

GCSSD Board of Trustees Regular Meeting
September 12, 2024 6:30 PM
Gibson County High School Library

Mission Statement: "The Gibson County Special School District provides learning experiences through which every student will be well prepared for their life, education, and career."

1. PLEDGE OF ALLEGIANCE

2. CALL TO ORDER

3. ROLL CALL

4. CONSENT AGENDA

4.A. ALC Report

4.B. Bullying/Harassment Report

4.C. Finance Reports

4.D. Funding Applications

4.E. Juvenile Court Referrals

4.F. Maintenance/Technology Reports

4.G. Minutes Approval

4.H. Overnight Field Trips

4.I. Policy Revisions - Second Readings

5. RECOGNITION

5.A. New Teachers & Employees' Recognition

6. PUBLIC COMMENT

7. REGULAR AGENDA

7.A. Swear-In New Board Members

7.B. Election of School Board Officers:
Chairman, Vice-Chairman, and TLN Representative

- 7.C. FY25 ESSER 3.0 Application Approval
- 7.D. FY 2025 - Public School Security Grant
- 7.E. State SpEd Preschool Grant
- 7.F. Innovative School Model (ISM) Year 3-4 Budget
- 7.G. 8 Passenger SUV Bids
- 7.H. Stock Trailer Bids
- 7.I. Feasibility Study Proposals
- 7.J. Director's Evaluation Results
- 7.K. Policy Revisions
- 8. DIRECTOR'S REPORT**
- 8.A. Board Chairman Seminar
- 9. ADJOURN**

HARASSMENT/BULLYING REPORT

August 1, 2024 to August 30, 2024

NOTE: Totals YTD column represents the cumulative # of incidents' reported thus far.

	VERBAL INCIDENT	WRITTEN INCIDENT	TECHNOLOGY INCIDENT	PHYSICAL INCIDENT	TOTALS For Month	TOTALS YTD	Previous Year Total
DYER	0	0	0	0	0	0	0
GCHS	0	0	0	0	0	0	0
KENTON	0	0	0	0	0	0	0
SGCES	0	0	0	0	0	0	0
SGCMS	0	0	0	0	0	0	0
RUTHERFORD	0	0	0	0	0	0	0
SGCHS	0	0	0	0	0	0	0
SPRING HILL	0	0	0	0	0	0	0
YORKVILLE	0	0	0	0	0	0	0

VERBAL OR WRITTEN (classified as one of the following)

- Name calling
- Threatening
- Taunting/ridiculing
- Demeaning comments

TECHNOLOGY (classified as)

- Facebook Posting
- Instagram Pic
- Phone Texting
- Twitter Messages
- Snap Chat

PHYSICAL (classified as one of the following)

- Hitting/kicking/shoving/pushing
- Inappropriate touching
- Staring/Stalking
- Spitting

Gibson County Special Schools
Bank Account Check Listing By Date

Run At: 9/3/2024 2:08 PM
Run By: Amy Santaniello
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Bank Account: Security Bank Vendor (Fund 141)

Account Number: 000000200379

GL Account: 141- -11130

Number	Date	Description	Check Type	Status	
62074	8/1/2024	Ace Building Center	Vendor	Outstanding	\$7.96
62075	8/1/2024	Alford's Tire Center	Vendor	Outstanding	\$10.00
62076	8/1/2024	Amy Richardson	Vendor	Outstanding	\$39.55
62077	8/1/2024	BC Technologies Company	Vendor	Outstanding	\$3,985.00
62078	8/1/2024	Br Supply, Inc.	Vendor	Outstanding	\$2,555.72
62079	8/1/2024	Caymee Services	Vendor	Outstanding	\$45.00
62080	8/1/2024	Copies Unlimited	Vendor	Outstanding	\$284.55
62081	8/1/2024	Eddie Pruett	Vendor	Outstanding	\$125.00
62082	8/1/2024	ESSE	Vendor	Outstanding	\$1,852.74
62083	8/1/2024	Harbor Marketing Group	Vendor	Outstanding	\$4,096.98
62084	8/1/2024	HOWARD COMPUTERS	Vendor	Outstanding	\$25,650.00
62085	8/1/2024	J.C. Educational Supply	Vendor	Outstanding	\$5,170.60
62086	8/1/2024	J.D.Distributors, Inc.	Vendor	Outstanding	\$2,767.30
62087	8/1/2024	Lowe's Credit Services	Vendor	Outstanding	\$1,238.21
62088	8/1/2024	RAS Technology Consultants	Vendor	Outstanding	\$625.00
62089	8/1/2024	School Health Corporation	Vendor	Outstanding	\$78.04
62090	8/1/2024	Tennessee Book Company	Vendor	Outstanding	\$111.00
62091	8/1/2024	Trenton Floor Center	Vendor	Outstanding	\$5,080.00
62092	8/1/2024	TSBA	Vendor	Outstanding	\$600.00
62093	8/1/2024	UNITED REFRIGERATION, INC	Vendor	Outstanding	\$420.13
62094	8/1/2024	Volunteer Technology Systems	Vendor	Outstanding	\$21,699.92
62095	8/1/2024	WTHC ECC TRAINING CENTER	Vendor	Outstanding	\$50.00
62096	8/5/2024	Alisha Owens	Vendor	Outstanding	\$273.21
62097	8/5/2024	Christi Barnes	Vendor	Outstanding	\$150.00
62098	8/5/2024	Cdw Government	Vendor	Outstanding	\$21,900.00
62099	8/5/2024	Cheryl Crocker	Vendor	Outstanding	\$150.00
62100	8/5/2024	Colette Wilson	Vendor	Outstanding	\$214.40

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Bank Account: Security Bank Vendor (Fund 141) Account Number: 000000200379
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Number	Date	Description	Check Type	Status	
62101	8/5/2024	Copies Unlimited	Vendor	Outstanding	\$24,841.47
62102	8/5/2024	Erica Durall	Vendor	Outstanding	\$30.00
62103	8/5/2024	Marcela Mata Flores	Vendor	Outstanding	\$37.15
62104	8/5/2024	Laura Hawks	Vendor	Outstanding	\$105.19
62105	8/5/2024	Hometown Auto Parts	Vendor	Outstanding	\$423.29
62106	8/5/2024	J.C. Educational Supply	Vendor	Outstanding	\$22,662.00
62107	8/5/2024	Lisa Siler	Vendor	Outstanding	\$70.00
62108	8/5/2024	Lynn Tucker	Vendor	Outstanding	\$300.00
62109	8/5/2024	M&A Supply Company, Inc.	Vendor	Outstanding	\$1,541.00
62110	8/5/2024	Michelle Goad	Vendor	Outstanding	\$125.29
62111	8/5/2024	Quill	Vendor	Outstanding	\$520.54
62112	8/5/2024	Carly Robinson	Vendor	Outstanding	\$26.80
62113	8/5/2024	Roto Rooter	Vendor	Outstanding	\$699.10
62114	8/5/2024	Susan Smith	Vendor	Outstanding	\$58.96
62115	8/5/2024	TATE'S KWIK STOP	Vendor	Outstanding	\$135.00
62116	8/5/2024	Teresa Newell	Vendor	Outstanding	\$53.60
62117	8/5/2024	Venita Conley	Vendor	Outstanding	\$32.16
62118	8/5/2024	Volunteer Technology Systems	Vendor	Outstanding	\$347.00
62119	8/6/2024	Alford's Tire Center	Vendor	Outstanding	\$64.49
62120	8/6/2024	Anthony Bogue	Vendor	Outstanding	\$30.00
62121	8/6/2024	Amy Bozza	Vendor	Outstanding	\$37.15
62122	8/6/2024	City Lumber Company	Vendor	Outstanding	\$549.79
62123	8/6/2024	Cooperative Financial Solutions	Vendor	Outstanding	\$1,358.83
62124	8/6/2024	Gallopage	Vendor	Outstanding	\$79,758.87
62125	8/6/2024	Gibson Connect, LLC	Vendor	Outstanding	\$1,156.62
62126	8/6/2024	Gibson County Federal Accounts	Vendor	Outstanding	\$71,307.54
62127	8/6/2024	RACHEL HICKS	Vendor	Outstanding	\$85.41
62128	8/6/2024	Hometown Auto Parts	Vendor	Outstanding	\$52.99

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Number	Date	Description	Check Type	Status	
62129	8/6/2024	Kevin Turner	Vendor	Outstanding	\$187.60
62130	8/6/2024	PCS	Vendor	Outstanding	\$9,780.00
62131	8/6/2024	Bryan Poole	Vendor	Outstanding	\$4,200.00
62132	8/6/2024	Quill	Vendor	Outstanding	\$84.98
62133	8/6/2024	Ronnie Cooper	Vendor	Outstanding	\$12,500.00
62134	8/6/2024	StaffEZ Facility Services	Vendor	Outstanding	\$121,662.20
62135	8/6/2024	Tammie Floersh	Vendor	Void	\$395.03
62136	8/6/2024	The Tri City Reporter	Vendor	Outstanding	\$425.00
62137	8/6/2024	Victor's Landscaping	Vendor	Outstanding	\$1,100.00
62138	8/6/2024	Workcare Resource Inc,	Vendor	Outstanding	\$225.00
62139	8/7/2024	Area Wide Communications	Vendor	Outstanding	\$331.66
62140	8/7/2024	Cdw Government	Vendor	Outstanding	\$21,272.11
62141	8/7/2024	Cev Multimedia	Vendor	Outstanding	\$14,712.50
62142	8/7/2024	Gibson County Bus Garage	Vendor	Outstanding	\$22,669.77
62143	8/7/2024	Medina Auto Farm Supply	Vendor	Outstanding	\$19.99
62144	8/7/2024	Parchment, Inc	Vendor	Outstanding	\$4,535.68
62145	8/7/2024	Tennessee Tractor	Vendor	Outstanding	\$73.44
62146	8/7/2024	Trenton Special School District	Vendor	Outstanding	\$296.52
62147	8/7/2024	Victor's Landscaping	Vendor	Outstanding	\$11,600.00
62148	8/7/2024	Waste Management	Vendor	Outstanding	\$2,743.21
62149	8/8/2024	Alisha Bauman	Vendor	Outstanding	\$490.96
62150	8/8/2024	Amber Andrews	Vendor	Outstanding	\$37.15
62151	8/8/2024	Joy Atkinson	Vendor	Outstanding	\$37.15
62152	8/8/2024	Capital One	Vendor	Outstanding	\$112.48
62153	8/8/2024	Cdw Government	Vendor	Outstanding	\$23.70
62154	8/8/2024	Copies Unlimited	Vendor	Outstanding	\$5,223.13
62155	8/8/2024	Edmentum	Vendor	Outstanding	\$21,667.66
62156	8/8/2024	Gibson County Food Service	Vendor	Outstanding	\$1,177.76

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Number	Date	Description	Check Type	Status	
62157	8/8/2024	Hickerson Automotive Group, Inc	Vendor	Outstanding	\$65.40
62158	8/8/2024	Home Science Tools	Vendor	Outstanding	\$449.70
62159	8/8/2024	Jennifer Joiner	Vendor	Outstanding	\$37.15
62160	8/8/2024	Katie Jordan	Vendor	Void	\$190.72
62161	8/8/2024	Debra Keeton	Vendor	Outstanding	\$88.13
62162	8/8/2024	Mark Dunn	Vendor	Outstanding	\$100.00
62163	8/8/2024	Johnny Mercer	Vendor	Void	\$87.00
62164	8/8/2024	Kammie Ott	Vendor	Outstanding	\$37.15
62165	8/8/2024	Penny Graves	Vendor	Outstanding	\$214.00
62166	8/8/2024	Whitney Simpson	Vendor	Outstanding	\$37.15
62167	8/8/2024	Sunwest Rehab Co	Vendor	Outstanding	\$4,538.00
62168	8/8/2024	Townsend Door & Hardware	Vendor	Outstanding	\$6,229.73
62169	8/8/2024	Lucy Truett	Vendor	Outstanding	\$37.15
62170	8/8/2024	UNITED REFRIGERATION, INC	Vendor	Outstanding	\$332.64
62171	8/8/2024	Usable Life	Vendor	Outstanding	\$1,789.89
62172	8/8/2024	Chandler Whitaker	Vendor	Outstanding	\$37.15
62173	8/8/2024	YouScience	Vendor	Outstanding	\$16,929.00
62174	8/8/2024	Cdw Government	Vendor	Outstanding	\$384.99
62175	8/8/2024	Jenny Mercer	Vendor	Outstanding	\$87.00
62176	8/8/2024	POWERSCHOOL GROUP, LLC	Vendor	Outstanding	\$17,592.97
62177	8/9/2024	Copies Unlimited	Vendor	Outstanding	\$3,187.50
62178	8/9/2024	Ena Services Llc	Vendor	Outstanding	\$4,213.08
62179	8/9/2024	Premier Family Medicine	Vendor	Outstanding	\$500.00
62180	8/9/2024	Tennessee Book Company	Vendor	Outstanding	\$3,647.91
62181	8/9/2024	Weststar Leadership	Vendor	Outstanding	\$250.00
62182	8/9/2024	Yorkville Elementary School	Vendor	Void	\$89.07
62182	8/9/2024	Yorkville Elementary School	Vendor	Outstanding	\$89.07
62183	8/12/2024	Bell Shirt, LLC	Vendor	Outstanding	\$442.00

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62184	8/12/2024	Gibson County Federal Accounts	Vendor	Outstanding	\$106.63
62185	8/12/2024	Quill	Vendor	Outstanding	\$543.96
62186	8/12/2024	Sonova, USA	Vendor	Outstanding	\$764.87
62187	8/12/2024	Sowell Boys Paving (Dale Sowell)	Vendor	Outstanding	\$3,860.00
62188	8/12/2024	Steve Marsh Ford	Vendor	Outstanding	\$1,158.02
62189	8/12/2024	Wells Fargo Financial Leasing	Vendor	Outstanding	\$399.00
62190	8/12/2024	West Tennessee Communications	Vendor	Outstanding	\$1,988.00
62191	8/12/2024	Words For Life Speech & Language Center	Vendor	Outstanding	\$1,323.00
62192	8/13/2024	Business Card	Vendor	Outstanding	\$2,091.49
62193	8/13/2024	B & B Fire Protection	Vendor	Outstanding	\$103.00
62194	8/13/2024	Brennan Booker	Vendor	Outstanding	\$89.98
62195	8/13/2024	Business Card	Vendor	Outstanding	\$1,775.36
62196	8/13/2024	Cdw Government	Vendor	Outstanding	\$5,974.45
62197	8/13/2024	Copies Unlimited	Vendor	Outstanding	\$1,123.00
62198	8/13/2024	Kenton Drugs	Vendor	Outstanding	\$30.00
62199	8/13/2024	Pitney Bowes	Vendor	Outstanding	\$168.42
62200	8/13/2024	POWERSCHOOL GROUP, LLC	Vendor	Outstanding	\$1,024.25
62201	8/13/2024	Roto Rooter	Vendor	Outstanding	\$535.00
62202	8/13/2024	Tennessee Book Company	Vendor	Outstanding	\$10,979.90
62203	8/13/2024	UNITED REFRIGERATION, INC	Vendor	Outstanding	\$599.78
62204	8/13/2024	Volunteer Technology Systems	Vendor	Outstanding	\$896.00
62205	8/13/2024	Katrina Voss	Vendor	Outstanding	\$37.15
62206	8/14/2024	Dyer School	Vendor	Outstanding	\$1,226.00
62207	8/14/2024	Food Rite	Vendor	Outstanding	\$67.07
62208	8/14/2024	Gibson Connect, LLC	Vendor	Outstanding	\$3,712.50
62209	8/14/2024	Gibson County High School	Vendor	Outstanding	\$15,000.00
62210	8/14/2024	Quill	Vendor	Outstanding	\$12.19
62211	8/14/2024	Rabow's Septic Service (James Cooper)	Vendor	Outstanding	\$900.00

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Number	Date	Description	Check Type	Status	
62212	8/14/2024	Rutherford Elementary School	Vendor	Outstanding	\$1,000.00
62213	8/14/2024	Simplot Grower Solutions	Vendor	Outstanding	\$1,600.00
62214	8/14/2024	South Gibson County High Sch.	Vendor	Outstanding	\$15,000.00
62215	8/14/2024	South Gibson County Middle School	Vendor	Outstanding	\$3,000.00
62216	8/14/2024	Stellar Therapy Services	Vendor	Outstanding	\$43.88
62217	8/14/2024	Subway	Vendor	Outstanding	\$22.49
62218	8/14/2024	Tennessee Book Company	Vendor	Outstanding	\$11,211.50
62219	8/14/2024	Trane U.S. Inc	Vendor	Outstanding	\$73.98
62220	8/14/2024	Yorkville Elementary School	Vendor	Outstanding	\$774.00
62221	8/19/2024	Aflac	Vendor	Outstanding	\$310.90
62222	8/19/2024	Boston Mutual Whole Life	Vendor	Outstanding	\$30.34
62223	8/19/2024	Gibson County Imagination Library	Vendor	Outstanding	\$24.00
62224	8/19/2024	Leisha Johnson	Vendor	Outstanding	\$1,429.88
62225	8/19/2024	Tasc Pvr	Vendor	Outstanding	\$1,539.14
62226	8/19/2024	TRUSTMARK VOLUNTARY BENEFIT SOLUTIONS, INC	Vendor	Outstanding	\$456.91
62227	8/19/2024	TSACG	Vendor	Outstanding	\$4,725.00
62228	8/19/2024	Usable Life	Vendor	Outstanding	\$1,419.10
62229	8/19/2024	Usable Life	Vendor	Outstanding	\$1,780.82
62230	8/19/2024	Ace Building Center	Vendor	Outstanding	\$11.58
62231	8/19/2024	Taylor Allen	Vendor	Outstanding	\$37.15
62232	8/19/2024	Steve Argo	Vendor	Outstanding	\$63.24
62233	8/19/2024	Auston Cash	Vendor	Outstanding	\$63.24
62234	8/19/2024	EducAide Software	Vendor	Outstanding	\$1,490.00
62235	8/19/2024	Ferguson Enterprises	Vendor	Outstanding	\$30.86
62236	8/19/2024	Christine Griggs	Vendor	Outstanding	\$184.00
62237	8/19/2024	Kris Hardin	Vendor	Outstanding	\$63.24
62238	8/19/2024	Hickerson Automotive Group, Inc	Vendor	Outstanding	\$35.99
62239	8/19/2024	J.D.Distributors, Inc.	Vendor	Outstanding	\$475.96

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Number	Date	Description	Check Type	Status	
62240	8/19/2024	Key Fire Protection	Vendor	Outstanding	\$308.00
62241	8/19/2024	Kristin Hardin	Vendor	Outstanding	\$63.65
62242	8/19/2024	Quill	Vendor	Outstanding	\$93.74
62243	8/19/2024	Rutherford Elementary School	Vendor	Outstanding	\$225.00
62244	8/19/2024	Haley Stafford	Vendor	Outstanding	\$63.24
62245	8/19/2024	WEST TN HEALTHCARE ECC TRAINING CENTER	Vendor	Outstanding	\$370.00
62246	8/19/2024	Workcare Resource Inc,	Vendor	Outstanding	\$540.00
62247	8/20/2024	Central State Bus Sales	Vendor	Outstanding	\$133,987.00
62248	8/20/2024	Crawford Electric	Vendor	Outstanding	\$2,818.16
62249	8/20/2024	Electro-Mech Scoreboard Co	Vendor	Outstanding	\$20,770.00
62250	8/20/2024	Fifth Third Bank	Vendor	Outstanding	\$34,596.02
62251	8/20/2024	Elizabeth McCaig	Vendor	Outstanding	\$37.15
62252	8/20/2024	Pitney Bowes Bank Inc	Vendor	Outstanding	\$502.25
62253	8/20/2024	Richard Morris	Vendor	Outstanding	\$2,850.00
62254	8/20/2024	Deborah Selph	Vendor	Outstanding	\$37.15
62255	8/20/2024	Tona Summerlin	Vendor	Outstanding	\$37.15
62256	8/20/2024	Erica Teague	Vendor	Outstanding	\$37.15
62257	8/20/2024	WEST TN HEALTHCARE ECC TRAINING CENTER	Vendor	Outstanding	\$350.00
62258	8/20/2024	Workcare Resource Inc,	Vendor	Outstanding	\$150.00
62259	8/21/2024	Amanda Callins	Vendor	Outstanding	\$37.15
62260	8/21/2024	J.D.Distributors, Inc.	Vendor	Outstanding	\$3,438.32
62261	8/21/2024	Amanda Richards	Vendor	Outstanding	\$37.15
62262	8/21/2024	School Specialty	Vendor	Outstanding	\$685.38
62263	8/22/2024	Business Card	Vendor	Outstanding	\$4,057.15
62264	8/22/2024	Kimberly Buckner	Vendor	Outstanding	\$37.15
62265	8/22/2024	Business Card	Vendor	Outstanding	\$70.30
62266	8/22/2024	Leslie Lickey	Vendor	Outstanding	\$150.00
62267	8/22/2024	Rory Hinson	Vendor	Outstanding	\$50.92

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Number	Date	Description	Check Type	Status	
62268	8/23/2024	CHLIC	Vendor	Outstanding	\$2,372.64
62269	8/23/2024	Life Investors	Vendor	Outstanding	\$37.52
62270	8/23/2024	Usable Life	Vendor	Outstanding	\$13.33
62271	8/23/2024	Business Card	Vendor	Outstanding	\$6.00
62272	8/23/2024	Quill	Vendor	Outstanding	\$1,504.52
62273	8/23/2024	Skeeter Kell Sporting Goods	Vendor	Outstanding	\$4,422.50
62274	8/23/2024	Words For Life Speech & Language Center	Vendor	Outstanding	\$3,240.00
62275	8/23/2024	Business Card	Vendor	Outstanding	\$488.72
62276	8/23/2024	Business Card	Vendor	Outstanding	\$1,158.33
62277	8/23/2024	Business Card	Vendor	Outstanding	\$959.10
62278	8/23/2024	Quill	Vendor	Outstanding	\$82.98
62279	8/23/2024	Reed Backflows	Vendor	Outstanding	\$400.00
62280	8/23/2024	Business Card	Vendor	Outstanding	\$1,382.02
62281	8/23/2024	Area Wide Communications	Vendor	Outstanding	\$619.07
62282	8/23/2024	Business Card	Vendor	Outstanding	\$373.80
62283	8/23/2024	Cochlear	Vendor	Outstanding	\$640.00
62284	8/23/2024	Derek Norman	Vendor	Outstanding	\$60.00
62285	8/23/2024	Hickerson Automotive Group, Inc	Vendor	Outstanding	\$173.97
62286	8/23/2024	Kb's Auto Service Center	Vendor	Outstanding	\$128.23
62287	8/23/2024	ULINE	Vendor	Outstanding	\$52.50
62288	8/27/2024	Business Card	Vendor	Outstanding	\$2,794.17
62289	8/27/2024	Cantrell Construction Company	Vendor	Outstanding	\$22,800.00
62290	8/27/2024	Central Technologies, Inc.	Vendor	Outstanding	\$26.15
62291	8/27/2024	Derek Norman	Vendor	Outstanding	\$25.50
62292	8/27/2024	Hickerson Automotive Group, Inc	Vendor	Outstanding	\$5.49
62293	8/27/2024	J.C. Educational Supply	Vendor	Outstanding	\$658.00
62294	8/27/2024	Katie Jordan	Vendor	Outstanding	\$190.72
62295	8/27/2024	Sonova, USA	Vendor	Outstanding	\$4,323.01

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62296	8/27/2024	Brad Garner	Vendor	Outstanding	\$312.07
62297	8/27/2024	Brooks Billing Service	Vendor	Outstanding	\$199.75
62298	8/27/2024	Business Card	Vendor	Outstanding	\$111.95
62299	8/27/2024	Ferguson Enterprises	Vendor	Outstanding	\$206.78
62300	8/27/2024	Gibson County Leadership	Vendor	Outstanding	\$700.00
62301	8/27/2024	Ladd's Athletic Field Services	Vendor	Outstanding	\$14,715.95
62302	8/27/2024	Tn Dept Of Labor And Workforce Development	Vendor	Outstanding	\$796.63
62303	8/27/2024	UNITED REFRIGERATION, INC	Vendor	Outstanding	\$443.86
62304	8/28/2024	MANHATTANLIFE ASSURANCE COMPANY OF AMERIC	Vendor	Outstanding	\$330.56
62305	8/28/2024	Superior Vision Services, Inc	Vendor	Outstanding	\$500.00
62306	8/28/2024	Cherry Lake Publishing Group	Vendor	Outstanding	\$2,540.28
62307	8/28/2024	StaffEZ Facility Services	Vendor	Outstanding	\$121,662.20
62308	8/28/2024	Workcare Resource Inc,	Vendor	Outstanding	\$135.00
62309	8/28/2024	909 Designs	Vendor	Outstanding	\$150.00
62310	8/28/2024	Cdw Government	Vendor	Outstanding	\$10,696.80
62311	8/28/2024	Environ Pest Services	Vendor	Outstanding	\$300.00
62312	8/28/2024	Megan Sanford	Vendor	Outstanding	\$12.06
62313	8/28/2024	Debra Tysor	Vendor	Outstanding	\$37.15
62314	8/28/2024	Verizon Wireless	Vendor	Outstanding	\$497.12
62315	8/28/2024	Victor's Landscaping	Vendor	Outstanding	\$5,800.00
62316	8/29/2024	Business Card	Vendor	Outstanding	\$58.92
62317	8/29/2024	Caymee Services	Vendor	Outstanding	\$45.00
62318	8/29/2024	Cdw Government	Vendor	Outstanding	\$7,989.00
62319	8/29/2024	Jacob King	Vendor	Outstanding	\$30.00
62320	8/30/2024	Joe Frizzell	Vendor	Outstanding	\$760.00
62321	8/30/2024	Gibson County High School	Vendor	Outstanding	\$2,819.71
62322	8/30/2024	Kevin Turner	Vendor	Outstanding	\$403.60
62323	8/30/2024	Kristin Hardin	Vendor	Outstanding	\$371.85

**Gibson County Special Schools
Bank Account Check Listing By Date**

Run At: 9/3/2024 2:08 PM
Run By: Amy Santaniello
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Bank Account: Security Bank Vendor (Fund 141) Account Number: 000000200379
GL Account: 141- -11130

Number	Date	Description	Check Type	Status	
62324	8/30/2024	Patricia Rickman	Vendor	Outstanding	\$1,170.00
62325	8/30/2024	Rory Hinson	Vendor	Outstanding	\$129.98
62326	8/30/2024	Cengage Learning	Vendor	Outstanding	\$808.50
62327	8/30/2024	Edutech, Inc.	Vendor	Outstanding	\$2,350.00
62328	8/30/2024	Gibson Connect, LLC	Vendor	Outstanding	\$4,212.50
62329	8/30/2024	Hickerson Automotive Group, Inc	Vendor	Outstanding	\$30.48
62330	8/30/2024	Katie Jordan	Vendor	Outstanding	\$3,119.85
62331	8/30/2024	Nexair	Vendor	Outstanding	\$74.86
62332	8/30/2024	Scarlett Spencer	Vendor	Outstanding	\$148.74
62333	8/30/2024	The Tri City Reporter	Vendor	Outstanding	\$135.00
62334	8/30/2024	Valerie Wingo	Vendor	Outstanding	\$37.15

Totals for Vendor

Number of Checks:	262
Total Checks:	\$1,168,425.75
Reconciled Checks:	\$0.00
Outstanding Checks:	\$1,167,663.93
Void Checks:	\$761.82

