flow, which in most women lasts from 3 to 5 days.

Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

This lesson refers to some content/vocabulary covered in Day 1 - Reproductive Health

Info from <https://kidshealth.org/en/parents/female-reproductive-system.html>

Male Reproductive System

The male reproductive system:

- makes semen
- releases semen into the reproductive system of the female during sexual intercourse
- produces sex hormones, which help a boy develop into a sexually mature man during puberty

A male who has reached puberty will produce sperm cells. Sperm develop in the testicles then move into the epididymis, where they complete their development before moving into the vas deferens, or sperm duct. The seminal vesicles and prostate gland make a whitish fluid called seminal fluid, which mixes with sperm to form semen. Semen is released from the male's body through his urethra during ejaculation.

Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

This lesson refers to some content/vocabulary covered in Day 1 - Reproductive Health

Info from <https://kidshealth.org/en/parents/male-reproductive.html>

Human Reproduction



Reproduction

In humans, female and male reproductive systems work together to reproduce life. During sex, sperm cells swim through the vagina and into the fallopian tube. When a male's sperm meets a female's egg, it can fertilize it and create a zygote. This zygote eventually becomes a fetus.

Conception

Conception happens when a sperm joins an egg in the fallopian tube. It happens in the hours or days after sexual intercourse.

Implantation

The joined sperm and egg travels to the female's uterus and attaches itself to the lining of the uterus. This attachment process is called implantation. After implantation, some cells develop into the embryo and others form the placenta. Hormones are released that signal the uterus to maintain its lining rather than shed it. This means females will not have a menstrual period because they are pregnant.

Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

This lesson refers to some content/vocabulary covered in Day 1 - Reproductive Health

Info from <https://kidshealth.org/en/parents/female-reproductive-system.html>

VIDEO (length 1:00)

Video Link:

<https://jcschools.instructuremedia.com/embed/bcff936d-b76b-4531-9201-2c57e1bda282>

Original link from Babycenter Youtube Channel:

<https://www.youtube.com/watch?v=4km5lp1CXbE>

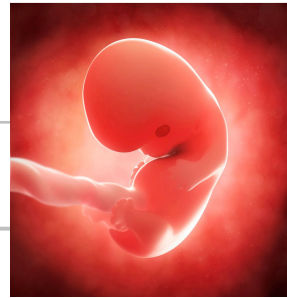
Transcript :

You know where babies come from, but do you know how exactly fertilization happens? After intercourse, tens of millions of sperm travel through the vagina, the cervix, and the fallopian tubes. They propel themselves forward by wiggling their tails, fighting against currents that can hold them back.

Eventually, one will randomly merge with the ova, the unfertilized egg released during ovulation in a fallopian tube. After the ovum is pierced by a sperm, it hardens and becomes impermeable to other sperm. The sperm sheds the tail it no longer needs and the genetic material of the egg and sperm join together. Once they start dividing, they form a blastocyst. About five or six days after the egg is fertilized, it travels from the fallopian tube to the uterus, where it implants itself and continues developing.

Fetal Development

An orderly and intricate process beginning before a woman knows she is pregnant and ending with the birth of the baby.



First Trimester (0 to 14 weeks)	Major Changes
0 – 2 weeks	Implantation in the uterus occurs. The spinal cord grows. The brain, ears, and arms begin to form.
3 – 8 weeks	The embryo is about 1 inch long at 8 weeks. The mouth, nostrils, eyelids, hands, fingers, feet, and toes begin to form. The nervous system and cardiovascular system are functional. The heart begins to beat around week 6.
9 – 14 weeks	The fetus develops a human profile. Sex organs, eyelids, fingernails, and toenails develop. By week 12 it can make crying motions and may suck its thumb.

Standards:


HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Fetal Development		
Second Trimester (15 to 28 weeks)	Major Changes	
15 – 20 weeks	The fetus can blink its eyes and becomes more active. The body begins to grow. Growth of the head slows and the limbs reach full proportion. Eyebrows and eyelashes develop.	
21 – 28 weeks	The fetus can hear conversations and has a regular cycle of waking and sleeping. Weight increases rapidly. The fetus is about 12 inches long and weighs a little more than one pound. The fetus may survive if born after 24 weeks, but will require special medical care.	

Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

49-6-1304. Family life instruction.
 (10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Fetal Development	
Third Trimester (29 weeks to birth)	Major Changes
29 – 40 weeks	<p>The fetus uses all five senses and begins to pass water from the bladder.</p> <p>Brain scans have shown that some fetuses dream during their periods of sleep in the eighth and ninth months of development.</p> <p>Approximately 266 days after conception, the baby weighs 6 to 9 pounds and is ready to be born.</p>



Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

Law:

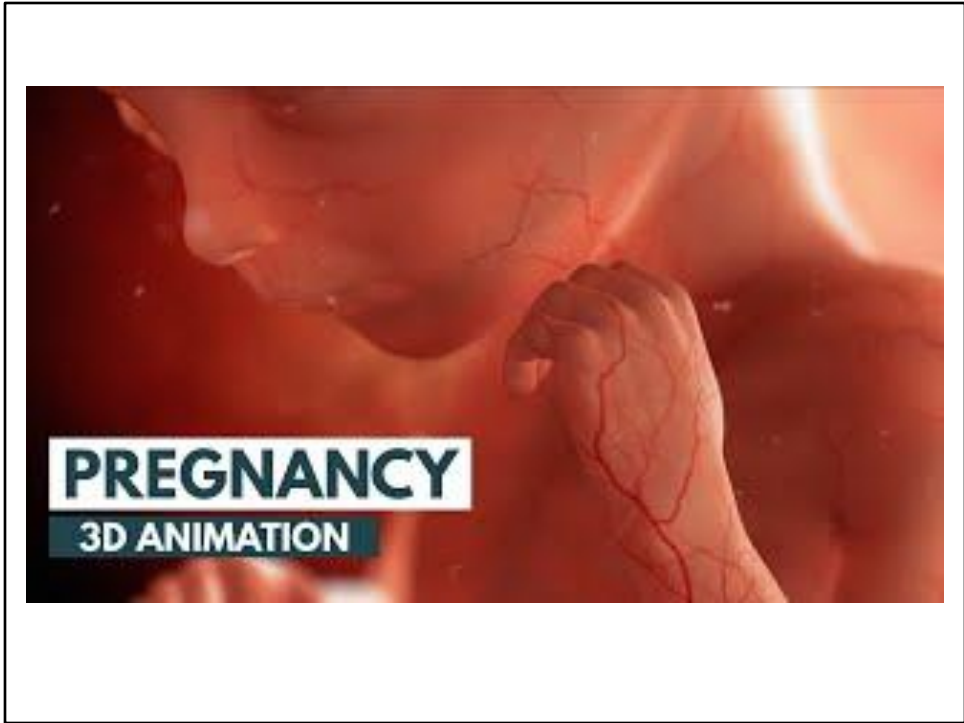
49-6-1304. Family life instruction.
 (10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

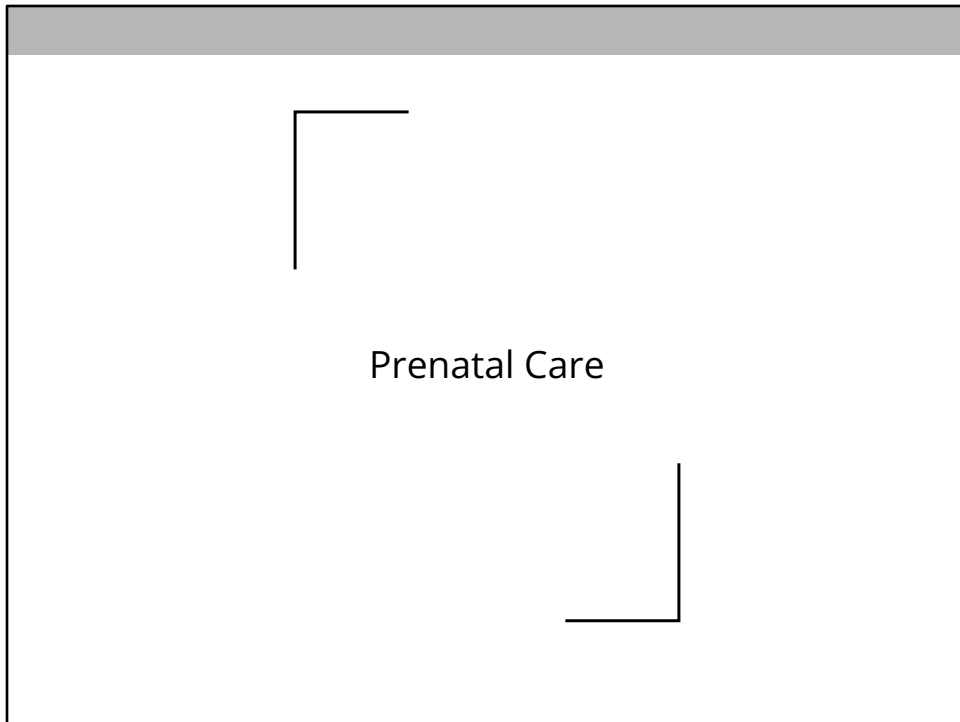
Presenter Notes:

LIVE ACTION

WINDOW TO THE WOMB







Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

**BIG
IDEA**

Identify lifestyle choices to ensure a healthy pregnancy and baby.

