

GMSD Board Work Session
October 17, 2023 5:30 PM
Board Room, GMSD Office

1. Revision of policies - First Reading
2. Miscellaneous FY 23-24 Budget Amendments # 10, 11, 12
3. Approval of LEA Compliance Report
4. Approval of 2023-24 GMSD TISA District Accountability Report
5. Approval of Houston High School D.R.I.P. Club Fee
6. Approval of 2024-2026 Instructional Calendar
7. Discussion on Tuition
8. Further Business

Germantown Municipal School District

Monitoring: Review: Annually	Descriptor Term: Professional Employment Application and Employment	Descriptor Code: 5.102	Issued Date: 10/**/23 08/24/21
		Rescinds: 5.102	Issued: 03/02/20

1 The Board of Education recognizes that it is vital to the successful operation of the District that
2 positions created by the Board will be filled with highly qualified and competent personnel who
3 are citizens of the United States or who are otherwise legally permitted to work in the United States.

4 **APPLICATION**

5 ~~An individual desiring a position with the Germantown Municipal School District will make~~
6 ~~application to the superintendent on the approved forms or applicant tracking system. To ensure~~
7 ~~safety, and welfare of all school stakeholders, the district will follow these guidelines:~~

- 8 ~~1) Criminal history record checks and fingerprinting of all applicants for teaching and non-~~
9 ~~teaching positions upon an offer for employment; employees will not be reimbursed the~~
10 ~~cost of the initial fingerprinting.^{1,4}~~
11
12 ~~2) Thorough background checks will be assigned to the Human Resources Department. All~~
13 ~~hiring decisions are contingent upon satisfactory background checks.~~
14
15 ~~3) Falsifying any application information will constitute a Class A misdemeanor which will~~
16 ~~be reported to the Attorney General for prosecution.³~~
17
18 ~~4) Full disclosure of any prior criminal record and any prior dismissals for cause is required~~
19 ~~for any person seeking employment as superintendent, principal, professor, teacher, tutor,~~
20 ~~instructor or any other person having any responsibility over the custody and care of~~
21 ~~students. Failure to disclose is a Class A misdemeanor and the applicant and/or~~
22 ~~employee will forfeit his employment opportunity.~~

23 An individual desiring a position with the Board shall make application to the Superintendent on
24 forms developed by GMSD. Prior to performing any work or service on behalf of GMSD, each
25 applicant shall submit a fingerprint sample and pass a criminal history background check
26 conducted by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation.

27 To ensure the safety and welfare of students and staff, GMSD shall require criminal history
28 background checks and fingerprinting of applicants for teaching positions and any other positions
29 that require proximity to children. Any costs incurred to perform these background checks and
30 fingerprinting shall be paid by the applicant.

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

Professional Employees

EMPLOYMENT

Such approval shall be given only to those candidates for employment recommended by the Superintendent.¹

No person shall be employed:²

- ~~1) Who does not hold a valid license to teach or a temporary permit to teach⁸ from the State Board of Education, *if required by the position*;⁶~~
- ~~2) Who has been identified by the Department of Children's Services as a perpetrator of child abuse, severe child abuse, child sexual abuse, or child neglect or who poses as an immediate threat to the health, safety, or welfare of children;⁷~~
- ~~3) Who is listed on the state's abuse of vulnerable persons registry maintained by the Department of Health;⁷~~
- ~~4) Who does not present a physician's certificate showing a satisfactory health record or has any contagious or communicable disease in such form that might endanger the health of school children;⁸~~
- ~~5) Who refuses to take and subscribe to an oath to support the Constitution of the State of Tennessee and of the United States of America;⁹~~
- ~~6) Who fails to make a full disclosure of any prior criminal record and any prior dismissals from employment for cause;~~
- ~~7) Who does not receive a satisfactory background check;¹⁰ or~~
- ~~8) Who advocates the overthrow of the American government or who is a member of a political party subscribing to a political faith that advocates the overthrow of the American government.¹¹~~

~~Any professional staff member's misstatement of fact material to qualifications for employment or the determination of salary shall constitute grounds for dismissal.~~

~~No candidate for employment as a professional staff member shall receive recommendation for such employment without having proffered visual evidence of proper licensing or that application for such licensing is in process. Said licensing shall meet the minimum requirements of State law for the position for which s/he is being recommended.⁶~~

~~All GMSD employees shall submit a fingerprint sample and pass a criminal history background check conducted by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation every five (5) years after the initial pre-employment background check.~~

1 The application must include a transcript of credits earned at the colleges or universities attended
2 along with references from persons such as previous employers and college professors and for
3 student teachers, the student teacher's supervisor. Applicants shall be required to disclose whether
4 such applicant has been dismissed for cause from a school system.

5 Teacher applicants who are employed by another school district at the time of application to
6 GMSD must provide a written resignation to the school district at which they are presently
7 employed, at least thirty (30) days prior to the beginning date of the person's employment with
8 GMSD; provided that if GMSD receives notice from the teacher applicant's previous employer
9 that the thirty (30) day notice is being waived, GMSD will consider the application.

10 No Principal, Assistant Principal, Vice Principal or teacher applicant that is not properly licensed
11 may be employed by GMSD. Likewise, if the Principal, Assistant Principal, Vice Principal or
12 teacher does not maintain an appropriate license during the course of his/her employment with
13 GMSD, the Principal, Assistant Principal, Vice Principal or teacher may be dismissed.

14 No teacher applicant shall be employed:

15 1. Who does not hold a valid license to teach from the Tennessee State Board of Education;

16 2. Who does not present a physician's certificate showing a satisfactory health record or who
17 has any contagious or communicable disease in such form that might endanger the health
18 of school children;

19 3. Who refuses to take and subscribe to an oath to support the Constitution of the State of
20 Tennessee and of the United States of America;

21 4. Who has not complied with the Immigration Reform and Control Act of 1986;

22 5. Who fails to make a full disclosure of any prior criminal record and any prior dismissals
23 from employment for cause, or who resigned prior employment in lieu of being terminated;
24 or

25 6. Who does not receive a satisfactory background check.

26 Support Employees

27 No support applicant shall be employed:

28 1. Who has a contagious or communicable disease in such form that might endanger the health
29 of the children;

30 2. Who has not complied with the Immigration Reform and Control Act of 1986;

31 3. Who fails to make a full disclosure of any prior criminal record and any prior dismissals
32 from employment for cause; or

33 4. Who does not receive a satisfactory background check.

EMPLOYMENT

Professional Employees

The Superintendent's designee must check references of all applicants.

Support Employees

The Superintendent's designee must check references of all applicants.

Self-Reporting While Employed

All GMSD employees are required to report to the GMSD Assistant Superintendent of Human Resources any arrests and/or criminal convictions that occur after initial employment, within forty-eight (48) hours after the arrest and/or criminal conviction. Employees are also required to notify the GMSD Assistant Superintendent of Human Resources immediately if the Department of Children's Services (DCS) has named them as an indicated perpetrator of child abuse, within forty-eight (48) hours after receiving notice that the employee has been named as an indicated perpetrator of child abuse.

All GMSD employees shall submit a fingerprint sample and pass a criminal history background check conducted by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation every five (5) years after the initial pre-employment background check. After employment, any costs incurred to perform criminal history background checks and fingerprinting shall be paid by GMSD.

REQUIREMENTS FOR TEACHERS

~~All teachers shall be "highly qualified."~~

~~"Highly Qualified" means:~~

~~A. Full State certification as a teacher (including an alternative educator license) or passed State teacher licensing exam and holds current license to teach; certification or license requirements may not be waived on a temporary basis~~

~~B. For elementary teachers new to the profession, this also requires:~~

- ~~1. At least a bachelor's degree~~
- ~~2. Passing a rigorous State test on subject knowledge and teaching skills in reading, writing, math, and other areas of elementary curriculum (State certification test may suffice)~~

~~C. For secondary or middle school teachers new to the profession this also requires:~~

- ~~1. At least a bachelor's degree, and~~

1 ~~2.—Passing a rigorous State test in each of the subject areas s/he will teach (State~~
2 ~~certification test may suffice), or~~

3 ~~3.—For each academic subject taught, having an academic major, course work~~
4 ~~equivalent to an undergraduate major, a graduate degree, or advanced~~
5 ~~certification or credentialing~~

6
7 ~~D.—For elementary, middle, or secondary school teachers with prior experience, this also~~
8 ~~requires;~~

9
10 ~~1.—At least a bachelor's degree, and~~

11 ~~2.—Meets standards for new teachers (above), or~~

12 ~~3.—Demonstrates competence in all academic subjects s/he teaches based on a~~
13 ~~uniform State standard of evaluation (standard for academic subject matter and~~
14 ~~teaching skills set by the State)~~

15 **MEDICAL REQUIREMENTS⁸**

16 The GMSD board recognizes its responsibility to protect the health of its employees. All
17 employees, upon initial employment, should provide a health statement on a health document
18 provided by the District Office that reveals a lack of having an infectious disease such as
19 tuberculosis, or any other contagious or communicable disease which would endanger the school
20 community. Examinations and or future medical statements of clearance will be required
21 thereafter at intervals determined by the State Department of Public Health and approved by the
22 Commissioner of Education.