AP Division	Payment Number	Payment Date	Payment Status	Vendor	Payment Amount
Gibson County Special Schools	8376	8/6/2024	Paid	Gibson Farmers Cooperative	\$475.00
Gibson County Special Schools	8377	8/6/2024	Paid	Robert Norman	\$142.70
Gibson County Special Schools	8378	8/6/2024	Paid	JADA SIMS	\$12.06
Gibson County Special Schools	8379	8/13/2024	Paid	Business Card	\$6,950.00
Gibson County Special Schools	8380	8/13/2024	Paid	Mikalee Jones	\$37.15
Gibson County Special Schools	8381	8/13/2024	Paid	Wells Fargo Financial Leasing	\$85.00
Gibson County Special Schools	8382	8/23/2024	Voided	Business Card	\$133.44
Gibson County Special Schools	8383	8/23/2024	Paid	Business Card	\$1,098.88
Gibson County Special Schools	8384	8/23/2024	Voided	Business Card	\$730.02
Gibson County Special Schools	8385	8/23/2024	Paid	Business Card	\$497.85
Gibson County Special Schools	8386	8/23/2024	Paid	Business Card	\$249.00
Gibson County Special Schools	8387	8/23/2024	Paid	Capital One	\$229.10
Gibson County Special Schools	8388	8/23/2024	Paid	Quill	\$41.89
Gibson County Special Schools	8389	8/23/2024	Paid	Quill	\$69.47
Gibson County Special Schools	8390	8/23/2024	Paid	Tiny Mobile Robots	\$24,070.00
Gibson County Special Schools	8391	8/23/2024	Paid	Business Card	\$37.15
Gibson County Special Schools	8392	8/23/2024	Paid	Gibson County School District/Gp Account	\$315,392.30
Gibson County Special Schools	8393	8/23/2024	Paid	Gibson County School District/Gp Account	\$12,297.27
Gibson County Special Schools	8394	8/23/2024	Paid	Gibson County School District/Gp Account	\$12,627.75
Gibson County Special Schools	8395	8/23/2024	Paid	Gibson County School District/Gp Account	\$2,720.45
Gibson County Special Schools	8396	8/23/2024	Paid	Gibson County School District/Gp Account	\$3,405.62
Gibson County Special Schools	8397	8/23/2024	Paid	Gibson County School District/Gp Account	\$6,924.31
Gibson County Special Schools	8398	8/23/2024	Paid	Gibson County School District/Gp Account	\$1,632.30
Gibson County Special Schools	8399	8/23/2024	Paid	Gibson County School District/Gp Account	\$300,000.00
Gibson County Special Schools	8400	8/23/2024	Voided	Business Card	\$133.44

AP Division	Payment Number	Payment Date	Payment Status	Vendor	Payment Amount
Gibson County Special Schools	8400	8/23/2024	Voided	Business Card	\$133.44
Gibson County Special Schools	8401	8/23/2024	Paid	Business Card	\$133.44
Gibson County Special Schools	8402	8/23/2024	Paid	Business Card	\$616.44
Gibson County Special Schools	8403	8/23/2024	Paid	Business Card	\$113.58
Gibson County Special Schools	8404	8/23/2024	Paid	Business Card	\$968.63
Gibson County Special Schools	8405	8/23/2024	Paid	Business Card	\$72.45
Gibson County Special Schools	8406	8/30/2024	Paid	Business Card	\$494.26

Gibson County Special Schools
Summary Financial Statement
August 2024

141 General Purpose School		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
Revenues							
40125	Trustee's Collections - Bankruptcy	0.00	(70.00)	0.00%	0.00	(70.00)	0.00%
40130	Cir Clk/Clk & Master Collections-Pr Yr	70,000.00	(10,554.41)	15.08%	5,833.33	(10,554.41)	180.93%
40162	Payments In Lieu Of Taxes-Local	162,500.00	(1,347.60)	0.83%	13,541.67	(673.80)	4.98%
40210	Local Option Sales Tax	4,578,000.00	(396,397.98)	8.66%	381,500.00	(396,397.98)	103.91%
40275	MIXED DRINK TAX	0.00	(38.19)	0.00%	0.00	(38.19)	0.00%
40350	Interstate Telecommunications Tax	20,000.00	(2,398.78)	11.99%	1,666.67	(2,398.78)	143.93%
40610	Current Property Tax	7,458,000.00	(1,174.26)	0.02%	621,500.00	(1,174.26)	0.19%
40620	Prior Year's Property Tax	138,000.00	(11,949.84)	8.66%	11,500.00	(11,949.84)	103.91%
40630	Interest And Penalty	20,000.00	(990.21)	4.95%	1,666.67	(990.21)	59.41%
41110	Marriage Licenses	900.00	(51.21)	5.69%	75.00	(51.21)	68.28%
42310	Fines	0.00	(2,100.00)	0.00%	0.00	(1,550.00)	0.00%
43570	Receipts From Individual Schools	88,500.00	(4,335.10)	4.90%	7,375.00	(2,700.10)	36.61%
43990	Other Charges For Services	25,000.00	(103.41)	0.41%	2,083.33	0.00	0.00%
44110	Investment Income	175,000.00	(63,427.63)	36.24%	14,583.33	(27,581.21)	189.13%
46510	Tennessee Investment in Student	30,083,164.70	(3,008,316.47)	10.00%	2,506,930.39	(3,008,316.47)	120.00%
46513	TISA on Behalf Pymts	56,093.95	0.00	0.00%	4,674.50	0.00	0.00%
46515	Early Childhood Education	416,380.56	0.00	0.00%	34,698.38	0.00	0.00%
46590	Other State Education Funds	245,535.00	(24,534.63)	9.99%	20,461.25	(24,534.63)	119.91%
46610	Career Ladder Program	33,600.00	0.00	0.00%	2,800.00	0.00	0.00%
46790	Other Vocational	2,216,885.10	0.00	0.00%	184,740.43	0.00	0.00%
	Total Revenues	45,787,559.31	(3,527,789.72)	7.70%	3,815,629.94	(3,488,981.09)	91.44%
Expenditures							
71100	Regular Instruction Program	(18,707,584.49)	482,127.77	2.58%	(1,558,965.37)	187,541.42	12.03%
71200	Special Education Program	(3,117,580.64)	28,696.10	0.92%	(259,798.39)	7,530.23	2.90%
71300	Career and Technical Education	(3,660,946.81)	128,168.60	3.50%	(305,078.90)	76,135.40	24.96%
72110	Attendance	(40,901.42)	5,634.84	13.78%	(3,408.45)	2,561.28	75.14%
72120	Health Services	(675,615.13)	20,383.56	3.02%	(56,301.26)	12,758.57	22.66%
72130	Other Student Support	(1,028,939.18)	71,743.51	6.97%	(85,744.93)	2,984.53	3.48%
72210	Regular Instruction Program	(1,387,863.59)	130,085.93	9.37%	(115,655.30)	54,716.09	47.31%
72220	Special Education Program	(302,558.12)	141,640.05	46.81%	(25,213.18)	15,291.51	60.65%
72230	Career and Technical Education	(153,363.64)	8,866.54	5.78%	(12,780.30)	4,433.27	34.69%
72250	EDUCATION TECHNOLOGY	(979,204.96)	298,797.50	30.51%	(81,600.41)	84,187.56	103.17%
72310	Board Of Education	(685,757.00)	172,637.72	25.17%	(57,146.42)	5,538.09	9.69%
72320	Office Of The Superintendent	(306,621.95)	51,267.49	16.72%	(25,551.83)	25,559.64	100.03%
72410	Office Of The Principal	(2,535,421.24)	243,830.76	9.62%	(211,285.10)	121,915.38	57.70%
72510	Fiscal Services	(280,959.32)	64,992.63	23.13%	(23,413.28)	18,252.65	77.96%
72610	Operation Of Plant	(2,940,687.00)	689,831.37	23.46%	(245,057.25)	225,165.69	91.88%

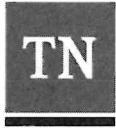
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Gibson County Special Schools
 Summary Financial Statement
 August 2024

User:
 Date/Time:

Rory Hinson
 9/5/2024 7:37 AM
 Page 2 of 2

141 General Purpose School		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
72620	Maintenance Of Plant	(979,960.94)	211,712.42	21.60%	(81,663.41)	80,165.24	98.17%
72710	Transportation	(1,660,238.32)	223,387.39	13.46%	(138,353.19)	97,745.92	70.65%
73400	Early Childhood Education	(417,798.99)	4,342.00	1.04%	(34,816.58)	2,632.33	7.56%
76100	Regular Capital Outlay	(1,035,000.00)	120,051.03	11.60%	(86,250.00)	39,151.03	45.39%
82130	Education	(6,005,000.00)	3,240,000.00	53.96%	(500,416.67)	0.00	0.00%
82230	Education	(1,106,869.00)	31,856.24	2.88%	(92,239.08)	0.00	0.00%
	Total Expenditures	(48,008,871.74)	6,370,053.45	13.27%	(4,000,739.31)	1,064,265.83	26.60%
Total	141 General Purpose School	(2,221,312.43)	2,842,263.73	127.95%	(185,109.37)	(2,424,715.26)	-



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Budget Overview

Gibson Co Sp Dist (275) Public District - FY 2025 - 21st CCLC Cohort 2024 - Rev 0 - 21st CCLC Cohort 2024

Indirect Cost Guide

Total Allocation	\$100,000.00
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$100,000.00
Indirect Cost Rate	2.37%
Max Available Budget In Categories Eligible for Indirect Cost	\$97,684.87
Max Indirect Cost	\$2,315.13

Filter by Location: ▼

[Show Unbudgeted Categories](#)

Hinson, Rory

Production

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Account Number 73300 - Community Services Total

Line Item Number

105 - Supervisor / Director	19,999.22	19,999.22
116 - Teachers	64,196.69	64,196.69
163 - Educational Assistants	4,131.00	4,131.00
355 - Travel	1,983.09	1,983.09
422 - Food Supplies	1,200.00	1,200.00
429 - Instructional Supplies & Materials	3,000.00	3,000.00
499 - Other Supplies and Materials	3,000.00	3,000.00
524 - In-Service / Staff Development	1,500.00	1,500.00
599 - Other Charges	990.00	990.00
Total	100,000.00	100,000.00
	Adjusted Allocation	100,000.00
	Remaining	0.00

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Budget Overview

Gibson Co Sp Dist (275) Public District - FY 2025 - 21st CCLC Remaining Funds - Rev 0 - CCLC Cohort 2023

Go To

Indirect Cost Guide

Total Allocation	\$165,000.00
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$165,000.00
Indirect Cost Rate	2.37%
Max Available Budget In Categories Eligible for Indirect Cost	\$161,180.04
Max Indirect Cost	\$3,819.96

Filter by Location:

[Show Unbudgeted Categories](#)

Hinson, Rory

Production

Session Timeout
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00:29:57

Account Number 73300 - Community Services Total

Line Item Number

105 - Supervisor / Director	54,955.74	54,955.74
116 - Teachers	96,645.34	96,645.34
355 - Travel	1,828.92	1,828.92
422 - Food Supplies	1,100.00	1,100.00
429 - Instructional Supplies & Materials	3,000.00	3,000.00
499 - Other Supplies and Materials	3,000.00	3,000.00
524 - In-Service / Staff Development	2,000.00	2,000.00
599 - Other Charges	2,470.00	2,470.00
Total	165,000.00	165,000.00
	Adjusted Allocation	165,000.00
	Remaining	0.00

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Hinson, Rory

Production

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Budget Overview

Gibson Co Sp Dist (275) Public District - FY 2025 - Out of School Time Career Pathways Grant - Rev 0 - Out of School Time Career Pathways Grant

Filter by Location:

[Show Unbudgeted Categories](#)

Account Number	71300 - Vocational Education Program	Total
Line Item Number		
189 - Other Salaries & Wages	31,250.00	31,250.00
201 - Social Security	1,937.50	1,937.50
204 - State Retirement	2,812.50	2,812.50
212 - Employer Medicare	453.13	453.13
499 - Other Supplies and Materials	49,396.12	49,396.12
Total	85,849.25	85,849.25
	Adjusted Allocation	85,849.25
	Remaining	0.00

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	A	B	C	D	E	F
1	Monthly Work Order Recap					
2	Period: August 1 through August 31					
3						
4			Beginning of Month	New	Closed	End of Month
5	Technology	Assigned To:	Open Work Orders	Work Orders	Work Orders	Open Work Orders
6		Jamie Barr	6	44	45	5
7		Jacob King	11	63	57	17
8		Alisha Owens	2	89	83	8
9		Anthony Bogue	4	91	87	8
10						
11	Grand Totals		23	287	272	38
12						
13						
14			Beginning of Month	New	Closed	End of Month
15	Maintenance	Assigned To:	Open Work Orders	Work Orders	Work Orders	Open Work Orders
16		Travis Hendrix	7	21	23	5
17		Mark Robinson	0	0	0	0
18		Caleb Black	1	3	4	0
19		Ted Bauman	3	6	8	1
20		Brad Reynolds	3	0	3	0
21		Maintenance Team	0	119	101	18
22	Grand Totals		14	149	139	24
23						
24						
25	Notes:					
26	1. Assigned To: The person who was assigned the work order.					
27	2. Beginning of the Month Work Orders: The number of work orders open for the Assigned To for time frame selected.					
28	3. New Work Orders: New work orders received by the Assigned To during the time frame selected.					
29	4. Closed Work Orders: Closed work orders closed by the Assigned To during the time frame selected.					
30	5. End of Month Open Work Orders: Work orders still open for the Assigned To for the time frame selected.					

Gibson County Special School District Board of Trustees

GCSSD Board of Trustees Regular Meeting

Gibson County High School Library

August 8, 2024

Members Present: Dr. Richard Addo, Mr. Scott Ball, Mr. Benny Boals, Mr. Tom Lannom, Ms. Treva Maitland, Mr. Eddie Watkins.

PLEDGE OF ALLEGIANCE

Mr. Benny Boals led the Pledge of Allegiance.

CALL TO ORDER

Mr. Tom Lannom called the meeting to order.

ROLL CALL

CONSENT AGENDA

A motion was made by Mr. Benny Boals to approve the consent agenda, with a second by Dr. Richard Addo. *Motion passed.*

Finance Reports

Maintenance/Technology Reports

Minutes Approval

Overnight Field Trips

RECOGNITION

AP Students & Spring Awards

Mr. Eddie Pruett honored students who achieved perfect scores on their Advanced Placement (AP) exams.

Ms. Amber Harris, SGCHS Assistant Principal, presented the awards to the following students:

Human Geography - Juliet Baker, Jon Buck, Joshua Gowan, Vincent Lin, Ava Lisin,

Everly Moore, Cooper Mutschler, Clayton Pruett, Ethan Scherer, Andrew Sutton

English Language & Composition - Ryan Baylis

United States History - Ryan Bayliss, Lidiah Mahalati, Aidan Swanger, Adeline Carter,

Mouad Hasan

Calculus AB - Caden Clark, Ethan Dunevant, Madelynn Malone, Dev Patel, Bella Suiter,

Katherine Robison

Computer Science Principles - Caden Clark

Psychology - Ava Holifield, Lidiah Mahalati, Luke Martin

Statistics - Dev Patel, Bella Suiter

TN Teen Institute (TTI)

Ms. Amy Richardson, the Director of Coordinated School Health, and the students who participated in the Tennessee Teen Institute summer camp shared their experiences.

PUBLIC COMMENT

No public comment

AMENDED AGENDA

A motion was made by Mr. Tom Lannom to approve the amended agenda, with a second by Mr. Benny Boals. *Motion passed.*

A motion was made by Ms. Treva Maitland to add Jace Hart to the amended agenda, with a second by Mr. Eddie Watkins. *Motion passed.*

A motion was made by Ms. Treva Maitland to approve the amended agenda and add Jace Hart, with a second by Mr. Eddie Watkins. *Motion passed.*

Jace Hart

Ms. Jace Hart spoke with the board about her daughter's enrollment in the first-grade class at Rutherford School. She expressed her concerns about the handling of policies and procedures. Ms. Hart resides outside the Rutherford School zone. Due to limited space, she was asked to transfer her daughter to the designated zone. The state regulations set a maximum of 25 students for a first-grade classroom, and the class had reached this limit. Therefore, Ms. Hart's daughter and another student were asked to relocate, reducing the student count to 23. This ensures there would be room for new students coming into the area. The board explored different solutions to deal with the situation and eventually agreed to allow Ms. Hart's daughter to continue attending Rutherford School under the condition that if a new student moves into the area, she may be required to change schools.

A motion was made by Ms. Treva Maitland to approve Ms. Hart's daughter to attend Rutherford School first-grade class with the understanding if a zoned student enrolls, she may be asked to relocate., with a second by Mr. Eddie Watkins. *Motion passed.*

Health Insurance

Mr. Rory Hinson presented the health insurance plan. Currently, GCSSD contributes 75% to employee-only tiers and 59% to all other tiers of insurance. Mr. Hinson recommended changing the GCSSD contribution to 80% for employee-only tiers and 61% for all other tiers, and amend the budget by \$120,971.16.

A motion was made by Mr. Tom Lannom to approve changing the GCSSD contribution to 80% for employee-only tiers and 61% of all other tiers, and amend the budget by \$120,971.16., with a second by Dr. Richard Addo. *Motion passed.*

Christmas / Longevity Bonus

Mr. Rory Hinson presented the Christmas/Longevity Bonus. Bonuses are based on the length of employment within the district, ranging from \$125 to \$800.

A motion was made by Mr. Benny Boals to approve the GCSSD Christmas/Longevity Bonus schedule and amend the budget by \$142,857, with a second by Dr. Richard Addo. *Motion passed.*

Bid Recap - Type A Bus

Mr. Derek Norman presented the Type A Bus Bids.

Central States for \$97,027

Central States for \$107,195

A motion was made by Mr. Tom Lannom to approve the Central States bid of \$97,027, with a second by Mr. Scott Ball. *Motion passed.*

Bid Recap - GCHS Soccer Paving Addition

Mr. Rory Hinson presented the GCHS Soccer Paving Addition Bids.

Cantrell for \$20,900 with an additional 33C for \$1,900

Sowell Boys for \$24,750

McDonald Asphalt for \$29,863

A motion was made by Mr. Scott Ball to approve the Cantrell paving bid with the additional 33C for \$22,800, with a second by Ms. Treva Maitland. *Motion passed.*

Director's Evaluation

Mr. Eddie Pruett has shared the link with the board to complete his 2023-2024 evaluation.

State & Federal Legislation

Mr. Eddie Pruett presented State & Federal Legislation, stating that most changes will be reflected in policy updates. One change is that schools must obtain permission before a child can receive treatment from nurses or other staff.

Policy Revisions

Mr. Eddie Pruett presented the Policy Revisions.

[1.501 Visitors to the Schools](#) - Add a code of conduct for visitors on school property.

[1.800 School Calendar](#) - Reference changes only.

[2.403 Surplus Property Sales](#) - Add a notice published on a news and information website.

[2.806 Bids and Quotations](#) - Add services from an insurance provider to the list of exemptions.

[3.202 Emergency Preparedness Plan](#) - Changes to the fire drill procedures.

[3.205 Security](#) - Changes to who is notified and when.

[3.400 Student Transportation Management](#) - Each bus must display a notice in a visible location stating that only authorized individuals are allowed to enter. Bus drivers must receive a certificate from the board before operating a school bus, undergo a mental examination, and adds a complaint process.

[4.201 Basic Curriculum Program to Class Size Ratios](#) - Allows larger class size ratios for CTE classes.

[4.213 Family Life Education](#) - Must report to DCS the instructor and curriculum, add internet crimes against children to Family Life Instruction, include a presentation of human growth, and prohibit instructions related to sexual activity for students K-5.

[4.214 Use of Artificial Intelligence Programs](#) - New Policy - District technology staff will manage the implementation of AI programs.

[4.301 Interscholastic Athletics](#) - Home-schooled students can participate in interscholastic athletics, regardless of the school's TMSAA membership status.

[4.403 Library Materials](#) - Establishes standards for immediate removal of material containing certain content; allows a complainant to appeal if the board does not take action within 60 days.

[4.600 Grading System](#) - Dual Enrollment moved from 4 to 5 percentage points

[4.603 Promotion and Retention](#) - Parents/guardians can choose to retain students in K-2nd grade and a new pathway to 5th grade promotion.

[5.307 Physical Assault Leave](#) - Applies to all employees.

[5.701 Substitute Teachers](#) - Annual school safety training is required.

[5.802 Qualification and Duties of the Director of Schools](#) - Must report if a licensed educator has pleaded guilty, no contest, or has been convicted of an offense.

[6.203 School Admissions](#) -Principals may request information if a student has been adjudicated delinquent for certain offenses.

[6.300 Code of Conduct](#) - Requires law enforcement and the Director of Schools to be notified immediately about assaults on school property, revised the list of offenses and procedures.

[6.309 Zero-Tolerance Offenses](#) - The threat Assessment team will determine if the threat is a zero-tolerance offense.

[6.316 Suspension](#) - Invalid threat of mass violence and assault against school employees added to the list of reasons for suspension. If a student assaults an employee, the student can be suspended from attendance at school-sponsored activities for one year.

[6.318 Admission of Suspended or Expelled Students](#) - The principal may ask in writing if a student has been adjudicated delinquent for an offense listed in an investigation.

[6.4052 Opioid Antagonist](#) - States that school district staff may not prohibit individuals from possessing an opioid antagonist on school property or at off-campus school events.

[6.409 Reporting Child Abuse](#) - designate a Child Abuse Coordinator and the Alternate Child Abuse Coordinator to the Department of Children's Services.

A motion was made by Mr. Tom Lannom to approve the Policy Revisions, with a second by Dr. Richard Addo. *Motion passed.*

DIRECTOR'S REPORT

Upcoming Conferences

Mr. Pruet reminded the board of the upcoming conferences.

Summer Law-August 9th

Fall District Meeting-August 27th

ADJOURN

A motion was made by Ms. Treva Maitland to adjourn, with a second by Mr. Tom Lannom.

Motion passed.

Date Received in the District Office 8/8/24
Board Approval Date _____
Over Night Trip Yes No

**FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT**

School Dyer, Rutherford, Yorkville, Spring Hill Date of Request 8/7/2024
Teacher Frankie Leslie Class Middle School Band
Number of Students Involved ~5 Cost Per Student \$75
Date of Trip 2-13-25 thru 2-15-25 Alternate Date _____
Number of Buses Needed 0 Is Handicap bus required? YES NO
Has the Transportation Supervisor been contacted? YES NO
Personal Vehicles being used? YES NO
Proof of vehicle liability insurance on file at School? YES NO
Has the Cafeteria been contracted? YES NO
Has School Nurse been notified of Field Trip? YES NO
Total Number of Chaperones: Administrators _____ Teachers 2 Teacher Assistant _____
Parents 5 Others _____
Destination: Memphis, TN
Time of Departure: 9:00AM Time of Return: ~1:00pm
Purpose of the Trip: All-West Honor Band Festival

Field Trip Activities: Selected middle school students will participate in a honor band festival with other selected students from the West TN Area

ATTACH LESSON PLAN FOR FOLLOW UP.
(This must be included for field trip to be approved.)
Approved Disapproved _____ Principal Chasey Walden Date 8/8/24
Approved Disapproved _____ Supervisor Michelle Bond Date 8/8/24
Approved Disapproved _____ Director of Schools Eddie Pruett Date 8/8/24

***** ALL OVERNIGHT FIELD TRIPS WITH AN ATTACHED AGENDA MUST BE BOARD APPROVED. FIELD TRIP REQUESTS MUST BE IN THE DISTRICT OFFICE BY THE 1ST DAY OF THE MONTH IN ORDER TO BE PLACED ON THE CONSENT AGENDA. REGULAR BOARD MEETINGS ARE HELD THE SECOND THURSDAY OF EACH MONTH.**

Eddie Pruett

Date Received in the District Office 8/8/24
Board Approval Date _____
Over Night Trip Yes No

FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT

School Dyer, Rutherford, Yorkville, Spring Hill Date of Request 8/7/2024
Teacher Frankie Leslie Class Middle School Band
Number of Students Involved ~10 Cost Per Student \$50
Date of Trip 1-23-25 thru 1-25-25 Alternate Date _____
Number of Buses Needed 1 Is Handicap bus required? YES NO
Has the Transportation Supervisor been contacted? YES NO
Personal Vehicles being used? YES NO
Proof of vehicle liability insurance on file at School? YES NO
Has the Cafeteria been contracted? YES NO
Has School Nurse been notified of Field Trip? YES NO
Total Number of Chaperones: Administrators _____ Teachers 2 Teacher Assistant _____
Parents 5 Others _____
Destination: Martin, Tn
Time of Departure: 10:30AM Time of Return: ~1:00pm
Purpose of the Trip: UT-Martin Honor Band Festival

Field Trip Activities: Selected middle school students will participate in a honor band festival with other selected students from the west TN and West KY Area

ATTACH LESSON PLAN FOR FOLLOW-UP.
(This must be included for field trip to be approved.)
Approved Disapproved Principal Chaz Nean Date 8/8/24
Approved Disapproved Supervisor Michelle Bond Date 8/8/24
Approved Disapproved Director of Schools Eddie Pruett Date 8/8/24

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Date Received in the District Office 8/15/24
Board Approval Date _____
Over Night Trip Yes ___ No

FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT

School GCHS Date of Request 8/13/24

Teacher Joseph Agur Class Band

Number of Students Involved 57 Cost Per Student N/A

Date of Trip 11/1 - 11/3 Alternate Date N/A

Number of Buses Needed 2 Is Handicap bus required? ___ YES NO

Has the Transportation Supervisor been contacted? YES ___ NO

Personal Vehicles being used? ___ YES NO

Proof of vehicle liability insurance on file at School? YES ___ NO

Has the Cafeteria been contracted? ___ YES NO

Has School Nurse been notified of Field Trip? YES ___ NO

Total Number of Chaperones: Administrators 1 Teachers 2 Teacher Assistant ___
Parents 4 Others ___

Destination: Independance HS

Time of Departure: 4:00pm Time of Return: 5pm

Purpose of the Trip: To compete in our State Contest

Field Trip Activities: Compete for State title.

ATTACH LESSON PLAN FOR FOLLOW-UP.
(This must be included for field trip to be approved.)
Approved Disapproved ___ Principal [Signature] Date 8/13/24
Approved Disapproved ___ Supervisor [Signature] Date 8/13/24
Approved Disapproved ___ Director of Schools Eddie Pruett Date 8/16/24

***** ALL OVERNIGHT FIELD TRIPS WITH AN ATTACHED AGENDA MUST BE BOARD APPROVED. FIELD TRIP REQUESTS MUST BE IN THE DISTRICT OFFICE BY THE 1ST DAY OF THE MONTH IN ORDER TO BE PLACED ON THE CONSENT AGENDA. REGULAR BOARD MEETINGS ARE HELD THE SECOND THURSDAY OF EACH MONTH.**

Eddie Pruett

Date Received in the District Office 8/22/24
Board Approval Date _____
Over Night Trip Yes No

FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT

School Gibson County High School Date of Request 8/9/2024
Teacher L.Norman/Leitherland/Hardin Class FFA
Number of Students Involved 8-12 Cost Per Student \$215
Date of Trip October 22-25, 2024 Alternate Date _____

Number of Buses Needed 1 Is Handicap bus required? YES NO
Has the Transportation Supervisor been contacted? YES NO
Personal Vehicles being used? YES NO
Proof of vehicle liability insurance on file at School? YES NO
Has the Cafeteria been contracted? YES NO
Has School Nurse been notified of Field Trip? YES NO
Total Number of Chaperones: Administrators _____ Teachers 2 Teacher Assistant _____
Parents _____ Others _____

Destination: National FFA Convention, Indianapolis, IN

Time of Departure: October 22nd @ 3PM Time of Return: October 25 @ 7pm

Purpose of the Trip: To attend the National FFA Convention

Field Trip Activities: Students will attend a Career and College Fair, Network with industry leaders, an agritourism field trip to Fair Oaks Farms, participate in leadership workshops.