Vocabulary introduced in this lesson:

- prenatal care
- obstetrician

Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

The words on this slide will be covered in the lesson.

prenatal care - health care women get while pregnant that benefits both the woman and the unborn child

obstetrician - medical doctors who give care during pregnancy, deliver babies, and give care after pregnancy

Prenatal Care

Prenatal care is the health care women get while pregnant. As soon as a woman learns that she is pregnant, she should begin prenatal care to protect her health and the health of her growing baby.

- Babies of mothers who do not get prenatal care are three times more likely to have a low birth weight and five times more likely to die than those born to mothers who do get care.

Obstetricians (OBs) are medical doctors who give care during and after pregnancy and deliver babies. OBs can spot health problems early when they see mothers regularly allowing early treatment to cure many problems and prevent others.

- OBs also can talk to pregnant women and fathers about things they can do to give their unborn babies a healthy start to life.

Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Info from <https://www.womenshealth.gov/a-z-topics/prenatal-care>
<https://www.cdc.gov/pregnancy/during.html>

Prenatal care includes the steps that a pregnant female can take to provide for her own health and the health of her baby.

Prenatal Care-Healthy Choices

- See an obstetrician on a regular basis
- Follow a healthy diet as recommended by a doctor and based on your health needs as a pregnant woman
- Take a prenatal vitamin as recommended by your doctor
- Get regular exercise as advised by a doctor to avoid excessive weight gain during pregnancy
- Avoid exposure to potentially harmful substances such as lead and radiation can help reduce the risk for problems during pregnancy and promote fetal health and development.
- Control existing conditions, such as high blood pressure and diabetes, to prevent serious complications and their effects on yourself and your baby.

Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Info from

<https://www.nichd.nih.gov/health/topics/pregnancy/conditioninfo/prenatal-care>

Prenatal Care-Avoid Nicotine

Tobacco products, including e-cigarettes, are not safe to use. Any product with tobacco or nicotine is a health danger for women and developing babies and can damage a developing baby's brain and lungs. Also, some of the flavorings used in e-cigarettes may be harmful to a developing baby. Stay away from nicotine products and their vapors or smoke.

Many have been led to believe that e-cigarette aerosol is a water vapor. This is just not true.

E-cigarette aerosol is NOT just "water vapor"

 Prop 65* Chemicals in Vapor² Acetaldehyde Formaldehyde Isoprene Toluene Lead Nickel Nicotine N-Nitrosornicotine	 Metals in Vapor² Aluminum Chromium Copper Iron Manganese Nickel Lead Antimony Tin Zinc	 Carcinogens Found in the Urine of Vapers⁹ Acrylonitrile Acrolein Propylene Oxide Acrylamide Crotonaldehyde	 Withdrawal Symptoms⁶ Cravings Anxiety Tingling Nausea Cramps Weight Gain Insomnia Mood Disorders Depression
--	---	--	--

* Proposition 65 (Prop 65) is the Safe Drinking Water and Toxic Enforcement Act of 1986, which requires the State to publish a list of chemicals known to cause cancer or birth defects or other reproductive harm.

Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

Image is from Boston Children's Hospital at

<https://www.childrenshospital.org/programs/pediatric-environmental-health-center/patient-resources/e-cigarettes>

Prenatal Care-Vaping



What are the potential effects of vaping on an unborn baby?

- Early data shows the following, but more studies are still needed.
 - reduced learning ability
 - small birth size
 - low birth weight
 - harm brain function
 - hurt heart and lungs

Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

The best time to quit smoking is before you get pregnant, but quitting at any time during pregnancy can help your baby get a better start on life. Smoking by the mother during pregnancy as well as second hand smoke the mother and baby may breathe from others is dangerous.

VIDEO (length 1:11)

Video Link:

<https://jcschools.instructuremedia.com/embed/632cbc4c-9934-4dfc-8d5f-1073>

[11535933](#)

Original Link from Akron Children's Youtube Channel:

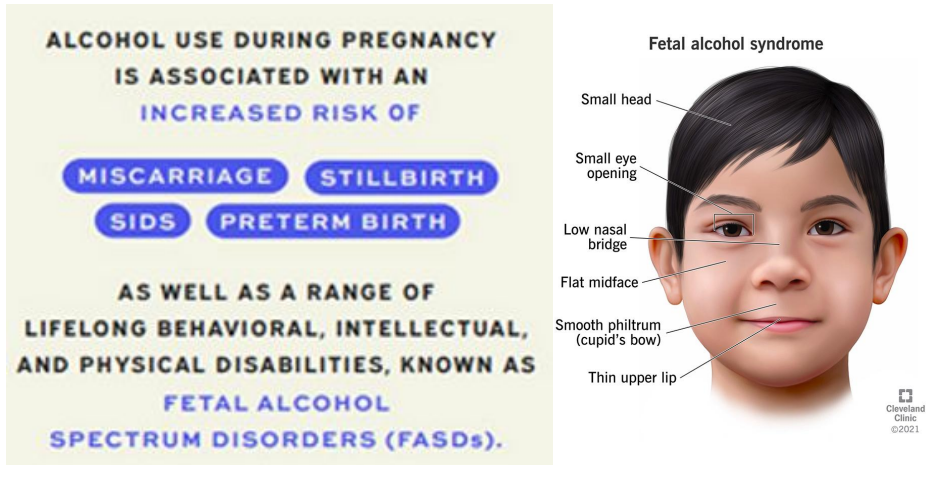
<https://www.youtube.com/watch?v=KDJyOPQbIRw>

Transcript:

Katherine Wolfe, DO, FACOG, Chair, Maternal-Fetal Medicine at Akron Children's Hospital, discusses the potential dangers of vaping while pregnant. 0:00 (gentle music) 0:02 - Many women in pregnancy feel that vaping 0:04 may be a safer alternative to smoking. 0:07 We know that nicotine 0:08 in any form does affect baby's development. 0:12 Specifically, concerns are for low birth weight, 0:15 preterm delivery, and effects on baby's brain development. 0:21 We don't have any long term data 0:22 to compare vaping exposure versus cigarette exposure. 0:28 However, the concerns are that there's additional chemicals 0:31 in vaping, including flavors that may potentially 0:35 be harmful to developing babies. 0:38 There is a small study that shows 0:40 that switching from cigarettes 0:42 to e-cigarettes lessens the low birth weight risk 0:46 but the most prominent effect 0:48 is if they were smoking or using e-cigarettes 0:52 prior to pregnancy and actually quit using those products 0:55 that risk of low birth weight was eliminated. 0:59 So the best strategy in pregnancy 1:01 is to try to reduce nicotine use, 1:04 whether it is cigarettes or vaping.

Prenatal Care-Avoid Alcohol

During pregnancy, alcohol can pass from the pregnant person to the fetus and affect its development.



Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

There is no known safe amount of alcohol use at any time during pregnancy. All types of alcohol are equally harmful.

When a pregnant woman drinks alcohol it enters the bloodstream. The alcohol then passes through the umbilical cord and into the baby. Drinking alcohol when pregnant can result in miscarriage, stillbirth, and an entire range of developmental and cognitive disabilities.

FASD = Fetal Alcohol Syndrome Disorders

Fetal Alcohol Syndrome is a group of alcohol-related birth defects including both physical and mental defects. FASD can cause learning, memory, and attention problems, as well as visual and hearing impairments.

- During the first trimester, alcohol can alter the facial features of the baby, resulting in a lack of philtrum (the small ridge between nose and lip) and a small head size.