23 **Prohibition Against Assisting School Employees, Contractors or Agents in Obtaining** 24 **Employment**

25 Except as provided below other than the routine transmission of administrative and personnel
26 files, GMSD employees are prohibited from assisting a school employee, contractor or agent in
27 obtaining a new job if the employee knows, or has probable cause to believe, that the person
28 seeking a job change engaged in sexual misconduct regarding a minor or student.

29 Exceptions:

30 1. The information giving rise to probable cause to believe sexual misconduct has occurred
31 has been reported to the appropriate law enforcement agency; and

32
33 2. The matter has been officially closed in one (1) of the following ways:

34
35 a. The prosecutor or police have investigated the allegations and notified school
36 officials that there is insufficient information to establish probable cause;

37
38 b. The employee, contractor or agent has been charged and either acquitted or
39 exonerated; or
40

- 1 c. The case remains open and there have been no charges or indictment filed within
2 four (4) years of the date the information was reported to the law enforcement
3 agency.

Legal References

T.C.A. § 49-2-131
~~T.C.A. § 49-2-203~~
~~T.C.A. § 49-5-101~~
~~T.C.A. § 49-5-202~~
~~T.C.A. § 49-5-403~~
~~T.C.A. § 49-5-404~~
T.C.A. § 49-5-405
T.C.A. § 49-5-406
~~T.C.A. § 49-5-406(a)(2)(A)~~
T.C.A. § 49-5-413(e)
~~T.C.A. § 49-5-413(e)~~
~~T.C.A. § 49-5-413(a), (f)~~
20 U.S.C.A. § 7926
Immigration Reform and Control Act of 1985
~~State Board of Education Policy 5.501~~
~~Public Acts of 2021, Chapter No. 211~~

Cross References

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

THIS POLICY IS BEING REPEALED – INFORMATION CONTAINED IN OTHER POLICIES

Germantown Municipal School District

Monitoring: Review: Annually, in February	Descriptor Term: Staff Rights & Responsibilities	Descriptor Code: 5.600	Issued Date: 10/**/23 10/23/17
		Rescinds:	Issued:

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

~~Each staff member has the right to:¹~~

- ~~1. A work environment free from sexual, racial, ethnic, and religious discrimination/harassment;²~~
- ~~2. Academic freedom within the confines of state law and board policy in order to create an atmosphere of freedom in the classroom;~~
- ~~3. Be treated with civility and respect as well as having his/her professional judgement and discretion respected;~~
- ~~4. Report any errant, offensive, or abusive content or behavior of a student to the principal and/or appropriate agencies;~~
- ~~5. Provide students with a safe environment;~~
- ~~6. Defend themselves and their students from physical violence or harm;³~~
- ~~7. Share information regarding a student's educational experience, health, or safety with the student's parent(s)/guardian(s) unless otherwise prohibited;⁴~~
- ~~8. Review all instructional material or curriculum before being utilized by students; and~~
- ~~9. Not be required to use his/her personal money to appropriately equip a classroom.~~

~~Each staff member has the responsibility to:~~

- ~~1. Make themselves familiar with and abide by, the laws of the state as these affect their work, the policies of the board and the procedures designed to implement them;⁵~~
- ~~2. To adhere to the Teacher Code of Ethics;⁶~~
- ~~3. Exercise good judgment in selecting issues for discussion and balance the relative maturity of students and the students' right to know;~~
- ~~4. Be courteous and helpful in interacting and responding to parents, visitors and members of the public;~~

- 1 ~~5. Keep all records and prepare and submit promptly all reports that may be required by state law;~~
- 2 ~~state board regulations, board policy and administrative procedures; and~~
- 3 ~~6. Wear appropriate dress for work according to board guidelines and local school rules.~~

Legal References

- 1. ~~Public Chapter No. 360~~
- 2. ~~42 USCS § 2000e-2(a) –(b); TCA 49-6-8002—8006~~
- 3. ~~TCA 49-6-4008~~
- 4. ~~20 USCA 1232g~~
- 5. ~~TCA 49-5-201~~
- 6. ~~TCA 49-5-1001—1005~~

Cross References

- ~~Curriculum Development 4.200~~
- ~~Controversial Issues 4.800~~
- ~~Religion in the Curriculum 4.804~~

DRAFT

Germantown Municipal School District

Monitoring: Review: Annually	Descriptor Term: Teacher Code of Ethics and GMSD Employee Responsibility and Ethics	Descriptor Code: 5.611	Issued Date: 10/**/23 09/25/18
		Rescinds: 5.611	Issued: 07/21/14

1 **A. TEACHER CODE OF ETHICS**

2 **(1) Educator's obligations to the Students**

3 (a) An educator shall strive to help each student realize the student's potential as a
4 worthy and effective member of society. An educator, therefore, works to stimulate the
5 spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful
6 formation of worthy goals.

7 (b) In fulfillment of this obligation to the student, an educator shall:

8 1) Abide by all applicable federal and state laws;

9 2) Not unreasonably restrain the student from independent action
10 in the pursuit of learning;

11 3) Provide the student with professional education services in a
12 nondiscriminatory manner and in consonance with accepted best
13 practices known to the educator;

14 4) Respect the constitutional rights of the student;

15 5) Not unreasonably deny the student access to varying points of
16 view;

17 6) Not deliberately suppress or distort subject matter relevant to the
18 students' progress;

19 7) Make reasonable effort to protect the student from conditions harmful to
20 learning or to health and safety;

21 8) Make reasonable effort to protect the emotional well-being of
22 the student;

23 9) Not intentionally expose the student to embarrassment or disparagement;

24 10) Not on the basis of race, color, creed, disability, sex, national origin,
25 marital status, political or religious beliefs, family, social or cultural
26 background, or sexual orientation, unfairly;

- 1 a) Exclude the student from participation in any program;
- 2 b) Deny benefits to the student; or
- 3 c) Grant any advantage to the student;
- 4 11) Not use the educator's professional relationship with the student for
5 private advantage;
- 6 12) Not disclose information about the student obtained in the course of the
7 educator's professional service, unless disclosure of the information is
8 permitted, serves a compelling professional purpose, or is required by
9 law;
- 10 13) Not knowingly make false or malicious statements about students or
11 colleagues;
- 12 14) Ensure interactions with the student take place in transparent and
13 appropriate settings;
- 14 15) Not engage in any sexually related behavior with the student, whether
15 verbal, written, physical or electronic, with or without the student's
16 consent. Sexually related behavior includes, but is not limited to,
17 behaviors such as making sexual jokes or sexual remarks, engaging in
18 sexual kidding, sexual teasing or sexual innuendo, pressuring the student
19 for dates or sexual favors, engaging in inappropriate physical touching,
20 groping or grabbing, kissing, rape, threatening physical harm and
21 committing sexual assault;
- 22 16) Not furnish alcohol or illegal or unauthorized drugs to the student;
- 23 17) Strive to prevent the use of alcohol or illegal or unauthorized drugs by
24 the student when the student is under the educator's supervision on
25 school or LEA premises, during school activities, or in any private
26 setting;
- 27 18) Refrain from the use of alcohol while on school or LEA premises or
28 during a school activity at which students are present; and
- 29 19) Maintain a professional approach with the student at all times.

30 **(2) Educator's Obligations to the Education Profession**

31 The education profession is vested by the public with a trust and responsibility requiring the highest
32 ideals of professional service. In the belief that the quality of the services of the education profession
33 directly influences the nation and its citizens, the educator shall exert every effort to raise professional
34 standards, to promote a climate that encourages the exercise of professional judgement, to achieve

- 1 conditions which attract persons worthy of the trust to careers in education, and to assist in preventing
2 the practice of the profession by unqualified persons.
- 3 (a) In fulfillment of this obligation to the profession, an educator shall not:
- 4 (1) Deliberately make a false statement or fail to disclose a material fact
5 related to competency and qualifications in an application for a
6 professional position;
- 7 (2) Misrepresent the educator's professional qualifications;
- 8 (3) Assist entry into the teaching profession of a person known to be
9 unqualified in respect to character, education or other relevant attribute;
- 10 (4) Knowingly make a false statement concerning the qualifications of a
11 candidate for a professional position;
- 12 (5) Assist a non-educator in the unauthorized practice of teaching;
- 13 (6) Disclose information about colleagues obtained in the course of
14 professional service unless the disclosure serves a compelling
15 professional purpose or is required by law;
- 16 (7) Knowingly make false or malicious statements about a colleague; and
- 17 (8) Accept any gratuity, gift or favor that might impair or appear to
18 influence professional decisions or actions; and
- 19 (9) Use illegal or unauthorized drugs.
- 20 (b) In fulfillment of this obligation to the profession, educators shall:
- 21 (1) Administer state-mandated assessments fairly and ethically; and
- 22 (2) Conduct themselves in a manner that preserves the dignity and integrity
23 of the education profession.
- 24 (3) **Breaching the Teacher Code of Ethics**
- 25 (a) An educator who has personal knowledge of a breach by another educator of the
26 teacher code of ethics prescribed in T.C.A. §§ 49-5-1003 and 49-5-1004 shall
27 report the breach to the educator's immediate supervisor, Superintendent, or
28 local board of education within thirty (30) days of discovering the breach.
- 29 (b) Failure to report a breach of the teacher code of ethics, or to file a report of any
30 criminal activity or other misconduct that is required by federal or state law, is a
31 breach of the teacher code of ethics.

1 The GMSD Executive Director of Student Services shall ensure that an annual professional
2 development training is conducted concerning the teacher code of ethics and its requirements. The
3 professional development training shall address what constitutes unethical conduct.