ATTACH LESSON PLAN FOR FOLLOW-UP
(This must be included for field trip to be approved.)
Approved Disapproved _____ Principal [Signature] Date 8/20/24
Approved Disapproved _____ Supervisor [Signature] Date 8/20/2024
Approved Disapproved _____ Director of Schools [Signature] Date 8/20/24

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Eddie Pruett

Date Received in the District Office 8/12/24
Board Approval Date _____
Over Night Trip Yes No

FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT

School South Gibson County High School Date of Request 8/7/24
Teacher Chelsea Matamoros, Stacy Petty Class SGCHS Beta Club
Number of Students Involved ~60-70 Cost Per Student ~\$200
Date of Trip November 21-23, 2024 Alternate Date N/A
Number of Buses Needed ~2 Is Handicap bus required? YES NO
Has the Transportation Supervisor been contacted? YES NO
Personal Vehicles being used? YES NO
Proof of vehicle liability insurance on file at School? YES NO
Has the Cafeteria been contracted? YES NO
Has School Nurse been notified of Field Trip? YES NO
Total Number of Chaperones: Administrators _____ Teachers 4-5 Teacher Assistant _____
Parents _____ Others _____
Destination: Gaylord Opryland Hotel; Nashville, TN
Time of Departure: 8 AM, November 21 Time of Return: 3 PM, November 23
Purpose of the Trip: Students will attend State Beta Club Convention and compete in various academic and service events (see attached last year's agenda for reference).
Field Trip Activities: See attached itinerary.

ATTACH LESSON PLAN FOR FOLLOW-UP.

(This must be included for field trip to be approved.)

Approved Disapproved _____ Principal Paul Proyer Date 8/9/24
Approved Disapproved _____ Supervisor Heidi Tam Date 8/13/24
Approved Disapproved _____ Director of Schools Eddie Pruett Date 8/13/24

***** ALL OVERNIGHT FIELD TRIPS WITH AN ATTACHED AGENDA MUST BE BOARD APPROVED. FIELD TRIP REQUESTS MUST BE IN THE DISTRICT OFFICE BY THE 1ST**

DAY OF THE MONTH IN ORDER TO BE PLACED ON THE CONSENT AGENDA.

REGULAR BOARD MEETINGS ARE HELD THE SECOND THURSDAY OF EACH MONTH.

Date Received in the District Office 8/27/24
Board Approval Date _____
Over Night Trip Yes No

FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT

School SGCHS Date of Request 8-26-24
Teacher Kelli Duck Class Cross Country Team
Number of Students Involved 10 Cost Per Student \$ 30-40

Date of Trip Sept. 13 +14 Alternate Date NA

Number of Buses Needed 0 Is Handicap bus required? YES NO

Has the Transportation Supervisor been contacted? YES NO

Personal Vehicles being used? YES NO

Proof of vehicle liability insurance on file at School? YES NO

Has the Cafeteria been contracted? YES NO

Has School Nurse been notified of Field Trip? YES NO

Total Number of Chaperones: Administrators _____ Teachers 1 Teacher Assistant _____
Parents 3 Others _____

Destination: Huntsville, AL Southern Showcase XC Meet

Time of Departure: Sept. 13 1:30 Time of Return: Sept. 14 2:00 p.m.

Purpose of the Trip: Cross Country Meet

Field Trip Activities: Run the meet

ATTACH LESSON PLAN FOR FOLLOW-UP.

(This must be included for field trip to be approved.)

Approved Disapproved _____ Principal Paul Rogers Date 8-26-24

Approved Disapproved _____ Supervisor Henitum Date 8-28-24

Approved Disapproved _____ Director of Schools Eddie Pruett Date 8/28/24

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Eddie Pruett

Date Received in the District Office 8/26/24
Board Approval Date _____
Over Night Trip Yes No

FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT

School South Gibson County High Date of Request 8/23/24

Teacher Heather Allen Class Girls Basketball

Number of Students Involved 15 Cost Per Student 40.00

Date of Trip 11/8-11/9 Alternate Date _____

Number of Buses Needed 0 Is Handicap bus required? YES NO

Has the Transportation Supervisor been contacted? YES NO

Personal Vehicles being used? YES NO

Proof of vehicle liability insurance on file at School? YES NO

Has the Cafeteria been contracted? YES NO

Has School Nurse been notified of Field Trip? YES NO

Total Number of Chaperones: Administrators _____ Teachers 3 Teacher Assistant _____
Parents _____ Others _____

Destination: MTSU & Lebanon

Time of Departure: 2:30pm Time of Return: 11/9-8pm

Purpose of the Trip: Teambuilding and games

Field Trip Activities: Attend a MTSU basketball game --scrimmage games
at Lebanon High School

ATTACH LESSON PLAN FOR FOLLOW-UP.

(This must be included for field trip to be approved.)

Approved Disapproved _____ Principal Paul Progan Date 8/23/24

Approved Disapproved _____ Supervisor Kevin Turner Date 8/26/24

Approved Disapproved _____ Director of Schools Genevieve Ruetz Date 8/26/24

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DAY OF THE MONTH IN ORDER TO BE PLACED ON THE CONSENT AGENDA.
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Date Received in the District Office 8/2/24
Board Approval Date _____
Over Night Trip Yes No

FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT

School SGCHS Date of Request 7-26-24
Teacher Dodson & Cathey Class HOSA & FBLA
Number of Students Involved 20 Cost Per Student \$180

Date of Trip 9/16-9/18 Alternate Date _____

Number of Buses Needed 0 Is Handicap bus required? YES NO

Has the Transportation Supervisor been contacted? YES NO

Personal Vehicles being used? YES NO

Proof of vehicle liability insurance on file at School? YES NO

Has the Cafeteria been contracted? YES NO

Has School Nurse been notified of Field Trip? YES NO

Total Number of Chaperones: Administrators _____ Teachers 2 Teacher Assistant _____
Parents _____ Others _____

Destination: Camp Widjiwagan Antioch, TN

Time of Departure: 9/16 11:30 Time of Return: 9/18 4pm

Purpose of the Trip: Chapter officer leadership training camp

Field Trip Activities: Leadership training activities for CTSO chapter officers

ATTACH LESSON PLAN FOR FOLLOW-UP.

(This must be included for field trip to be approved.)

Approved Disapproved _____ Principal Paul Rogers Date 7/31/24

Approved Disapproved _____ Supervisor Kaitlin Date 7-26-24 AM

Approved Disapproved _____ Director of Schools Eddie Pruett Date 8/2/24

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DAY OF THE MONTH IN ORDER TO BE PLACED ON THE CONSENT AGENDA.
REGULAR BOARD MEETINGS ARE HELD THE SECOND THURSDAY OF EACH MONTH.

Eddie Pruett

Date Received in the District Office 8/7/24
Board Approval Date _____
Over Night Trip Yes ___ No

FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT

School South Gibson County High School Date of Request 7/9/24
Teacher Stephen Price/Johnathan Johnson Class Marching Band/Percussion
Number of Students Involved 10 Cost Per Student _____
Date of Trip April 10- 13 Alternate Date _____

Number of Buses Needed 3 Is Handicap bus required? YES NO
Has the Transportation Supervisor been contacted? YES NO
Personal Vehicles being used? YES NO
Proof of vehicle liability insurance on file at School? YES NO
Has the Cafeteria been contracted? YES NO
Has School Nurse been notified of Field Trip? YES NO
Total Number of Chaperones: Administrators _____ Teachers 2 Teacher Assistant _____
Parents _____ Others _____

Destination: Gaylord Opryland Hotel/Convention Center

Time of Departure: Thursday, April 10 Time of Return: Sunday, April 13, 2025

Purpose of the Trip: All-State clinics (band and choir)

Field Trip Activities: Perform for All-State

ATTACH LESSON PLAN FOR FOLLOW-UP.
(This must be included for field trip to be approved.)
Approved Disapproved _____ Principal Paul Rogers Date 7/29/24
Approved Disapproved _____ Supervisor Kevin Turner Date 8/7/24
Approved Disapproved _____ Director of Schools Eddie Pruett Date 8/8/24

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FIELD TRIP REQUESTS MUST BE IN THE DISTRICT OFFICE BY THE 1ST
DAY OF THE MONTH IN ORDER TO BE PLACED ON THE CONSENT AGENDA.
REGULAR BOARD MEETINGS ARE HELD THE SECOND THURSDAY OF EACH MONTH.
Eddie Pruett

Date Received in the District Office 8/7/24
Board Approval Date _____
Over Night Trip Yes No

FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT

School South Gibson County High School Date of Request 7/9/24
Teacher J. Johnson/S. Price Class Marching Band/Percussion
Number of Students Involved 100 Cost Per Student 0
Date of Trip 11-2-24 Alternate Date _____
Number of Buses Needed 3 Is Handicap bus required? YES NO
Has the Transportation Supervisor been contacted? YES NO
Personal Vehicles being used? YES NO
Proof of vehicle liability insurance on file at School? YES NO
Has the Cafeteria been contracted? YES NO
Has School Nurse been notified of Field Trip? YES NO
Total Number of Chaperones: Administrators _____ Teachers 2 Teacher Assistant _____
Parents 20 Others _____
Destination: Stewarts Creek High School Smyrna, TN
Time of Departure: 3 am 11-2-24 Time of Return: 12pm 11-3-24
Purpose of the Trip: Compete for state div 2 championship

Field Trip Activities: Competition

ATTACH LESSON PLAN FOR FOLLOW-UP.

(This must be included for field trip to be approved.)

Approved Disapproved _____ Principal Ruf Propper Date 7/29/24
Approved Disapproved _____ Supervisor Ken Tom Date 8/7/24
Approved Disapproved _____ Director of Schools Eddie Pruett Date 8/8/24

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DAY OF THE MONTH IN ORDER TO BE PLACED ON THE CONSENT AGENDA.
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Eddie Pruett

Date Received in the District Office 8/22/24
Board Approval Date _____
Over Night Trip Yes ___ No

**FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT**

School SGCMS Date of Request 8/16/24
Teacher Ryan Bateman Class Bond 6th - 8th
Number of Students Involved ~ 90 Cost Per Student \$400 with fundraising opportunities
Date of Trip 5/16 - 5/17 2025 Alternate Date _____

Number of Buses Needed Charter Is Handicap bus required? ___ YES NO
Has the Transportation Supervisor been contacted? ___ YES ___ NO
Personal Vehicles being used? ___ YES NO
Proof of vehicle liability insurance on file at School? ___ YES ___ NO
Has the Cafeteria been contracted? YES ___ NO
Has School Nurse been notified of Field Trip? YES ___ NO

Total Number of Chaperones: Administrators ___ Teachers 1 Teacher Assistant 2
Parents 15-20 Others ___ Nurse & SRO if possible?

Destination: Six Flags, St. Louis, MO.

Time of Departure: 9:00 am 5/16 Time of Return: 12:00 am 5/17

Purpose of the Trip: This trip is a reward for our bond students. They will perform in competition with other bands across the country.

Field Trip Activities: Itinerary attached to this form. Museum, Competition on Friday, Park on Saturday.

ATTACH LESSON PLAN FOR FOLLOW-UP.
(This must be included for field trip to be approved.)
Approved Disapproved ___ Principal [Signature] Date 8/19/24
Approved Disapproved ___ Supervisor Michelle Hood Date 8/22/24
Approved Disapproved ___ Director of Schools Eddie Pruett Date 8/26/24

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Eddie Pruett

Date Received in the District Office 8/12/24
Board Approval Date _____
Over Night Trip Yes No

FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT

School South Gibson County Middle School Date of Request 8/9/24
Teacher Patton Class Beta

Number of Students Involved 20-25 Cost Per Student \$250

Date of Trip March 5th-8th Alternate Date March 6th-8th

Number of Buses Needed 0 Is Handicap bus required? YES NO

Has the Transportation Supervisor been contacted? YES NO

Personal Vehicles being used? YES NO

Proof of vehicle liability insurance on file at School? YES NO

Has the Cafeteria been contracted? YES NO

Has School Nurse been notified of Field Trip? YES NO

Total Number of Chaperones: Administrators _____ Teachers 3 Teacher Assistant _____
Parents 2-4 Others _____

Destination: Gatlinburg Convention Center

Time of Departure: 8:00 am Time of Return: 4:00 pm

Purpose of the Trip: Leadership training and academic competitions

Field Trip Activities: Leadership training, Project proposal to better community, Steam competition, team building activities, interviews for leadership positions

ATTACH LESSON PLAN FOR FOLLOW-UP.

(This must be included for field trip to be approved.)

Approved Disapproved _____ Principal [Signature] Date 8/9/24

Approved Disapproved _____ Supervisor [Signature] Date 8/12/24

Approved Disapproved _____ Director of Schools [Signature] Date 8/13/24

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Eddie Pruett

Date Received in the District Office 8/12/24
Board Approval Date _____
Over Night Trip Yes ___ No

FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT

School South Gibson County Middle School Date of Request 8/9/24
Teacher Patton Class Beta
Number of Students Involved 60-85 Cost Per Student \$350

Date of Trip Nov. 24th-26th Alternate Date Nov. 23rd-26th
Number of Buses Needed 1-2 Is Handicap bus required? ___ YES NO

Has the Transportation Supervisor been contacted? YES ___ NO
Personal Vehicles being used? YES ___ NO
Proof of vehicle liability insurance on file at School? YES ___ NO
Has the Cafeteria been contracted? YES ___ NO
Has School Nurse been notified of Field Trip? YES ___ NO

Total Number of Chaperones: Administrators ___ Teachers ___ Teacher Assistant ___
Parents ___ Others ___

Destination: Gaylord Opryland Resort & Convention Center

Time of Departure: 9-10 am Time of Return: 4:00 pm

Purpose of the Trip: To attend National Beta State Convention

Field Trip Activities: Competing in academic and art competitions,

ATTACH LESSON PLAN FOR FOLLOW-UP.
(This must be included for field trip to be approved.)
Approved Disapproved ___ Principal [Signature] Date 8/9/24
Approved Disapproved ___ Supervisor Michelle Hood Date 8/12/24
Approved Disapproved ___ Director of Schools Eddie Pruett Date 8/13/24

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DAY OF THE MONTH IN ORDER TO BE PLACED ON THE CONSENT AGENDA.
REGULAR BOARD MEETINGS ARE HELD THE SECOND THURSDAY OF EACH MONTH.

Eddie Pruett

Date Received in the District Office 8/12/24
Board Approval Date _____
Over Night Trip y Yes ___ No

FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT

School Yorkville Date of Request 08/12/24
Teacher S.Sewell Class 8th
Number of Students Involved ~13 Cost Per Student \$0
Date of Trip 05/12-13/25 Alternate Date NA
Number of Buses Needed 1 Is Handicap bus required? ___ YES X NO
Has the Transportation Supervisor been contacted? X YES ___ NO
Personal Vehicles being used? ___ YES X NO
Proof of vehicle liability insurance on file at School? ___ YES ___ NO
Has the Cafeteria been contracted? ___ YES X NO
Has School Nurse been notified of Field Trip? X YES ___ NO
Total Number of Chaperones: Administrators ___ Teachers 2 Teacher Assistant ___
Parents 1 Others ___
Destination: Nashville
Time of Departure: 5:30 a.m. Time of Return: 8:00 p.m.
Purpose of the Trip: Annual 8th Grade Trip
Field Trip Activities: Attached

ATTACH LESSON PLAN FOR FOLLOW-UP.

(This must be included for field trip to be approved)

Approved Disapproved ___ Principal Sewell Date 08-12-24
Approved Disapproved ___ Supervisor Michelle Ford Date 8-12-24
Approved Disapproved ___ Director of Schools Eddie Pruett Date 8/13/24

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FIELD TRIP REQUESTS MUST BE IN THE DISTRICT OFFICE BY THE 1ST
DAY OF THE MONTH IN ORDER TO BE PLACED ON THE CONSENT AGENDA.
REGULAR BOARD MEETINGS ARE HELD THE SECOND THURSDAY OF EACH MONTH.

Eddie Pruett

CURRENT POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Visitors to the Schools	Descriptor Code: 1.501	Issued Date: 06/13/96
		Rescinds:	Issued:

1 Except on occasions, such as school programs, athletic events, open house and similar public events; all
2 visitors will report to the school office when entering the school and will sign a log book. Authorization
3 to visit elsewhere in the building or on the school campus will be determined by the principal or designee.
4 Guest passes shall be issued for all persons other than students and employees of the school. ¹

5 In order to maintain the conditions and atmosphere suitable for learning, no other person shall enter onto
6 the grounds or into the school buildings during the hours of student instruction except students assigned
7 to that school, the staff of the school, parents of students, and other persons with lawful and valid business
8 on the school premises.

9 The principal or his/her designee has the authority to exclude from the school premises any persons
10 disrupting the educational programs in the classroom or in the school, disturbing the teachers or students
11 on the premises, or on the premises for the purpose of committing an illegal act.²

12 The principal shall engage law enforcement officials when he/she believes the situation warrants such
13 measures.

Legal References

- 1. TCA 49-2-303(b)(4)
- 2. TCA 49-6-2008; TCA 39-14-406

Cross References

- Section 504/ADA Grievance Procedures 1.802
- Vendor Relations 2.809
- Security 3.205
- Care of School Property 6.311

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in August	Descriptor Term: Visitors to the Schools	Descriptor Code: 1.501	Issued Date:
		Rescinds:	Issued:

1 *General*

2 Except on occasions such as school programs, athletic events, open house, and similar public events, all
3 visitors will report to the school office when entering the school and **will sign-in**. Authorization to visit
4 elsewhere in the building or on the school campus will be determined by the principal/designee. Guest
5 passes shall be issued for all persons other than students and employees of the school.¹

6 In order to maintain the conditions and atmosphere suitable for learning, no other person shall enter onto
7 the grounds or into the school buildings during the hours of student instruction except students assigned
8 to that school, the staff of the school, parents of students, and other persons with lawful and valid business
9 on the school premises.²

10 **VISITOR CONDUCT**

11 Persons who come onto school property shall be under the jurisdiction of the site administrator/designee.
12 Individuals who come onto school property or who contact employees on school or district business are
13 expected to behave accordingly. The Director of Schools shall develop a visitor code of conduct to be
14 presented to the board attorney, and then, approved by the Board.³ This code shall prohibit the following:

15 1. Cursing and use of obscenities;

16 2. Disrupting or threatening to disrupt school or office operations;

17 3. Acting in an unsafe manner that could threaten the health or safety of others;

18 4. Verbal or written statements or gestures indicating intent to harm an individual or property; and

19 5. Physical attacks intended to harm an individual or substantially damage property.

20 The visitor code of conduct shall be posted on the district's website as well as the school's website,
21 and copies of the code shall be provided to all teachers, counselors, administrative staff, and other
22 school employees. In addition, each school entrance shall have the visitor code of conduct posted
23 prominently along with the phone number of someone in the school's administration who can answer
24 questions about the code.

25 Annually, parent(s)/guardian(s) shall be provided with a printed copy of the code of conduct, along
26 with the phone number of someone in the school's administration who can answer questions about the
27 code. Parent(s)/guardian(s) shall sign a statement acknowledging that they have read and understood
28 the code of conduct.

1 CONSEQUENCES FOR CODE OF CONDUCT VIOLATION

- 2 The principal/designee has the authority to exclude from the school premises any persons disrupting
3 the educational programs in the classroom or in the school, disturbing the teachers or students on the
4 premises, or on the premises for the purpose of committing an illegal act.²
- 5 The principal shall contact law enforcement officials when he/she believes the situation warrants such
6 measures.

Legal References

1. [TCA 49-2-303\(b\)\(4\)](#)
2. [TCA 49-6-2008](#); [TCA 39-14-406](#)
3. [Public Acts of 2024, Chapter No. 810](#)

Cross References

Board-Community Relations 1.500
Section 504 and ADA Grievance Procedures 1.802
Vendor Relations 2.809
Safety 3.201
Security 3.205
School Volunteers 4.501
Care of School Property 6.311

CURRENT POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: School Calendar	Descriptor Code: 1.800	Issued Date: 06/13/96
		Rescinds:	Issued:

1 No later than the end of the school year, the Board of Trustees will adopt, upon the recommendation of
2 the director of schools, an official school calendar for the succeeding school year. The calendar will
3 identify holidays, vacation days, summer sessions and other extensions of the school year. The calendar
4 may be revised by the Board, upon recommendation of the director of schools, due to inclement weather
5 or other factors.

6 The regular school year shall be 200 days¹ and scheduled as follows:

7 A minimum of 180 student attendance days;

8 A minimum of five (5) days in-service education for all certificated personnel;

9 One (1) day for parent-teacher conferences;

10 Ten (10) days paid vacation for all certificated personnel; and

11 Four (4) discretionary days.

12 Extended contracts shall include twenty (20) days for each additional month employed.

13 The director of schools shall plan each year's program accounting for a 200-day year and shall
14 recommend it to the Board for approval. The calendar shall be distributed to the school staff at the
15 opening of the school term.

16 **STUDENT ATTENDANCE DAYS**

17 When schools are closed due to emergencies or unforeseen circumstances such as epidemics or inclement
18 weather, the time lost shall be made up to the required minimum unless otherwise approved by the State
19 Department of Education.

20 **IN-SERVICE EDUCATION**

21 Each day of in-service education included in the school calendar shall be equivalent to not less than six
22 (6) hours of planned activities.²

1 DISCRETIONARY DAYS

2 Four (4) discretionary days shall be included in the calendar and may be designated by the Board as
3 student attendance days, in-service days or administrative days, which may be used by administrators,
4 faculty and staff for preparation for commencement of classes, record keeping, grading examinations,
5 parent-teacher conferences and other classroom functions.¹

6

Legal References

1. TCA 49-6-3004
2. State Board of Education, *Guidelines for Planning Approvable In-Service Education Activities*

Cross References

Compensation Guides and Contracts 5.110
In-Service & Staff Development Opportunities 5.113
Attendance 6.200

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in August	Descriptor Term: School Calendar	Descriptor Code: 1.800	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

1 No later than the end of the school year, the Board of Trustees will adopt, upon the recommendation of
2 the Director of Schools, an official school calendar for the succeeding school year. The calendar will
3 identify holidays, vacation days, summer sessions, and other extensions of the school year. The calendar
4 may be revised by the Board, upon recommendation of the Director of Schools, due to inclement weather
5 or other factors.

6 The regular school year shall be 200 days¹ and scheduled as follows:

- 7 • A minimum of 180 student attendance days;
- 8 • A minimum of five (5) days in-service education for all certificated personnel;
- 9 • One (1) day for parent-teacher conferences;
- 10 • Ten (10) days paid vacation for all certified personnel;
- 11 • Four (4) discretionary days; and
- 12 • Extended contracts shall include twenty (20) days for each additional month employed.²

13 The director of schools shall plan each year's program accounting for a 200-day year and shall
14 recommend it to the Board for approval. The calendar shall be distributed to the school staff at the
15 opening of the school term.

16 **STUDENT ATTENDANCE DAYS**

17 When schools are closed due to emergencies or unforeseen circumstances such as epidemics or inclement
18 weather, the time lost shall be made up to the required minimum unless otherwise approved by the State
19 Department of Education.¹

20 **IN-SERVICE EDUCATION**

21 Each day of in-service education included in the school calendar shall be equivalent to not less than six
22 (6) hours of planned activities.³

23 **DISCRETIONARY DAYS**

24 Four (4) discretionary days shall be included in the calendar and may be designated by the Board as
25 student attendance days, in-service days, or administrative days which may be used by administrators,
26 faculty, and staff for preparation for commencement of classes, record keeping, grading examinations,
27 parent-teacher conferences, and other classroom functions.¹

Legal References

1. [TCA 49-6-3004\(a\)\(1\)-\(6\)](#)
2. [Public Acts of 2024, Chapter No. 573](#)
3. [TN Dept. of Education, *Guidelines for Planning Approvable In-Service Education Activities*](#)

Cross References

- Board Member Development Opportunities 1.204
- Reporting Student Progress 4.601
- Compensation Guides and Contracts 5.110
- In-Service and Professional Learning Opportunities 5.113
- Attendance 6.200

CURRENT POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Surplus Property Sales	Descriptor Code: 2.403	Issued Date: 09/12/19
		Rescinds: 2.403	Issued: 06/10/10

1 The Director of Schools shall prepare a list of unusable items for Board approval.¹ The list shall contain
2 the following information: name of item, date of purchase, and reason for disposal.

3 All unusable items shall be sold to the highest bidder after advertising in a newspaper of general
4 circulation at least seven (7) days prior to the sale.

5 Surplus property which has no value or has a value of less than five hundred dollars (\$500) may be
6 disposed of without the necessity of bids. In order for such disposal without bids, the Director of Schools
7 and the Board Chair shall agree in written form that the property is of no value or is of less value than
8 five hundred dollars (\$500).²

9 If reasonable attempts to dispose of surplus properties fail to produce monetary return to the district, the
10 Board shall approve other methods of disposal.³

11 Surplus equipment will be auctioned off by the district at the end of the school year. The Board shall
12 approve all surplus equipment prior to the materials being disposed of at the end of the school year.

13 **DISPOSITION OF EQUIPMENT PURCHASED WITH FEDERAL DOLLARS⁴**

14 When equipment that was purchased with federal dollars is no longer needed for the original project or
15 program or for other activities currently or previously supported by a federal agency, disposition of the
16 equipment shall be made as follows:

- 17 1. Items of equipment with a current per-unit fair market value of less than \$5,000 may be
18 retained, sold, or otherwise disposed of with no further obligation to the awarding agency; or
19
20 2. Items of equipment with a current per unit fair market value in excess of \$5,000 may be retained
21 or sold, and the awarding agency shall have a right to an amount calculated by multiplying the
22 current market value or proceeds from sale by the awarding agency's share of the equipment.
23

Legal References

1. TCA 49-6-2006(b)(3); TCA 49-6-2208
2. TCA 49-6-2007; Public Acts of 2019, Chapter No. 413
3. TCA 12-2-403(a)
4. 2 CFR § 200.313

Cross References

- Duties of Officers 1.201
- Inventories 2.702
- Textbooks 4.401

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Surplus Property Sales	Descriptor Code: 2.403	Issued Date:
		Rescinds:	Issued:

1 The Director of Schools shall prepare a list of unusable items for board approval.¹ The list shall contain
2 the following information: name of item, date of purchase, and reason for disposal.

3 All unusable items shall be sold to the highest bidder after advertising in a newspaper of general
4 circulation at least seven (7) days prior to the sale.² Notice shall also be published on a news and
5 information website in accordance with state law.³

6 Surplus property which has no value or has a value of less than five hundred dollars (\$500) may be
7 disposed of without the necessity of bids. In order for such disposal without bids, the Director of Schools
8 and the Board Chair shall agree in written form that the property is of no value or is of less value than
9 five hundred dollars (\$500).⁴

10 If reasonable attempts to dispose of surplus properties fail to produce monetary return to the district, the
11 Board shall approve other methods of disposal.⁵

12 Surplus equipment will be auctioned off by the district at the end of the school year. The Board shall
13 approve all surplus equipment prior to the materials being disposed of at the end of the school year.

14 **DISPOSITION OF EQUIPMENT PURCHASED WITH FEDERAL DOLLARS**⁶

15 When equipment that was purchased with federal dollars is no longer needed for the original project or
16 program or for other activities currently or previously supported by a federal agency, disposition of the
17 equipment shall be made as follows:

- 18 1. Items of equipment with a current per-unit fair market value of \$5,000 or less may be retained,
19 sold, or otherwise disposed of with no further obligation to the awarding agency; or
20
21 2. Items of equipment with a current per unit fair market value in excess of \$5,000 may be retained
22 or sold, and the awarding agency shall have a right to an amount calculated by multiplying the
23 current market value or proceeds from sale by the awarding agency's share of the equipment.
24

Legal References

1. [TCA 49-6-2006\(b\)\(3\); TCA 49-6-2208](#)
2. [TCA 49-6-2007\(b\)](#)
3. [Public Acts of 2024, Chapter No. 793](#)
4. [TCA 49-6-2007\(d\)](#)
5. [TCA 12-2-403\(a\)](#)
6. [2 CFR § 200.313\(e\)](#)

Cross References

- Duties of Officers 1.201
Inventories 2.702
Textbooks and Instructional Materials 4.400

CURRENT POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Bids and Quotations	Descriptor Code: 2.806	Issued Date: 11/09/21
		Rescinds: 2.806	Issued: 10/12/17

1 All purchases of supplies, materials, equipment, and contractual services in excess of twenty-five
2 thousand dollars (\$25,000), including those of individual schools, shall be based on competitive bids.¹
3 These bids shall be solicited by advertisement in a newspaper of general circulation within the school
4 district. The purchasing agent shall advertise for bids and receive quotations. The advertisement may be
5 waived by the purchasing agent in an emergency.²

6 All purchases of twenty-five thousand dollars (\$25,000) or less, including those of individual schools,
7 may be made in the open market without newspaper notice but shall, whenever possible, be based on at
8 least three (3) competitive bids.²

9 The lowest and/or best bid shall be accepted, provided the purchaser reserves the right to reject any or
10 all bids or any part of any bid, and if applicable, to accept the bid which is best as evidenced by reasons
11 relative to the purpose of the purchase.³ Any bid may be withdrawn prior to the scheduled time for the
12 opening of bids. Any bid received after the time and date specified shall not be considered.