Image from

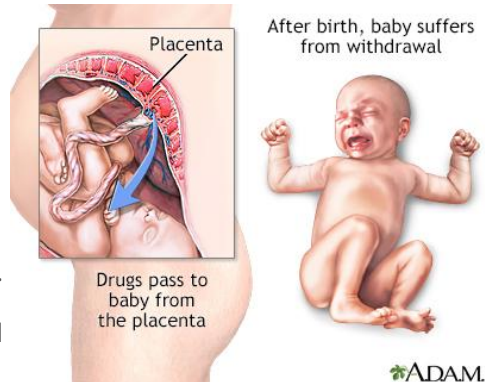
https://www.cdc.gov/ncbddd/fasd/documents/Infographic1_AlcoholUseDuringPregnancy-508.pdf

<https://my.clevelandclinic.org/health/diseases/15677-fetal-alcohol-syndrome>

Prenatal Care-Avoid Drugs (Legal or Illegal)

Almost every drug, legal and illegal, passes from the mother's bloodstream through the placenta to the fetus. Talk to your doctor or pharmacist about any medications taken during pregnancy including prescription and over-the-counter medications or supplements.

- Neonatal abstinence syndrome (NAS) is a condition that affects newborns exposed to opioid drugs or other addictive substances while in the womb.
- Newborns with NAS will experience withdrawal symptoms until the drug or substance is out of their system.
- Signs of withdrawal include seizures, tremors, sweating, and crying.



Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

Presenter Notes:

From National Institutes of Health at

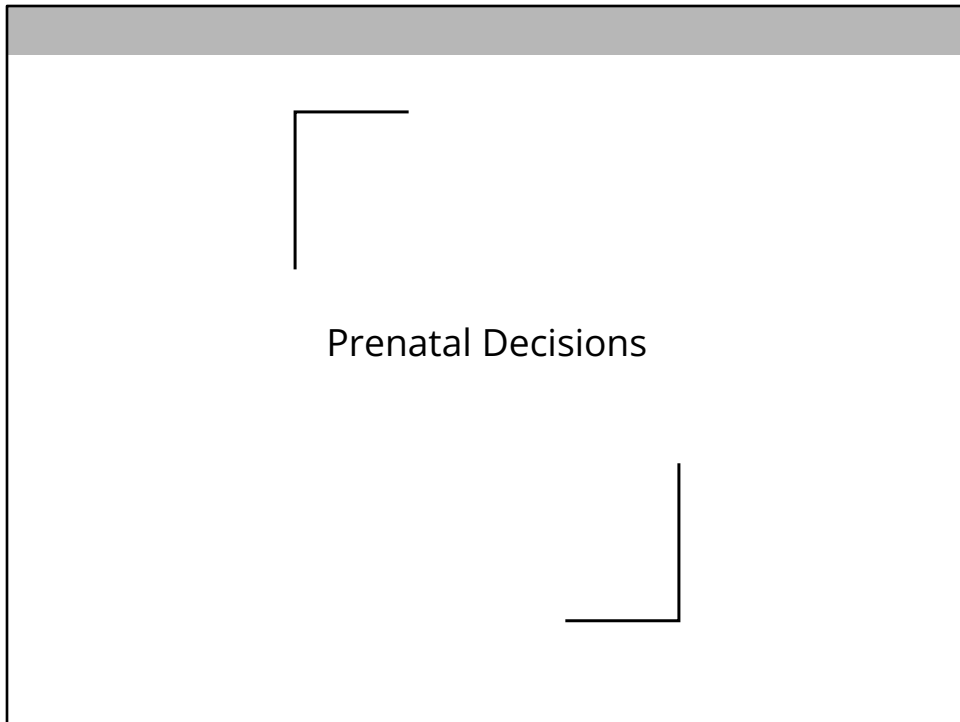
<https://nida.nih.gov/publications/research-reports/substance-use-in-women/substance-use-while-pregnant-breastfeeding>

From <https://www.cdc.gov/pregnancy/during.html>

<https://www.cdc.gov/pregnancy/opioids/index.html>

Image from

<https://www.mountsinai.org/health-library/diseases-conditions/neonatal-abstinence-syndrome>



Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop

guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

Special Note:

The JCS Family Life Curriculum does NOT include any reference to or discussion of “abortion” as defined by TCA 49-6-1303 “Abortion”: (i) Means the act of using or prescribing an instrument, medicine, drug, device, or other substance or means with the intent to terminate the clinically diagnosable pregnancy of a woman with knowledge that the termination by those means will with reasonable likelihood cause the death of the unborn child; and (ii) Does not include an act described in subdivision (c)(3)(A)(i) if the act is performed with the intent to: (a) Save the life of the mother; (b) Save the life or preserve the health of the unborn child; (c) Remove a dead unborn child caused by spontaneous abortion; or (d) Remove an ectopic pregnancy;

**BIG
IDEA**

Understand factors that influence decision making for a pregnancy including adoption and its benefits.

Vocabulary introduced in this lesson:

- motherhood
- fatherhood
- adoption
- safe haven

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop

guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

Special Note:

The JCS Family Life Curriculum does NOT include any reference to or discussion of “abortion” as defined by TCA 49-6-1303 “Abortion”: (i) Means the act of using or prescribing an instrument, medicine, drug, device, or other substance or means with the intent to terminate the clinically diagnosable pregnancy of a woman with knowledge that the termination by those means will with reasonable likelihood cause the death of the unborn child; and (ii) Does not include an act described in subdivision (c)(3)(A)(i) if the act is performed with the intent to: (a) Save the life of the mother; (b) Save the life or preserve the health of the unborn child; (c) Remove a dead unborn child caused by spontaneous abortion; or (d) Remove an ectopic pregnancy;

Presenter Notes:

The words on this slide will be covered in the lesson.

motherhood - the female parent and her actions

fatherhood - the male parent and his actions

adoption - the process of a parent or parents assuming the legal rights of a child who is not biologically theirs

safe haven - a place of protection from harm or danger where an infant can be left

Prenatal Decisions

Deciding to participate in sexual activity is a decision with adult responsibilities.

While you may think it can't or won't happen to you, if you're having sex, pregnancy is a very real possibility, even if you're not planning on getting pregnant and you're using contraceptives.

Options for unplanned pregnancy:

- Giving birth and becoming a parent
- Giving birth and making an adoption plan



The decision to raise a child or make an adoption plan is hard to make. Your values, beliefs, age, health, current situation, and future goals will all play a role in your decision.

- How would my decision affect my future?
- Am I ready to raise a child right now?
- Would my decision change my life in a way I don't want?
- Will my family, friends, and partner support my decision?

Make sure you have all the facts and questions answered before you decide. Seek the support of your parents/guardians or other trusted adult. There are many organizations that can provide information.

Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.12 Analyze the benefits of adoption.

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

Special Note:

The JCS Family Life Curriculum does NOT include any reference to or discussion of “abortion” as defined by TCA 49-6-1303 “Abortion”: (i) Means the act of using or prescribing an instrument, medicine, drug, device, or other substance or means with the intent to terminate the clinically diagnosable pregnancy of a woman with knowledge that the termination by those means will with reasonable likelihood cause the death of the unborn child; and (ii) Does not include an act described in subdivision (c)(3)(A)(i) if the act is performed with the intent to: (a) Save the life of the mother; (b) Save the life or preserve the health of the unborn child; (c) Remove a dead unborn child caused by spontaneous abortion; or (d) Remove an ectopic pregnancy;

Presenter Notes:

Information from the American College of Obstetrics and Gynecology at <https://www.acog.org/womens-health/faqs/pregnancy-choices-raising-the-baby-adoption-and-abortion>

**Participating in sexual activity is a decision with adult responsibilities.
ABSTINENCE is the only way to 100% prevent pregnancy.**

Deciding to Raise the Baby - Motherhood

You may want to think about the following:

- Will the father of the baby and his family be involved in raising the child?
- Where will you and the baby live? Will you have to change your living arrangements?
- Do you have the income to support yourself and a new baby?
- Will you finish high school? Will you attend college?
- How will you transition to parenthood and plan for the future?

Some teens raise their child alone, some have involvement of the baby's father, and some rely on their families for support.

- How much support will be needed to raise the child?
 - Teens may not realize the cost of housing, food, clothing, doctor visits, and necessary baby items like diapers, formula, car seat, and stroller.
 - Childcare is one of the biggest concerns for any new parent. Teen parents may not realize the limitations on their school and work hours when they have a child of any age—baby, toddler, or even school age.

As rewarding as having a child is, it isn't always fun — caring for a baby is a huge responsibility and a **lifelong commitment**.

Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.12 Analyze the benefits of adoption.