4 B. GMSD EMPLOYEE ETHICS

5 All GMSD employees serve as representatives of the GMSD Board. The GMSD Board is judged by
6 its employees. All employees should strive to maintain standards of ethical behavior which will not
7 detract from the educational process. ~~GMSD's standards of ethical behavior include but are not~~
8 ~~limited to the following:~~ in fulfillment of that goal, GMSD employees shall:

- 9 1. ~~Maintain~~ ~~The maintenance of~~ just and courteous professional relationships with students,
10 parents, staff members and others;
- 11 2. ~~Maintain~~ ~~The maintenance of~~ their own efficiency and knowledge of the developments in their
12 fields of work;
- 13 3. ~~The t~~ ~~Transaction of~~ all official business with the properly designated authorities of the school
14 system;
- 15 4. ~~The e~~ ~~Establishment of~~ friendly and intelligent cooperation between the community and the
16 school system;
- 17 5. ~~The r~~ ~~Representation of~~ the school system on all occasions ~~such~~ that the contributions of the
18 school system to the community are recognized;
- 19 6. ~~Ensure that t~~ ~~The welfare of the~~ children ~~is as~~ the first concern of the school system when
20 placing professional personnel. The use of pressure on school officials for appointments or
21 transfers is unethical;
- 22 7. ~~Restrain~~ ~~Refrain~~ from using school contacts and privileges to promote partisan politics,
23 sectarian religious views or selfish propaganda of any kind;
- 24 8. ~~The responsibility to m~~ ~~Make~~ any criticism of other staff members or of the school system
25 directly to the particular school administrator who has the administrative responsibility for
26 improving the situation and then to the Superintendent, if necessary; ~~and~~
- 27 9. ~~The p~~ ~~Properly use and protection of~~ all school properties, equipment and materials; ~~;~~
- 28 10. Wear appropriate dress for work as determined by the employee's supervisor;
- 29 11. Abide by all applicable federal and state laws;
- 30 12. Make reasonable effort to protect the student from conditions harmful to learning or to health
31 and safety;
- 32 13. Make reasonable effort to protect the emotional well-being of the student;

1 14. Not intentionally expose the student to embarrassment or disparagement;

2 15. Not use the employee's professional relationship with a student for private advantage;

3 16. Not disclose information about a student obtained in the course of the employee's service,
4 unless disclosure of the information is permitted, serves a compelling professional purpose, or
5 is required by law;

6 17. Not knowingly make false or malicious statements about students or colleagues;

7 18. Ensure interactions with students take place in transparent and appropriate settings;

8 19. Not engage in any sexually related behavior with a student, whether verbal, written, physical or
9 electronic, with or without the student's consent. Sexually related behavior includes, but is not
10 limited to, behaviors such as making sexual jokes or sexual remarks, engaging in sexual
11 kidding, sexual teasing or sexual innuendo, pressuring the student for dates or sexual favors,
12 engaging in inappropriate physical touching, groping or grabbing, kissing, rape, threatening
13 physical harm and committing sexual assault;

14 20. Not furnish alcohol or illegal or unauthorized drugs to a student;

15 21. Strive to prevent the use of alcohol or illegal or unauthorized drugs by a student when the
16 student is under the employee's supervision on school or LEA premises, during school
17 activities, or in any private setting;

18 22. Refrain from the use of alcohol while on school or LEA premises or during a school activity at
19 which students are present;

20 23. Maintain a professional approach with students at all times;

21 24. Not disclose information about colleagues obtained in the course of professional service unless
22 the disclosure serves a compelling professional purpose or is required by law;

23 25. Not accept any gratuity, gift or favor that might impair or appear to influence professional
24 decisions or actions; and

25 26. Not use illegal or unauthorized drugs.

26 C. EMPLOYEE STAFF-STUDENT RELATIONS

27 All GMSD employees shall avoid excessive informal and social involvement with students. Any
28 appearance of impropriety shall be avoided. Sexual relationship between employees and students are
29 strictly prohibited. Employees engaging in sexual relationships with students shall be terminated.

30 D. DISCIPLINARY ACTION

31 Failure to abide by this Policy will result in disciplinary action up to and including termination.

Legal References

T.C.A. § 49-5-501
T.C.A. § 49-5-1003
T.C.A. § 49-5-1004

Rationale for Revision of GMSD Policies 10.17.23 Board Work Session and 10.24.23
Business Meeting

Revisions are recommended for the following.

First Reading – 10.24.23

Second Reading – 11/28/23

- 1) Revision 5.102 – Application and Employment (formerly Professional Employment) - The recommendations to amend this policy are prompted by changes in state law as well as the need to provide clarification to employees regarding their responsibilities.

- 2) Repeal 5.600 – Staff Rights and Responsibilities – The recommendations to amend this policy are prompted by continual review of policies to avoid redundancy.

- 3) Revision 5.611 – Teacher Code of Ethics and GMSD- The recommendations to amend this policy are based upon the need to provide clarification of the ethical responsibilities of non-teachers.



Germantown Municipal School District Budget Amendment

Fiscal Year: 2023-2024 Amendment # 10

GMSD Acct #	GMSD Acct	Original Budget	Changes	Requested Changes	Amended Budget
142-71100-116	Teachers Salaries	-	-	531,392	531,392
142-71100-189	Other Salaries & Wages	-	-	363,678	363,678
142-71100-201	Social Security	-	-	55,495	55,495
142-71100-204	Retirement	-	-	50,130	50,130
142-71100-206	Life Insurance	-	-	1,400	1,400
142-71100-207	Medical Insurance	-	-	35,896	35,896
142-71100-212	Medicare	-	-	12,979	12,979
142-71200-116	Teachers Salaries	-	-	60,000	60,000
142-71200-163	Educational Assistants	-	-	45,000	45,000
142-71200-189	Other Salaries & Wages	-	-	30,000	30,000
142-71200-201	Social Security	-	-	7,500	7,500
142-71200-204	Retirement	-	-	8,500	8,500
142-71200-206	Life Insurance	-	-	700	700
142-71200-207	Medical Insurance	-	-	10,000	10,000
142-71200-212	Medicare	-	-	2,000	2,000
142-72120-307	Communication	-	-	17,922	17,922
142-72130-307	Communication	-	-	10,000	10,000
142-72210-105	Other Salaries & Wages	-	-	161,500	161,500
142-72210-201	Social Security	-	-	10,020	10,020
142-72210-204	Retirement	-	-	11,000	11,000
142-72210-206	Life Insurance	-	-	350	350
142-72210-207	Health Insurance	-	-	10,260	10,260
142-72210-212	Medicare	-	-	2,350	2,350
142-72210-369	Contracted Subs - Certified	-	-	160,000	160,000
142-72210-524	In-service/Staff Development	-	-	63,745	63,745
142-72250-138	Instructional Computer Personnel	-	-	50,173	50,173
142-72250-201	Social Security	-	-	3,111	3,111
142-72250-206	Life Insurance	-	-	175	175
142-72250-212	Medicare	-	-	728	728
142-72250-299	Other Fringe Benefits	-	-	3,884	3,884
142-47401-934	ESSER 3.0 Revenues	-	-	1,719,888	1,719,888

REASON FOR AMENDMENT:

ESSER 3.0 carryover allocation.

APPROVAL / DENIAL:

_____ Budget revision is approved effective _____.

_____ Budget revision is denied for the following reason(s):

GMSD Board Chair

Date

GMSD Superintendent

Date



Germantown Municipal School District Budget Amendment

Fiscal Year: 2023-2024

Amendment # 11

GMSD Acct #	GMSD Acct	Original Budget	Approved Changes	Requested Changes	Amended Budget
142-71300-429	Instructional Supplies & Materials	15,920	-	3,335	19,255
142-71300-499	Other Supplies & Materials	10,000	-	-	10,000
142-72130-355	Travel	10,855	-	1,583	12,438
142-72130-524	In-service/Staff Development	10,000	-	3,000	13,000
142-72230-524	In-service/Staff Development	5,000	-	-	5,000
142-72230-790	Other Equipment	2,500	-	-	2,500
142-47131-800	CTE Perkins Basic Revenues	54,275	-	7,918	62,193

REASON FOR AMENDMENT:

CTE Perkins Basic carryover allocation

APPROVAL / DENIAL:

_____ Budget revision is approved effective _____.

_____ Budget revision is denied for the following reason(s):

_____ GMSD Board Chair _____ Date

_____ GMSD Superintendent _____ Date



Germantown Municipal School District Budget Amendment

Fiscal Year: 2023-2024

Amendment # 12

GMSD Acct #	GMSD Acct	Original Budget	Approved Changes	Requested Changes	Amended Budget
141-71200-116	Teachers Salaries	-	-	54,000	54,000
141-71200-163	Educational Assistants	-	-	84,000	84,000
141-71200-201	Social Security	-	-	8,560	8,560
141-71200-204	Retirement	-	-	10,000	10,000
141-71200-206	Life Insurance	-	-	709	709
141-71200-207	Medical Insurance	-	-	13,000	13,000
141-71200-212	Medicare	-	-	2,000	2,000
141-46515	State SPED Preschool Grant	-	-	172,269	172,269

REASON FOR AMENDMENT:

State SPED Preschool Grant allocation.