13 The bidder to whom the award is made may be required to enter into a written contract.

14 The practice of splitting an order or dividing items to be purchased in order to avoid the use of bidding
15 or other purchasing procedures is strictly prohibited.

16 **EXEMPTIONS FROM COMPETITIVE BIDDING**

17 Contracts for legal services, educational consultants, and similar services by professional persons or
18 groups of high ethical standards shall not be based upon competitive bids but shall be awarded on the
19 basis of recognized competence and integrity.⁴

20 Insurance purchased through a plan authorized and approved by an organization of governmental
21 entities representing cities and counties shall also be exempted.⁵

Legal References

1. TCA 49-2-203(a)(3); Public Acts of 2021, Chapter No. 310
2. TCA 49-2-203(a)(3)(A)-(B); TCA 49-2-206(b)(2)
3. TCA 49-2-203(a)(3)(C)
4. TCA 12-3-1209; TCA 12-4-107
5. TCA 29-20-407

Cross References

- Executive Committee 1.301
- Consultants 1.303
- Conflict of Interest 5.601

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Bids and Quotations	Descriptor Code: 2.806	Issued Date: 11/09/21
		Rescinds: 2.806	Issued: 10/12/17

1 All purchases of supplies, materials, equipment, and contractual services in excess of twenty-five
2 thousand dollars (\$25,000), including those of individual schools, shall be based on competitive bids.¹
3 These bids shall be solicited by advertisement in a newspaper of general circulation within the school
4 district. The purchasing agent shall advertise for bids and receive quotations. The advertisement may be
5 waived by the purchasing agent in an emergency.²

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7 may be made in the open market without newspaper notice but shall, whenever possible, be based on at
8 least three (3) competitive bids.²

9 The lowest and/or best bid shall be accepted, provided the purchaser reserves the right to reject any or
10 all bids or any part of any bid, and if applicable, to accept the bid which is best as evidenced by reasons
11 relative to the purpose of the purchase.³ Any bid may be withdrawn prior to the scheduled time for the
12 opening of bids. Any bid received after the time and date specified shall not be considered.

13 The bidder to whom the award is made may be required to enter into a written contract.

14 The practice of splitting an order or dividing items to be purchased in order to avoid the use of bidding
15 or other purchasing procedures is strictly prohibited.

16 **EXEMPTIONS FROM COMPETITIVE BIDDING**

17 Contracts for legal services, educational consultants, **services from an insurance provider**, and similar
18 services by professional persons or groups of high ethical standards shall not be based upon
19 competitive bids but shall be awarded on the basis of recognized competence and integrity.⁴

20 **Purchases of fuel in bulk amounts that would exceed the bid limits may be made in the open market**
21 **without public advertisement or competitive bidding. Whenever possible, however, at least three (3)**
22 **documented quotes shall be obtained.**⁵

Legal References

1. TCA 49-2-203(a)(3); Public Acts of 2021, Chapter No. 310
2. TCA 49-2-203(a)(3)(A)-(B); TCA 49-2-206(b)(2)
3. TCA 49-2-203(a)(3)(C)
4. TCA 12-3-1209; TCA 12-4-107
5. TCA 29-20-407

Cross References

- Executive Committee 1.301
- Consultants 1.303
- Conflict of Interest 5.6016

Gibson County Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Emergency Preparedness Plan	Descriptor Code: 3.202	Issued Date: 08/10/23
		Rescinds: 3.202	Issued: 11/08/22

1 *General*

2 The Director of Schools shall be responsible for developing, maintaining, and acquiring board
3 approval of the district Emergency Preparedness Plan¹ which shall include procedures for bomb
4 threats, civil disturbances, armed intruders, earthquakes, fires, tornadoes or other severe weather, and
5 medical emergencies.

6 The principal of each school shall develop and implement emergency preparedness drills which shall
7 be approved by the Director of Schools. When appropriate, such drills shall be held in conjunction with
8 emergency response agencies.

9 **FIRE AND SAFETY DRILLS**

10 The principal shall ensure that one (1) fire drill requiring full evacuation is given every thirty (30)
11 school days, with two (2) fire drills occurring during the first thirty (30) full days of the school year.
12 Additionally, he/she shall ensure that four (4) fire safety educational announcements are conducted
13 throughout the year.²

14 The principal shall ensure that three (3) additional safety drills are given during the school year.³ These
15 drills may cover inclement weather, earthquakes, armed intruders, or other emergency drills that do not
16 require full evacuation. A record of all fire or safety drills, including the time and date, shall be kept in
17 each school's office.³

18 The principal shall regularly check the quantity, locations, and conditions of fire extinguishers and
19 shall give all school personnel instructions on how to properly use fire extinguishers.

20 **ANNUAL DRILLS⁴**

21 The principal shall ensure that the school safety team conducts each of the following type of drills
22 annually:

- 23 1. An armed intruder drill in coordination with local law enforcement;
- 24 2. An incident command drill; and
- 25 3. An emergency safety bus drill.
- 26
- 27

1 AED DRILLS⁵

2 All schools shall conduct a CPR and AED drill to ensure awareness of the steps that shall be taken in
3 the event of a medical emergency. The principal shall ensure that the drill occurs.

4 The Director of Schools shall develop the necessary administrative procedures on AED and CPR
5 training, planning, notification, and maintenance to comply with state law.

6 MEDICAL EMERGENCIES/PANDEMIC FLU⁶

7 In the event of medical emergencies such as a pandemic flu outbreak, school officials shall cooperate
8 and consult with the local and state health departments and other local emergency or healthcare
9 providers in protecting students and the community from further infection. The Director of Schools
10 shall develop procedures for health emergencies in accordance with state law.

11 REMOTE LEARNING DRILLS⁷

12 At least once each school year, a remote learning drill shall be conducted. The drill shall accurately
13 reflect how students will transition to remote learning in the event of a disruption to school operations.
14 Students shall not be asked or required to transition to remote learning at any time during the drill.

Legal References

1. TRR/MS 0520-01-02-.30(2); TCA 49-6-804; TCA 49-6-805(8)
2. TCA 68-102-137(b)
3. TCA 68-102-137(f)
4. TCA 49-6-807; Public Acts of 2023, Chapter No. 367
5. TCA 49-2-122; TCA 49-6-1208
6. TCA 49-6-3004(a), (e); TCA 49-5-404
7. TCA 49-2-139

Cross References

Emergency Closings 1.8011
Safety 3.201
Community Use of School Facilities 3.206

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in October	Descriptor Term: Emergency Preparedness Plan	Descriptor Code: 3.202	Issued Date:
		Rescinds:	Issued:

1 *General*

2 The Director of Schools shall be responsible for developing, maintaining, and acquiring board
3 approval of the district Emergency Preparedness Plan¹ which shall include procedures for bomb
4 threats, civil disturbances, armed intruders, earthquakes, fires, tornadoes or other severe weather, and
5 medical emergencies.

6 The principal of each school shall develop and implement emergency preparedness drills which shall
7 be approved by the Director of Schools. When appropriate, such drills shall be held in conjunction with
8 emergency response agencies.

9 **FIRE AND SAFETY DRILLS**

10 The principal shall ensure that one (1) fire drill requiring full evacuation is given every thirty (30)
11 school days, with two (2) fire drills occurring during the first thirty (30) full days of the school year.
12 Additionally, he/she shall ensure that four (4) fire safety educational announcements are conducted
13 throughout the year.²

14 The principal shall ensure that three (3) additional safety drills are given during the school year.³ These
15 drills may cover inclement weather, earthquakes, armed intruders, or other emergency drills that do not
16 require full evacuation. A record of all fire or safety drills, including the time and date, shall be kept in
17 each school's office.³

18 The principal shall regularly check the quantity, locations, and conditions of fire extinguishers and
19 shall give all school personnel instructions on how to properly use fire extinguishers.

20 The district shall work with local law enforcement and the local fire department to develop a procedure
21 for identifying the cause of fire alarm activation. This procedure must be in place by January 1, 2025
22 and shall be reviewed and updated annually thereafter.⁴

23 **ANNUAL DRILLS⁵**

24 The principal shall ensure that the school safety team conducts each of the following type of drills
25 annually:

- 26 1. An armed intruder drill in coordination with local law enforcement;
- 27 2. An incident command drill; and
- 28 3. An emergency safety bus drill.
- 29
- 30

1 AED DRILLS⁶

2 All schools shall conduct a CPR and AED drill to ensure awareness of the steps that shall be taken in
3 the event of a medical emergency. The principal shall ensure that the drill occurs.

4 The Director of Schools shall develop the necessary administrative procedures on AED and CPR
5 training, planning, notification, and maintenance to comply with state law.

6 MEDICAL EMERGENCIES/PANDEMIC FLU⁷

7 In the event of medical emergencies such as a pandemic flu outbreak, school officials shall cooperate
8 and consult with the local and state health departments and other local emergency or healthcare
9 providers in protecting students and the community from further infection. The Director of Schools
10 shall develop procedures for health emergencies in accordance with state law.

11 REMOTE LEARNING DRILLS⁸

12 At least once each school year, a remote learning drill shall be conducted. The drill shall accurately
13 reflect how students will transition to remote learning in the event of a disruption to school operations.
14 Students shall not be asked or required to transition to remote learning at any time during the drill.

Legal References

1. [TRR/MS 0520-01-02-.30\(2\)](#); [TCA 49-6-804](#); [TCA 49-6-805\(8\)](#)
2. [TCA 68-102-137\(b\)](#)
3. [TCA 68-102-137\(f\)](#)
4. [Public Acts of 2024, Chapter No. 563](#)
5. [TCA 49-6-807](#)
6. [TCA 49-2-122](#); [TCA 49-6-1208](#); [Public Acts of 2024, Chapter No. 625](#)
7. [TCA 49-6-3004\(a\), \(e\)](#); [TCA 49-5-404](#)
8. [TCA 49-2-139](#)

Cross References

Emergency Closings 1.8011
Safety 3.201
Community Use of School Facilities 3.206

CURRENT POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in October	Descriptor Term: Security	Descriptor Code: 3.205	Issued Date: 08/10/23
		Rescinds: 3.205	Issued: 11/09/21

1 *General*¹

2 The Director of Schools shall establish procedures to protect schools which shall include, but not be
3 limited to:

- 4 1. Closing and securing teacher work areas when left unattended or at the end of the day;
- 5 2. Denying students permission to use the classrooms, laboratories, gymnasiums, or other school
6 facilities or equipment without appropriate supervision;
- 7 3. Controlling the issuance of keys;
- 8 4. Developing programs that contribute to the proper care and use of school facilities and
9 equipment; and
- 10 5. Ensuring that equipment purchased with federal funds is managed as directed by federal law.²

11 All exterior doors leading into a school building shall be locked at all times and access to school buildings
12 is limited to the school's primary entrance during the school day as well as when students are present
13 outside of regular school hours.³

14 The principal shall call law enforcement officials in cases involving illegal entry, building damage, theft,
15 or vandalism. The principal shall notify the Director of Schools as soon as practical, but no longer than
16 twenty-four (24) hours, after a case of vandalism, theft, building damage, and/or illegal entry. The
17 Director of Schools/designee is authorized to sign a criminal complaint and press charges. The Director
18 of Schools shall report all signing of such complaints to the Board.

19 **AFTER SCHOOL HOURS**

20 If, outside of regular school hours, there is a need to unlock the doors during a school activity, a school
21 district employee shall be stationed by the door to ensure access is limited to authorized persons.³

22 **LAW ENFORCEMENT SERVICES**¹

23 The Board may enter into collaborative partnerships with appropriate law enforcement agencies.
24 Partnerships may include, but not be limited to, education and recreational programs, delinquency
25 prevention, and mentoring initiatives.

26 The Board may enter into a memorandum of understanding (MOU) with the chief of a law enforcement
27 agency to provide school policing. The MOU shall address, at a minimum, the following issues:

- 1 1. Any school resource officer (SRO) assigned under the MOU shall be in compliance with all laws,
2 regulations, and rules of the Peace Officer Standards and Training Commission at the time of
3 assignment and remain compliant throughout his/her assignment.
- 4 2. As a condition of assignment, any SRO shall participate in forty (40) hours of basic training in
5 school policing within twelve (12) months of assignment. Every year thereafter, the SRO shall
6 participate in a minimum of sixteen (16) hours of training specific to school policing. All training
7 programs shall be approved by the Peace Officers Standards and Training Commission.⁴
- 8 3. Any SRO assigned under the MOU remains an employee of the law enforcement agency and is
9 subject to that agency's direction, control, supervision, and discipline.
- 10 4. No SRO shall be assigned to a school, or continue in such an assignment, without the consent of
11 the Director of Schools.
- 12 5. In the event that more than one (1) SRO is assigned to a school district, the law enforcement
13 agency shall designate one (1) of the SROs as the senior SRO. The duties of the senior SRO shall
14 include, but not be limited to, the following:
 - 15 a. Representing and carrying out the policies of the law enforcement agency assigning the
16 SROs;
 - 17 b. Supervising the SROs in the performance of their duties;
 - 18 c. Consulting with the Director of Schools regarding the best use of the available resources
19 for school policing; and
 - 20 d. Resolving disputes between the SROs and students or staff members.
- 21 6. The MOU may be effective for any length of time, continuing until terminated by the parties, and
22 may contain any reasonable notice requirement for the termination of the MOU. However, the
23 MOU shall contain a provision allowing the Director of Schools to suspend the active
24 participation of any SROs in the event that the Director of Schools believes that such suspension
25 is best for the health, safety, or wellbeing of the students or staff members.

26 **CYBERSECURITY⁵**

27 The Director of Schools/designee shall develop an administrative procedure regarding the district's
28 cybersecurity plan to identify cybersecurity risks, implement mitigation planning, and protect cyber
29 infrastructure against cyberattacks and other cybersecurity threats and incidents.

Legal References

1. TCA 49-6-805(3)
2. 2 CFR § 200.313
3. Public Acts of 2023, Chapter No. 367
4. TCA 49-6-4217
5. TCA 49-6-805(9)

Cross References

- Visitors to the Schools 1.501
Inventories 2.702
Care of School Property 6.311

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in October	Descriptor Term: Security	Descriptor Code: 3.205	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

1 *General*¹

2 The Director of Schools shall establish procedures to protect schools which shall include, but not be
3 limited to:

- 4 1. Closing and securing teacher work areas when left unattended or at the end of the day;
- 5 2. Denying students permission to use the classrooms, laboratories, gymnasiums, or other school
6 facilities or equipment without appropriate supervision;
- 7 3. Controlling the issuance of keys;
- 8 4. Developing programs that contribute to the proper care and use of school facilities and
9 equipment; and
- 10 5. Ensuring that equipment purchased with federal funds is managed as directed by federal law.²

11 All exterior doors leading into a school building shall be locked at all times and access to school
12 buildings is limited to the school's primary entrance during the school day as well as when students are
13 present outside of regular school hours.³

14 The principal shall immediately call law enforcement officials and the Director of Schools in cases
15 involving illegal entry, assault and battery resulting in serious personal injury or involving the use of a
16 weapon, building damage, theft, vandalism endangering life health, or safety, or valid threats of mass
17 violence.⁴ The Director of Schools/designee is authorized to sign a criminal complaint and press
18 charges. The Director of Schools shall report all signing of such complaints to the Board.

19 **AFTER SCHOOL HOURS**

20 If, outside of regular school hours, there is a need to unlock the doors during a school activity, a school
21 district employee shall be stationed by the door to ensure access is limited to authorized persons.³

22 **LAW ENFORCEMENT SERVICES**¹

23 The Board may enter into collaborative partnerships with appropriate law enforcement agencies.
24 Partnerships may include, but not be limited to, education and recreational programs, delinquency
25 prevention, and mentoring initiatives.

- 1 The Board may enter into a memorandum of understanding (MOU) with the chief of a law
2 enforcement agency to provide school policing. The MOU shall address, at a minimum, the following
3 issues:
- 4 1. Any school resource officer (SRO) assigned under the MOU shall be in compliance with all
5 laws, regulations, and rules of the Peace Officer Standards and Training Commission at the
6 time of assignment and remain compliant throughout his/her assignment.
 - 7 2. As a condition of assignment, any SRO shall participate in forty (40) hours of basic training in
8 school policing within twelve (12) months of assignment. Every year thereafter, the SRO shall
9 participate in a minimum of sixteen (16) hours of training specific to school policing. All
10 training programs shall be approved by the Peace Officers Standards and Training
11 Commission.⁵
 - 12 3. Any SRO assigned under the MOU remains an employee of the law enforcement agency and is
13 subject to that agency's direction, control, supervision, and discipline.
 - 14 4. No SRO shall be assigned to a school, or continue in such an assignment, without the consent
15 of the Director of Schools.
 - 16 5. In the event that more than one (1) SRO is assigned to a school district, the law enforcement
17 agency shall designate one (1) of the SROs as the senior SRO. The duties of the senior SRO
18 shall include, but not be limited to, the following:
 - 19 a. Representing and carrying out the policies of the law enforcement agency assigning the
20 SROs;
 - 21 b. Supervising the SROs in the performance of their duties;
 - 22 c. Consulting with the Director of Schools regarding the best use of the available
23 resources for school policing; and
 - 24 d. Resolving disputes between the SROs and students or staff members.
 - 25 6. The MOU may be effective for any length of time, continuing until terminated by the parties,
26 and may contain any reasonable notice requirement for the termination of the MOU. However,
27 the MOU shall contain a provision allowing the Director of Schools to suspend the active
28 participation of any SROs in the event that the Director of Schools believes that such
29 suspension is best for the health, safety, or wellbeing of the students or staff members.

30 **CYBERSECURITY⁶**

- 31 The Director of Schools/designee shall develop an administrative procedure regarding the district's
32 cybersecurity plan to identify cybersecurity risks, implement mitigation planning, and protect
33 cyberinfrastructure against cyberattacks and other cybersecurity threats and incidents.

Legal References

1. [TCA 49-6-805\(3\)](#)
2. [2 CFR § 200.313](#)
3. [TCA 49-6-817](#)
4. [Public Acts of 2024, Chapter No. 882](#)
5. [TCA 49-6-4217](#)
6. [TCA 49-6-805\(9\)](#)

Cross References

Visitors to the Schools 1.501
Inventories 2.702
Care of School Property 6.311

CURRENT POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in October	Descriptor Term: Student Transportation Management	Descriptor Code: 3.400	Issued Date: 12/14/17
		Rescinds: 3.400	Issued: 06/30/05

1 *General*

2 School buses shall be maintained and operated in accordance with state law and **State Board Rules and**
3 **Regulations.**¹

4 Each bus shall be equipped with the phone number for reporting safety complaints. This number shall
5 appear on the rear bumper.²

6 To avoid the financial burden of replacing an aging bus fleet at any one time, the board shall attempt to
7 replace a certain number of buses each year on a rotating basis.

8 All accidents, regardless of the damage involved, must be reported to the transportation supervisor,
9 including incidents in which any part of the bus contacts any other object or vehicle.

10 The director of schools shall develop procedures to ensure compliance with the statutory and
11 regulatory requirements for the transportation program.

12 **TRANSPORTATION SUPERVISOR**³

13 The director of schools shall appoint a transportation supervisor for the **system**. He/she shall be
14 responsible for the monitoring and oversight of transportation services for the district.

15 The transportation supervisor shall complete a student transportation management training program
16 upon appointment. Every year the transportation supervisor shall complete a minimum of four (4)
17 hours of training annually.

18 The director of schools shall ensure that training is completed and provide the state department of
19 education with appropriate documentation.

20 **COMPLAINT PROCESS**⁴

21 The following procedure will govern how students, teachers, staff, and community members shall
22 submit bus safety complaints:

23 1. All complaints shall be submitted to the transportation supervisor; and

24 2. Forms may be submitted in person, via phone, mail, or email.

25 a. Written complaints shall be submitted on forms located on the district's website.

1 The transportation supervisor shall begin an investigation of all bus safety complaints within twenty-
2 four (24) hours of receipt.

3 Within forty-eight (48) hours of receipt of the initial complaint, the transportation supervisor shall
4 submit a preliminary report to the director of schools. This report shall include:

- 5 1. The time and date the complaint was received;
- 6 2. The name of the bus driver;
- 7 3. A copy or summary of the complaint; and
- 8 4. Any prior complaints or disciplinary actions taken against the driver.

9 Within sixty (60) school days of receiving the initial complaint, the transportation supervisor shall
10 submit a final written report to the director of schools that details the investigation's findings as well as
11 the action taken in response to the complaint.

12 An annual notice of this complaint process shall be provided to parents and students. This information
13 shall be made available on the **district website**.

14 **RECORDKEEPING⁵**

15 The transportation supervisor shall be responsible for the collection and maintenance of the following
16 records:

- 17 1. Bus maintenance and inspections forms;
- 18 2. Bus driver credentials, including required background checks, health records, and performance
19 reviews;
- 20 3. Driver training records; and
- 21 4. Complaints received and any records related to the investigation and complaints.

Legal References

1. TCA 49-6-2109; TRR/MS 0520-01-05
2. Public Acts of 2017, Chapter No. 289(1)(d)(3)
3. Public Acts of 2017, Chapter No. 289(1)(a)-(c)
4. Public Acts of 2017, Chapter No. 289(1)(d)(2)
5. Public Acts of 2017, Chapter No. 289(1)(d)(5)

Cross References

- Bus Safety and Conduct 6.308
Homeless Students 6.503

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in October	Descriptor Term: Student Transportation Management	Descriptor Code: 3.400	Issued Date:
		Rescinds:	Issued:

1 *General*

2 School buses shall be maintained and operated in accordance with state law and in accordance with the
3 specifications developed by the Department of Education and approved by the Department of Safety.¹

4 Each bus shall be equipped with the phone number for reporting safety complaints. This number shall
5 appear on the rear bumper.² Buses shall also include notice in a conspicuous place that only authorized
6 persons shall enter the bus. This notice shall include appropriate contact information in case of an issue
7 on the bus.³

8 To avoid the financial burden of replacing an aging bus fleet at any one time, the Board shall attempt to
9 replace a certain number of buses each year on a rotating basis.

10 All accidents, regardless of the damage involved, shall be reported to the Transportation Supervisor,
11 including incidents in which any part of the bus contacts any other object or vehicle.

12 The Director of Schools shall develop procedures to ensure compliance with the statutory and
13 regulatory requirements for the transportation program.

14 **SCHOOL BUS DRIVERS**

15 Each school bus driver shall receive a certificate from the Board prior to operating a school bus for the
16 school district. The issuance of a certificate to a school bus driver shall be based on the qualifications
17 of school bus drivers as determined by the Director of Schools.⁴

18 Annually, the Board shall require each school bus driver to have a physical and mental examination.
19 The Board shall revoke the certificate of any school bus driver found to be physically, mentally, or
20 morally unfit to operate a school bus. Additionally, a certificate shall be revoked if the school bus
21 driver is convicted of driving under the influence, vehicular assault, vehicular homicide, aggravated
22 vehicular homicide, or the manufacture, delivery, sale, or possession of a controlled substance or
23 analogue.⁵

24 **TRANSPORTATION SUPERVISOR⁶**

25 The Director of Schools shall appoint a Transportation Supervisor for the district. He/she shall be
26 responsible for the monitoring and oversight of the transportation services for the district.

27 The Transportation Supervisor shall complete a student transportation management training program
28 upon appointment. Every year, the Transportation Supervisor shall complete a minimum of four (4)
29 hours of training annually.

1 The Director of Schools shall ensure that training is completed and provide the Department of
2 Education with appropriate documentation.

3 **COMPLAINT PROCESS⁷**

4 The following procedure will govern how students, teachers, staff, and community members shall
5 submit bus safety complaints:

6 1. All complaints shall be submitted to the Transportation Supervisor; and
7

8 2. Forms may be submitted in person, via phone, mail, or email.

9 a. Written complaints shall be submitted on forms located on the district's website. In the
10 case of a complaint received via phone, the person receiving the phone call shall be
11 responsible for filling out the form and submitting it to the Transportation Supervisor.

12 The Transportation Supervisor shall begin an investigation of all bus safety complaints within twenty-
13 four (24) hours of receipt.

14 Within forty-eight (48) hours of receipt of the initial complaint, the Transportation Supervisor shall
15 submit a preliminary report to the Director of Schools. This report shall include:

16 1. The time and date the complaint was received;
17

18 2. The name of the bus driver;
19

20 3. A copy or summary of the complaint; and
21

22 4. Any prior complaints or disciplinary actions taken against the driver.

23 Within sixty (60) school days of receiving the initial complaint, the Transportation Supervisor shall
24 submit a final written report to the Director of Schools that details the investigation's findings as well
25 as the action taken in response to the complaint.

26 An annual notice of this complaint process shall be provided to parent(s)/guardian(s) and students.
27 This information shall be made available in the student handbook or on the district website.

28 **RECORDKEEPING⁸**

29 The Transportation Supervisor shall be responsible for the collection and maintenance of the following
30 records:

31 1. Bus maintenance and inspections forms;
32

33 2. Bus driver credentials, including required background checks, health records, and performance
34 reviews;
35

36 3. Driver training records; and
37

- 1 4. Complaints received and any records related to the investigation and complaints.

Legal References

1. [TCA 49-6-2109; TRR/MS 0520-01-05; Public Acts of 2023, Chapter No. 122](#)
2. [TCA 49-6-2116\(d\)\(3\)](#)
3. [Public Acts of 2024, Chapter No. 548](#)
4. [TCA 49-6-2107](#)
5. [TCA 49-6-2107\(e\)\(1\); Public Acts of 2023, Chapter No. 122](#)
6. [TCA 49-6-2116\(a\)-\(c\)](#)
7. [TCA 49-6-2116\(d\)\(1\)-\(2\)](#)
8. [TCA 49-6-2116\(d\)\(5\)](#)

Cross References

Bus Safety and Conduct 6.308
Homeless Students 6.503

Gibson County Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Basic Curriculum Program	Descriptor Code: 4.201	Issued Date: 05/12/20
		Rescinds: 4.201	Issued: 05/13/02

1 The Board shall not discriminate on the basis of sex, race, national origin, creed, age, or marital status
2 in its educational programs or activities.

3 Curriculum material utilized shall reflect the cultural and racial diversity present in the United States and
4 the variety of careers and roles open to women as well as men in our society. One of the objectives of
5 the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis
6 of sex, race, ethnicity, religion and disability. The curriculum shall foster respect and appreciation of the
7 cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each
8 individual as a member of a pluralistic society.¹

9 The course of study in the schools shall include those subjects required by the Legislature and Tennessee
10 State Board of Education as follows: reading, writing, spelling, arithmetic, English, geography, hygiene,
11 sanitation, music, drawing, black history and culture, physical education, character education and free
12 enterprise. Specific topics required in the schools include: nature of alcoholic drinks, narcotics and
13 smoking of cigarettes and their effect upon the human system; history of Tennessee and its Constitution;
14 history of the United States and its Constitution; displaying of the American flag; highway safety; and
15 defensive driving.²

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

19 **General³**

20 Pupil-teacher ratios shall not exceed the averages outlined in state law. Further, class sizes shall not
21 exceed the maximum allowed by state law.