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

Presenter Notes:

**Participating in sexual activity is a decision with adult responsibilities.
ABSTINENCE is the only way to 100% prevent pregnancy.**

Deciding to Raise the Baby - Fatherhood

You've become a father. Now what? You may want to think about the following:

- A father's involvement and commitment in the life of his child is important to the child's development and should be taken seriously.
 - How will you support and take responsibility to your child and the mother of your child? Social workers, parenting classes, and formal parenting education can be great resources for teen fathers if you need a support system.
- Children of teen mothers who continue to have close ties with the child's biological father have better outcomes in employment and education, are less depressed, and are at lower risk of becoming adolescent parents themselves.
- Fathers who maintain active participation in the prenatal process with the mother have a greater likelihood of ongoing involvement with the child.
- For the father, ongoing participation in a child's life includes playing with their children, reading to them, and feeding, diapering, bathing, and caring for the child.

Being a father can and should be more than financial support. It is challenging to be a father and a **lifelong commitment**, but fathers have the unique opportunity to impact children's lives by setting a strong example of what it means to be a responsible, compassionate, and resilient individual.

Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.12 Analyze the benefits of adoption.

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

Presenter Notes:

Information from the American Academy of Pediatrics

<https://publications.aap.org/pediatrics/article/147/5/e2021050919/180815/Care-of-Adolescent-Parents-and-Their-Children?autologincheck=redirected>

<https://www.fatherhood.gov/for-programs/young-fathers#:~:text=What%20are%20the%20demographics%20of,compared%20to%20their%20white%20peers>

.

Cost of Raising a Child

What are the 1st year costs of raising a baby?

How much does it cost to raise a child from birth to 18?

What are the benefits of planning for children after you have met your after high school goals?

How would having an unplanned teen pregnancy (as a father or mother) impact your after high school goals?

What kids cost

From daycare to doctor visits, a middle-income family will spend an average of \$226,920 to raise a child to age 18. Here's the breakdown of where all that money goes:

Clothing	\$13,200	6%
Health care	\$18,420	8%
Miscellaneous	\$19,110	8%
Transportation	\$30,900	14%
Food	\$36,210	16%
Child care and education	\$39,420	17%
Housing	\$69,660	31%

For each category, the expense represents the average for a child from age 0 to 18 in a two-child, two-parent family.

SOURCE: U.S. DEPARTMENT OF AGRICULTURE

Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

Presenter Notes:

Info from https://money.cnn.com/2011/09/21/pf/cost_raising_child/index.htm

1st year cost calculator <https://www.babycenter.com/baby-cost-calculator>
Visual Calculator for thru 18
<https://www.visualcalc.com/blog/cost-of-raising-children>

Raising a Child in a Healthy Relationship

What are some RIGHT reasons for wanting a child?

What are some WRONG reasons for wanting a child?

SCENARIOS:

- Do you think this couple is ready for a baby? Explain why or why not?
- What additional changes, problems, or conflicts might occur (positive or negative)?
- What advice would you give this couple?

Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

Presenter Notes:

Use content from Day 2 (slide 14 - Traits of Healthy Relationships and slide 20 - Three C's of Healthy Relationships) to reinforce raising a child in a healthy relationship home.

RIGHT Reasons for Having Children

- you want to add depth to a strong marriage/relationship by starting a family
- you have a solid and committed relationship
- you are physically mature to care/love a child
- you are emotionally mature and want to care/love a child
- you are ready for the rewards of parenthood
- you want to experience the special parent/child bond
- you love children and want to be a parent
- you are financially able to provide for a child
- you are ready to give a child your time and attention

WRONG Reasons for Having Children

- you want to prove adulthood
- you want to please someone else
- you want the perceived emotional benefits
- you are looking for respect and status
- you want to escape a situation
- society expects it
- you want to improve a struggling relationship
- you want to fit in with your peers
- you want someone to take care of you in the future

SCENARIOS (from Kim Graybill/FamilyConsumerSciences.com)

- Babies are so sweet and adorable! They are so much fun! Everytime I see one, I just fall in love and get baby fever; I want one so bad! Then I could dress her up in all those cute outfits and show her off to all my friends and family!
- I feel so alone, so unloved and non-existent. If I have a baby I will have someone who belongs to me and will always love me and be there for me. I will get the attention and love I need and my life will matter!
- We've only been married for a few months and already my family is pressuring us to have children. They are constantly dropping hints because they really want to be grandparents. I guess we should have a

- baby just so we can fulfill their wishes and get them to stop pestering us!
- We dread the thought of getting old! What if we are incapable of taking care of ourselves? If we have children, we will have someone to care for us and to be our companions in old age.
- My friends think I'm not a "real man" because I have not fathered a child during our first two years of marriage. My wife and I wanted to wait five years to have children. Now I need to convince her to move up the timeline! I want to prove that I'm capable of being a "real man" to my friends.
- Our marriage has been super rocky right from the start. Even after three years, we have unresolved conflict and major issues in our marriage. We argue constantly. I truly believe that having a baby to love will solve our problems, bring us closer together and save our marriage.
- All our friends who married around the same time we did are pregnant or have just had babies. We are so excluded because we can't relate with what they are going through and feel like we don't have anything in common with them. I guess we should have a baby too so we can relate and maintain our friendships.

Choosing Adoption

Becoming a parent is challenging at any stage of life, even more so when the parents are teenagers. Although parenthood is very rewarding, it also requires maturity. This is why some teens who become pregnant choose adoption for their baby. Seek the support of your parents/guardians or other trusted adult. There are many organizations who can provide information on adoption.



Three types of adoption:

1. Open—The birth parents and the adoptive parents may meet and share names and addresses.
2. Semi-open—The adoption agency can provide the birth parents with information about the baby from the adoptive parents and vice versa, but there is no direct contact between the birth parents and the baby. Identities are usually kept hidden.
3. Closed—The birth parents and the adoptive parents do not meet or know each other's names. The adoptive parents only get information about the medical history and family history of the birth parents but nothing that would identify them.

Standards:

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

Presenter Notes:

Info from

<https://www.acog.org/womens-health/faqs/pregnancy-choices-raising-the-baby-adoption-and-abortion>

VIDEO (length 3:46)

Video Link:

<https://jcschools.instructuremedia.com/embed/19fdecbb-97dd-4eae-ae61-319ec28d5900>

Original Link from BraveLove: <https://vimeo.com/844257878>

Transcript:

(uplifting music)

Narrator: Meet Camille. She never thought it would be her. In spite of things feeling a bit out of control, she's doing her best to understand her options so she can make a good decision for herself and her child. Adoption was the one she knew the least about. Instead of just ruling it out, she's taking the time to learn more about what adoption looks like today. Here it is, broken down into some basic steps. The first step is to get the facts. Talk to an adoption professional, either from an adoption agency or law firm. They'll explain what's involved every step of the way. Next, pick an adoption agency or attorney. All agencies have case workers who work with expectant moms and serve as a guide during the pregnancy. If someone is considering working with an attorney, be sure that he or she has plenty of experience with adoption, and ask what services and support they offer. The next step is to create a personalized adoption plan. A birth mom is in control of all her adoptive decisions. For example, what she wants in a family, and then how to choose a family, how much contact she wants with her child and the adoptive family, how does the baby's father fit into all of this and his legal rights, what all the paperwork and legal terms mean, how she wants the delivery and hospital stay to go, as detailed as who's in the room when she delivers and who holds the baby first, what to expect with the grief and loss and the sad feelings afterwards, and then specific ways to get help and support to move forward. Once an adoption plan is created, choose a family. The caseworker will share profile books with the expectant mom. They're like family scrapbooks. These families have been carefully interviewed and approved by the agency to make sure they will provide a safe and loving home for a child. Some women even choose to meet the family before the baby is born. This is a good time for an expectant mom to ask her caseworker to connect her with a birth mom. Speaking with someone who has already placed may be helpful for her when exploring her options, and could provide a unique avenue of support. After the woman gives birth to the baby is when she signs the adoption papers. This is probably the most emotional part of the process, because she's making a

permanent legal decision to basically say, "I'm signing over my legal rights to this family to be parents of my child." Again, the caseworker explains all of this, especially regarding how much time between the birth and signing the paperwork, as this can vary from state to state. Lastly, find support afterwards. Placing a baby for adoption is a big decision. Processing through it all is really important, for the short and long term. Your caseworker will help you find support groups and counselors, help with communication between the birth family and the adoptive family, connect you with other birth moms through online and in-person groups. Back to Camille, she's still not sure what she's going to do, but she now knows more about adoption than she did before. She sees that she would get to be involved and in control. Though challenging, it could be the beginning of something new and good, but it's her choice and her plan.