APPROVAL / DENIAL:

_____ Budget revision is approved effective _____.

_____ Budget revision is denied for the following reason(s):

_____ GMSD Board Chair _____ Date

_____ GMSD Superintendent _____ Date

2023 Local Education Agency Compliance Report

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

Each LEA must submit this report and, if applicable, the corresponding corrective action plan, to the department by **November 30, 2023**. During completion, an LEA should carefully check the status of its compliance with all federal and state education laws and SBE rules. The department monitors and verifies LEA compliance via multiple data sources (e.g., Education Information System, internal program managers) and will consider those sources in making a final determination of an LEA's compliance. Please be advised annual compliance report data may inform an LEA's approval classification.

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

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

LEA Name:

Director of Schools/Superintendent Name:

Director of Schools/Superintendent **Signature:**

School Board Chair Name:

School Board Chair **Signature:**

Date of School Board Approval:

UPLOAD COMPLETED REPORT TO ePlan BY **NOVEMBER 30, 2023**

(including the corresponding corrective action plan if applicable).

Upload instructions are accessible [here](#).

Appendix A

2023 Noncompliance Corrective Action Plan

Instructions: Below is a screenshot of the corrective action plan template. The actual template, which is provided [here](#) in Word format, includes an example and can also be accessed by downloading and opening this PDF and then clicking the attachment (paper clip) icon in the navigation pane.

Additionally, the current edition of *Commissioner's Update for Directors* includes individual links to the compliance report, corrective action plan template, and ePlan submission instructions.

Area of Noncompliance	Scope and Reason(s) for Noncompliance	Corrective Action Step(s)	Person(s) Responsible	Anticipated Completion Date(s)
T.C.A. § 49-5-413(a) (background checks)	An internal audit conducted on October 2, 2023, revealed eleven (11) employees with an expired background check.	<ul style="list-style-type: none"> ▪ Notify the eleven (11) impacted employees and their managers of the noncompliance in writing and include next steps. ▪ Coordinate fingerprinting scheduling, results processing, and related communications. ▪ Notify the TDOE director of LEA approval of corrective action plan completion. 	Human Resources Director Human Resources Director Human Resources Director (with director of schools copied)	Oct. 16, 2023 Oct. 16 – Oct. 31, 2023 Nov. 1, 2023

Appendix B

For your convenience, the following is a list of helpful links to state education laws and SBE rules:

Public chapters regarding education passed during the 2023 legislative session: https://www.tn.gov/content/dam/tn/education/legal/PLA_LegislativeReport2023.pdf

Current and pending SBE rules:

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

SBE frequently asked questions:

<https://www.tn.gov/sbe/about-us/frequently-asked-questions.html>

Tennessee Code Annotated:

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

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



Tennessee Investment in Student Achievement

Accountability Report Template

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

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

- Goals for student achievement
 - One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.¹
- Explanation how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals.

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

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

This template is intended to assist districts in submitting their accountability reports to the department.

For questions, please contact tnedu.funding@tn.gov

Completed reports should be submitted in ePlan by **November 1, 2023**.

¹ T.C.A. § 49-3-114 requires the TISA Progress Review Board to review district TISA accountability reports and set a district's minimum goal to increase the district's 3rd grade proficiency by 15% of the gap to 70% in 3 years, starting with the 2022-23 TCAP results. This does not apply to districts who have 70% or more of 3rd grade students proficient in ELA.

DISTRICT INFORMATION		
District Name		Germantown Municipal School District
Director of Schools Name		Jason Manuel
District Point of Contact for TISA Accountability Report	Name	Robert LeGault
	Phone Number	901-752-7900
	Email Address	robert.legault@gmsdk12.org
Percent of 3 rd grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the spring TCAP		79.70%

DISTRICT GOAL STATEMENT(S)	
Goal Statement 1: 3 rd Grade ELA Proficiency ²	80% of students will score proficient on the 3rd grade ELA TCAP by 2024.
Goal Statement 2:	70% of all students will be proficient in math by 7th grade, as measured by the 2024 TCAP math assessment.
Goal Statement 3:	90% of Germantown Municipal graduates will meet the criteria for Ready Graduate by the 2025-2026 school year.

² **Note:** This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
Goal Statement 1: 3 rd grade ELA proficiency ³	80% of students will score proficient on the 3rd grade ELA TCAP.			
Year 1: 2023-24 school year	<p>80% of students will score proficient on the 3rd grade ELA TCAP.</p> <p>Subgoal: By the end of May 2024, we will decrease our chronic absenteeism percentages by 2%.</p>	<p>2024 3rd grade ELA TCAP 2023-2024 MVPA ELA benchmark assessments (Fall/Winter/Spring): Students in grades 2-3</p> <p>2023-2024 Early Star Literacy/Star Literacy: K-3 students are quarterly progressed.</p> <p>2023-2024 Aimsweb benchmark/progress monitoring data: K-3 students</p> <p>2023-2024 ILPs: K-3 EL student plans and progress</p> <p>2023-2024 ILP-Ds: K-3 student plans and progress</p> <p>2023-2024 IEPs: K-3 students present levels of performance and measurable annual goals.</p> <p>Target-Based Report Cards: Students in K-3 quarterly progressed and will provide a</p>	<p>High-Quality Instructional Materials(HQIM): Consistent unit and lesson prep implementation of ELA HQIM K-12</p> <p>Foundational Literacy Instruction: Students in grades K-2 will receive explicit, systematic phonics instruction through daily Saxon Phonics lessons. These lessons include phonemic awareness, decoding, encoding, and the use of decodable books.</p> <p>Literacy Coaching: ELA coaching support will be available to teachers to ensure a clear understanding of district/state initiatives, best practices, strategies, curriculum support, data analysis, effective interventions, target-based grading support, communicating with parents, and student engagement.</p> <p>Tier 1 Small Group Reading: In addition to whole class phonics, comprehension, and writing instruction, K -2 students who are identified as reading 2 or more months below grade level (Star) will receive targeted, specific instruction in a small group setting with their general education teacher. Instruction will include phonemic awareness activities, reinforcing/reteaching previously learned phonics skills (Saxon), encoding (based on previous skills learned in Saxon), decoding words in isolation and in texts (decodable books), and comprehension.</p> <p>Professional Development: Teachers/schools will be provided a PD menu with literacy training opportunities. Some of these sessions will be facilitated by the GMSD district office. The menu will also include literacy training provided by the state. Topics will include: How to effectively use Saxon phonics lessons, Making the best use of small group reading instruction, Using Star data to make informed instructional</p>	<p>HQIM Implementation: TISA funds will be used to support additional texts and consumable classroom materials for HQIM implementation, literacy coaches and RTI coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, lead teachers, and the addition of 2 full-time assistant principals at each elementary school.</p> <p>RTI2: TISA funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>ILP/ILP-D/IEP Interventions: TISA funds will be used to support students who are served through an IEP, ILP, and ILP-D for additional classroom resources and staffing.</p> <p>Attendance: TISA funds will be used to support all student attendance concerns through staffing, materials, and resources.</p>

³ The annual outcome for 3rd grade ELA proficiency must include, but is not limited to, the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next 3 years, starting with the 2022-23 TCAP results, to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA. If the district already has 70% or more of 3rd grade students proficient in ELA, it is not required to state in your annual outcomes the 15% gap closure, but must still detail annual outcomes and metrics to either maintain or increase your district's 3rd grade ELA proficiency rates and other stated district goals.

		<p>present level of student's literacy proficiency.</p> <p>1= With Support. 2= Approaching 3= Proficient</p> <p>2023-2024 Skyward Daily attendance: K-3 daily attendance report and Tier 1-3 attendance contracts</p> <p>Health Clinic Reports: Return to class % for each school.</p> <p>Behavioral data: Skyward daily attendance and behavioral data reports.</p>	<p>decisions, and determining success criteria for common formative assessments.</p> <p>Attendance: Students with multiple unexcused and excused absences will be monitored. School and district officials will communicate with students and families with multiple absences to discuss the absences, policies pertaining to chronic absenteeism, and establish a multitier plan of action to support student attendance. The schools also use a procedure to monitor student health through a return to class % report, monitored by the school nurses and LEA representative for Coordinated School Health. School leaders and district personnel will also monitor student behavioral concerns and utilize best practices to support the student and staff in a given situation.</p> <p>RTI2: Students who flag in AimsWeb for reading will receive daily, targeted small group instruction that addresses specific skills gaps that are identified. Teachers and/or building RTI coaches are provided instruction to these small groups of students. Students will be progress monitored on AimsWeb weekly or bi-weekly to evaluate whether the selected interventions are being successful. If not, the RTI coach will make adjustments to the interventions students are receiving.</p> <p>ILP/ILP-D: Students who meet the state eligibility criteria for EL will receive interventions and support from a certified ESL teacher, through an Individualized Learning Plan (ILP). Students who meet the state eligibility criteria displaying characteristics of dyslexia will receive reading support for the RTI coaches, through an Individualized Learning Plan Dyslexia (ILP-D).</p> <p>Special Education Enrichment/ Intervention: Research based reading interventions will be provided to students with disabilities according to their individual IEP. Such interventions could include Orton Gillingham, Spire, Edmark, and/or Reading Mastery.</p> <p>Target-Based Grading: K-3 teachers will use target-based grading to assess specific targets quarterly. Parents and students will receive a more precise report that details a child's specific strengths and challenges. Teachers/district offices will create specific, measurable success criteria for each target.</p>	
<p>Year 2: 2024-25 school year</p>	<p>80% of students will score proficient on the 3rd grade ELA TCAP.</p> <p>Subgoal: By the end of May 2025,</p>	<p>2025 3rd grade ELA TCAP</p> <p>2024-2025 MVPA ELA benchmark assessments (Fall/Winter/Spring): Students in grades 2-3</p>	<p>High-Quality Instructional Materials(HQIM): Consistent unit and lesson prep implementation of ELA HQIM K-12</p> <p>Foundational Literacy Instruction: Students in grades K-2 will receive explicit, systematic phonics instruction through daily Saxon Phonics lessons. These lessons include phonemic awareness, decoding, encoding, and the use of decodable books.</p> <p>Literacy Coaching: ELA coaching support will be available to teachers to ensure a clear understanding of district/state</p>	<p>HQIM Implementation: TISA funds will be used to support additional texts and consumable classroom materials, literacy coaches and RTI coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, lead teachers, and the addition of 2 full-time assistant principals at each elementary school.</p>