22 **WAIVERS**

23 The Director of Schools/designee may seek a waiver from the Commissioner of Education to extend
24 the career and technical education (CTE) classes in grades **nine through twelve (9-12)** as long as these
25 class sizes do not exceed the maximum.

26 If a natural disaster results in the enrollment of displaced students, the Commissioner of Education
27 may grant a waiver from the maximum class sizes.

Legal References

1. 42 USCA § 12101; 34 CFR § 106.34
2. TCA 49-6-1001 through 49-6-1205; TCA 49-6-1301
3. TCA 49-1-104; TRR/MS 0520-01-03-.03(3)

Cross References

Student Goals 6.100

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Class Size Ratios	Descriptor Code: 4.201	Issued Date:
		Rescinds:	Issued:

1 *General*¹

2 Pupil-teacher ratios shall not exceed the averages outlined in state law. Further, class sizes shall not
3 exceed the maximum allowed by state law.

4 **WAIVERS**

5 The Director of Schools/designee may seek a waiver from the Commissioner of Education to extend
6 the career and technical education (CTE) classes in grades six through twelve (6-12) as long as these
7 class sizes do not exceed the maximum class size set for CTE. For grades six through eight (6-8), the
8 class size may be extended, but the class size and average must not exceed those for general education
9 classes in grades seven through twelve (7-12).²

10 If a natural disaster results in the enrollment of displaced students, the Commissioner of Education
11 may grant a waiver from the maximum class sizes.

12 **The Director of Schools shall apply for additional waivers as needed in compliance with state law.**

Legal References

1. [TCA 49-1-104; TRR/MS 0520-01-02-.31\(4\)](#)
2. [TCA 49-1-104\(g\); Public Acts of 2024, Chapter No. 712](#)

Cross References

Graduation Requirements 4.605
Waivers of Statute, Rules, and Regulations 4.607
Religious Content of Courses 4.804
Student Goals 6.100
Student Concerns 6.305

Gibson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Family Life Education	Descriptor Code: 4.213	Issued Date: 11/09/21
		Rescinds:	Issued:

1 *General*

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

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

7 **FAMILY LIFE INSTRUCTION**

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

- 10 1. Teach the skills needed to make healthy decisions in all aspects of marriage and family life;
- 11
- 12 2. Encourage sexual health by helping students understand how the whole person is affected by
- 13 sexual activity as well as other risk behaviors;
- 14
- 15 3. Provide information about human reproduction, including conception, birth, and prenatal care,
- 16 as well as the process of adoption and its benefits;
- 17
- 18 4. Provide information on the family unit and the responsibilities and consequences related to sexual
- 19 activity, including the challenges of single teen parenting;
- 20
- 21 5. Promote only sexual risk avoidance through abstinence and the positive results of avoiding sexual
- 22 activity;
- 23
- 24 6. Provide instruction on the detection, intervention, prevention, and treatment of child sexual
- 25 abuse, including such abuse that may occur in the home, and human trafficking in which a victim
- 26 is the child;
- 27
- 28 7. Provide instruction on the prevention of dating violence;
- 29
- 30 8. Encourage communication between parent(s)/guardian(s) and students; and
- 31

- 1 9. Address the legal aspects of sexual activity with emphasis on the rights of the student.
- 2 The family life education program shall be reviewed annually to ensure that the prohibited items of
- 3 instruction, as provided for in state law,³ are not included in the curriculum.

4 **TRAINING ON INSTRUCTION**

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

Legal References

1. TCA 49-6-1302; Public Acts of 2021, Chapter No. 290
2. TCA 49-6-1304
3. TCA 49-6-1304(b)

PROPOSED POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Family Life Education	Descriptor Code: 4.213	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

1 *General*

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

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

7 **FAMILY LIFE INSTRUCTION**

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

- 10 1. Teach the skills needed to make healthy decisions in all aspects of marriage and family life;
- 11
- 12 2. Encourage sexual health by helping students understand how the whole person is affected by
13 sexual activity as well as other risk behaviors;
- 14
- 15 3. Provide information about human reproduction, including conception, birth, and prenatal care,
16 as well as the process of adoption and its benefits;
- 17
- 18 4. Provide information on the family unit and the responsibilities and consequences related to sexual
19 activity, including the challenges of single teen parenting;
- 20
- 21 5. Promote only sexual risk avoidance through abstinence and the positive results of avoiding sexual
22 activity;
- 23
- 24 6. Provide instruction on the detection, intervention, prevention, and treatment of child sexual
25 abuse, including such abuse that may occur in the home, human trafficking in which a victim is
26 the child, **and internet crimes against children;**
- 27
- 28 7. Provide instruction on the prevention of dating violence;
- 29
- 30 8. Encourage communication between parent(s)/guardian(s) and students;

1
2 9. Address the legal aspects of sexual activity with emphasis on the rights of the student; and

3
4 10. Include the presentation of a high-quality, computer-generated animation or high-definition
5 ultrasound of a least three (3) minutes in duration that shows the development of the brain, heart,
6 and other vital organs in early fetal development per state academic standards.³

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

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

13 **TRAINING ON INSTRUCTION**

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

16 **REPORTING²**

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

Legal References

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

PROPOSED POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Use of Artificial Intelligence Programs	Descriptor Code: 4.214	Issued Date:
		Rescinds:	Issued:

1 *General*

2 Artificial Intelligence (AI) programs as defined by state law may be used by staff and students in the
3 district.¹

4 Only approved AI programs may be utilized in student instruction or in completing student work. The
5 Director of Schools shall develop a procedure for staff to submit additional programs for approval.

6 District technology staff are tasked with overseeing the implementation of AI programs. These staff
7 members will review artificial intelligence programs to ensure compliance with district policies as well
8 as state and federal student data privacy laws and present recommendations to the Director of Schools
9 for approval. Any approved programs shall be accessible to all students.

10 Employees shall not place personally identifiable information, financial information, intellectual
11 property, or other confidential information into an AI system.

12 The Director of Schools shall incorporate training programs on AI into professional development for
13 district staff. This training shall focus on responsible use of AI and best practices for use in school
14 settings and include instruction regarding personally identifiable information and the need to comply
15 with state and federal data privacy laws. Emphasis shall be placed on the importance of securing and
16 properly storing any data that is collected by the district in compliance with state and federal law.

17 **STAFF USE**

18 Staff may use AI in the completion of their own work. This may include, but not be limited to, drafting
19 communications, notes, images, and the development of content for instructional or administrative
20 purposes, as well as analyzing data and information. The following requirements shall be adhered to
21 when using AI in the completion of work:

- 22 1. Employees shall disclose their use of a generative AI tool if failure to do so would:
23 a. Violate the terms of the use of the AI tool;
24 b. Would mislead a supervisor or others as to the nature of the work; or
25 c. Would be inconsistent with the teacher code of ethic;²
26

- 27 2. Employees shall take all reasonable precautions to ensure the security of private student data
28 when utilizing AI programs;
29

1 3. Outputs from AI programs shall be verified by reliable sources and reviewed prior to use in
2 order to reduce the risk of errors and inaccuracies;

3
4 4. Outputs shall not be incorporated into proprietary content or works.
5

6 **STUDENT USE**

7 Teachers may allow students to use approved AI programs for instructional purposes. Any such use
8 shall align with approved instructional standards and curriculum. Prior to using AI, teachers shall
9 ensure students are provided with appropriate instruction on the responsible use of AI.

10 **ACADEMIC INTEGRITY**

11 Students shall be instructed on responsible use standards including but not limited to the following:

12 1. Effective use of generative AI;

13
14 2. When it is appropriate to use AI in assignments;

15
16 3. How to determine whether AI responses are accurate;

17
18 4. Users assume responsibility for incorporating AI content responsibly; and

19
20 5. The difference between cheating and seeking support.

21 **NOTICE TO PARENTS**

22 The Director of Schools shall provide notice to parent(s)/guardian(s) about the use of AI programs in
23 the district. An approved list of AI programs will be provided by posting on the website.

24 **REPORTING**

25 The Director of Schools shall submit a report to the Board of Education each June on how this policy
26 will be enforced in the upcoming school year. The Board shall approve the report and the Director
27 shall submit it to the Department of Education by July 1st.
28

Legal References

1. Public Acts of 2024, Chapter No. 550
2. TCA 49-5-1001

Cross References

Use of the Internet 4.406

CURRENT POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Interscholastic Athletics	Descriptor Code: 4.301	Issued Date: 11/09/21
		Rescinds: 4.301	Issued: 12/14/17

1 *General*

2 No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be
3 treated differently from another person, or otherwise be discriminated against in any athletic program of
4 the school. Equal athletic opportunities shall be provided for members of both sexes.¹ Student athletes
5 shall only be allowed to participate in athletic activities or events that align with the student's sex
6 indicated on his/her original birth certificate.² The Director of Schools/designee shall require the
7 parent/guardian to provide the student's original birth certificate prior to participation in any
8 interscholastic athletics. If the original birth certificate is not available or does not indicate the student's
9 sex at the time of birth, the parent/guardian shall provide medical documentation showing evidence of
10 the student's sex at birth.

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

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

19 **INSURANCE & PHYSICAL EXAMINATIONS**

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

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

28 **SCHEDULING CONFLICTS**

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

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

5 **SEVERE WEATHER⁴**

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

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

13 **PROHIBITION AGAINST HAZING**

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

Legal References

1. 34 CFR § 106.41; 20 USCA § 1681 et seq.
2. Public Acts of 2021, Chapter No. 40
3. TRR/MS 0520-01-02-.08(1)
4. Public Acts of 2021, Chapter No. 272
5. TCA 29-20-403
6. 20 USCA § 1232h(c); TRR/MS 0520-01-13-.01(1)(a)
7. TCA 49-6-1002(a)
8. TCA 49-6-1002(c)
9. TCA 49-2-120

Cross References

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

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Interscholastic Athletics	Descriptor Code: 4.301	Issued Date:
		Rescinds:	Issued:

1 *General*

2 No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be
3 treated differently from another person, or otherwise be discriminated against in any athletic program of
4 the school. Equal athletic opportunities shall be provided for members of both sexes.¹ Student athletes
5 shall only be allowed to participate in athletic activities or events that align with the student's sex
6 indicated on his/her original birth certificate.² The Director of Schools/designee shall require the
7 parent/guardian to provide the student's original birth certificate prior to participation in any
8 interscholastic athletics. If the original birth certificate is not available or does not indicate the student's
9 sex at the time of birth, the parent/guardian shall provide medical documentation showing evidence of
10 the student's sex at birth.

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

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

19 **INSURANCE & PHYSICAL EXAMINATIONS**

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

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

28 **SCHEDULING CONFLICTS**

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

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

5 **SEVERE WEATHER**⁴

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

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

13 **PROHIBITION AGAINST HAZING**

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

16 **HOME SCHOOL STUDENT PARTICIPATION**¹⁰

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

Legal References

1. [34 CFR § 106.41](#); [20 USCA § 1681 et seq.](#)
2. [TCA 49-6-310\(a\)](#)
3. [TRR/MS 0520-01-02-.08\(1\)](#)
4. [TCA 49-6-3601](#)
5. [TCA 29-20-403](#)
6. [20 USCA § 1232h\(c\)](#); [TRR/MS 0520-01-13-.01\(1\)\(a\)](#)
7. [TCA 49-6-1002\(a\)](#)
8. [TCA 49-6-1002\(c\)](#)
9. [TCA 49-2-120](#)
10. [Public Acts of 2024, Chapter No. 639](#)

Cross References

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

CURRENT POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Library Materials	Descriptor Code: 4.403	Issued Date: 08/10/23
		Rescinds: 4.403	Issued: 11/08/22

1 *General*

2 The Supervisor of Librarians 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 Supervisor of Librarians shall be responsible for periodically reviewing the district's library
15 collection in line with these established standards. He/she shall post the list of library materials online.

16 **COMPLAINTS²**

17 **Tier I**

18 If a complaint is made by an employee, student, or parent/guardian, the person receiving the complaint
19 shall:

- 20 1. Inform the complainant of the selection procedures and make no commitments.
21
- 22 2. Request the complainant to submit a Request for Reconsideration of Library Materials form.
23
- 24 3. Inform the principal (and other appropriate personnel).
25
- 26 4. Keep challenged materials available for use during the reconsideration process.
27

28 Upon receipt of the completed form, the principal may notify the Director of Schools. The principal
29 may request review of the challenged materials by an ad hoc materials review committee within **ten**
30 **(10) days**. **The review committee** is appointed by the principal and should include certified library

1 media personnel, representatives from classroom teachers, one or more parents, and may include one
2 or more students. The principal will inform the Director of Schools of the review committee's
3 progress.

4 After receiving the challenged materials, the following steps should occur:

- 5 1. Read, view, or listen to the contested material in its entirety;
- 6
- 7 2. Check general acceptance of the material by reading recognized and evaluative reviews;
- 8
- 9 3. Determine the extent to which the material is appropriate for the age and maturity levels of the
10 students who have access to the materials and whether the material is suitable for, and
11 consistent with, the educational mission of the school; and
- 12
- 13 4. Complete the appropriate Checklist for Reconsideration of Library Materials, judging the
14 material for its strength and value.

15 Tier Two

16 The complainant may appeal the principal's decision. The appeal shall be to the Director of Schools.
17 He/she shall review the recommendation presented by the review committee along with the principal's
18 recommendation and make the determination whether the material is appropriate for the age and
19 maturity levels of the students who have access to the materials and whether the material is suitable
20 for, and consistent with, the educational mission of the school.

21 Tier Three

22 The complainant may appeal the decision of the Director of Schools. The Board shall evaluate the
23 material to determine whether the material is appropriate for the age and maturity levels of the students
24 who have access to the materials and whether the material is suitable for, and consistent with, the
25 educational mission of the school.

26 If, at any tier, it is determined that the material is not appropriate for the age and maturity levels of the
27 students who have access to them or is not suitable for, and consistent with, the educational mission of
28 the school, the material shall be removed from the library 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); TCA 49-6-3803
2. Public Acts of 2023, Chapter No. 472

Cross References

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

PROPOSED POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Library Materials	Descriptor Code: 4.403	Issued Date:
		Rescinds:	Issued:

1 *General*

2 The Supervisor of Librarians shall be responsible for library collection development. He/she shall post
3 the list of library materials online. Library materials shall be reviewed to ensure the content aligns with
4 state law. Prior to the purchase of new materials, librarians shall review the age and maturity level along
5 with the reading level of the selected items for suitability. ¹ A list of new materials shall be reviewed by
6 the Supervisor of Librarians

7 Supervisor of Librarians shall be responsible for periodically reviewing the district's library collection
8 in line with the standards established below. Any materials found to be out of alignment with the
9 standards shall be removed, and this action shall be documented in writing and presented to the Director
10 of Schools and the Board.

11 **STANDARDS²**

12 The library collection shall adhere to the following criteria:

- 13 1. Materials shall be suitable for and consistent with the educational mission of the school;
- 14
- 15 2. Materials shall be appropriate for the age and maturity levels of the students who may access
16 them. The determining factor will be based on an assessment of any mature themes or content
17 (i.e., violence, sexual content, vulgar language, substance abuse);
- 18
- 19 3. Materials shall contain literary, historical, scientific, and/or artistic value and merit; and
- 20
- 21 4. The collection as a whole shall offer a variety of viewpoints.

22 Any materials that meet the following criteria shall be removed and excluded from the district's library
23 collection:

- 24 1. Contains nudity, descriptions or depictions of sexual excitement, sexual conduct, excess
25 violence, or sadomasochistic abuse as defined in state law³;
- 26
- 27 2. Are patently offensive as defined in state law; or
- 28
- 29 3. Appeal to the prurient interest as defined in state law.

30 The Board shall be notified when any library materials are challenged or removed pursuant to this policy.

1 COMPLAINTS⁴

2 If a complaint is made by an employee, student, or parent/guardian, the person receiving the complaint
3 shall:

- 4 1. Inform the complainant of the selection procedures and make no commitments.
- 5
- 6 2. Request the complainant to submit a Request for Reconsideration of Library Materials form.
- 7
- 8 3. Inform the principal (and other appropriate personnel).
- 9
- 10 4. Keep challenged materials available for use during the reconsideration process.

11 Upon receipt of the completed form, the principal may notify the Director of Schools. The principal
12 may request review of the challenged materials by an ad hoc materials review committee within **thirty**
13 **(30) days. If the principal** appoints a review committee, it should include certified library media
14 personnel, representatives from classroom teachers, and one or more parents.

15 After receiving the challenged materials, the following steps should occur:

- 16 1. Read, view, or listen to the contested material in its entirety;
- 17
- 18 2. Check general acceptance of the material by reading recognized and evaluative reviews;
- 19
- 20 3. Determine the extent to which the material is appropriate for the age and maturity levels of the
21 students who have access to the materials and whether the material is suitable for, and
22 consistent with, the educational mission of the school; and
- 23
- 24 4. Complete the appropriate Checklist for Reconsideration of Library Materials, judging the
25 material for its strength and value.

26 **The principal shall present** a recommendation to the Director of Schools. The Director of Schools shall
27 **assess the findings** along with the recommendation of the principal and **present a recommendation to**
28 **the Board.**

29 The Board shall evaluate the recommendations **of the principal and the Director of Schools along with**
30 **the material to determine whether it is appropriate for the age and maturity levels of the students who**
31 **have access to the materials and whether the material is suitable for, and consistent with, the**
32 **educational mission of the school. The Board shall review the findings and affirm, overturn, or modify**
33 **the decision within sixty (60) days from which the feedback was received.**

34 REMOVAL OF LIBRARY MATERIALS

35 If it is determined that the material is not appropriate for the age and maturity levels of the students
36 who have access to them or is not suitable for, and consistent with, the educational mission of the
37 school, the material shall be removed from the library 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 \(1982\); TCA 49-6-3803](#)
2. [Public Acts of 2024, Chapter No. 782](#)
3. [TCA 39-17-901](#)
4. [TCA 49-6-3803](#)

Cross References

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

CURRENT POLICY

Gibson County School District			
Monitoring: Review: Annually, in November	Descriptor Term: Grading System	Descriptor Code: 4.600	Issued Date: 10/13/22
		Rescinds: 4.600	Issued: 07/08/21

1 The director of schools shall develop an administrative procedure to establish a system of grading and
 2 assessment for evaluating and recording student progress and to measure student performance in
 3 conjunction with Board-adopted content standards for grades K-8. The grading/assessment system shall
 4 follow all applicable statutes and rules and regulations of the State Board of Education. The
 5 grading/assessment system shall be uniform district-wide at comparable grade levels except that the
 6 director of schools shall have the authority to establish and operate ungraded and/or unstructured classes
 7 in grades K-3.¹

8 The director of schools shall submit a copy of the grading, reporting and assessment systems to the Board
 9 before the system is implemented.² These guidelines shall be communicated annually to students and
 10 parents/guardians.¹

11 Conduct grades are based on behavior and shall not be deducted from scholastic grades.

12 **GRADES NINE - TWELVE GRADING SCALE AND LOTTERY SCHOLARSHIPS¹**

13	A	90 - 100
14	B	80 - 89
15	C	70 - 79
16	D	60 - 69
17	F	Below 60 ¹

18 Semester grades for grades 9-12 will be determined by counting each 9 weeks grade and the final exam.
 19 TNReady End of Course exams will count as the final exam in courses that have these exams. Courses
 20 with End of Course exams will continue to learn new material after the TNReady assessment and will
 21 take a chapter/unit test on the assigned Final exam day and time.

22 The course weighting for all semester long courses will be:
 23 First 9 weeks -42%
 24 Second 9 weeks-43%
 25 Final Exam -15%

26 The course weighting for all 9 week (quarter classes) will be:
 27 9 weeks-85%

- 1 Final Exam -15%
 2 For grades 3-8:
 3 Semester one -42 %
 4 Semester Two -43%
 5 TN Ready -15%

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

9 Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal
 10 Student Aid (FAFSA). The FAFSA is available at the guidance office or on-line at www.fafsa.ed.gov.
 11 The priority date for FAFSA completion is May 1.

12 Advanced coursework grades will be weighted with additional percentage points to calculate the
 13 semester average. Depending on the course taken, the following percentage points will be assigned:

- 14 • Honors Courses -three (3) percentage points;
- 15 • Local and Statewide Dual Credit, Capstone Industry Certification Aligned, and Dual Enrollment
 16 Courses -four (4) percentage points; and
- 17 • Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and
 18 International Baccalaureate Courses -five (5) percent points.

19 GRADING SECOND - EIGHTH GRADES

20 Subject-area grades shall be expressed by the letters “A”, “B”, “C”, “D”, and “F”, with corresponding
 21 numerical values.

22	A	90 - 100
23	B	80 - 89
24	C	70 - 79
25	D	60 - 69
26	F	Below 60 ¹

27 Conduct shall be marked as follows:

28		
29	E.....	Excellent
30	S.....	Satisfactory
31	U.....	Unsatisfactory

32 Conduct grades are based on behavior and shall not be deducted from scholastic grades.

1 Plus and minus evaluations are not to be added to letter grades. Grades are not to be changed once
2 recorded on a report card. If an erroneous grade has been recorded, correction must be made on a new
3 card.

4 Progress in grades K-2 will be reported through a checklist issued each nine (9) weeks.

5 Semester grades for grades 3-8 will be determined by an average of the two nine (9) weeks grades. Final
6 year grades will be determined by an average of the two (2) semesters, in addition to the Tennessee
7 Comprehensive Assessment Program counting fifteen (15) percent.

8 Student grades are available for parents through parent portal at any time. Interim grades will be available
9 once every 4 ½ weeks during the school year for grades three - twelve for parents who request a printed
10 report.

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

13 **LOTTERY SCHOLARSHIP DAY³**

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

Legal References

1. TRR/MS 0520-01-03-.02, State Board of Education Policy 3.301
2. TCA 49-2-203(b)(7); TCA 49-2-301(b)(1)(H)
3. TCA 49-4-904, 907; TCA 49-4-932(f)

PROPOSED POLICY

Gibson County School District			
Monitoring: Review: Annually, in November	Descriptor Term: Grading System	Descriptor Code: 4.600	Issued Date: 10/13/22
		Rescinds: 4.600	Issued: 07/08/21

1 The director of schools shall develop an administrative procedure to establish a system of grading and
 2 assessment for evaluating and recording student progress and to measure student performance in
 3 conjunction with Board-adopted content standards for grades K-8. The grading/assessment system shall
 4 follow all applicable statutes and rules and regulations of the State Board of Education. The
 5 grading/assessment system shall be uniform district-wide at comparable grade levels except that the
 6 director of schools shall have the authority to establish and operate ungraded and/or unstructured classes
 7 in grades K-3.¹

8 The director of schools shall submit a copy of the grading, reporting and assessment systems to the Board
 9 before the system is implemented.² These guidelines shall be communicated annually to students and
 10 parents/guardians.¹

11 Conduct grades are based on behavior and shall not be deducted from scholastic grades.

12 **GRADES NINE - TWELVE GRADING SCALE AND LOTTERY SCHOLARSHIPS¹**

13	A	90 - 100
14	B	80 - 89
15	C	70 - 79
16	D	60 - 69
17	F	Below 60 ¹

18 Semester grades for grades 9-12 will be determined by counting each 9 weeks grade and the final exam.
 19 TNReady End of Course exams will count as the final exam in courses that have these exams. Courses
 20 with End of Course exams will continue to learn new material after the TNReady assessment and will
 21 take a chapter/unit test on the assigned Final exam day and time.

22 The course weighting for all semester long courses will be:
 23 First 9 weeks -42%
 24 Second 9 weeks-43%
 25 Final Exam -15%

26 The course weighting for all 9 weeks (quarter classes) will be:
 27 9 weeks-85%

1 Final Exam -15%

2 For grades 3-8:

3 Semester one -42 %

4 Semester Two -43%

5 TN Ready -15%

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

9 Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal
10 Student Aid (FAFSA). The FAFSA is available at the guidance office or on-line at www.fafsa.ed.gov.
11 The priority date for FAFSA completion is May 1.

12 Advanced coursework grades will be weighted with additional percentage points to calculate the
13 semester average. Depending on the course taken, the following percentage points will be assigned:

- 14 • Honors Courses -three (3) percentage points;
- 15 • Local and Statewide Dual Credit, Capstone Industry Certification Aligned– four (4) percentage
16 points; and
- 17 • Advanced Placement, Cambridge International, College Level Exam Program (CLEP),
18 International Baccalaureate Courses, and Dual Enrollment Courses – five (5) percentage points.
19

20 GRADING SECOND - EIGHTH GRADES

21 Subject-area grades shall be expressed by the letters “A”, “B”, “C”, “D”, and “F”, with corresponding
22 numerical values.

23	A	90 - 100
24	B	80 - 89
25	C	70 - 79
26	D	60 - 69
27	F	Below 60 ¹

28 Conduct shall be marked as follows:

29		
30	E.....	Excellent
31	S.....	Satisfactory
32	U.....	Unsatisfactory

33 Conduct grades are based on behavior and shall not be deducted from scholastic grades.

- 1 Plus and minus evaluations are not to be added to letter grades. Grades are not to be changed once
2 recorded on a report card. If an erroneous grade has been recorded, correction must be made on a new
3 card.
- 4 Progress in grades K-2 will be reported through a checklist issued each nine (9) weeks.
- 5 Semester grades for grades 3-8 will be determined by an average of the two nine (9) weeks grades. Final
6 year grades will be determined by an average of the two (2) semesters, in addition to the Tennessee
7 Comprehensive Assessment Program counting fifteen (15) percent.
- 8 Student grades are available for parents through parent portal at any time. Interim grades will be available
9 once every 4 ½ weeks during the school year for grades three - twelve for parents who request a printed
10 report.
- 11 Elementary school counselors should explain the HOPE Scholarship and its requirements to their
12 students and impress upon them the benefits of making good grades.
- 13 **LOTTERY SCHOLARSHIP DAY³**
- 14 Each school year, prior to scheduling courses for the following school year, schools teaching students in
15 grades 8-11 shall conduct a lottery scholarship day for students and their parents.

Legal References

1. TRR/MS 0520-01-03-.02, State Board of Education Policy 3.301
2. TCA 49-2-203(b)(7); TCA 49-2-301(b)(1)(H)
3. TCA 49-4-904, 907; TCA 49-4-932(f)

CURRENT POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date: 01/11/24
		Rescinds: 4.603	Issued: 11/08/22

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;
- 29

30

31

1 PROMOTION PLANS⁵

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

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

15 A student who demonstrates sufficient academic progress according to his/her promotion plan shall be
16 promoted to the next grade level unless retention is required per additional requirements for students in
17 third and fourth grade.⁶

18 If a student has not demonstrated sufficient academic progress according to his/her promotion plan by
19 the end of the school year, the student shall be eligible to enroll in a summer reading or learning
20 program, if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10)
21 calendar days prior to the start of the next school year if the student was enrolled in a summer program.
22 However, if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be
23 notified of a decision for retention at least thirty (30) calendar days prior to the start of the next school
24 year.⁷

25 RETENTION⁶

26 A student may be retained when such retention is in the best interests of the student or when retention
27 is required per additional requirements for students in third and fourth grade.