(uplifting music)

Choosing Adoption

Adoption is a loving option for unplanned pregnancy. No two stories from birth mothers about their adoption experience are the same; however, their stories erase stigmas and can change the narrative of adoption from shame to hope.

- "I chose adoption so this 17-year-old girl could grow up and be the person he needed."
 - Unexpectedly pregnant at the age of 17, Morgan chose adoption for herself and her son. She faced many stigmas from those around her and desires to break those stigmas in through the career she has now as an adult. This is Morgan's story and why she chose adoption.



Standards:

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

Presenter Notes:

Info from

<https://www.acog.org/womens-health/faqs/pregnancy-choices-raising-the-baby-adoption-and-abortion> <https://www.bravelove.org/>

VIDEO (length 5:00)

Video Link:

<https://jcschools.instructuremedia.com/embed/a5ca7209-fb38-4576-9b2e-a7648c09561c>

Original Link from BraveLove: <https://vimeo.com/878676740/cef728faaf>

Transcript:

My name is Morgan and I'm a birth mom. I got pregnant at 17 and I was still in high school, so I felt very ashamed of myself. So I hid my pregnancy. Um, for nine months. I stayed alone and I distanced myself from a lot of people and I hid it from my family, my friends, um, my parents. Only a couple people knew which one of them was, uh, my teacher in high school, she's the one who actually talked to me about adoption and let me know what adoption was. I think I still had like this perception like everybody else has. Um, where you think that somebody just comes and takes your baby and you never see 'em again, and then you find they find you when they turn 18. I think that's what kind of my perception was. Lifetime movies, um, is what I thought of whenever I thought of adoption. When I got to the hospital, they, they asked me a lot of questions and I said, well, I wanna place him for adoption. And then that's when they were like, okay. And so they asked me, you know, do you want him placed on your chest when he was born? And I said, no. They said, do you wanna hold him? I said, no. Um, so he was born, they told me it was a boy. And I remember crying even more because I was like, I've always wanted a boy. I don't have, I don't have any brothers.

They said they knew about one adoption agency. So right after that, they called him. Um, and Deaconess showed up. People suspected I was pregnant and then they knew I was no longer pregnant. And so when I would tell them, they kind of called me selfish or called me or said that, um, I was just trying to get out of being a mom. And I was tell 'em, no, I'm not, you know, I made this decision for him 'cause I wanted him to have a life that I couldn't give him. Um, I wanted him to have the best life. So I chose adoption so that this 17 year old girl could grow up and be the person that, The person that he needed. So, so that's what I did. The adoption agency had, um, support groups every month at the time. And so I would go and I felt not alone anymore. There were people around me that, um, understood what I was going through and could understand my emotions. And I didn't feel alone. I didn't feel judged. Um, I started getting families sent to me. I guess I was looking for a flaw 'cause I was like, well, maybe if I find a flaw, I don't have to do this. I can just bring him

home with me and we'll figure it out from there. And, but I couldn't find any flaws in them. I was like, they're wonderful. And we met, and again, I left and I was like, they're perfect. It was like, they're absolutely amazing. They never felt like they were strangers. They asked me if I wanted to come to his first birthday. Um, and I was so excited at the time. I would just sit there and I would just watch him just for a moment. I got to be a part of their lives. And it was literally like the best thing in the whole world. So he's always known me as his birth mom. Um, he's never known me as anything else. After I placed my son, I said, I want to help the world. I wanna help change the world in every way that I can. And so I decided I wanted to be a social worker. I wanted to work with pregnant women, pregnant teens specifically. I feel, I feel like they get this stigma and um, this, uh, label and I just kind of wanted to help them through that. Now that I'm married, I have, uh, one kid. I am pregnant, so I am going to have another one. Um, and life has been good. Life is good now. Um, I still see my son as much as I can. It's not as often 'cause he's getting older and he has a life. When I had my daughter, I told people I felt like this was my first Mother's day, um, two years ago when I had her, because I never felt like a mom. I always felt like a birth mom. I felt like I am not the one who picks you up whenever you're hurt. I'm not the one you go to crying when you need something. He has a mom and I'm, and I'm your birth mom. So that means I'm here when you need me. I am here if you want to talk. I am here for the fun. I am here for the games of being a mom. A birth mom is, I had to make that choice that of what was best for you and not what was best for me as putting my own self aside. So I might describe adoption as hard 'cause it is hard, but there's so much love. I mean, regardless of how hard it is, is I don't know anybody who ever says that they don't love their kid. It's just hard. It's just different. But it's still love.

	There's always a choice. Never harm an unborn child or infant.
Safe Haven Law	
For some teens, the difficulties of an unplanned pregnancy or being a parent are too overwhelming. Without a support system, they may feel they lack choices.	
The Tennessee Safe Haven Law provides a legal and safe alternative for women who feel they have no other choice but to anonymously surrender their babies. This law provides a safe and legal alternative to infant abandonment.	
Safe Haven allows mothers of newborns to surrender unharmed babies to designated facilities within two weeks of birth without fear of being prosecuted for abandonment. As long as the baby is <u>unharmed</u> and the child is surrendered <u>within two weeks of birth</u> , the mother or parents will not be prosecuted and is assured of complete confidentiality. Any staff present at the location may take the surrendered baby. They may ask for information, but the mother is not required to answer.	
<ul style="list-style-type: none"> • The Secret Safe Place for Newborns of Tennessee Help Line is 1-866-699-SAFE. It is a confidential service. • TN Safe Haven Facilities-staff must be present at the facility at time of surrender <ul style="list-style-type: none"> ○ Hospitals, Birthing Centers, Health Departments, Outpatient/Walk-In Clinics, Fire Stations (24/7), Emergency Medical Service Facilities, Police Stations (24/7) 	

Standards:

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

Presenter Notes:

Information from TN Dept of Children's Services at

<https://www.tn.gov/dcs/program-areas/child-safety/safe-haven-law.html>

**Prenatal
Development,
Care, and
Decisions**

Lifetime Wellness
Day Six

2024 - 2025

END OF PRESENTATION

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Access to School Property	Descriptor Code: 1.806	Issued Date: draft
		Rescinds: 1.806	Issued: 01/03/22

1 **General**

2 **No outside commercial entities may access school property for the purpose of providing products**
3 **or services to students without the approval of the Superintendent. All outside vendors shall**
4 **submit their information to the visitor management system upon entering school property.**

5 **ADVERTISING AND DISTRIBUTION OF MATIRIALS IN SCHOOLS**

6 No part of the school system, including the facilities, the name, the staff, and the students, shall be
7 used for advertising or promoting the interests of any commercial, political, religious or other non-
8 school agency or organization except that:

- 9 1. The school may cooperate in furthering the work of any non-profit, community-wide social
10 service agency, provided that such cooperation does not restrict or impair the educational
11 programs of the schools;
- 12
- 13 2. The school may participate in radio or television programs under acceptable commercial
14 sponsorship when such programs are educationally beneficial;
- 15
- 16 3. Community, educational, charitable, recreational and other similar civic groups may advertise
17 events pertinent to students' interests or involvement. Such advertisement, including the
18 distribution of materials, shall be subject to any procedures related to time, place and manner
19 established by the principal;
- 20
- 21 4. All materials shall be screened prior to distribution to ensure their appropriateness. The system
22 may prohibit materials that:
- 23 a. would likely cause substantial disruption of the operation of the school;
- 24 b. violate the rights of others;
- 25 c. are obscene, lewd or sexually explicit; or
- 26 d. students would reasonably believe to be sponsored or endorsed by the school.
- 27
- 28 5. The schools may, upon approval of the **Board**, cooperate with any governmental agency in
29 promoting activities which advance the education or other best interests of the students;
- 30
- 31 6. Political literature shall not be distributed through the school to students, nor sent home to
32 parents, nor placed in teachers' mail boxes, lounges, or on school premises;
- 33

- 1 7. Political signs for people who are running for public office shall not be allowed on school
2 property except those being held by poll workers on election day; and
3
- 4 8. School publications may accept and publish paid advertising under procedures established by
5 the Superintendent of Schools.
- 6 This policy shall not be construed as preventing a teacher from using instructional or informational
7 materials even though the materials might include reference to a brand, product or a service.

Cross References

Board-Community Relations 1.500

Visitors to the Schools 1.501

Vendor Relations 2.809

Staff Gifts and Solicitations 5.605

Staff-Community Relations 5.606

Student Publications 6.704

Johnson City Board of Education

Monitoring: Review Annually, in February	Compensation Guides & Contracts	Descriptor 5.110	Issue Date 8/4/2014
		Rescinds 5.110	Issued 7/2/2012

All ~~personnel~~ **teachers** must make a written contract with the Board **of Education** at a fixed salary per month before entering upon their duties.¹ **This contract may be electronic in nature.** This contract may be re-issued each fiscal year (July 1-June 30) indicating salary and term changes. A salary schedule, based on job classification and years of experience, shall be established.