	<p>we will decrease our chronic absenteeism percentages by 2%.</p>	<p>2024-2025 Early Star Literacy/Star Literacy: Students are quarterly progressed.</p> <p>2024-2025 Aimsweb benchmark/progress monitoring data: K-3 students.</p> <p>2024-2025 ILPs: K-3 EL student plans and progress</p> <p>2024-2025 ILP-Ds: k-3 student plans and progress</p> <p>2024-2025 IEPs: K-3 students present levels of performance and measurable annual goals.</p> <p>Target-Based Report Cards: Students in K-3 are quarterly progressed and will provide a present level of student's literacy proficiency.</p> <p>1= With Support. 2= Approaching 3= Proficient</p> <p>2024-2025 Skyward Daily attendance K-3 daily Attendance report and Tier 1-3 attendance contracts</p> <p>Health Clinic Reports: Return to class % for each school.</p> <p>Behavioral data: Skyward daily attendance and behavioral data reports.</p>	<p>initiatives, best practices, strategies, curriculum support, data analysis, effective interventions, target-based grading support, communicating with parents, and student engagement.</p> <p>Tier 1 Small Group Reading: In addition to whole class phonics, comprehension, and writing instruction, K -2 students who are identified as reading 2 or more months below grade level (Star) will receive targeted, specific instruction in a small group setting with their general education teacher. Instruction will include phonemic awareness activities, reinforcing/reteaching previously learned phonics skills (Saxon), encoding (based on previous skills learned in Saxon), decoding words in isolation and in texts (decodable books), and comprehension.</p> <p>Professional Development: Teachers/schools will be provided a PD menu with literacy training opportunities. Some of these sessions will be facilitated by the GMSD district office. The menu will also include literacy training provided by the state. Topics will include: How to effectively use Saxon phonics lessons, Making the best use of small group reading instruction, Using Star data to make informed instructional decisions, and determining success criteria for common formative assessments.</p> <p>Attendance: Students with multiple unexcused and excused absences will be monitored. School and district officials will communicate with students and families with multiple absences to discuss the absences, policies pertaining to chronic absenteeism, and establish a multitier plan of action to support student attendance. The schools also use a procedure to monitor student health through a return to class % report, monitored by the school nurses and LEA representative for Coordinated School Health. School leaders and district personnel will also monitor student behavioral concerns and utilize best practices to support the student and staff in a given situation.</p> <p>RTI2: Students who flag in AimsWeb for reading will receive daily, targeted small group instruction that addresses specific skills gaps that are identified. Teachers and/or building RTI coaches are provided instruction to these small groups of students. Students will be progress monitored on AimsWeb weekly or bi-weekly to evaluate whether the selected interventions are being successful. If not, the RTI coach will make adjustments to the interventions students are receiving.</p> <p>ILP/ILP-D: Students who meet the state eligibility criteria for EL will receive interventions and support from a certified ESL teacher, through an Individualized Learning Plan (ILP). Students who meet the state eligibility criteria displaying characteristics of dyslexia will receive reading support for the</p>	<p>RTI2: TISA funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>ILP/ILP-D/IEP Interventions: TISA funds will be used to support students who are served through an IEP, ILP, and ILP-D for additional classroom resources and staffing.</p> <ul style="list-style-type: none"> - The district plans on reviewing successful programs funded through federal and state grants that will expire to see which ones to continue using TISA funding. <p>Attendance: TISA funds will be used to support all student attendance concerns through staffing, materials, and resources.</p> <ul style="list-style-type: none"> • The district plans on reviewing successful programs funded through federal and state grants that will expire to see which ones to continue using TISA funding.
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			<p>RTI coaches, through an Individualized Learning Plan Dyslexia (ILP-D).</p> <p>Special Education Enrichment/ Intervention: Research based reading interventions will be provided to students with disabilities according to their individual IEP. Such interventions could include Orton Gillingham, Spire, Edmark, and/or Reading Mastery.</p> <p>Target-Based Grading: K-3 teachers will use target-based grading to assess specific targets quarterly. Parents and students will receive a more precise report that details a child's specific strengths and challenges. Teachers/district offices will create specific, measurable success criteria for each target.</p>	
<p>Year 3: 2025-26 school year</p>	<p>80% of students will score proficient on the 3rd grade ELA TCAP.</p> <p>Subgoal: By the end of May 2026, we will decrease our chronic absenteeism percentages by 2%.</p>	<p>2026 3rd grade ELA TCAP</p> <p>2025-2026 MVPA ELA benchmark assessments: (Fall/Winter/Spring) Students in grades 2-3</p> <p>2025-2026 Early Star Literacy/Star Literacy: K-3 students are quarterly progressed.</p> <p>2025-2026 Aimsweb benchmark/progress monitoring data: K-3 students</p> <p>2025-2026 ILPs: K-3 EL student plans and progress</p> <p>2025-2026 ILP-Ds: K-3 student plans and progress</p> <p>2025-2026 IEPs: K-3 students present levels of performance and measurable annual goals.</p> <p>Target-Based Report Cards: Students in K-3 are quarterly progressed and will provide a present level of student's literacy proficiency.</p> <p>1= With Support 2= Approaching 3= Proficient</p>	<ul style="list-style-type: none"> Repeat action steps from the previous two years, making adjustments to the plan based on student needs and changes in funding from federal, state, and local levels. 	<p>HQIM Implementation: TISA funds will be used to support additional texts and consumable classroom materials, literacy coaches and RTI coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, lead teachers, and the addition of 2 full-time assistant principals at each elementary school.</p> <p>RTI2: TISA funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>Attendance: TISA funds will be used to support all student attendance concerns through staffing, materials, and resources.</p> <p>ILP/ILP-D/IEP Interventions: TISA funds will be used to support students who are served through an IEP, ILP, and ILP-D for additional classroom resources and staffing.</p> <ul style="list-style-type: none"> The district plans on reviewing successful programs funded through federal and state grants that will expire to see which ones to continue using TISA funding.

		<p>2025-2026 Skyward Daily attendance: K-3 daily attendance reports and Tier 1-3 attendance contracts</p> <p>Health Clinic Reports: Return to class % for each school.</p> <p>Behavioral data: Skyward daily attendance and behavioral data reports.</p>		
Goal Statement 2: Algebra I Readiness	70% of all students will be proficient in math by 7th grade, as measured by the 2024 TCAP math assessment.			
Year 1: 2023-24 school year	<p>2nd grade students: increase math proficiency to 90.7% based on the Spring TCAP math assessment.</p> <p>3rd grade students: increase math proficiency to 92.2% based on the Spring TCAP math assessment.</p> <p>4th grade students: increase math proficiency to 89.2% based on the Spring TCAP math assessment.</p> <p>5th grade students: increase math proficiency to 82% based on the Spring TCAP math assessment.</p> <p>6th grade students: increase math proficiency to 82.5% based on the Spring TCAP math assessment.</p>	<p>Measured by the 2023-2024 grade-level math TCAP and fall/spring Algebra I.</p> <p>2023-2024 MVPA Math benchmark assessments: (Fall/Winter/Spring) Students in grades 2-8</p> <p>2023-2024 Aimsweb benchmark/progress monitoring data: Students in grades 2-8</p> <p>Mastery Connect: used to develop small common assessments by target (Grades K-3) or by standard (Grades 4-8).</p> <p>2023-2024 IEPs: 2nd-8th grade students present levels of performance and measurable annual goals for math deficit areas.</p> <p>2023-2024 Skyward Daily attendance 2nd grade- 8th grade student report and Tier 1-3 attendance contracts</p>	<p>High-Quality Instructional Materials(HQIM): Consistent unit and lesson prep implementation of Math HQIM K-12.</p> <p>RTI2: Students who flag in AimsWeb for math will receive daily, targeted small group instruction that addresses specific skills gaps that are identified. .</p> <p>Data-Driven Instruction and Practices: GMSD believes that if at least 70% of our students demonstrate proficiency on the math TCAP assessment in 7th grade, then we should see an increase in students proficient on 8th grade math TCAP and Algebra I EOC. To ensure that students are meeting or exceeding this expectation, GMSD will utilize data-driven instruction practices such as implementing professional learning community protocols, defining a progression of essential work in each grade level, and developing and administering common assessments. GMSD will monitor the impact of these data-driven practices to ensure that students in all grades are on track to meet their individual performance measure so that 7th grade math students can demonstrate 70% proficiency on the math TCAP.</p> <p>Essential Work: During the 2022-23 school year, the district defined the essential work for Grades K-8 through a collaborative process. Grades K-3 selected targets and Grades 4-8 selected standards that will have the most impact on the students' progression to Algebra I. Throughout the year, we continued to review and adjust the essential work to ensure that the targets and standards selected will progressively prepare students to demonstrate proficiency on the Algebra I EOC.</p>	<p>HQIM Implementation: TISA funds will be used to support additional texts and consumable classroom materials, Math instructional coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, and lead teachers. The addition of 2 full-time assistant principals at each elementary school to support PLCs and provide instructional leadership and feedback to classroom teachers.</p> <p>RTI2: TISA funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>IEP Intervention: TISA funds will be used to support students who are served through an IEP in math with additional classroom resources and staffing.</p> <p>Attendance: TISA funds will be used to support all student attendance concerns through staffing, materials, and resources.</p>