28 *Decision of Retention – General⁸*

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

- 33 1. Adjustment to the current instructional strategies or materials;
- 34 35 2. Additional instructional time;
- 36 37 3. Individual tutoring;
- 38

- 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 a. The student is an English language learner and has received less than two (2) full years
18 of ELA instruction;
 - 19 b. The student was previously retained in grades K-3;
 - 20 c. The student is retested before the next school year and scores proficient in ELA;
 - 21 d. The student attends a learning loss bridge camp before the next school year, maintains a
22 ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-
23 test at the end of the camp;
 - 24 e. The student receives tutoring for the entirety of the next school year in accordance with
25 state law; or
 - 26 f. Beginning with the 2023-2024 school year, the student demonstrates proficiency in
27 ELA standards by scoring within the fiftieth percentile on the most recently
28 administered state-provided benchmark assessment and the district provides tutoring
29 services to the student during the entire fourth grade school year and notifies the
30 student’s parent/guardian, in writing, of the benefits of enrolling the student in summer
31 programming.
32
- 33 2. A student in third grade receiving a performance level rating of “below” on the ELA portion of
34 the student’s most recent TCAP test may be promoted if:
 - 35 a. The student is an English language learner and has received less than two (2) full years
36 of ELA instruction;
 - 37 b. The student was previously retained in grades K-3;
 - 38 c. The student is retested before the next school year and scores proficient in ELA; or
39
 - 40

- 1 d. The student attends a learning loss bridge camp before the next school year, maintains a
2 ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next
3 school year in accordance with state law.

4 *Decision of Retention – Fourth Grade*⁹

5 Students in the following categories shall show adequate growth in the following ways before being
6 promoted to the fifth grade:

- 7 1. A student who is promoted to the fourth grade due to receiving tutoring for the entirety of the
8 next school year in accordance with state law or because of attending a learning loss bridge
9 camp must maintain a ninety percent (90%) attendance rate; and
10
11 2. A student receiving tutoring for the entirety of the next school year in accordance with state law
12 shall be required to show adequate growth on the fourth grade ELA portion of TCAP before the
13 student may be promoted to fifth grade.

14 A student shall not be retained more than once in fourth grade.

15 *Decision of Retention – Students with Disabilities*¹⁰

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

20 **APPEALS**^{7,11}

21 When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision
22 to retain the student and provided with information on the right to appeal the decision. Appeals shall be
23 made to a committee appointed by the principal within five (5) days. The student and his/her
24 parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given
25 the opportunity to address the committee. The committee shall conduct a hearing within five (5) days to
26 determine if the student will be promoted and issue such decision within three (3) days. Upon notification
27 of the committee decision, the principal shall send written notification to the Director of
28 Schools/designee and the parent(s)/guardian(s). The notification shall advise parent(s)/guardian(s) of
29 their right to appeal such action within five (5) days to the Director of Schools/designee.

30 The appeal shall be heard no later than ten (10) business days after the request for appeal is received. A
31 decision shall be issued within three (3) days.

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

36 For students where retention is required per the additional requirements for students in third and fourth
37 grade, parent(s)/guardian(s) may appeal this decision in accordance with state law.¹²

1 **CARNEGIE UNIT REQUIRED FOR GRADES 9-12**

2 In order to promote to the next grade, students must complete and /or accrue the prescribed number of
3 credits (Carnegie units) per grade level designated by the Board of Education and the State of
4 Tennessee.

- 5 5 credit (Carnegie units) or more at the end of the 9th grade
6 11 credits (Carnegie units) or more at the end of the 10th grade
7 16 credits (Carnegie units) or more at the end of the 11th grade
8 24 credits (Carnegie units) or more at the end of the 12th grade
9

10 Credits (Carnegie units) include the passing of required courses as set forth by the Board and the State
11 of Tennessee.

12
13 Students must complete 24 credits before being eligible to graduate from Gibson County High and
14 South Gibson County High School.

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

PROPOSED POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date:
		Rescinds:	Issued:

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 **VOLUNTARY RETENTION**

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

3 1. The student has a documented academic or behavioral delay; and

4
5 2. The parent/guardian believes that retention may benefit the student.⁵

6 **PROMOTION PLANS⁶**

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

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

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

23 If a student has not demonstrated sufficient academic progress according to his/her promotion plan by
24 the end of the school year, the student shall be eligible to enroll in a summer reading or learning
25 program, if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10)
26 calendar days prior to the start of the next school year if the student was enrolled in a summer program.
27 However, if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be
28 notified of a decision for retention at least thirty (30) calendar days prior to the start of the next school
29 year.⁸

30 **RETENTION⁷**

31 A student may be retained when such retention is in the best interests of the student or when retention
32 is required per additional requirements for students in third and fourth grade.

33 *Decision of Retention – General⁹*

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

- 1 1. Adjustment to the current instructional strategies or materials;
- 2
- 3 2. Additional instructional time;
- 4
- 5 3. Individual tutoring;
- 6
- 7 4. Modification to the student’s classroom assignment to ensure the student receives
- 8 instruction from a teacher with a level of overall effectiveness of above expectations (level
- 9 4) or significantly above expectations (level 5); or
- 10
- 11 5. Attendance or truancy interventions.

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

16 *Decision of Retention – Third Grade*¹⁰

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

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

- 21 1. A student in third grade receiving a performance level rating of “approaching” on the ELA
22 portion of the student’s most recent TCAP test may be promoted if:
 - 23
 - 24 a. The student is an English language learner and has received less than two (2) full years
25 of ELA instruction;
 - 26 b. The student was previously retained in grades K-3;
 - 27 c. The student is retested before the next school year and scores proficient in ELA;
 - 28 d. The student attends a learning loss bridge camp before the next school year, maintains a
29 ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-
30 test at the end of the camp;
 - 31 e. The student receives tutoring for the entirety of the next school year in accordance with
32 state law; or
 - 33 f. Beginning with the 2023-2024 school year, the student demonstrates proficiency in
34 ELA standards by scoring within the fiftieth percentile on the most recently
35 administered state-provided benchmark assessment and the district provides tutoring
36 services to the student during the entire fourth grade school year and notifies the
37 student’s parent/guardian, in writing, of the benefits of enrolling the student in summer
38 programming.
- 39
- 40 2. A student in third grade receiving a performance level rating of “below” on the ELA portion of
41 the student’s most recent TCAP test may be promoted if:
42

- 1 a. The student is an English language learner and has received less than two (2) full years
2 of ELA instruction;
- 3 b. The student was previously retained in grades K-3;
- 4 c. The student is retested before the next school year and scores proficient in ELA; or
- 5 d. The student attends a learning loss bridge camp before the next school year, maintains a
6 ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next
7 school year in accordance with state law.

8 *Decision of Retention – Fourth Grade*¹⁰

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

- 11 1. A student who was promoted to fourth grade due to receiving tutoring for the entirety of the
12 fourth-grade school year; and
- 13
14 2. A student who was promoted to fourth grade due to attending a learning loss bridge camp while
15 maintaining a ninety percent (90%) attendance rate and receiving tutoring for the entirety of the
16 fourth grade school year.

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

- 19 1. The student's principal shall convene a conference consisting of the following parties: the
20 student's parent(s)/legal guardian, the student's ELA teacher, and the student's principal.
- 21
22 2. The conference shall review the student's fourth grade ELA performance to determine if the
23 student should be promoted to fifth grade.
- 24
25 3. At the conclusion of the conference, a majority of the parties shall agree to one of the
26 following:
 - 27 a. The student will be promoted to fifth grade and be assigned a tutor for the entirety of
28 the student's fifth-grade year; or
 - 29 b. The student will be retained in fourth grade. A student shall not be retained more than
30 once in fourth grade.

31 *Decision of Retention – Students with Disabilities*¹¹

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

36 **APPEALS**^{8,12}

37 When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision
38 to retain the student and provided with information on the right to appeal the decision. Appeals shall be
39 made to a committee appointed by the principal within five (5) days. The student and his/her

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 five (5) days to
3 determine if the student will be promoted and issue such decision within three (3) days. Upon notification
4 of the committee decision, the principal shall send written notification to the Director of
5 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 five (5) 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 three (3) 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 in accordance with state law.¹³

15 **CARNEGIE UNIT REQUIRED FOR GRADES 9-12**

16 In order to promote to the next grade, students must complete and /or accrue the prescribed number of
17 credits (Carnegie units) per grade level designated by the Board of Education and the State of
18 Tennessee.

19 5 credit (Carnegie units) or more at the end of the 9th grade
20 11 credits (Carnegie units) or more at the end of the 10th grade
21 16 credits (Carnegie units) or more at the end of the 11th grade
22 24 credits (Carnegie units) or more at the end of the 12th grade

23
24 Credits (Carnegie units) include the passing of required courses as set forth by the Board and the State
25 of Tennessee.

26
27 Students must complete 24 credits before being eligible to graduate from Gibson County High and
28 South Gibson County High School.

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. [Public Acts of 2024, Chapter No. 829](#)
6. [TRR/MS 0520-01-03-.16\(6\)](#)
7. [TRR/MS 0520-01-03-.16\(6\)\(f\)](#)
8. [TRR/MS 0520-01-03-.16\(6\)\(e\)](#)
9. [TRR/MS 0520-01-03-.16\(6\)\(g\)](#)
10. [TRR/MS 0520-01-03-.16\(7\)](#)
11. [29 U.S.C. § 794 \(Section 504\); 20 USCA § 1400 et seq.; TRR/MS 0520-01-03-.16\(7\)\(e\); Public Acts of 2024, Chapter No. 989](#)
12. [TRR/MS 0520-01-03-.16\(3\); TRR/MS 0520-01-02-.17\(7\); TCA 49-6-3102\(e\)\(1\)](#)
13. [TRR/MS 0520-01-03-.16\(7\)\(f\)](#)

Cross References

Credit Recovery 4.210
Grading System 4.600
Reporting Student Progress 4.601
Attendance 6.200
Student Assignments 6.205
Homeless Students 6.503
Student Records 6.600

CURRENT POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in January	Descriptor Term: Physical Assault Leave	Descriptor Code: 5.307	Issued Date: 08/10/23
		Rescinds: 5.307	Issued: 10/10/13

1 A teacher who is absent from assigned duties as a result of personal injury caused by physical assault or
2 other violent criminal acts committed in the course of the teacher's employment duties shall receive
3 his/her full salary and full benefits until the teacher is released by his/her physician to return to work or
4 his/her physician determines the teacher is permanently unable to return to work. If the teacher receives
5 workers' compensation or other similar benefits, the Board shall pay the difference between that amount
6 and the teacher's full salary.¹

7 A signed statement listing the cause of the absence shall be provided by the employee on forms
8 furnished by the Director of Schools and shall promptly be given to the immediate supervisor in
9 support of all claims. A certificate from the physician on forms furnished by the Director of Schools
10 may also be required to verify the extent of the injury.²

Legal References

1. TCA 49-5-714(a); Public Acts of 2023, Chapter No. 343
2. TRR/MS 0520-01-02-.04(4)(b)

Cross References

Worker's Compensation 3.602
Sick Leave 5.302
Long Term Leaves of Absence 5.304

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in January	Descriptor Term: Physical Assault Leave	Descriptor Code: 5.307	Issued Date:
		Rescinds:	Issued:

1 *General*

2 Employees shall be notified of their right to report a physical assault to the appropriate law
3 enforcement agency.¹

4 An employee who is absent from assigned duties as a result of personal injury caused by physical
5 assault or other violent criminal acts committed in the course of the employee's employment duties
6 shall receive his/her full salary and full benefits until the employee is released by his/her physician to
7 return to work or his/her physician determines the employee is permanently unable to return to work.
8 Hourly employees shall receive an amount representing the average number of hours the employee
9 works for the district per pay period along with their full benefits, if available, until the employee is
10 released by his/her physician to return to work or his/her physician determines the employee is
11 permanently unable to return to work. An hourly employee is not eligible to receive the continued pay
12 and benefits if he/she has been employed by the district for less than one (1) full pay period.²

13 If the employee receives workers' compensation or other similar benefits, the Board shall pay the
14 difference between that amount and the employee's full salary or average pay, as applicable.² The
15 district shall pay the full salary or average salary, or the difference between the employee's full salary
16 or average pay, as applicable, and the workers' compensation or similar benefits, if any, for up to one
17 (1) year.

18 **PHYSICIAN STATEMENT**

19 A signed statement listing the cause of the absence shall be provided by the employee on forms
20 furnished by the Director of Schools and shall promptly be given to the immediate supervisor in
21 support of all claims. A certificate from the physician on forms furnished by the Director of Schools
22 may also be required to verify the extent of the injury.³

Legal References

1. [Public Acts of 2024, Chapter No. 915](#)
2. [TCA 49-5-714\(a\); Public Acts of 2024, Chapter No. 839](#)
3. [TRR/MS 0520-01-02-.04\(4\)\(b\)](#)

Cross References

- Worker's Compensation 3.602
Sick Leave 5.302
Long Term Leaves of Absence 5.304

CURRENT POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in February	Descriptor Term: Substitute Teachers	Descriptor Code: 5.701	Issued Date: 11/08/22
		Rescinds:	Issued: 08/08/19

1 Substitute teachers are those teachers used to replace teachers on leave or to fill temporary vacancies
2 until a licensed teacher is available.^{1,2} Substitute teachers may be employed and paid directly by the
3 Board or by a third-party employer through an agreement between such third-party employer and the
4 Board.

5 Substitute teachers employed by third party entities shall be subject to the same unemployment benefit
6 eligibility conditions as substitute teachers employed directly by the Board.²

7 **APPLICATION/QUALIFICATIONS**

8 Criminal history record checks and fingerprinting of applicants for substitute teaching are required.³

9 Applicants with revoked licenses or certificates according to the **Department of Education** shall not be
10 hired.⁴

11 Qualifications for substitute teachers shall be determined by the Director of Schools in compliance with
12 board policy, state laws, and State Board of Education rules and regulations.

13 A list of substitute teacher(s) will be prepared by the Substitute Personnel Director who will maintain
14 file(s) which may include transcripts, credentials, recommendations, and other pertinent information.

15 **COMPENSATION**

16 If employed directly by the district, the compensation of substitute teachers shall be determined annually
17 by the Board.

18 Retired teachers serving as substitutes who do not have an active teaching license shall be paid the same
19 as a retired substitute teacher with an active teaching license. This only applies to teachers who retired
20 after July 1, 2011 through July 1, 2016.⁵

21 **CERTIFICATION**

22 When substituting for a regular teacher who has been absent for twenty (20) consecutive days, a
23 substitute teacher shall possess a teaching certificate with endorsement in the discipline(s) to be taught
24 or shall be a retired teacher that held the appropriate endorsement.⁶

25 When substituting for a teacher without sick leave, the substitute shall be certified and paid according to
26 the state salary schedule.¹

27 **EMERGENCY NEEDS**

1 All teacher aides, secretaries, and clerks are approved substitute teachers for use in emergency situations.
2 Emergency use shall be defined as less than a full day due to the regular or substitute teacher being
3 unable to arrive on time or remain for the full day.

4 Said substitutes shall receive the proportionate equivalent salary regular substitute teachers would
5 receive under similar circumstances or their regular salary, if higher; however, they shall not receive pay
6 for both positions at the same time.

7 **TRAINING AND ORIENTATION**

8 The Director of Schools shall be responsible for ensuring that there are appropriate training and
9 development programs for substitute teachers.

10 **RESPONSIBILITIES**

11 Substitute teachers shall assume the same responsibilities as the regular teacher, including but not limited
12 to, bus duty and playground supervision.

13 **RE-EMPLOYMENT/TERMINATION**

14 On an annual basis, the Director of Schools, with input from the principals, shall determine which
15 substitute teachers performed at an acceptable level. Substitute teachers who performed below an
16 acceptable level shall not be re-employed.

17 All substitutes shall be responsible for providing correct addresses and phone numbers and for notifying
18 the principal and/or third-party employer if they wish to terminate their service as substitutes.

Legal References

1. TRR/MS 0520-01-02-.04(5)
2. TCA 49-5-709
3. TCA 49-5-413(a)(2)
4. TCA 49-2-203(a)(14)
5. TCA 49-3-312(b)
6. TCA 49-3-312(a); TRR/MS 0520-01-02-.04(5)(b)

Cross References

- Background Investigations 5.118
Employment of Retirees 5.119

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in February	Descriptor Term: Substitute Teachers	Descriptor Code: 5.701	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

1 Substitute teachers are those teachers used to replace teachers on leave or to fill temporary vacancies
2 until a licensed teacher is available.^{1,2} Substitute teachers may be employed and paid directly by the
3 Board or by a third-party employer through an agreement between such third-party employer and the
4 Board.

5 Substitute teachers employed by third party entities shall be subject to the same unemployment benefit
6 eligibility conditions as substitute teachers employed directly by the Board.²

7 **APPLICATION/QUALIFICATIONS**

8 Criminal history record checks and fingerprinting of applicants for substitute teaching are required.³

9 Applicants with revoked or **suspended licenses** or certificates according to the **State Board of Education**
10 shall not be hired.⁴

11 Qualifications for substitute teachers shall be determined by the Director of Schools in compliance with
12 board policy, state laws, and State Board of Education rules and regulations.

13 A list of substitute teacher(s) will be prepared by the Substitute Teacher Coordinator who will maintain
14 file(s) which may include transcripts, credentials, recommendations, and other pertinent information.

15 **COMPENSATION**

16 If employed directly by the district, the compensation of substitute teachers shall be determined annually
17 by the Board.

18 Retired teachers serving as substitutes who do not have an active teaching license shall be paid the same
19 as a retired substitute teacher with an active teaching license. This only applies to teachers who retired
20 after July 1, 2011 through July 1, 2016.⁵

21 **CERTIFICATION**

22 When substituting for a regular teacher who has been absent for twenty (20) consecutive days, a
23 substitute teacher shall possess a teaching certificate with endorsement in the discipline(s) to be taught
24 or shall be a retired teacher that held the appropriate endorsement.⁶ When substituting for a teacher
25 without sick leave, the substitute shall be certified and paid according to the state salary schedule.¹

1 EMERGENCY NEEDS

2 All teacher aides, secretaries, and clerks are approved substitute teachers for use in emergency situations.
3 Emergency use shall be defined as less than a full day due to the regular or substitute teacher being
4 unable to arrive on time or remain for the full day.

5 Said substitutes shall receive the proportionate equivalent salary regular substitute teachers would
6 receive under similar circumstances or their regular salary, if higher; however, they shall not receive pay
7 for both positions at the same time.

8 TRAINING AND ORIENTATION

9 The Director of Schools shall be responsible for ensuring that there are appropriate training and
10 development programs for substitute teachers that includes the annual school safety training required by
11 state law.⁷

12 RESPONSIBILITIES

13 Substitute teachers shall assume the same responsibilities as the regular teacher, including but not limited
14 to, bus duty and playground supervision.

15 RE-EMPLOYMENT/TERMINATION

16 On an annual basis, the Director of Schools, with input from the principals, shall determine which
17 substitute teachers performed at an acceptable level. Substitute teachers who performed below an
18 acceptable level shall not be re-employed.

19 All substitutes shall be responsible for providing correct addresses and phone numbers and for notifying
20 the principal and/or third-party employer if they wish to terminate their service as substitutes.

Legal References

1. [TRR/MS 0520-01-02-.04\(5\)](#)
2. [TCA 49-5-709](#)
3. [TCA 49-5-413\(a\)\(2\)](#)
4. [TCA 49-2-203\(a\)\(14\)\(C\)](#)
5. [TCA 49-3-312\(b\)](#)
6. [TCA 49-3-312\(a\); TRR/MS 0520-01-02-.04\(5\)\(b\)](#)
7. [Public Acts of 2024, Chapter No. 735; TCA 49-6-805\(7\)](#)

Cross References

- Background Investigations 5.118
Employment of Retirees 5.119

Gibson County Board of Education			
Monitoring: Review: Annually, in February	Descriptor Term: Qualifications and Duties of the Director of Schools	Descriptor Code: 5.802	Issued Date: 11/09/21
		Rescinds: 5.802	Issued: 04/12/18

1 **QUALIFICATIONS**

- 2 1. A professional educator's license
- 3
- 4 2. A master's degree in education with a preference for a doctorate degree
- 5
- 6 3. Three (3) years of successful experience in school administration
- 7
- 8 4. Such other qualifications as the Board deems desirable

9 **REPORTS TO:** The Board of Education

10 **SUPERVISES:** All administrative and supervisory personnel in the district

11 **JOB GOAL:** To provide leadership in developing and maintaining the best possible educational
12 programs and services

13 **SCOPE OF RESPONSIBILITY:** The management responsibilities of the Director of Schools shall
14 extend to all activities of the district, to all phases of the educational program, to all aspects of the
15 financial operation, to all facility management, and to the conduct of such other duties as may be assigned
16 by the Board. The Director of Schools may delegate these duties together with appropriate authority but
17 may neither delegate nor relinquish ultimate responsibility for results or any portion of accountability.

18 **ESSENTIAL FUNCTIONS**

19 *General Administrative*

- 20 1. Provides leadership in identification of priorities and assures that all activities reflect those
21 board-established priorities.
- 22 2. Prepares and recommends short and long-range plans for board approval and implements those
23 plans when approved.
- 24 3. Prepares, in conjunction with the Chair, agenda recommendations relative to all matters
25 requiring board action, including all facts, information, options, and reports needed to assure
26 informed decisions. Provides advice and counsel to the Board on matters before it.
- 27 4. Attends all regular and special meetings of the Board and keeps a complete and accurate record
28 of the proceedings of all meetings of the Board and of its official acts.

- 1 5. Recommends drafts of new policies or changes to the Board. Anticipates potential problems.
2 Recommends policies or courses of staff action.
- 3 6. Develops administrative procedures to implement board policy or for the items deemed
4 necessary for the efficient operation of the schools and disseminates these procedures to
5 appropriate staff.
- 6 7. Keeps the Board informed regarding development in other districts or at state and national levels
7 that would be helpful to the district.
- 8 8. Ensures that all local, state, and federal standards for the health and safety of the students and
9 staff are maintained and that required reports are maintained.
- 10 9. Fulfills all statutory obligations and implements the education laws of the State of Tennessee
11 and the rules and regulations of the State Board of Education.¹

12 *Financial Management*

- 13 1. Provides direction to and supervision of school business functions. Encourages development and
14 implementation of sound business practices. Continually assesses business practices to achieve
15 efficiency.
- 16 2. Prepares, annually, a budget and submits it to the Board for approval. Presents approved budget
17 to the appropriate local funding body for adoption.
- 18 3. Makes appropriate written reports for the Board, detailing all receipts and expenditures of the
19 school funds, and submits them to the local funding body.
- 20 4. Ensures that funds are spent prudently by providing adequate control and accounting of the
21 district's financial and physical resources.

22 *Personnel Administration*

- 23 1. Establishes lines of authority which shall be approved by the Board and shown on the district
24 organization chart. Lines of authority shall not restrict the practical working relationships of all
25 staff members at all levels.
- 26 2. Employs such personnel as may be necessary within the limits of budgetary provisions and
27 recommends to the Board teachers who are eligible for tenure.
- 28 3. Develops recruitment procedures to assure well-qualified applicants for professional and non-
29 professional positions.
- 30 4. Assigns and transfers employees as the interest of the district may dictate and reports such action
31 to the Board for information and record.
- 32 5. Holds meetings of teachers and other employees as necessary for the discussion of matters
33 concerning the welfare and improvement of the schools.

- 1 6. Communicates directly, or through delegation, all actions of the Board relating to personnel
2 matters to all and receives employees' communications to be made to the Board.
- 3 7. Evaluates principals annually.
- 4 8. Informs the Office of Educator Licensing of licensed educators or educators who have a
5 temporary teaching permit who have been suspended or dismissed, who have resigned,
6 following allegations of conduct, including sexual misconduct, which, if substantiated, would
7 warrant consideration for license suspension, revocation, or formal reprimand or who have been
8 convicted of a felony. The report shall be submitted within thirty (30) days of the suspension,
9 dismissal, or resignation or of receiving knowledge of the felony conviction.²

10 *Instructional Leadership*

- 11 1. Serves as the chief school executive. Ensures the development and maintenance of a positive
12 educational program designed to meet the needs of the community and to carry out the policies
13 of the Board. Ensures that a system of thorough and efficient education, as defined by state law,
14 is available to all students.
- 15 2. Recommends to the Board for its adoption all courses of study, curriculum guides, and major
16 changes in tests and time schedules to be used in the schools.
- 17 3. Oversees the timely revisions of all curriculum guides and courses of study.
- 18 4. Develops guidelines and direction for monitoring the effectiveness of existing and new
19 programs.
- 20 5. Conducts a periodic audit of the total school program and advises the Board of recommendations
21 for the educational advancement of the schools.
- 22 6. Seeks out available sources for grant funding to support programs and projects.
- 23 7. Ensures that the goals of the school district are adequately reflected in its educational program
24 and operations.

25 *Community/Public Relations*

- 26 1. Promotes community support of the schools. Interprets district programs and services, reports,
27 plans, events, and activities of interest and solicits community opinions regarding school and
28 educational issues.
- 29 2. Identifies available community resources and links to social service agencies that support
30 education and healthy child development.
- 31 3. Develops strategies to promote parental involvement in their student's education and provides
32 opportunities for parent-teacher interaction.
- 33 4. Maintains contact and good relations with local media.

1 5. Ensures that the district interests will be represented in meetings and activities of municipal and
2 other governmental agencies.

3 6. Represents the school district and its interests in community organizations, activities, and
4 projects.

5 **TERMS OF EMPLOYMENT:** Serves in accordance with the terms of the contract between the Board
6 and the Director of Schools. Salary to be determined by the Board.

7 **EVALUATION:** Performance of this job will be evaluated in accordance with provisions of state law
8 and the Board's policy on evaluation of the Director of Schools.

9 **GENERAL REQUIREMENTS:** The above statements are intended to describe the general nature and
10 level of work being performed by the person assigned to this position. They are not intended to be a
11 complete list of responsibilities, duties, and skills required of personnel so assigned.

Legal References

1. TCA 49-2-301
2. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c);
Public Acts of 2021, Chapter No. 211

Cross References

Executive Committee 1.301
Board-Media Relations 1.502
Administrative Procedures 1.601
Administrative Committees 1.602
Administrative Reports 1.603
School District Planning 1.701
Job Descriptions 5.103
Application and Employment 5.106
Evaluation of the Director of Schools 5.803

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in February	Descriptor Term: Qualifications and Duties of the Director of Schools	Descriptor Code: 5.802	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

1 **QUALIFICATIONS**

- 2 1. A professional educator's license
- 3
- 4 2. A master's degree in education with a preference for a doctorate degree
- 5
- 6 3. Three (3) years of successful experience in school administration
- 7
- 8 4. Such other qualifications as the Board deems desirable

9 **REPORTS TO:** The Board of Education

10 **SUPERVISES:** All administrative and supervisory personnel in the district

11 **JOB GOAL:** To provide leadership in developing and maintaining the best possible educational
12 programs and services

13 **SCOPE OF RESPONSIBILITY:** The management responsibilities of the Director of Schools shall
14 extend to all activities of the district, to all phases of the educational program, to all aspects of the
15 financial operation, to all facility management, and to the conduct of such other duties as may be assigned
16 by the Board. The Director of Schools may delegate these duties together with appropriate authority but
17 may neither delegate nor relinquish ultimate responsibility for results or any portion of accountability.

18 **ESSENTIAL FUNCTIONS**

19 *General Administrative*

- 20 1. Provides leadership in identification of priorities and assures that all activities reflect those
21 board-established priorities.
- 22 2. Prepares and recommends short and long-range plans for board approval and implements those
23 plans when approved.
- 24 3. Prepares, in conjunction with the Chair, agenda recommendations relative to all matters
25 requiring board action, including all facts, information, options, and reports needed to assure
26 informed decisions. Provides advice and counsel to the Board on matters before it.
- 27 4. Attends all regular and special meetings of the Board and keeps a complete and accurate record
28 of the proceedings of all meetings of the Board and of its official acts.