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

Unless otherwise approved by the Superintendent, all classified / non-certified employees are employed at the will of the Superintendent.³ **The employment of all classified employees and those certified employees who perform additional duties outside their contracted role will be communicated via an offer letter from the Superintendent on an at will basis. The offer letter will include compensation, benefits, and assigned duties.**

No offer letter or written contract will promise or in any way guarantee a permanent placement/position within the school system, as the Superintendent maintains the power under Tennessee law to “employ, transfer, suspend, nonrenew and dismiss all personnel, licensed or otherwise.”⁴

Salaries of all employees, including substitute and supplemental pay, shall be paid by the Board. No payment to any employee for service performed on behalf of the school system shall be made from any source other than the Board.⁵

Any person receiving compensation for work that involves regular, systematic contact with students or work of the type that is normally performed by employees ~~must be under contract with the Johnson City Board of Education and/or the Johnson City School System~~ **and** must be on the school system’s payroll.

Contracts for (non-administrative) ten month teachers shall include two-hundred (200) days of responsibility, plus twenty (20) days for each additional month assigned by the Board. Each contract shall provide:⁶

1. A minimum of one hundred and eighty (180) days for classroom instruction;
2. A minimum of five (5) days for in-service education;
3. One (1) day for teacher-parent conferences;
4. Four (4) administrative days as designated by the Board upon recommendation of the Superintendent of Schools; and
5. Ten (10) vacation days.

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

Salaries and supplements may be paid from revenue derived from sources other than taxes, provided the revenue is deposited with and salaries paid through the Board. This includes donations or contributions from individual, civic or other non-school related sources of funds from individual school activity funds, such as

1 gate receipts and concessions.^{1,7}
2
3

4 _____
5 Legal References:

- 6 1. TCA 49-2-203(a)(1); TCA 49-5-408
- 7 2. TCA 49-5-402
- 8 3. TCA § 49-2-301(b)(1)(DD)
- 9 4. TCA § 49-2-301(b)(1)(CC)
- 10 5. TCA 49-3-306; TCA 49-5-709; TCA 49-2-203(a)(1)
- 11 6. TCA 49-6-3004
- 12 7. TCA 49-6-2006; *Tennessee Internal School Financial Management Manual*,
- 13 Section 5, Title 6
- 14

_____ Cross References:

School Calendar 1800
Revenues 2.400

Payroll Procedures 2.802
Personnel Classification and
Qualifications 5.102

Johnson City Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date: 04/03/23
		Rescinds: 4.603	Issued: 01/09/23

1 **General**

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

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

- 8 1. Ability to perform at the current grade level;
- 9
- 10 2. Results of local assessments, screening, or monitoring tools;
- 11
- 12 3. State assessments, as applicable;
- 13
- 14 4. Home Literacy Reports;³
- 15
- 16 5. Overall academic achievement of the student;
- 17
- 18 6. Likelihood of success with more difficult material if promoted to the next grade;
- 19
- 20 7. Attendance record; and
- 21
- 22 8. The student's maturity.

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

- 25 1. Date of enrollment;
- 26
- 27 2. Additional information acquired after results of local assessment, screening, or monitoring are
28 released; or
- 29

30 **PROMOTION PLANS⁵**

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

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

14 A student who demonstrates sufficient academic progress according to his/her promotion plan shall be
15 promoted to the next grade level unless retention is required per additional requirements for students in
16 third and fourth grade.⁶

17 If a student has not demonstrated sufficient academic progress according to their promotion plan by the
18 end of the school year, the student shall be eligible to enroll in a summer reading or learning program,
19 if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10) calendar
20 days prior to the start of the next school year if the student was enrolled in a summer program.
21 However, if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be
22 notified of a decision for retention at least thirty (30) calendar days prior to the start of the next school
23 year.⁷

24 **RETENTION⁶**

25 A student may be retained when such retention is in the best interests of the student or when retention
26 is required per additional requirements for students in third and fourth grade.

27 *Decision of Retention – General⁸*

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

- 32 1. Adjustment to the current instructional strategies or materials;
- 33
- 34 2. Additional instructional time;
- 35
- 36 3. Individual tutoring;
- 37

- 1 4. Modification to the student’s classroom assignment to ensure the student receives
2 instruction from a teacher with a level of overall effectiveness of above expectations (level
3 4) or significantly above expectations (level 5); or
4
- 5 5. Attendance or truancy interventions.

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

10 *Decision of Retention – Third Grade*⁹

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

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

- 15 1. A student in third grade receiving a performance level rating of “approaching” on the ELA
16 portion of the student’s most recent TCAP test may be promoted if:
17
 - 18 a. The student is an English language learner and has received less than two (2) full years
19 of ELA instruction;
 - 20 b. The student was previously retained in grades K-3;
 - 21 c. The student is retested before the next school year and scores proficient in ELA;
 - 22 d. The student attends a learning loss bridge camp before the next school year, maintains a
23 ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-
24 test at the end of the camp; or
 - 25 e. The student receives tutoring for the entirety of the next school year in accordance with
26 state law.
 - 27 **f. The student scores at or above the 50th percentile on the spring administration of**
28 **the state-provided Universal Reading Screener (aimsWeb) and receives tutoring**
29 **during fourth grade.**
 - 30 **g. Parent (or authorized school personnel) appeals retention decision, documenting a**
31 **score at or above the 40th percentile on the TN-URS or approved URS (ECBM)**
32 **and an academic remediation plan and unanimous recommendation for promotion**
33 **from the ELA teacher and principal, and receives tutoring during fourth grade.**
- 34
- 35 2. A student in third grade receiving a performance level rating of “below” on the ELA portion of
36 the student’s most recent TCAP test may be promoted if:
37
 - 38 a. The student is an English language learner and has received less than two (2) full years
39 of ELA instruction;
 - 40 b. The student was previously retained in grades K-3;
 - 41 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.

Students who fall into the criteria for required attendance in summer programming in order to be promoted to the fourth grade must attend with a 90% rate. Of the 20 days required for summer school attendance, students must attend 18 days. These days will be documented and options for make-up days will be provided by the summer programming committee.

Decision of Retention – Fourth Grade⁹

Students in the following categories shall show adequate growth in the following ways before being promoted to the fifth grade:

1. A student who is promoted to the fourth grade due to receiving tutoring for the entirety of the next school year in accordance with state law or because of attending a learning loss bridge camp must maintain a ninety percent (90%) attendance rate; and
2. A student receiving tutoring for the entirety of the next school year in accordance with state law shall be required to show adequate growth on the fourth grade ELA portion of TCAP before the student may be promoted to fifth grade.

3. **If a student does not show adequate growth, as determined by the department, on the fourth-grade ELA portion of the TCAP test, then the student's LEA or public charter school shall convene a conference that must be attended by the following categories of participants: the student's parent or guardian, the student's ELA teacher, and the student's school principal. The recommendation made by a majority of the categories of participants in the conference determines whether the student must be:**

Promoted to the fifth grade and assigned a tutor to provide tutoring services to the student for the entirety of the student's fifth-grade year based on tutoring requirements established by the department; or
Retained in the fourth grade; provided, that a student must not be retained in the fourth grade more than once.

Decision of Retention – Students with Disabilities¹⁰

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^{7,11}

When a student is identified for 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. Appeals shall be made to a committee appointed by the principal within ten (10) school days. The student and their

1 parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given
 2 the opportunity to address the committee. The committee shall conduct a hearing within ten (10) school
 3 days to determine if the student will be promoted and issue such decision within five (5) calendar days.
 4 Upon notification of the committee decision, the principal shall send written notification to the Director
 5 of Schools/designee and the parent(s)/guardian(s). The notification shall advise parent(s)/guardian(s) of
 6 their right to appeal such action within ten (10) calendar days to the Director of Schools/designee.