	<p>7th grade students: increase math proficiency to 70.0% based on the Spring TCAP math assessment.</p> <p>Subgoal: By the end of May 2024, we will decrease our chronic absenteeism percentages by 2%.</p>	<p>Health Clinic Reports: Return to class % for each school.</p> <p>Behavioral data: Skyward daily attendance and behavioral data reports.</p>	<p>Math Instructional Coaching: GMSD's Math Instructional Coach is instrumental in interpreting standards, effective implementation of high-quality instructional materials, training teachers in standards and instructional strategies, analyzing data to drive instruction, and developing common assessments.</p> <p>Special Education Intervention: All students with disabilities who have an identified area of deficit in Math will be provided intervention using research based math interventions.. This intervention will result in progress according to their individual education plan and annual goals.</p> <p>Attendance: Students with multiple unexcused and excused absences will be monitored. School and district officials will communicate with students and families with multiple absences to discuss the absences, policies pertaining to chronic absenteeism, and establish a multitier plan of action to support student attendance. The schools also use a procedure to monitor student health through a return to class % report, monitored by the school nurses and LEA representative for Coordinated School Health. School leaders and district personnel will also monitor student behavioral concerns and utilize best practices to support the student and staff in a given situation.</p>	
<p>Goal Statement 3: High School and Beyond</p>	<p>90% of Germantown Municipal School graduates will meet the criteria for Ready Graduate</p>			
<p>Year 1: 2023-24 school year</p>	<p>Class of 2024: will have an ACT Composite of at least 24 and 75% of students with a composite of 21 or greater.</p> <p>Class of 2024: will have a Graduation Rate of at least 95% for a General Diploma.</p> <p>Class of 2024: will have a Ready Graduate Rate of 80%.</p> <p>Class of 2024: will have a AAD Diploma</p>	<p>Cohort matriculation through LEAs: Identify/maintain cohort size across grade bands.</p> <p>Naviance Assessment Reports: Helps to identify the engagement of middle and high school students in relation to activities and their career and college interests as they progress through GMSD.</p> <p>Stakeholder surveys: From events and activities</p> <p>Enrollment Data in Dual Enrollment and EPSO: Shows how students in grades 9th-12th</p>	<p>K-12 College and Career Awareness and Exploration: Students in grades Kindergarten -12th grade will engage in College and Career awareness and exploration events/activities. A College and Career Exploration Committee will be designed for the district to help communicate our College and Career readiness goals and expectations. The committee will assist in developing and executing our K-12 initiatives and will include staff, students, parents, and community stakeholders throughout the process.</p> <p>Industry and Community Partnerships: Increasing industry and community partnerships will allow us to provide more authentic experiences for all students. Guest speakers, career fairs, job shadowing, and even student internships are all essential in creating meaningful experiences for students to expand and refine their vision for post-secondary life.</p> <p>Scope and Sequence: Plan to expand for 5th-12th grade in terms of College and Career Guidance and Exploration</p>	<p>K-12 College and Career Awareness and Exploration: TISA funds will be used to support Kindergarten-12th grade engagement in College and Career awareness and exploration events/activities.</p> <p>Early Postsecondary Opportunity Recruitment and Expansion: TISA funds, along with Perkins basic grant funds, will be used to support staffing and purchasing of required equipment.</p> <p>ACT Support and Integration: TISA funds will be used to provide staffing for ACT prep courses, along with the use of additional student tutoring, bootcamps, etc. -TISA Direct funds will be used to purchase ACT assessments for 11th grade students</p>