- 1 5. Recommends drafts of new policies or changes to the Board. Anticipates potential problems.
2 Recommends policies or courses of staff action.
- 3 6. Develops administrative procedures to implement board policy or for the items deemed
4 necessary for the efficient operation of the schools and disseminates these procedures to
5 appropriate staff.
- 6 7. Keeps the Board informed regarding development in other districts or at state and national levels
7 that would be helpful to the district.
- 8 8. Ensures that all local, state, and federal standards for the health and safety of the students and
9 staff are maintained and that required reports are maintained.
- 10 9. Fulfills all statutory obligations and implements the education laws of the State of Tennessee
11 and the rules and regulations of the State Board of Education.¹

12 *Financial Management*

- 13 1. Provides direction to and supervision of school business functions. Encourages development and
14 implementation of sound business practices. Continually assesses business practices to achieve
15 efficiency.
- 16 2. Prepares, annually, a budget and submits it to the Board for approval. Presents approved budget
17 to the appropriate local funding body for adoption.
- 18 3. Makes appropriate written reports for the Board, detailing all receipts and expenditures of the
19 school funds, and submits them to the local funding body.
- 20 4. Ensures that funds are spent prudently by providing adequate control and accounting of the
21 district's financial and physical resources.

22 *Personnel Administration*

- 23 1. Establishes lines of authority which shall be approved by the Board and shown on the district
24 organization chart. Lines of authority shall not restrict the practical working relationships of all
25 staff members at all levels.
- 26 2. Employs such personnel as may be necessary within the limits of budgetary provisions and
27 recommends to the Board teachers who are eligible for tenure.
- 28 3. Develops recruitment procedures to assure well-qualified applicants for professional and non-
29 professional positions.
- 30 4. Assigns and transfers employees as the interest of the district may dictate and reports such action
31 to the Board for information and record.
- 32 5. Holds meetings of teachers and other employees as necessary for the discussion of matters
33 concerning the welfare and improvement of the schools.

- 1 6. Communicates directly, or through delegation, all actions of the Board relating to personnel
2 matters to all and receives employees' communications to be made to the Board.
- 3 7. Evaluates principals annually.
- 4 8. Informs the Office of Educator Licensing of licensed educators or educators who have a
5 temporary teaching permit who have been suspended or dismissed, or who have resigned,
6 following allegations of conduct, including sexual misconduct, which, if substantiated, would
7 warrant consideration for license suspension, revocation, or formal reprimand or who have been
8 convicted of a felony. This report shall also be made if the licensed educator has pleaded guilty
9 or nolo contendere to, or has been convicted or otherwise found guilty of such an offense or
10 equivalent offense in another jurisdiction. The report shall be submitted within thirty (30) days.²

11 *Instructional Leadership*

- 12 1. Serves as the chief school executive. Ensures the development and maintenance of a positive
13 educational program designed to meet the needs of the community and to carry out the policies
14 of the Board. Ensures that a system of thorough and efficient education, as defined by state law,
15 is available to all students.
- 16 2. Recommends to the Board for its adoption all courses of study, curriculum guides, and major
17 changes in tests and time schedules to be used in the schools.
- 18 3. Oversees the timely revisions of all curriculum guides and courses of study.
- 19 4. Develops guidelines and direction for monitoring the effectiveness of existing and new
20 programs.
- 21 5. Conducts a periodic audit of the total school program and advises the Board of recommendations
22 for the educational advancement of the schools.
- 23 6. Seeks out available sources for grant funding to support programs and projects.
- 24 7. Ensures that the goals of the school district are adequately reflected in its educational program
25 and operations.

26 *Community/Public Relations*

- 27 1. Promotes community support of the schools. Interprets district programs and services, reports,
28 plans, events, and activities of interest and solicits community opinions regarding school and
29 educational issues.
- 30 2. Identifies available community resources and links to social service agencies that support
31 education and healthy child development.
- 32 3. Develops strategies to promote parental involvement in their student's education and provides
33 opportunities for parent-teacher interaction.

- 1 4. Maintains contact and good relations with local media.
- 2 5. Ensures that the district interests will be represented in meetings and activities of municipal and
- 3 other governmental agencies.
- 4 6. Represents the school district and its interests in community organizations, activities, and
- 5 projects.

6 **TERMS OF EMPLOYMENT:** Serves in accordance with the terms of the contract between the Board
7 and the Director of Schools. Salary to be determined by the Board.

8 **EVALUATION:** Performance of this job will be evaluated in accordance with provisions of state law
9 and the Board's policy on evaluation of the Director of Schools.

10 **GENERAL REQUIREMENTS:** The above statements are intended to describe the general nature and
11 level of work being performed by the person assigned to this position. They are not intended to be a
12 complete list of responsibilities, duties, and skills required of personnel so assigned.

Legal References

1. [TCA 49-2-301](#)
2. [TRR/MS 0520-02-03-.09\(2\); TCA 49-5-417\(c\);](#)
[TCA 49-5-106\(f\); Public Acts of 2024, Chapter No.](#)
[577](#)

Cross References

Executive Committee 1.301
Board-Media Relations 1.502
Administrative Procedures 1.601
Administrative Committees 1.602
Administrative Reports 1.603
School District Planning 1.701
Job Descriptions 5.103
Application and Employment 5.106
Evaluation of the Director of Schools 5.803

CURRENT POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: School Admissions	Descriptor Code: 6.203	Issued Date: 09/11/03
		Rescinds: 6.203	Issued: 11/11/99

1 Any student entering school for the first time must present:

- 2 1. A birth certificate or officially acceptable evidence of date of birth at the time of registration;¹
- 3 2. Evidence of a current medical examination.² There shall be a complete medical examination of
4 every student entering school for the first time. This applies to kindergarten, first grade and other
5 students for whom there is no health record;
- 6 3. Evidence of state-required immunization;³

7 The name used on the records of a student entering school must be the same as that shown on the birth
8 certificate unless evidence is presented that such name has been legally changed through a court as
9 prescribed by law. If the parent does not have or cannot obtain a birth certificate, then the name used on
10 the records of such student will be the same as that shown on documents which are acceptable to the
11 school principal as proof of date of birth.

12 A child whose care, custody and support has been assigned to a resident of the district by a power of
13 attorney or order of the court shall be enrolled in school provided appropriate documentation has been
14 filed with the district office.⁴

15 A student may transfer into the school system at any time during the year if his/her parent(s) or legal
16 guardian moves his/her residence into the school system.

17 Parents, guardians, or legal custodians of students who enter school who have been judged delinquent
18 for an offense involving murder, rape, robbery, kidnapping, aggravated assault or reckless endangerment
19 shall provide to the principal an abstract of record or other similar written information. This information
20 shall be shared only with school employees who have responsibility for classroom instruction of the
21 student. Such information is otherwise confidential and shall not be released to others except as required
22 by law. The written notification shall not become a part of the student's record.⁵

Legal References

1. TCA 49-6-3008(b)
2. TRR/MS 0520-1-3-.08(2)(a); TCA 49-6-5004(a)
3. TCA 49-6-5001(c)
4. TCA 49-6-3001(c)(6); TCA 37-1-131 (a)(2)
5. TCA 49-6-3051

Cross References

- Homeless Students 6.503
Migrant Students 6.504

PROPOSED POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: School Admissions	Descriptor Code: 6.203	Issued Date:
		Rescinds:	Issued:

1 *General*

2 Any student entering school for the first time shall present:

- 3 1. A birth certificate or officially acceptable evidence of date of birth at the time of registration;¹
- 4
- 5 2. Evidence of a current medical examination;² and
- 6
- 7 3. Evidence of state-required immunizations or exemption as authorized by state law.³

8 The name used on the records of a student entering school shall be the same as that shown on the birth
9 certificate unless evidence is presented that such name has been legally changed through a court as
10 prescribed by law. If the parent/guardian does not have or cannot obtain a birth certificate, then the
11 name used on the records of such student will be the same as that shown on documents which are
12 acceptable to the principal as proof of date of birth.⁴

13 A child whose care, custody, and support have been assigned to a resident of the district by a power of
14 attorney or order of the court shall be enrolled in school provided appropriate documentation has been
15 filed with the central office.⁵

16 A student may transfer into the school district at any time during the year if his/her parent(s)/guardian(s)
17 moves his/her residence into the school district.

18 **ADJUDICATED DELINQUENT STUDENT⁶**

19 A principal or principal's designee may ask a parent/guardian in writing if their student has been
20 adjudicated delinquent for an offense listed in TCA 49-6-3051 within thirty (30) days of the student
21 first enrolling in the school and when any such student:

- 22 1. Resumes school attendance after suspension, expulsion, or adjudication of delinquency; or
- 23
- 24 2. Changes schools within this state.

25 This information shall be shared only with school employees who have responsibility for classroom
26 instruction of the student, the school counselor, social worker, or psychologist who is developing a
27 plan for the student while in the school, and the school resource officer. Such information is otherwise
28 confidential and shall not be released to others, and the written notification shall not become a part of
29 the student's record.⁷

Legal References

1. [TCA 49-6-3008\(b\)](#)
2. [TRR/MS 0520-01-13-.01\(1\)\(a\); 20 USCA § 1232h\(c\)](#)
3. [TCA 49-6-5001\(c\)](#)
4. [TCA 49-6-5106](#)
5. [TCA 49-6-3001\(c\)\(6\)](#)
6. [TCA 37-1-153\(e\), 154; TCA 49-6-3051; Public Acts of 2024, Chapter No. 721](#)
7. [TCA 49-6-3051\(d\)](#)

Cross References

Admission of Suspended/Expelled Students 6.318
Homeless Students 6.503
Migrant Students 6.504
Students in Foster Care 6.505
Students from Military Families 6.506

CURRENT POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Code of Conduct	Descriptor Code: 6.300	Issued Date: 08/10/23
		Rescinds: 6.300	Issued: 05/12/20

1 The Board delegates to the Director of Schools the responsibility of developing specific codes of
2 conduct which are appropriate for each level of school.¹ Codes of conduct for students in pre-
3 kindergarten or kindergarten shall utilize alternative disciplinary practices such as positive behavioral
4 supports, social skills training, adult mentors, and teacher support teams. Exclusionary discipline shall
5 only be used as a measure of last resort.² The development of each code shall involve principals and
6 staff members of each level and shall be consistent with the relevant policies as adopted by the Board.³

7 The following levels of misbehavior and disciplinary procedures and options are standards designed to
8 protect all members of the educational community in the exercise of their rights and duties and to
9 maintain a safe learning environment where orderly learning is possible and encouraged.⁴ These
10 misbehaviors apply to student conduct on school buses, on school property, and while students are on
11 school-sponsored outings. Staff members shall ensure that disciplinary measures are implemented in a
12 manner that:⁵

- 13 1. Balances accountability with an understanding of traumatic behavior;
- 14
- 15 2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not
16 allowed at school;
- 17
- 18 3. Minimizes disruptions to education with an emphasis on positive behavioral supports and
19 behavioral intervention plans;
- 20
- 21 4. Creates consistent rules and consequences; and
- 22
- 23 5. Models respectful, non-violent relationships.

24 In order to ensure that these goals are accomplished, the school district shall utilize the following
25 trauma-informed discipline practices: restorative practices, RTI²B, multi-tiered system of supports,
26 behavior intervention plans.

27 MISBEHAVIORS: LEVEL I

28 This level includes minor misbehavior on the part of the student which impedes orderly classroom
29 guidelines or interferes with the orderly operation of the school but which can usually be handled by an
30 individual staff member.

31 *Examples (not an exclusive listing)*

- 32 • Classroom disturbances

- 1 • Classroom tardiness
- 2 • Cheating and lying
- 3 • Abusive language
- 4 • Failure to do assignments or carry out directions
- 5 • Wearing, while on the grounds of a public school during the regular school day,
- 6 clothing that exposes underwear or body parts in an indecent manner that disrupts the
- 7 learning environment⁶
- 8 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 9 cyber-bullying, and/or hazing)

10 *Disciplinary Procedures*

- 11 • The staff member intervenes immediately.
- 12 • The staff member determines what offense was committed and its severity.
- 13 • The staff member determines who committed the offense and if he/she understands the
- 14 nature of the offense.
- 15 • The staff member employs appropriate disciplinary options.
- 16 • The record of the offense and disciplinary action shall be maintained by the staff
- 17 member.

18 *Disciplinary Options*

- 19 • Verbal reprimand
- 20 • Special assignment
- 21 • Restricting activities
- 22 • Counseling
- 23 • Withdrawal of privileges
- 24 • Issuance of demerits
- 25 • Strict supervised study
- 26 • Detention
- 27 • Corporal punishment
- 28 • In-school suspension
- 29 • Evidence-based small group intervention
- 30 • Refer for individual counseling

31 **MISBEHAVIORS: LEVEL II**

32 This level includes misbehavior whose frequency or seriousness tends to disrupt the learning climate of
33 the school. These misbehaviors do not represent a direct threat to the health and safety of others but
34 have educational consequences serious enough to require corrective action on the part of
35 administrative personnel.

36 *Examples (not an exclusive listing)*

- 37 • Continuation of unmodified Level I misbehaviors
- 38 • Using forged notes or excuses

- 1 • Disruptive classroom behavior

2 *Disciplinary Procedures*

- 3 • The student is referred to the principal for appropriate disciplinary action.
4 • The principal meets with the student and the staff member.
5 • The principal hears the accusation made by the staff member and allows the student the
6 opportunity to explain his/her conduct.
7 • The principal takes appropriate disciplinary action and notifies the staff member of the
8 action.
9 • The record of offense and disciplinary action shall be maintained by the principal.

10 *Disciplinary Options*

- 11 • Teacher/schedule change
12 • Peer counseling
13 • Referral to outside agency
14 • In-school suspension
15 • Transfer
16 • Detention
17 • Suspension from school-sponsored activities or from riding school bus
18 • Out-of-school suspension
19 • Check in/check out
20 • Evidence-based small group intervention
21 • Refer for individual counseling
22 • Pair with mentor

23 **MISBEHAVIORS: LEVEL III**

24 This level includes acts directly against persons or property but whose consequences do not seriously
25 endanger the health or safety of others in the school.

26 *Examples (not an exclusive listing)*

- 27 • Continuation of unmodified Level I and II misbehaviors
28 • Fighting
29 • Vandalism (minor)
30 • Use, possession, sale, distribution, and/or being under the influence of tobacco or
31 alcohol
32 • Use, possession, sale, or distribution of drug paraphernalia
33 • Use, sale, distribution, and/or being under the influence of drugs
34 • Stealing
35 • Threats to others
36 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
37 cyber-bullying, and/or hazing)

1 *Disciplinary Procedures*

- 2 • The student is referred to the principal for appropriate disciplinary action.
- 3 • The principal meets with the student and the staff member.
- 4 • The principal hears the accusation and allows the student the opportunity to explain
- 5 his/her conduct.
- 6 • The principal takes appropriate disciplinary action.
- 7 • The principal may refer the incident to the Director of Schools and make
- 8 recommendations for consequences.
- 9 • The record of offense and disciplinary action shall be maintained by the principal.

10 *Disciplinary Options*

- 11 • In-school suspension
- 12 • Detention
- 13 • Restitution from loss, damage, or stolen property
- 14 • Out-of-school suspension
- 15 • Social adjustment classes
- 16 • Transfer
- 17 • Check in/check out
- 18 • Evidence-based small group intervention
- 19 • Individual counseling
- 20 • Pair with mentor

21 **MISBEHAVIORS: LEVEL IV**

22 This level of misbehavior includes acts which result in violence to another's person or property or
 23 which pose a threat to the safety of others in the school. These acts are so serious that they usually
 24 require administrative actions which result in the immediate removal of the student from the school,
 25 the intervention of law enforcement authorities, and/or action by the Board.

26 If a student's action poses a threat to the safety of others in the school, a teacher, principal, school
 27 employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or
 28 death to another person.⁷

29 *Examples (not an exclusive listing)⁸*

- 30 • Continuation of unmodified Level I, II, and III misbehaviors
- 31 • Death threat
- 32 • Threat of mass violence on school property or at a school-related activity*
- 33 • Extortion
- 34 • Bomb threat
- 35 • Possession, use, and/or transfer of dangerous weapons
- 36 • Assault that results in bodily injury upon any teacher, principal, administrator, any other
- 37 employee of the school, or a school resource officer*
- 38 • Aggravated assault*

- 1 • Vandalism
- 2 • Theft, possession, and/or sale of stolen property
- 3 • Arson
- 4 • Possession of unauthorized substances (e.g. any controlled substance, controlled
- 5 substance analogue, or legend drug)*
- 6 • Use or transfer of unauthorized substances
- 7 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 8 cyber-bullying, and/or hazing)
- 9 • Electronic threat to cause bodily injury or death to another student or school employee

10 *Disciplinary Procedures*

- 11 • The principal confers with appropriate staff members and with the student.
- 12 • The principal hears the accusations and allows the student the opportunity to explain
- 13 his/her conduct.
- 14 • The parent(s)/guardian(s) are notified.
- 15 • Law enforcement officials are contacted.
- 16 • The incident is reported, and recommendations are made to the Director of Schools.
- 17 • If the student's placement is to be changed, adequate notice of the charges shall be
- 18 given to the student and his/her parent(s)/guardian(s) and his/her right to appear at a
- 19 hearing.

20 *Disciplinary Options*

- 21 • Other hearing authority or Board action which results in appropriate placement
- 22 • Utilize restorative justice model
- 23 • Refer for individual counseling

24 * Designates zero tolerance offenses.

Legal References

1. TCA 49-6-4005
2. TCA 49-6-3024
3. TCA 49-6-2801
4. TCA 49-6-4002
5. TCA 49-6-4109
6. TCA 49-6-4009
7. TCA 49-6-2802
8. TCA 39-16-517; TCA 49-6-3401(g); Public Acts of 2023, Chapter No. 299

Cross References

Traffic and Parking Controls 3.403
 Procedural Due Process 6.302
 Student Discrimination, Harassment, Bullying,
 Cyber-bullying, and Intimidation 6.304
 Title IX & Sexual Harassment 6.3041
 Interference/Disruption of School Activities 6.306
 Bus Safety and Conduct 6.308
 Zero Tolerance Offenses 6.309
 Dress Code 6.310
 Corporal Punishment 6.314
 Detention 6.315
 Suspension 6.316
 Safe Relocation of Students 6.4081

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Code of Conduct	Descriptor Code: 6.300	Issued Date:
		Rescinds:	Issued:

1 The Board delegates to the Director of Schools the responsibility of developing specific codes of
2 conduct which are appropriate for each level of school.¹ Codes of conduct for students in pre-
3 kindergarten or kindergarten shall utilize alternative disciplinary practices such as positive behavioral
4 supports, social skills training, adult mentors, and teacher support teams. Exclusionary discipline shall
5 only be used as a measure of last resort.² The development of each code shall involve principals and
6 staff members of each level and shall be based on evidence-based behaviors supports and
7 interventions.³

8 The following levels of misbehavior and disciplinary procedures and options are standards designed to
9 protect all members of the educational community in the exercise of their rights and duties and to
10 maintain a safe learning environment where orderly learning is possible and encouraged.⁴ These
11 misbehaviors apply to student conduct on school buses, on school property, and while students are on
12 school-sponsored outings. Staff members have the authority to enforce the code of conduct³ and shall
13 ensure that disciplinary measures are implemented in a manner that:⁵

- 14 1. Balances accountability with an understanding of traumatic behavior;
- 15
- 16 2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not
17 allowed at school;
- 18
- 19 3. Minimizes disruptions to education with an emphasis on positive behavioral supports and
20 behavioral intervention plans;
- 21
- 22 4. Creates consistent rules and consequences; and
- 23
- 24 5. Models respectful, non-violent relationships.

25 In order to ensure that these goals are accomplished, the school district shall utilize the following
26 trauma-informed discipline practices restorative practices, RTI^{2B}, multi-tiered system of supports,
27 behavior intervention plans. Principals shall use appropriate discipline management techniques when
28 enforcing the code of conduct.

29 **MISBEHAVIORS: LEVEL I**

30 This level includes minor misbehavior on the part of the student which impedes orderly classroom
31 guidelines or interferes with the orderly operation of the school but which can usually be handled by an
32 individual staff member.

33 *Examples (not an exclusive listing)*

- 1 • Classroom disturbances
- 2 • Classroom tardiness
- 3 • Cheating and lying
- 4 • Abusive language
- 5 • Failure to do assignments or carry out directions
- 6 • Wearing, while on the grounds of a public school during the regular school day,
- 7 clothing that exposes underwear or body parts in an indecent manner that disrupts the
- 8 learning environment⁶
- 9 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 10 cyber-bullying, and/or hazing)

11 *Disciplinary Procedures*

- 12 • The staff member intervenes immediately.
- 13 • The staff member determines what offense was committed and its severity.
- 14 • The staff member determines who committed the offense and if the student understands
- 15 the nature of the offense.
- 16 • The staff member employs appropriate disciplinary options.
- 17 • The record of the offense and disciplinary action shall be maintained by the staff
- 18 member.

19 *Disciplinary Options*

- 20 • Verbal reprimand
- 21 • Special assignment
- 22 • Restricting activities
- 23 • Counseling
- 24 • Withdrawal of privileges
- 25 • Issuance of demerits
- 26 • Strict supervised study
- 27 • Detention
- 28 • Corporal punishment
- 29 • In-school suspension
- 30 • Evidence-based small group intervention
- 31 • Refer for individual counseling

32 **MISBEHAVIORS: LEVEL II**

33 This level includes misbehavior whose frequency or seriousness tends to disrupt the learning climate of
34 the school. These misbehaviors do not represent a direct threat to the health and safety of others but
35 have educational consequences serious enough to require corrective action on the part of
36 administrative personnel.

37 *Examples (not an exclusive listing)*

- 38 • Continuation of unmodified Level I misbehaviors

- 1 • Using forged notes or excuses
- 2 • Disruptive classroom behavior

3 *Disciplinary Procedures*

- 4 • The student is referred to the principal for appropriate disciplinary action.
- 5 • The principal meets with the student and the staff member.
- 6 • The principal hears the accusation made by the staff member and allows the student the
- 7 opportunity to explain his/her conduct.
- 8 • The principal takes appropriate disciplinary action and notifies the staff member of the
- 9 action.
- 10 • The record of offense and disciplinary action shall be maintained by the principal.

11 *Disciplinary Options*

- 12 • Teacher/schedule change
- 13 • Peer counseling
- 14 • Referral to outside agency
- 15 • In-school suspension
- 16 • Transfer
- 17 • Detention
- 18 • Suspension from school-sponsored activities or from riding school bus
- 19 • Out-of-school suspension
- 20 • Check in/check out
- 21 • Evidence-based small group intervention
- 22 • Refer for individual counseling
- 23 • Pair with mentor

24 **MISBEHAVIORS: LEVEL III**

25 This level includes acts directly against persons or property but whose consequences do not seriously
26 endanger the health or safety of others in the school.

27 *Examples (not an exclusive listing)*

- 28 • Continuation of unmodified Level I and II misbehaviors
- 29 • Fighting
- 30 • Vandalism (minor)
- 31 • Use, possession, sale, distribution, and/or being under the influence of tobacco or
- 32 alcohol
- 33 • Use, possession, sale, or distribution of drug paraphernalia
- 34 • Use, sale, distribution, and/or being under the influence of drugs
- 35 • Stealing
- 36 • Threats to others
- 37 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 38 cyber-bullying, and/or hazing)

1 *Disciplinary Procedures*

- 2 • The student is referred to the principal for appropriate disciplinary action.
- 3 • The principal meets with the student and the staff member.
- 4 • The principal hears the accusation and allows the student the opportunity to explain
- 5 his/her conduct.
- 6 • The principal takes appropriate disciplinary action and notifies the staff member of the
- 7 action.
- 8 • The principal may refer the incident to the Director of Schools and make
- 9 recommendations for consequences.
- 10 • The record of offense and disciplinary action shall be maintained by the principal.

11 *Disciplinary Options*

- 12 • In-school suspension
- 13 • Detention
- 14 • Restitution from loss, damage, or stolen property
- 15 • Out-of-school suspension
- 16 • Social adjustment classes
- 17 • Transfer
- 18 • Check in/check out
- 19 • Evidence-based small group intervention
- 20 • Refer for individual counseling
- 21 • Pair with mentor

22 **MISBEHAVIORS: LEVEL IV**

23 This level of misbehavior includes acts which result in violence to another's person or property or

24 which pose a threat to the safety of others in the school. These acts are so serious that they usually

25 require administrative actions which result in the immediate removal of the student from the school,

26 the intervention of law enforcement authorities, and/or action by the Board.

27 If a student's action poses a threat to the safety of others in the school, a teacher, principal, school

28 employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or

29 death to another person.⁷

30 *Examples (not an exclusive listing)⁸*

- 31 • Continuation of unmodified Level I, II, and III misbehaviors
- 32 • Death threat
- 33 • Threat of mass violence on school property or at a school-related activity*
- 34 • Extortion
- 35 • Bomb threat*
- 36 • Possession, use, and/or transfer of dangerous weapons
- 37 • Assault

- 1 • Assault that results in bodily injury upon any teacher, principal, administrator, any other
- 2 employee of the school, or a school resource officer*
- 3 • Aggravated assault*
- 4 • Vandalism
- 5 • Theft, possession, and/or sale of stolen property
- 6 • Arson
- 7 • Possession of unauthorized substances (e.g., any controlled substance, controlled
- 8 substance analogue, or legend drug)*
- 9 • Use or transfer of unauthorized substances
- 10 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 11 cyber-bullying, and/or hazing)
- 12 • Electronic threat to cause bodily injury or death to another student or school employee

13 *Disciplinary Procedures*

- 14 • Law enforcement officials and the Director of Schools are immediately contacted, if
- 15 applicable.⁹
- 16 • The principal confers with appropriate staff members and with the student.
- 17 • The principal hears the accusations and allows the student the opportunity to explain
- 18 his/her conduct.
- 19 • The parent(s)/guardian(s) are notified.
- 20 • Recommendations are made to the Director of Schools.
- 21 • The principal notifies the staff members of the resolution.
- 22 • If the student's placement is to be changed, adequate notice of the charges shall be
- 23 given to the student and his/her parent(s)/guardian(s) and his/her right to appear at a
- 24 hearing.

25 *Disciplinary Options*

- 26 • Other hearing authority or Board action which results in appropriate placement
- 27 • Utilize restorative justice model
- 28 • Refer for individual counseling

29 * Designates zero-tolerance offenses.