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

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

13 For students where retention is required per the additional requirements for students in third and fourth
 14 grade, parent(s)/guardian(s) may appeal this decision directly to the Department of Education in
 15 accordance with state law.¹²

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. TRR/MS 0520-01-03-.16(6)
6. TRR/MS 0520-01-03-.16(6)(f)
7. TRR/MS 0520-01-03-.16(6)(e)
8. TRR/MS 0520-01-03-.16(6)(g)
9. TRR/MS 0520-01-03-.16(7)
10. 29 U.S.C. § 794 (Section 504); 20 USCA § 1400 *et seq.*; TRR/MS 0520-01-03-.16(7)(e)
11. TRR/MS 0520-01-03-.16(3); TRR/MS 0520-01-02-.17(7); TCA 49-6-3102(e)(1)
12. 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

BOARD OF EDUCATION CALENDAR OF EVENTS

June 2024

June 3, 2024

Regular Board Meeting, 6 p.m., Board Room

July 2024

(TBD)

Regular Board Meeting, 6 p.m., Board Room (Subject to change)

July 4, 2024

Independence Day Holiday for all 12-month employees

July 19-20, 2024

TSBA Summer Law Institute, Park Vista, Gatlinburg, TN

July 29-30, 2024

New Teacher Inservice, Central Office

AUGUST 2024

August 1, 2024

City-Wide In-service Day for JC Schools

August 5, 2024

First Day of School for 2023-24 SY

August 5, 2024

Regular Board Meeting, 6 p.m., Board Room

SEPTEMBER 2024

September 2, 2024

Labor Day Holiday (all staff)

September 3, 2024

September Regular Board Meeting, 6 p.m., Board Room

September 23, 2024

TSBA Fall District Meeting, 4:30 p.m.,

OCTOBER 2024

September 30, 2024

October Regular Board Meeting, 6 p.m., Board Room

October 7-11, 2024

Fall Break

NOVEMBER 2024

November 4, 2024

Special Session to Review Policy, 5 p.m., Maple Room

November 4, 2024

Regular Board Meeting, 6 p.m., Board Room

November 7-10, 2024

TSBA Leadership Conference & Annual Convention, Nashville

November 27, 2024

Vacation for all schools

November 28, 2024

Holiday for all schools

November 29, 2024

Vacation for all schools

November 27-29, 2024

Holidays for all 12-month employees

DECEMBER 2024

December 2, 2024

Regular Board Meeting, 6 p.m., Board Room

December 20, 2024

(1/2 day for students)

December 23-25, 2024

Holidays for all 12-month employees

December 23–Jan.6, 2025

Vacation for students

December 31, 2024

Holiday for all 12-month employees

TBD

BOE Retreat for January or February

JANUARY 2025

January 1, 2025 Holidays for all 12-month employees
January 1, 2025 Holiday for all schools
January 6, 2025 Administrative Day
January 6, 2025 **Regular Board Meeting, 6 p.m., Board Room**
January 20, 2025 Holiday for All Schools and All 12-month employees

FEBRUARY 2025

February 3, 2025 **Special Session to Review Policy, 5 p.m., Maple Room**
February 3, 2025 **Regular Board Meeting, 6 p.m., Board Room**
February 12-13, 2025 TSBA Legislative and Legal Institute
February 17, 2025 Built In Snow Day

MARCH 2025

March 3, 2025 **Regular Board Meeting, 6 p.m., Board Room**
March 17-21, 2025 Spring Break
March 24, 2025 (TBD) SHHS Awards Program (hosted by BOE), 6 p.m., SH Auditorium

April 2025

April 4, 2025 Built-in Snow Day
April 7, 2025 **Regular Board Meeting, 6 p.m., Board Room**

May 2025

May 5, 2025 **Regular Board Meeting, 6 p.m., Board Room**
May 23, 2025 Last Day of School for 2024-2025 SY – ½ day for students
May 24, 2025 Administrative Day
May 24, 2025 SHHS Graduation, 10 a.m. Freedom Hall
May 26, 2025 Holiday for All Schools and All 12-month employees

June 2025

June 2, 2025 **Regular Board Meeting, 6 p.m., Board Room**

July 2025

July 4, 2025 Independence Day Holiday for all 12-month employees
July 7, 2025 (TBD) **Regular Board Meeting, 6 p.m., Board Room (Subject to change)**

CERTIFIED LEAVE

Davis, Ashley	Kindergarten Teacher Woodland Elementary 8/1---12/21/2024
Hare, Hanna	Kindergarten Teacher Cherokee Elementary 7/31---1/5/2025
King, Lisa	Guidance Counselor South Side Elementary 5/2---5/22/2024
Williams, Alison	Multi-age Teacher Lake Ridge Elementary 8/1---1/3/2025
Lawhon, Lauren	3 rd Grade teacher Mtn. View Elementary 5/3---5/31/2024

CERTIFIED HIRES

Martin, Annie	5 th Grade Math Teacher Towne Acres Elementary Replace: Amy Duncan
Snyder, Madison	2 nd Grade Teacher Towne Acres Elementary Replace: Glynna Carruthers
Duncan, Amy	Elementary Classroom Teacher Mountain View Elementary
Simerly, Leslie	7 th Grade ELA Teacher Indian Trail Middle Replace: Devin Plaas

CERTIFIED RETIREES

Hart, Monica	2 nd Grade Teacher South Side Elementary ESY 2023-2024
Baker, Andrea	1 st Grade Teacher Cherokee Elementary ESY 2023-2024
Johnson, Angeles	Elementary ESL Teacher Cherokee Elementary ESY 2023-2024
Burgess, Jennifer	Art Teacher Woodland Elementary ESY 2023-2024
Carter, Charles	World Language Teacher Science Hill ESY 2023-2024

CERTIFIED RESIGNATION

Howard, Tracie	Kindergarten Teacher Towne Acres Elementary ESY 2023-2024
Parlett, Jordan	ELA Teacher Science Hill 7/30/2024
Way, Daniel	6 th Grade ELA Liberty Bell Middle ESY 2023-2024
Joyner, Jessica	9 th Grade English Science Hill ESY 2023-2024

CLASSIFIED LEAVE

Collier, Darian	Care Counselor Full Time South Side Elementary 8/5---11/6/2024
Plum, Andrea	Custodian Full Time Liberty Bell Middle 5/1---7/28/2024
Fuller, Kristen	Administrative Secretary Full Time Central Office 5/8---7/31/2024

CLASSIFIED RETIREES

Jones, Terry	FRC Director/ 21 st CCLC Coordinator Full Time Science Hill 6/27/2024
Harrell, Amy	Instructional Assistant Full Time Indian Trail 6/27/2024
Crowe, Ann	Instructional Assistant Full Time South Side Elementary ESY 2023-24
Lewis, Sherry	Instructional Assistant Full Time Indian Trail Middle ESY 2023-24

Wallen, Lisa

Food Service
Full Time
Indian Trail Middle
5/21/2024

CLASSIFIED RESIGNATIONS

Wimer, Tika

Custodian
Full Time
Lake Ridge Elementary
5/3/2024

Thompson, Micah

Sped Instructional Assistant
Full Time
Liberty Bell Middle
5/23/2024

Franklin, Kelsey

Permanent Substitute Teacher
Full Time
North Side Elementary
5/22/2024

Finol, Carolina

Food Service
Part Time
North Side Elementary
5/21/2024

Eppley, Carter

Food Service
Part Time
Mountain View Elementary
5/22/2024

Black, Grace

RTI-B Assistant
Full Time
Fairmont Elementary
5/22/2024

Gemar, Barbara

Instructional Assistant
Full Time
Woodland Elementary
5/3/2024

Deer, Kathi

Custodian
Full Time
Lake Ridge
5/10/2024

Herndon, Jasmine

Care Counselor
Full Time
Indian Trail Middle
6/3/2024

Miller, Mariah

Pre-K Assistant
Full Time
Fairmont Elementary
5/3/2024

Pugh, Patricia

RTI Assistant
Part Time
Lake Ridge Elementary
4/8/2024

Thompson, Gracie

EduCare Assistant
Part Time
Towne Acres Elementary
5/31/2024

CLASSIFIED HIRES

Martin, Allison

Permanent Sub
Full Time
North Side Elementary
Replace: Aubrey Franklin

Richardson, Thomas

Tennis Coach
Part Time
Indian Trail Middle
Replace: New Position

Wimer, Tika

Head Custodian
Full Time
North Side Elementary
Replace: David Jones

Greenwell, Kaitlyn	Head Cheerleading/Dance Coach Part Time Liberty Bell Middle Replace: Heather Sharpe
Brock, Andrew	Evening Custodian Full Time Indian Trail Middle Replace: Kathleen Hall
Ramzan, Naveen	Interim Permanent Sub Full Time Mountain View Elementary Replace: Greg Besley
Ricker, Stephen	Custodian Full Time Mountain View Elementary Replace: Lisa Melder
Saults, Jeffrey	Custodian Full Time Liberty Bell Middle Replace: Amanda Cronk
Riggs, Elliott	EduCare Assistant Part Time Lake Ridge Elementary
Delaney, Meagan	EduCare Assistant Part Time Towne Acres
Gowan, Riley	EduCare Assistant Part Time Towne Acres Replace: Gracie Thompson
Thompson, Kinley	EduCare Assistant Part Time Towne Acres Replaces: Leslie Adkins