	<p>successful student completion rate of 90%.</p> <p>Subgoal: By the end of May 2024, we will decrease our chronic absenteeism percentages by 2%.</p>	<p>are progressing and accessing courses labeled as EPSO's.</p> <p>Industry Credential success rates: This data will tell if these specific EPSO opportunities are being accomplished for students in high school.</p> <p>2023-2024 Student Data Tracking System: The district will use a system to track progress of student specific Ready Graduate goals, including courses taken, planned pathways, ASVAB, ACT composite and sub score data.</p> <p>2023-2024 Skyward Daily attendance: 6th-12th grade daily attendance reports and Tier 1-3 attendance contracts</p> <p>Health Clinic Reports: Return to class % for each school.</p> <p>Behavioral data: Skyward daily attendance and behavioral data reports.</p> <p>2023-2024 ILPs: 6th-12 grade ELL student plans and progress</p> <p>2023-2024 IEPs: 6th-12th grade students present levels of performance and measurable annual goals.</p>	<p>activities. Communication of events would be placed on a district shared calendar.</p> <p>Early Postsecondary Opportunity Recruitment and Expansion: The district plans to increase options and support for students to succeed in Early Postsecondary Opportunities. The district will analyze our enrollment data for recent cohorts to identify trends in enrollment into our EPSO course offerings. This data will emphasize students in special populations, such as SWD, BHN, and nontraditional. The district will then use findings to reduce barriers or highlight guidance practices that may be negatively impacting student enrollment into EPSO courses. The district will increase EPSO opportunities in a way that meets the diversity of our student's interest, focusing on several different CTE Programs of Studies and academic pathways.</p> <p>Ready Graduate Professional Development: Provide PD opportunities to staff and stakeholders over Ready Graduate expectations. This action step will assist staff and stakeholders in better understanding student goals and would seek to close that gap in ensuring that all students have an advocate to help plan for future success.</p> <p>ACT Support and Integration: Teachers will utilize best practices in ACT integration across all disciplines to ensure that students are being supported in improving ACT scores. The district will work creatively to ensure we make the best use of ACT test days, bootcamps, or other interventions that occur outside of the regular class time.</p> <p>Attendance: Students with multiple unexcused and excused absences will be monitored. School and district officials will communicate with students and families with multiple absences to discuss the absences, policies pertaining to chronic absenteeism, and establish a multitier plan of action to support student attendance. The schools also use a procedure to monitor student health through a return to class % report, monitored by the school nurses and LEA representative for Coordinated School Health. School leaders and district personnel will also monitor student behavioral concerns and utilize best practices to support the student and staff in a given situation.</p> <p>ILP: Students who meet the state eligibility criteria for EL will receive interventions and support from a certified ESL teacher, through an Individualized Learning Plan (ILP). .</p> <p>Special Education Intervention: Research based reading and math interventions will be provided to students with disabilities according to their individual IEP.</p>	<p>for initial assessment and 12th graders for possible retakes.</p> <p>Attendance: TISA funds will be used to support all student attendance concerns through staffing, materials, and resources.</p> <p>ILP/IEP Interventions: TISA funds will be used to support students who are served through an ILP and an IEP for additional classroom resources and staffing.</p>
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<p>Year 2: 2024-25 school year</p>	<p>Class of 2025: will have an ACT Composite of at least 24 and 77% of students with a composite of 21 or greater.</p> <p>Class of 2025: will have a Graduation Rate of at least 95.2%.</p> <p>Class of 2025: will have a Ready Graduate Rate of 85% for a General Diploma.</p> <p>Class of 2025: will have a AAD Diploma successful student completion rate of 95%.</p> <p>Subgoal: By the end of May 2025, we will decrease our chronic absenteeism percentages by 2%.</p>	<p>Cohort matriculation through LEAs: Identify/maintain cohort size across grade bands.</p> <p>Naviance Assessment Reports: Help to identify the engagement of middle and high school students in relation to activities and their career and college interests as they progress through GMSD.</p> <p>Stakeholder surveys: From events and activities</p> <p>Enrollment Data in Dual Enrollment and EPSO: Shows how 9th-12th grade students are progressing and accessing courses labeled as EPSO's.</p> <p>Industry Credential success rates: This data will tell if these specific EPSO opportunities are being accomplished for students in high school.</p> <p>2024-2025 Student Data Tracking System: The district will use a system to track progress of student specific Ready Graduate goals, including courses taken, planned pathways, ASVAB, ACT composite and sub score data.</p> <p>2024-2025 Skyward Daily attendance: 6th-12th grade daily attendance reports and Tier 1-3 attendance contracts.</p> <p>Health Clinic Reports: Return to class % for each school.</p> <p>Behavioral data: Skyward daily attendance and behavioral data reports.</p>	<p>K-12 College and Career Awareness and Exploration: Students in grades Kindergarten -12th grade will engage in College and Career awareness and exploration events/activities. A College and Career Exploration Committee will be designed for the district to help communicate our College and Career readiness goals and expectations. The committee will assist in developing and executing our K-12 initiatives and will include staff, students, parents, and community stakeholders throughout the process.</p> <p>Industry and Community Partnerships: Increasing industry and community partnerships will allow us to provide more authentic experiences for all students. Guest speakers, career fairs, job shadowing, and even student internships are all essential in creating meaningful experiences for students to expand and refine their vision for post-secondary life.</p> <p>Scope and Sequence: Plan to expand for 5th-12th grade in terms of College and Career Guidance and Exploration activities. Communication of events would be placed on a district shared calendar.</p> <p>Early Postsecondary Opportunity Recruitment and Expansion: The district plans to increase options and support for students to succeed in Early Postsecondary Opportunities. The district will analyze our enrollment data for recent cohorts to identify trends in enrollment into our EPSO course offerings. This data will emphasize students in special populations, such as SWD, BHN, and nontraditional. The district will then use findings to reduce barriers or highlight guidance practices that may be negatively impacting student enrollment into EPSO courses. The district will increase EPSO opportunities in a way that meets the diversity of our student's interest, focusing on several different CTE Programs of Studies and academic pathways.</p> <p>Ready Graduate Professional Development: Provide PD opportunities to staff and stakeholders over Ready Graduate expectations. This action step will assist staff and stakeholders in better understanding student goals and would seek to close that gap in ensuring that all students have an advocate to help plan for future success.</p> <p>ACT Support and Integration: Teachers will utilize best practices in ACT integration across all disciplines to ensure that students are being supported in improving ACT scores. The district will work creatively to ensure we make the best use of ACT test days, bootcamps, or other interventions that occur outside of the regular class time.</p> <p>Attendance: Students with multiple unexcused and excused absences will be monitored. School and district officials will</p>	<p>K-12 College and Career Awareness and Exploration: TISA funds will be used to support Kindergarten-12th grade engagement in College and Career awareness and exploration events/activities.</p> <p>Early Postsecondary Opportunity Recruitment and Expansion: TISA funds, along with Perkins basic grant funds, will be used to support staffing and purchasing of required equipment.</p> <p>ACT Support and Integration: TISA funds will be used to provide staffing for ACT prep courses, along with the use of additional student tutoring, bootcamps, etc. -TISA Direct funds will be used to purchase ACT assessments for 11th grade students for initial assessment and 12th graders for possible retakes.</p> <p>Attendance: TISA funds will be used to support all student attendance concerns through staffing, materials, and resources</p> <p>ILP//IEP Interventions: TISA funds will be used to support students who are served through an ILP and an IEP for additional classroom resources and staffing.</p> <ul style="list-style-type: none"> The district plans on reviewing successful programs funded through federal and state grants that will expire to see which ones to continue using TISA funding.
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		<p>2024-2025 ILPs: 6th-12th grade ELL student plans and progress</p> <p>2024-2025 IEPs: 6th-12th grade students present levels of performance and measurable annual goals.</p>	<p>communicate with students and families with multiple absences to discuss the absences, policies pertaining to chronic absenteeism, and establish a multitier plan of action to support student attendance. The schools also use a procedure to monitor student health through a return to class % report, monitored by the school nurses and LEA representative for Coordinated School Health. School leaders and district personnel will also monitor student behavioral concerns and utilize best practices to support the student and staff in a given situation.</p> <p>ILP: Students who meet the state eligibility criteria for EL will receive interventions and support from a certified ESL teacher, through an Individualized Learning Plan (ILP). .</p> <p>Special Education Intervention: Research based reading and math interventions will be provided to students with disabilities according to their individual IEP.</p>	
<p>Year 3: 2025-26 school year</p>	<p>Class of 2026: will have an ACT Composite of at least 24 and 79% of students with a composite of 21 or greater.</p> <p>Class of 2026: will have a Graduation Rate of at least 95.5% for a General Diploma.</p> <p>Class of 2026: will have a Ready Graduate Rate of 90%.</p> <p>Class of 2026: will have a AAD Diploma successful student completion rate of 100%.</p> <p>Subgoal: By the end of May 2026, we will decrease our chronic absenteeism percentages by 2%.</p>	<p>Cohort matriculation through LEAs: Identify/maintain cohort size across grade bands.</p> <p>Naviance Assessment Reports: Help to identify the engagement of middle and high school students in relation to activities and their career and college interests as they progress through GMSD.</p> <p>Stakeholder surveys: From events and activities</p> <p>Enrollment Data in Dual Enrollment and EPSO: Shows how students are progressing and accessing courses labeled as EPSO's.</p> <p>Industry Credential success rates: This data will tell if these specific EPSO opportunities are being accomplished for students in high school.</p> <p>2025-2026 Student Data Tracking System: The district will use a system to track progress in student</p>	<ul style="list-style-type: none"> Repeat action steps from the previous two years, making adjustments to the plan based on student needs and changes in funding from federal, state, and local levels. 	<p>K-12 College and Career Awareness and Exploration: TISA funds will be used to support Kindergarten-12th grade engagement in College and Career awareness and exploration events/activities.</p> <p>Early Postsecondary Opportunity Recruitment and Expansion: TISA funds, along with Perkins basic grant funds, will be used to support staffing and purchasing of required equipment.</p> <p>ACT Support and Integration: TISA funds will be used to provide staffing for ACT prep courses, along with the use of additional student tutoring, bootcamps, etc. -TISA Direct funds will be used to purchase ACT assessments for 11th grade students for initial assessment and 12th graders for possible retakes.</p> <p>Attendance: TISA funds will be used to support all student attendance concerns through staffing, materials, and resources.</p> <p>ILP//IEP Interventions: TISA funds will be used to support students who are served through an ILP and an IEP for additional classroom resources and staffing.</p>

		<p>specific Ready Graduate goals, including courses taken, planned pathways, ASVAB, ACT composite and sub score data.</p> <p>2025-2026 Skyward Daily attendance: 6th-12th grade daily attendance reports and Tier 1-3 attendance contracts</p> <p>Health Clinic Reports: Return to class % for each school.</p> <p>Behavioral data: Skyward daily attendance and behavioral data reports.</p> <p>2025-2026 ILPs: 6th-12th grade ELL student plans and progress</p> <p>2025-2026 IEPs: 6th-12th grade students present levels of performance and measurable annual goals.</p>		<ul style="list-style-type: none"> The district plans on reviewing successful programs funded through federal and state grants that will expire to see which ones to continue using TISA funding.
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Public Comment

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

Date(s) of opportunity for local public comment.	September 28, September 29, October 2, October 5, October 16, October 18, October 19, and October 24.
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	GMSD is committed to providing opportunities for the public to provide feedback on TISA funding. The district has implemented a variety of public comment opportunities, including:

Public Comment

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

- For educators:
 - Discussion at district leadership and AP meetings
 - Survey released in all school internal staff newsletters during the month of October
- For parents:
 - Prominent placement of survey and explanation of the plan on the district website
 - The Superintendent's GMSDinFocus television and social media videos will highlight the opportunity to provide feedback
 - The district will also text and email families weekly in October with reminders about the opportunity to provide feedback
- For the local community:
 - Ongoing social media ad placement including a graphic and link to a survey using geotargeting to reach taxpayers
 - School board discussion which is open to the public and televised on GMTV as well as published on the district's YouTube channel
- For students:
 - Accountability supervisor has met with our GMSD Student Ambassador team to solicit feedback as a focus group

In addition to these specific public comment opportunities, GMSD also welcomes public feedback at any time. Members of the public can contact the district superintendent, school board members, or any other district staff member to share their thoughts on TISA funding.

Public Comment

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

Summary of public comment received, if any.	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	



Option A 2024-2025 DRAFT

Germantown Municipal School District Instructional Calendar

Before School Begins

July 24 & 25	New Teacher Orientation
July 29 & Aug 6	Administrative Day (School-Directed)
July 30,31 & Aug 1,2,5,	Professional Development Day (District-Directed)

First Semester

Date	Day	Event	Students	Teachers
August 7	Wednesday	Students Return 1 st Quarter Begins	In	In
September 2	Monday	Labor Day	Out	Out
September 3-19	3 hours beyond school day	Parent-Teacher Conferences <i>Scheduled by School</i>	In	In (+ ½ day)
October 11	Friday	End of 1 st Quarter	In	In
October 14-18	Monday-Friday	Fall Break	Out	Out
October 21	Monday	2 nd Quarter Begins	In	In
November 5	Tuesday	Election Day/Professional Development Day	Out	In/Flex - TBD
November 25-27	Monday-Wednesday	Flex Professional Development Days	Out	Flex
November 28-29	Thursday-Friday	Thanksgiving Break	Out	Out
December 18-20	Wednesday-Friday	Semester Exams	In	In
December 20	Friday	End of 2 nd Quarter	In (1/2 Day)	In (Full Day)
Dec 23-Jan 3	Monday-Friday	Winter Break	Out	Out

Second Semester

Date	Day	Event	Students	Teachers
January 6	Monday	Administrative Day	Out	In
January 7	Tuesday	3 rd Quarter Begins	In	In
January 20	Monday	Martin Luther King, Jr. Day	Out	Out
February 3-20	3 hours beyond school day	Parent-Teacher Conferences <i>Scheduled by School</i>	In	In (+ ½ day)
February 17	Monday	Presidents' Day/District Learning Day	Out	In
March 14	Friday	3 rd Quarter Ends	In	In
March 17-21	Monday-Friday	Spring Break	Out	Out
March 24	Monday	4 th Quarter Begins	In	In
April 18	Friday	Spring Holiday	Out	Out
April 21	Monday	Spring Holiday	Out	Out
May 20-22	Tuesday-Thursday	Semester Exams	In	In
May 22	Thursday	4 th Quarter Ends	In (1/2 Day)	In (Full Day)