Kirkland, Skyler

EduCare Assistant
Part Time
Towne Acres
Replaces: Caden Torraca



Donation Submittal to BOE Form

School/Program: Fairmont

From: Beth Baldwin **Date:** 5/21/24

Amount: 2,500.00 **Donor:** PTA

Donation Stipulation/Restriction:
Donation to help pay for Camp explore



Donation Submittal to BOE Form

School/Program: Mountain View Elementary

From:  Dr. Chelsea Lee

Date: 4/22/20

Amount: \$ 1.20

Donor: Box Top for education

Donation Stipulation/Restriction:

Mountain View received \$1.20 from Box top for education for the April 2024

Payout. This money will be placed in Donation #1



Donation Submittal to BOE Form

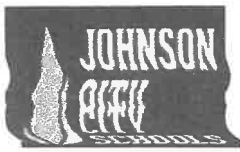
School/Program: Mountain View Elementary School

From: Dr. Chelsea Lee *CL* Date: 5/15/24

Amount: \$ 1,124.00 Donor: Dr. Debra Bentley

Donation Stipulation/Restriction:

Kona Ice donation for reaching school-wide reading goal of 40,000 books
& EOY Luncheon for teachers & staff.



Donation Submittal to BOE Form

School/Program: North Side Elementary

From: Kim Bowers

Date: 5/1/20

Amount: \$ 60.00

Donor: American Hearth Association

Donation Stipulation/Restriction:

We request Board approval for \$60.00 from the American Heart
Association. It is to be used for physical education.



Donation Submittal to BOE Form

School/Program: Indian Trail Middle School

From: Alice A. Goodman

Date: 4/26/24

Amount: \$ 265.00

Donor: Kelly Lane

Donation Stipulation/Restriction:

This donation was made in memory of Charlee Blackburn.



Donation Submittal to BOE Form

School/Program: Indian Trail Middle School

From: Alice A. Goodman

Date: 5/3/24

Amount: \$ 500.00

Donor: Bristol Motor Speedway

Donation Stipulation/Restriction:

This donation was made for ITMS Robotics Team to go to the
Vex World Competition.



Donation Submittal to BOE Form

School/Program: Liberty Bell Middle School

From: Kelsey Walker/Heather Lonon

Date: 4/26/24

A handwritten signature in blue ink, appearing to read "K Walker", written over a horizontal line.

Amount: \$ 57.61

Donor: Petro's

Donation Stipulation/Restriction:

Donation for 30% of sales on 4/1/24



CASH DONATION FORM

DATE: 5-7-2024

DONATED BY: Beth Williams

DONOR ADDRESS: 310 Ivanhoe Dr J.C. 37601

AMOUNT RECEIVED: 160.00

ACCOUNT DONATED TO: Baseball 95000

DONATION PURPOSE: Unrestricted - General Baseball Operations

SIGNATURE OF DONOR: _____

SIGNATURE OF RECEIVER:  Ryan Edwards
 Stacy Peterson



Donation Submittal to BOE Form

School/Program: Baseball 95000

From: Ryan Edwards

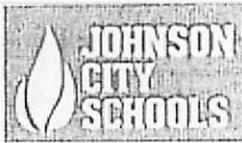
Date: 5-7-2024

Amount: 500.00

Donor: Daniel & Sandra Norris

Donation Stipulation/Restriction:

Un-Restricted - to be used for general
operations of Baseball



Donation Submittal to BOE form

School/Program: SHHS

Deposit code: L70123

From: Sandy McInturff

Date: 5/17/24

Amount : \$200.00

Donor: Elizabeth Ralston

address: 5 Fox Run Lane
Johnson City, TN 37604

Donation Stipulation/Restriction:

general expenses for "Feed the Hungry"	L70123	\$200.00
--	--------	----------

\$0.00

\$0.00

\$0.00

E-MAILED
MAY 17 2024



Donation Submittal to BOE Form

School/Program: SHHS

From: D. McInturf

Date: 5/6/24

Amount: 50.93

Donor: Chippale Prints
(Quarterly royalty ck)

Donation Stipulation/Restriction:

General Funds R 31300

RECEIVED
MAY 08 2024



Donation Submittal to BOE Form

School/Program: SHHS

From: [Signature]

Date: 5/16/24

Amount: 87.04

Donor: Pel Industries, INC.

Donation Stipulation/Restriction:

Athletic Donation L60107
Royalty payment

E-MAILED
MAY 08 2024

2024 Board Committee Reports

1. Athletic Committee – Herb Greenlee, Jonathan Kinnick and Paula Treece
2. Communications Committee – Beth Simpson and Paula Treece
3. Curriculum Council: (Usually the 4th Tuesday of every month from 4-6 p.m. but dates are subject to change - no meeting in June, July, or December)
 - January 23, 2024 – Beth Simpson
 - February 27, 2024 – Dr. Ginger Carter
 - March 26, 2024 – Herb Greenlee
 - April 23, 2024 – Kathy Hall
 - May 14, 2024 – Paula Treece
 - August 20, 2024 – Jonathan Kinnick
 - September 24, 2024 – Tom Hager
 - October 22, 2024 – Beth Simpson
 - November 26, 2024 – Kathy Hall
4. Facilities/Capital Improvements/Site Selection Committee – Dr. Ginger Carter, Herb Greenlee, Kathy Hall and Jonathan Kinnick
5. Finance Committee – Tom Hager, Kathy Hall, Jonathan Kinnick, and Paula Treece
6. Foundation Board – Kathy Hall and Beth Simpson
7. Policy Committee – Kathy Hall, plus one other Board Member:

<u>Section</u>	<u>Committee Meets</u>	<u>Board Review 5:00 p.m.</u>	<u>Board Member</u>
Five – Personnel	January	February	Herb Greenlee
One – School Board Operations	August	November	Dr. Ginger Carter
Three – Support Services	September	November	Tom Hager
Four – Instructional Services	October	November	Paula Treece
Two – Fiscal Management	November	February	Jonathan Kinnick
Six – Students	December	February	Beth Simpson

8. School Zone Assignment Advisory Committee – Tom Hager and Paula Treece
9. Sick Leave Bank Trustee (Second year of a three-year term) – Tom Hager
10. Superintendent’s Compensation Committee – Paula Treece (Chair) and Kathy Hall
11. Tennessee Legislative Network (TLN) – Beth Simpson
12. Safety Security Committee - Dr. Ginger Carter, Herb Greenlee, Kathy Hall and Jonathan Kinnick
13. Student Activities Ad Hoc Committee - Kathy Hall, Beth Simpson and Paula Treece
14. Ad Hoc Foyers Committee - Kathy Hall, Beth Simpson and Paula Treece
15. JC Council of PTAs Committee - Beth Simpson, Kathy Hall, Paula Treece and Tom Hager February 7, and May 1.

**JOHNSON CITY
BOARD OF EDUCATION
UPCOMING MEETINGS**

- **June 3, 2024, Regular Board Meeting, 6 p.m., Board Room**
- **July - (TBD) Regular Board Meeting, 6 p.m., Board Room (Subject to change)**
- **August 5, 2024, Regular Board Meeting, 6 p.m., Board Room**
- **September 3, 2024, Regular Board Meeting, 6 p.m., Board Room**
- **September 30, 2024, October Regular Board Meeting, 6 p.m., Board Room**
- **November 4, 2024, Special Session to Review Policy, 5 p.m., Maple Room
November 4, 2024, Regular Board Meeting, 6 p.m., Board Room**
- **December 2, 2024, Regular Board Meeting, 6 p.m., Board Room**
- **January 6, 2025, Regular Board Meeting, 6 p.m., Board Room**
- **February 3, 2025, Special Session to Review Policy, 5 p.m., Maple Room
February 3, 2025, Regular Board Meeting, 6 p.m., Board Room**
- **March 3, 2025, Regular Board Meeting, 6 p.m., Board Room**
- **April 7, 2025, Regular Board Meeting, 6 p.m., Board Room**
- **May 5, 2025, Regular Board Meeting, 6 p.m., Board Room**
- **June 2, 2025, Regular Board Meeting, 6 p.m., Board Room**
- **July 7, 2025 (TBD) Regular Board Meeting, 6 p.m., Board Room
(Subject to change)**