Instructional Days

Q1 = 47 days
 Q2 = 39 days
S1 = 86 days
 Q3 = 47 days
 Q4 = 42 days
S2 = 89 days

175 Days

In-service

July 30
 July 31
 August 1
 August 2
 August 5

5 Days

Administrative Days

July 29
 August 6
 Meet-the-Teacher (0.5 day)
 Curriculum Night (0.5 day)
 January 6

4 days

Stockpile PD Days

*November 5 – Flex/DLD
Will be Flex or DLD: TBD
 November 25 – Flex
 November 26 – Flex
 November 27 – Flex
 February 17 – DLD

5 Days

Parent-Teacher Conferences

September 3-19 (0.5 day)
 February 3-20 (0.5 day)

1 Day



Option A 2025-2026 **DRAFT**

Germantown Municipal School District Instructional Calendar

Before School Begins

July 23 & 24 New Teacher Orientation
 July 28 & Aug 5 Administrative Day (School-Directed)
 July 29,30,31 & Aug 1,4 Professional Development Day (District-Directed)

First Semester

Date	Day	Event	Students	Teachers
August 6	Wednesday	Students Return 1 st Quarter Begins	In	In
September 1	Monday	Labor Day	Out	Out
September 2-18	3 hours beyond school day	Parent-Teacher Conferences <i>Scheduled by School</i>	In	In (+ ½ day)
October 10	Friday	End of 1 st Quarter	In	In
October 13-17	Monday-Friday	Fall Break	Out	Out
October 20	Monday	2 nd Quarter Begins	In	In
November 24-26	Monday-Wednesday	Flex Professional Development Days	Out	Flex
November 27-28	Thursday-Friday	Thanksgiving Break	Out	Out
December 17-19	Wednesday-Friday	Semester Exams	In	In
December 19	Friday	End of 2 nd Quarter	In (1/2 Day)	In (Full Day)
Dec 22-Jan 2	Monday-Friday	Winter Break	Out	Out

Second Semester

Date	Day	Event	Students	Teachers
January 5	Monday	Administrative Day	Out	In
January 6	Tuesday	3 rd Quarter Begins	In	In
January 19	Monday	Martin Luther King, Jr. Day	Out	Out
February 2-19	3 hours beyond school day	Parent-Teacher Conferences <i>Scheduled by School</i>	In	In (+ ½ day)
February 16	Monday	Presidents' Day/District Learning Day	Out	In
March 6	Friday	3 rd Quarter Ends	In	In
March 9-13	Monday-Friday	Spring Break	Out	Out
March 16	Monday	4 th Quarter Begins	In	In
April 3	Friday	Spring Holiday	Out	Out
April 6	Monday	Spring Holiday	Out	Out
May 18-20	Monday-Wednesday	Semester Exams	In	In
May 20	Wednesday	4 th Quarter Ends	In (1/2 Day)	In (Full Day)

Instructional Days

Q1 = 47 days
 Q2 = 40 days
S1 = 87 days

 Q3 = 42 days
 Q4 = 46 days
S2 = 88 days

175 Days

In-service

July 29
 July 30
 July 31
 August 1
 August 4

5 Days

Administrative Days

July 28
 August 5
 Meet-the-Teacher (0.5 day)
 Curriculum Night (0.5 day)
 January 5

4 days

Stockpile PD Days

November 24 – Flex
 November 25 – Flex
 November 26 – Flex
 January 2 - Flex
 February 16 – DLD

5 Days

Parent-Teacher Conferences

September 2-18 (0.5 day)
 February 2-19 (0.5 day)

1 Day



Option B 2024-2025 DRAFT

Germantown Municipal School District Instructional Calendar

Before School Begins

July 24 & 25 New Teacher Orientation
 July 29 & Aug 6 Administrative Day (School-Directed)
 July 30,31 & Aug 1,2,5, Professional Development Day (District-Directed)

First Semester

Date	Day	Event	Students	Teachers
August 7	Wednesday	Students Return 1 st Quarter Begins	In	In
September 2	Monday	Labor Day	Out	Out
September 3-19	3 hours beyond school day	Parent-Teacher Conferences <i>Scheduled by School</i>	In	In (+ ½ day)
October 4	Friday	End of 1 st Quarter	In	In
October 7-11	Monday-Friday	Fall Break	Out	Out
October 14	Monday	2 nd Quarter Begins	In	In
November 5	Tuesday	Election Day/Professional Development Day	Out	In/Flex - TBD
November 25-27	Monday-Wednesday	Flex Professional Development Days	Out	Flex
November 28-29	Thursday-Friday	Thanksgiving Break	Out	Out
December 18-20	Wednesday-Friday	Semester Exams	In	In
December 20	Friday	End of 2 nd Quarter	In (1/2 Day)	In (Full Day)
Dec 23-Jan 3	Monday-Friday	Winter Break	Out	Out

Second Semester

Date	Day	Event	Students	Teachers
January 6	Monday	Administrative Day	Out	In
January 7	Tuesday	3 rd Quarter Begins	In	In
January 20	Monday	Martin Luther King, Jr. Day	Out	Out
February 3-20	3 hours beyond school day	Parent-Teacher Conferences <i>Scheduled by School</i>	In	In (+ ½ day)
February 17	Monday	Presidents' Day/District Learning Day	Out	In
March 7	Friday	3 rd Quarter Ends	In	In
March 10-14	Monday-Friday	Spring Break	Out	Out
March 17	Monday	4 th Quarter Begins	In	In
April 18	Friday	Spring Holiday	Out	Out
April 21	Monday	Spring Holiday	Out	Out
May 20-22	Tuesday-Thursday	Semester Exams	In	In
May 22	Thursday	4 th Quarter Ends	In (1/2 Day)	In (Full Day)

Instructional Days

Q1 = 42 days
 Q2 = 44 days
S1 = 86 days
 Q3 = 42 days
 Q4 = 47 days
S2 = 89 days

175 Days

In-service

July 30
 July 31
 August 1
 August 2
 August 5

5 Days

Administrative Days

July 29
 August 6
 Meet-the-Teacher (0.5 day)
 Curriculum Night (0.5 day)
 January 6

4 days

Stockpile PD Days

*November 5 – Flex/DLD
Will be Flex or DLD: TBD
 November 25 – Flex
 November 26 – Flex
 November 27 – Flex
 February 17 – DLD

5 Days

Parent-Teacher Conferences

September 3-19 (0.5 day)
 February 3-20 (0.5 day)

1 Day



Option B 2025-2026 **DRAFT**

Germantown Municipal School District Instructional Calendar

Before School Begins

July 23 & 24 New Teacher Orientation
 July 28 & Aug 5 Administrative Day (School-Directed)
 July 29,30,31 & Aug 1,4 Professional Development Day (District-Directed)

First Semester

Date	Day	Event	Students	Teachers
August 6	Wednesday	Students Return 1 st Quarter Begins	In	In
September 1	Monday	Labor Day	Out	Out
September 2-18	3 hours beyond school day	Parent-Teacher Conferences <i>Scheduled by School</i>	In	In (+ ½ day)
October 10	Friday	End of 1 st Quarter	In	In
October 13-17	Monday-Friday	Fall Break	Out	Out
October 20	Monday	2 nd Quarter Begins	In	In
November 24-26	Monday-Wednesday	Flex Professional Development Days	Out	Flex
November 27-28	Thursday-Friday	Thanksgiving Break	Out	Out
December 17-19	Wednesday-Friday	Semester Exams	In	In
December 19	Friday	End of 2 nd Quarter	In (1/2 Day)	In (Full Day)
Dec 22-Jan 2	Monday-Friday	Winter Break	Out	Out

Second Semester

Date	Day	Event	Students	Teachers
January 5	Monday	Administrative Day	Out	In
January 6	Tuesday	3 rd Quarter Begins	In	In
January 19	Monday	Martin Luther King, Jr. Day	Out	Out
February 2-19	3 hours beyond school day	Parent-Teacher Conferences <i>Scheduled by School</i>	In	In (+ ½ day)
February 16	Monday	Presidents' Day/District Learning Day	Out	In
March 13	Friday	3 rd Quarter Ends	In	In
March 16-20	Monday-Friday	Spring Break	Out	Out
March 23	Monday	4 th Quarter Begins	In	In
April 3	Friday	Spring Holiday	Out	Out
April 6	Monday	Spring Holiday	Out	Out
May 18-20	Monday-Wednesday	Semester Exams	In	In
May 20	Wednesday	4 th Quarter Ends	In (1/2 Day)	In (Full Day)

Instructional Days

Q1 = 47 days
 Q2 = 40 days
S1 = 87 days

Q3 = 47 days
 Q4 = 41 days
S2 = 88 days

175 Days

In-service

July 29
 July 30
 July 31
 August 1
 August 4

5 Days

Administrative Days

July 28
 August 5
 Meet-the-Teacher (0.5 day)
 Curriculum Night (0.5 day)
 January 5

4 days

Stockpile PD Days

November 24 – Flex
 November 25 – Flex
 November 26 – Flex
 January 2 - Flex
 February 16 – DLD

5 Days

Parent-Teacher Conferences

September 2-18 (0.5 day)
 February 2-19 (0.5 day)

1 Day