Legal References

1. [TCA 49-6-4005](#)
2. [TCA 49-6-3024](#)
3. [TCA 49-6-2801](#)
4. [TCA 49-6-4002](#)
5. [TCA 49-6-4109](#)
6. [TCA 49-6-4009](#)
7. [TCA 49-6-2802](#)
8. [TCA 39-16-517; TCA 49-6-3401\(g\); Public Acts of 2024, Chapter No. 882; Public Acts of 2024, Chapter No. 915;](#)
9. [Public Acts of 2024, Chapter No. 882](#)

Cross References

Security 3.205
Traffic and Parking Controls 3.403
Procedural Due Process 6.302
Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
Title IX & Sexual Harassment 6.3041
Interference/Disruption of School Activities 6.306
Bus Safety and Conduct 6.308
Zero Tolerance Offenses 6.309
Dress Code 6.310
Corporal Punishment 6.314
Detention 6.315
Suspension 6.316
Safe Relocation of Students 6.4081

CURRENT POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Zero Tolerance Offenses	Descriptor Code: 6.309	Issued Date: 08/10/23
		Rescinds: 6.309	Issued: 10/11/18

1 In order to ensure a safe and secure learning environment, the following offenses shall not be
2 tolerated:¹

- 3 1. Bringing to school or being in unauthorized possession of a firearm on school property;²
- 4
- 5 2. Unlawful possession of any drug, including any controlled substance, controlled substance
6 analogue, or legend drug on school grounds or at a school-sponsored event;³
- 7
- 8 3. Aggravated assault;⁴
- 9
- 10 4. Assault that results in bodily injury⁵ upon any teacher, principal, administrator, any other
11 employee of the school, or school resource officer; or
- 12
- 13 5. Threats of mass violence on school property or at a school-related activity.⁶

14 Committing any of these offenses shall result in a student being expelled from the regular school
15 program for at least one (1) calendar year unless modified by the Director of Schools. Modification of
16 the length of time shall be granted on a case-by-case basis. Students that commit zero-tolerance
17 offenses may be assigned to an alternative school or program at the discretion of the Director of
18 Schools.⁷

19 When it is determined that a student has violated this policy, the principal shall notify the student's
20 parent(s)/guardian(s) and the criminal justice or juvenile delinquency system as required by law.⁸

Legal References

1. TCA 49-6-3401(g)
2. 18 USCA § 921(a)(3); 20 USCA § 7961
3. TCA 39-17-454; TCA 53-10-101
4. TCA 39-13-102
5. TCA 39-13-101(a)(1)
6. TCA 39-16-517; Public Acts of 2023, Chapter No. 299
7. TCA 49-6-3401(g)(2); TCA 49-6-3402
8. TCA 49-6-4209; TCA 39-17-1312; 20 USCA § 7961(h)(1)

Cross References

- Code of Conduct 6.300
- Drug-Free Schools 6.307
- Suspension 6.316
- Student Disciplinary Hearing Authority 6.317
- Alternative Education 6.319
- Safe Relocation of Students 6.4081

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Zero Tolerance Offenses	Descriptor Code: 6.309	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

1 In order to ensure a safe and secure learning environment, the following offenses shall not be
2 tolerated.¹

- 3 1. Bringing to school or being in unauthorized possession of a firearm on school property;²
- 4
- 5 2. Unlawful possession of any drug, including any controlled substance, controlled substance
- 6 analogue, or legend drug on school grounds or at a school-sponsored event;³
- 7
- 8 3. Aggravated assault;⁴
- 9
- 10 4. Assault that results in bodily injury⁵ upon any teacher, principal, administrator, any other
- 11 employee of the school, or school resource officer; or
- 12
- 13 5. Valid threats of mass violence on school property or at a school-related activity as determined
- 14 by a threat assessment team.⁶

15 Committing any of these offenses shall result in a student being expelled from the regular school
16 program for at least one (1) calendar year unless modified by the Director of Schools. Modification of
17 the length of time shall be granted on a case-by-case basis. Students that commit zero-tolerance
18 offenses may be assigned to an alternative school or program at the discretion of the Director of
19 Schools.⁷

20 When it is determined that a student has violated this policy, the principal shall notify the student's
21 parent(s)/guardian(s) and the criminal justice or juvenile delinquency system as required by law.⁸

Legal References

- 1. [TCA 49-6-3401\(g\)](#)
- 2. [18 USCA § 921\(a\)\(3\); 20 USCA § 7961](#)
- 3. [TCA 39-17-454; TCA 53-10-101](#)
- 4. [TCA 39-13-102](#)
- 5. [TCA 39-13-101\(a\)\(1\)](#)
- 6. [TCA 39-16-517; TCA 49-6-3401\(g\)\(2\)\(D\); Public Acts of 2024, Chapter No. 882](#)
- 7. [TCA 49-6-3401\(g\)\(2\); TCA 49-6-3402](#)
- 8. [TCA 49-6-4209; TCA 39-17-1312; 20 USCA § 7961\(h\)\(1\); Public Acts of 2024, Chapter No. 882](#)

Cross References

- Threat Assessment Team 3.204
- Code of Conduct 6.300
- Drug-Free Schools 6.307
- Suspension 6.316
- Student Disciplinary Hearing Authority 6.317
- Alternative Education 6.319
- Safe Relocation of Students 6.4081

CURRENT POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Suspension	Descriptor Code: 6.316	Issued Date: 09/10/20
		Rescinds: 6.316	Issued: 10/10/13

1 *General*

2 A principal may suspend a student from attendance in a specific class or school related activity without
3 suspending the student from attendance at school. Based on the severity of the offense, a principal may
4 suspend a student from attendance at school and all school activities.

5 Students may be suspended for good and sufficient reasons including, but not limited to:¹

- 6 1. Willful and persistent violation of the rules of the school;
- 7 2. Immoral or disreputable conduct, including vulgar or profane language;
- 8 3. Violence or threatened violence against the person of any personnel attending or assigned to any
9 school;
- 10 4. Willful or malicious damage to real or personal property of the school or the property of any
11 person attending or assigned to the school;
- 12 5. Inciting, advising, or counseling of others to engage in any of the action that would justify
13 suspension;
- 14 6. Marking, defacing, or destroying school property;
- 15 7. Possession of a pistol, gun, or firearm on school property;²
- 16 8. Possession of a knife or other weapons, as defined in state law, on school property;³
- 17 9. Assaulting a principal, teacher, school bus driver, or other school personnel with vulgar,
18 obscene, or threatening language;
- 19 10. Unlawful use or possession of barbitol or legend drugs as defined in state law;⁴
- 20 11. Engaging in behavior which disrupts a class or school-sponsored activity;
- 21 12. Making a threat, including a false report, to use a bomb, dynamite, or any other deadly
22 explosive or destructive device including chemical weapons on school property or at a school-
23 sponsored event;
- 24 13. One (1) or more students initiating a physical attack on an individual student on school property
25 or at a school activity, including travel to and from school;

- 1 14. Off-campus criminal behavior resulting in felony charges;
- 2 15. When behavior poses a danger to persons or property or disrupts the educational process; or
- 3 16. Any other conduct prejudicial to good order or discipline in any school.

4 Except in an emergency, a principal shall not suspend any student until that student has been advised
5 of the nature of his/her misconduct, questioned about it, and allowed to give an explanation.

6 If, as a result of an investigation, a principal/designee finds that a student acted in self-defense under a
7 reasonable belief that the student, or another to whom the student was coming to the defense of, may
8 have been facing the threat of imminent danger of death or serious bodily injury, then the student may
9 not face any disciplinary action.⁵

10 When a student is suspended, the principal shall notify the parent(s)/guardian(s) and the Director of
11 Schools/designee of the following:

- 12 1. Student's suspension;
- 13
- 14 2. Cause for the suspension; and
- 15
- 16 3. Any conditions for readmission which may include a meeting of the parent(s)/guardian(s),
17 student, and the principal.

18 If a student is suspended during the last ten (10) days of any term or semester, he/she shall be
19 permitted to take such final examinations or submit such required work as necessary to complete the
20 course of instruction for that semester, subject to conditions prescribed by the principal.⁶

21 **IN-SCHOOL SUSPENSION⁷**

22 In-school suspension shall be offered to students as an alternative program (if applicable) to complete
23 academic assignments and receive credit for work completed.

24 Students given an in-school suspension in excess of one (1) day from classes shall attend special
25 classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for
26 study. Personnel responsible for in-school suspension shall ensure that each student is supervised at all
27 times and has textbooks and classwork assignments from his/her regular teachers.

28 **SUSPENSIONS LONGER THAN FIVE DAYS⁸**

29 If a suspension is longer than five (5) days, the principal shall develop and implement a plan for
30 improving the student's behavior.

31 **SUSPENSIONS LONGER THAN TEN DAYS⁹**

32 If the principal suspends a student for longer than ten (10) days, he/she shall immediately give written
33 notice to the parent(s)/guardian(s) and the student of the right to appeal the decision. All appeals shall
34 be filed within five (5) days of receipt of the notice. These appeals may be filed by the

- 1 parent(s)/guardian(s), the student, or any person holding a teaching license who is employed by the
- 2 school district if requested by the student.

- 3 The appeal from this decision shall be to the Disciplinary Hearing Authority appointed by the Board. If
- 4 a Disciplinary Hearing Authority has not been appointed, then the appeal shall be to the Board.

Legal References

1. TCA 49-2-203(a)(7); TCA 49-6-3401(a)
2. TCA 39-17-1309(b)
3. TCA 39-17-1309
4. TCA 53-10-101; TCA 39-17-454
5. TCA 49-6-3401(i)
6. TCA 49-6-3401(d)
7. TCA 49-6-3401(b)(1)
8. TCA 49-6-3401(c)(3)
9. TCA 49-6-3401(a)-(c); *Goss v. Lopez*, 419 U.S. 565 (1975); 20 USCA § 1415

Cross References

Traffic and Parking Controls 3.403
Code of Conduct 6.300
Procedural Due Process 6.302
Interference/Disruption of School Activities 6.306
Drug-Free Schools 6.307
Bus Safety and Conduct 6.308
Zero Tolerance Offenses 6.309
Dress Code 6.310
Student Disciplinary Hearing Authority 6.317
Alternative Education 6.319

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Suspension	Descriptor Code: 6.316	Issued Date:
		Rescinds:	Issued:

1 *General*

2 A principal may suspend a student from attendance in a specific class or school related activity without
3 suspending the student from attendance at school. Based on the severity of the offense, a principal may
4 suspend a student from attendance at school and all school activities.

5 Students may be suspended for good and sufficient reasons including, but not limited to:¹

- 6 1. Willful and persistent violation of the rules of the school;
- 7 2. Immoral or disreputable conduct, including vulgar or profane language;
- 8 3. Violence or threatened violence against the person of any personnel attending or assigned to any
9 school;
- 10 4. Willful or malicious damage to real or personal property of the school or the property of any
11 person attending or assigned to the school;
- 12 5. Inciting, advising, or counseling of others to engage in any of the action that would justify
13 suspension;
- 14 6. Marking, defacing, or destroying school property;
- 15 7. Possession of a pistol, gun, or firearm on school property;²
- 16 8. Possession of a knife or other weapons, as defined in state law, on school property;³
- 17 9. Assaulting a principal, teacher, school bus driver, or other school personnel with vulgar,
18 obscene, or threatening language;
- 19 10. Unlawful use or possession of barbitol or legend drugs as defined in state law;⁴
- 20 11. Engaging in behavior which disrupts a class or school-sponsored activity;
- 21 12. Making a threat, including a false report, to use a bomb, dynamite, or any other deadly
22 explosive or destructive device including chemical weapons on school property or at a school-
23 sponsored event, or an invalid threat of mass violence;⁵
- 24 13. One (1) or more students initiating a physical attack on an individual student on school property
25 or at a school activity, including travel to and from school;

1 14. Assault against a school employee as defined in state law;⁶

2 15. Off-campus criminal behavior resulting in felony charges;

3 16. When behavior poses a danger to persons or property or disrupts the educational process;

4 17. Any other conduct prejudicial to good order or discipline in any school.

5 Except in an emergency, a principal shall not suspend any student until that student has been advised
6 of the nature of his/her misconduct, questioned about it, and allowed to give an explanation.

7 If, as a result of an investigation, a principal/designee finds that a student acted in self-defense under a
8 reasonable belief that the student, or another to whom the student was coming to the defense of, may
9 have been facing the threat of imminent danger of death or serious bodily injury, then the student may
10 not face any disciplinary action.⁵

11 When a student is suspended, the principal shall notify the parent(s)/guardian(s) and the Director of
12 Schools/designee of the following:

13 1. Student's suspension;

14 15 2. Cause for the suspension; and

16 17 3. Any conditions for readmission which may include a meeting of the parent(s)/guardian(s),
18 student, and the principal.

19 If a student is suspended during the last ten (10) days of any term or semester, he/she shall be
20 permitted to take such final examinations or submit such required work as necessary to complete the
21 course of instruction for that semester, subject to conditions prescribed by the principal.⁶

22 **IN-SCHOOL SUSPENSION⁷**

23 In-school suspension shall be offered to students as an alternative program (if applicable) to complete
24 academic assignments and receive credit for work completed.

25 Students given an in-school suspension in excess of one (1) day from classes shall attend special
26 classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for
27 study. Personnel responsible for in-school suspension shall ensure that each student is supervised at all
28 times and has textbooks and classwork assignments from his/her regular teachers.

29 **SUSPENSIONS LONGER THAN FIVE DAYS⁸**

30 If a suspension is longer than five (5) days, the principal shall develop and implement a plan for
31 improving the student's behavior.

1 **SUSPENSIONS LONGER THAN TEN DAYS⁹**

2 If the principal suspends a student for longer than ten (10) days, he/she shall immediately give written
 3 notice to the parent(s)/guardian(s) and the student of the right to appeal the decision. All appeals shall
 4 be filed within five (5) days of receipt of the notice. These appeals may be filed by the
 5 parent(s)/guardian(s), the student, or any person holding a teaching license who is employed by the
 6 school district if requested by the student.

7 The appeal from this decision shall be to the Disciplinary Hearing Authority appointed by the Board. If
 8 a Disciplinary Hearing Authority has not been appointed, then the appeal shall be to the Board.

9 **SCHOOL-SPONSORED EVENTS⁶**

10 If a student assaults an employee, he/she shall be suspended from school-sponsored events for one (1)
 11 calendar year unless modified by the Director of Schools. A school-sponsored event is an activity that
 12 is not directly related to a student's grade in a course of instruction.

Legal References

1. [TCA 49-2-203\(a\)\(7\); TCA 49-6-3401\(a\)](#)
2. [TCA 39-17-1309\(b\)](#)
3. [TCA 39-17-1309](#)
4. [TCA 53-10-101; TCA 39-17-454](#)
5. [Public Acts of 2024, Chapter No. 882](#)
6. [Public Acts of 2024, Chapter No. 915; TCA 39-13-101](#)
7. [TCA 49-6-3401\(i\)](#)
8. [TCA 49-6-3401\(d\)](#)
9. [TCA 49-6-3401\(b\)](#)
10. [TCA 49-6-3401\(c\)\(3\)](#)
11. [TCA 49-6-3401\(a\)-\(c\); Goss v. Lopez, 419 U.S. 565 \(1975\); 20 USCA § 1415](#)

Cross References

Traffic and Parking Controls 3.403
 Code of Conduct 6.300
 Procedural Due Process 6.302
 Interference/Disruption of School Activities 6.306
 Drug-Free Schools 6.307
 Bus Safety and Conduct 6.308
 Zero Tolerance Offenses 6.309
 Dress Code 6.310
 Student Disciplinary Hearing Authority 6.317
 Alternative Education 6.319

CURRENT POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Admission of Suspended or Expelled Students	Descriptor Code: 6.318	Issued Date: 11/08/22
		Rescinds: 6.318	Issued: 05/13/02

- 1 The Board may deny admission of any student (except those in state custody) who has been expelled
- 2 or suspended from another school district in Tennessee or another state even though the student has
- 3 established residency in the district in which he/she seeks enrollment.

- 4 After a request for enrollment is made, the Director of Schools shall investigate the facts surrounding
- 5 the suspension/expulsion from the former school district **and make a recommendation to the Board to**
- 6 **approve or deny the request.**

- 7 The Board shall not deny enrollment beyond the length of the imposed suspension/expulsion.

- 8 A student may be dismissed if it is determined subsequent to the enrollment that the student has been
- 9 suspended or expelled from the former school district.¹

Legal References

1. TCA 49-6-3401(f); Public Acts of 2022, Chapter No. 868; 20 USCA § 1232g(b)(4), (h)

Cross References

School Admissions 6.203
Student Records 6.600

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Admission of Suspended or Expelled Students	Descriptor Code: 6.318	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

- 1 The Board may deny admission of any student (except those in state custody) who has been expelled
2 or suspended from another school district in Tennessee or another state even though the student has
3 established residency in the district in which he/she seeks enrollment.
- 4 After a request for enrollment is made, the Director of Schools shall investigate the facts surrounding
5 the suspension or expulsion from the former school district. The principal may ask the
6 parent(s)/guardian(s) in writing if their student has been adjudicated delinquent for an offense listed in
7 TCA 49-6-3051 and submit any records to the Director of Schools.¹ Based on the results of the
8 investigation, the Director of Schools shall make a recommendation to the Board to approve or deny
9 the request.
- 10 The Board shall not deny enrollment beyond the length of the imposed suspension or expulsion.
- 11 A student may be dismissed if it is determined subsequent to the enrollment that the student has been
12 suspended or expelled from the former school district.²

Legal References

1. [Public Acts of 2024, Chapter No. 721](#)
2. [TCA 49-6-3401\(f\); 20 USCA § 1232g\(b\)\(4\), \(h\)](#)

Cross References

School Admissions 6.203
Student Records 6.600

Gibson County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Opioid Antagonist	Descriptor Code: 6.4052	Issued Date: 04/12/18
		Rescinds:	Issued:

1 *General*

2 The district shall maintain an opioid antagonist at each school in at least two (2) unlocked, secure
3 locations to be administered to any student believed to be having a drug overdose.¹ School nurses and
4 other school personnel expected to provide emergency care to students shall be trained according to the
5 Tennessee Department of Health guidelines. The school nurse or other trained school personnel may
6 utilize the school's supply of opioid antagonists to respond to a drug overdose, under a standing protocol
7 from a physician.

8 **PARENTAL NOTIFICATION**

9 The school system shall notify the parent(s)/guardian(s) of any student to whom an opioid antagonist
10 has been administered.

11 **PROCEDURES**

12 The director of schools shall develop procedures for the maintenance and usage of opioid antagonists as
13 well as procedures regarding record keeping and reporting after any incident.

Legal References

1. State Board of Education Policy 4.205

PROPOSED POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Opioid Antagonist	Descriptor Code: 6.4052	Issued Date:
		Rescinds:	Issued:

1 *General*

2 The school district shall maintain an opioid antagonist at each school in at least two (2) unlocked,
3 secure locations to be administered to any student believed to be having a drug overdose.¹ The opioid
4 antagonist shall be stored in accordance with the manufacturer's instructions.² School nurses and other
5 school personnel expected to provide emergency care to students shall be trained according to the
6 Tennessee Department of Health guidelines. The school nurse or other trained school personnel may
7 utilize the school's supply of opioid antagonists to respond to a drug overdose under a standing
8 protocol from a physician.

9 School district staff shall not prohibit a student, employee, or visitor from possessing an opioid
10 antagonist while the person is on school property or attending a school-sponsored activity held at a
11 location that is not school property.²

12 **PARENTAL NOTIFICATION**

13 The school district shall notify the parent(s)/guardian(s) of any student to whom an opioid antagonist
14 has been administered.

15 **PROCEDURES**

16 The Director of Schools shall develop procedures for the maintenance and usage of opioid antagonists
17 as well as procedures regarding record keeping and reporting after any incident.

Legal References

1. [State Board of Education Policy 4.205; TCA 49-50-1604](#)
2. [Public Acts of 2024, Chapter No. 629](#)

CURRENT POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Reporting Child Abuse	Descriptor Code: 6.409	Issued Date: 11/08/22
		Rescinds: 6.409	Issued: 09/10/20

1 *General*

2 The Director of Schools shall:¹

- 3 1. Designate one employee as the Child Abuse Coordinator (the Coordinator) and an additional
4 employee to serve as the Alternate Child Abuse Coordinator (the Alternate) for each school;
5
6 2. Require that the Coordinator and the Alternate receive appropriate training;
7
8 3. Supply the Coordinator with all necessary resources;
9
10 4. Ensure that all employees working directly with students annually complete the child abuse
11 training program required by state law.²

12 The Coordinator shall assist any employee with appropriately reporting and responding to instances of
13 child abuse or child sexual abuse.

14 **REPORTING**

15 All personnel shall be alert for any evidence of child abuse, sexual abuse, or neglect.³ If personnel
16 know or have reasonable cause to suspect child abuse, sexual abuse, or neglect, a report shall be filed
17 immediately with the Coordinator, the Department of Children's Services (DCS), and law
18 enforcement.⁴ When alleged abuse involves someone employed by, previously employed by, or
19 otherwise affiliated with the school, the report may be made directly to the DCS and law enforcement
20 prior to notifying the Coordinator.⁵

21 The report shall include, to the extent known by the reporter:⁶

- 22 1. The name, address, telephone number, and age of the child;
23
24 2. The name, telephone number, and address of the parents or persons having custody of the child;
25
26 3. The nature and extent of the abuse or neglect; and
27
28 4. Any evidence to the cause or any other information that may relate to the cause or extent of the
29 abuse or neglect.

30 The Director of Schools/designee shall develop reporting procedures, including sample indicators of
31 abuse and neglect, and shall disseminate the procedures to all school personnel.

1 CONFIDENTIALITY

2 District employees shall keep all information regarding any child abuse confidential in accordance
3 with state law.

4 INVESTIGATIONS

5 School administrators and employees have a duty to cooperate, provide assistance, and information in
6 child abuse investigations⁷ including permitting DCS teams to conduct interviews while the child is at
7 school. The principal may control the time, place, and circumstances of the interview but may not
8 insist that a school employee be present even if the suspected abuser is a school employee or another
9 student. The principal is not in violation of any laws by failing to inform parent(s)/guardian(s) that the
10 child is to be interviewed even if the suspected abuser is not a member of the child's household.⁸

Legal References

1. TCA 49-6-1601
2. TCA 37-1-408; Public Acts of 2022, Chapter No. 841
3. TCA 37-1-403(a)(1); TCA 37-1-412; TCA 37-1-602; TCA 37-1-605(a)(4)
4. TCA 37-1-403(a)(2); TCA 49-6-1601
5. Public Acts of 2022, Chapter No. 781
6. TCA 37-1-403(b)
7. TCA 37-1-611(b)
8. Tenn. Op. Atty. Gen. No. 87-101 (June 9, 1987)

Cross References

Recommendations and File Transfers 5.203
 Staff-Student Relations 5.610
 Interrogations and Searches 6.303
 Student Discrimination, Harassment, Bullying, Cyberbullying, and Intimidation 6.304
 Title IX & Sexual Harassment 6.3041
 Promoting Student Welfare 6.400

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Reporting Child Abuse	Descriptor Code: 6.409	Issued Date:
		Rescinds:	Issued:

1 *General*

2 The Director of Schools shall:¹

- 3 1. Designate one employee as the Child Abuse Coordinator (the Coordinator) and an additional
4 employee to serve as the Alternate Child Abuse Coordinator (the Alternate) for each school
5 and submit this information to the Department of Children's Services;
6
- 7 2. Require that the Coordinator and the Alternate receive appropriate training;
8
- 9 3. Supply the Coordinator with all necessary resources;
10
- 11 4. Ensure that all employees working directly with students annually complete the child abuse
12 training program required by state law.²

13 The Coordinator shall assist any employee with appropriately reporting and responding to instances of
14 child abuse or child sexual abuse.

15 **REPORTING**

16 All personnel shall be alert for any evidence of child abuse, sexual abuse, or neglect.³ If personnel
17 know or have reasonable cause to suspect child abuse, sexual abuse, or neglect, a report shall be filed
18 immediately with the Coordinator, the Department of Children's Services (DCS), and law
19 enforcement.⁴ When alleged abuse involves someone employed by, previously employed by, or
20 otherwise affiliated with the school, the report may be made directly to the DCS and law enforcement
21 prior to notifying the Coordinator.⁵

22 The report shall include, to the extent known by the reporter:⁶

- 23 1. The name, address, telephone number, and age of the child;
24
- 25 2. The name, telephone number, and address of the parents or persons having custody of the child;
26
- 27 3. The nature and extent of the abuse or neglect; and
28
- 29 4. Any evidence to the cause or any other information that may relate to the cause or extent of the
30 abuse or neglect.

31 The Director of Schools/designee shall develop reporting procedures, including sample indicators of
32 abuse and neglect, and shall disseminate the procedures to all school personnel.

1 **CONFIDENTIALITY**

2 District employees shall keep all information regarding any child abuse confidential in accordance
3 with state law.

4 **INVESTIGATIONS**

5 School administrators and employees have a duty to cooperate, provide assistance, and information in
6 child abuse investigations⁷ including permitting DCS teams to conduct interviews while the child is at
7 school. The principal may control the time, place, and circumstances of the interview but may not
8 insist that a school employee be present even if the suspected abuser is a school employee or another
9 student. The principal is not in violation of any laws by failing to inform parent(s)/guardian(s) that the
10 child is to be interviewed even if the suspected abuser is not a member of the child's household.⁸

Legal References

1. [TCA 49-6-1601; Public Acts of 2024, Chapter No. 571](#)
2. [TCA 37-1-408](#)
3. [TCA 37-1-403\(a\)\(1\); TCA 37-1-412; TCA 37-1-602; TCA 37-1-605\(a\)\(4\)](#)
4. [TCA 37-1-403\(a\)\(2\); TCA 49-6-1601](#)
5. [TCA 49-6-1601\(d\)\(1\)\(B\)\(v\)](#)
6. [TCA 37-1-403\(b\)](#)
7. [TCA 37-1-611\(b\)](#)
8. [Tenn. Op. Atty. Gen. No. 87-101 \(June 9, 1987\)](#)

Cross References

- Recommendations and File Transfers 5.203
- Staff-Student Relations 5.610
- Interrogations and Searches 6.303
- Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
- Title IX & Sexual Harassment 6.3041
- Promoting Student Welfare 6.400

School Board Member Commitment of Office

Board Chairman(Tom Lannom): Do you solemnly swear that you will uphold the Constitution and statutes of the United States and of the State of Tennessee and that as a school board member of **Gibson County Special School District** that you will faithfully execute the office to which you have been elected.

School Board Member(John Campbell):I will.

Board Chairman(Tom Lannom):By the authority vested in me from the citizens of **Gibson County**, I declare **Scott Ball** to be duly elected. Please join me in a round of applause and congratulation.

{Once the school board member has been sworn in, the member should read and sign the below oath of office.}

School Board Member(John Campbell): As an elected member of the Gibson County Special School District Board of Education, I accept the high honor and trust that has been placed in me to ensure that the children of this district receive the best education available anywhere in the United States of America. In accepting this position, I hold the pursuit of that goal as my sacred duty. To that end, I hereby swear that I will:

- Place the interests of children above all others in every decision that I make;
- Uphold all applicable federal and state laws and regulations;
- Abide by the policies of the Board, and work with my fellow Board members to change those policies as needed to improve student learning;
- Maintain board focus on the achievement of all students regardless of race, class, ethnicity, or gender; Not use my position for personal or partisan gain;
- Model continuous learning in my role as a member of the governance team;
- Maintain a strategic plan for the district that clearly defines success and accountability for the board, the staff, and our students;
- Focus on the policy work of the Board and monitor progress on the indicators of success in our strategic plan, leaving the day to day operation of the district to the superintendent and staff;
- Base my decisions upon available facts, vote my convictions, avoid bias, and uphold and support the decisions of the majority of the board once a decision is made;
- Work to build trust between and among board members and the superintendent by treating everyone with dignity and respect, even in times of disagreement;
- Maintain the confidentiality of privileged information including that shared in executive sessions of the board;
- Recognize that authority rests only with majority decisions of the board and will make no independent commitments or take any independent actions that may compromise the board as a whole;
- Refer constituent complaints and concerns to the appropriate person within the district chain of command; and
- Respect the leadership roles of the board chairman and superintendent.

I will maintain fidelity to these commitments and will be held accountable by my fellow board members should I fail to live up to this oath. So help me, God.

This oath of office has been sworn to on this, the _ day of _____, 20__.

John Campbell
School Board Member

Witness

School Board Member Commitment of Office

Board Chairman(Tom Lannon): Do you solemnly swear that you will uphold the Constitution and statutes of the United States and of the State of Tennessee and that as a school board member of **GibsonCountySpecialSchool District** that you will faithfully execute the office to which you have been elected.

School Board Member(Scott Ball):I will.

Board Chairman(Tom Lannon):By the authority vested in me from the citizens of **Gibson County**, I declare Scott Ball to be duly elected. Please join me in a round of applause and congratulation.

{Once the school board member has been sworn in, the member should read and sign the below oath of office.}

School Board Member(Scott Ball): As an elected member of the Gibson County Special School District Board of Education, I accept the high honor and trust that has been placed in me to ensure that the children of this district receive the best education available anywhere in the United States of America. In accepting this position, I hold the pursuit of that goal as my sacred duty. To that end, I hereby swear that I will:

- Place the interests of children above all others in every decision that I make;
- Uphold all applicable federal and state laws and regulations;
- Abide by the policies of the Board, and work with my fellow Board members to change those policies as needed to improve student learning;
- Maintain board focus on the achievement of all students regardless of race, class, ethnicity, or gender; Not use my position for personal or partisan gain;
- Model continuous learning in my role as a member of the governance team;
- Maintain a strategic plan for the district that clearly defines success and accountability for the board, the staff, and our students;
- Focus on the policy work of the Board and monitor progress on the indicators of success in our strategic plan, leaving the day to day operation of the district to the superintendent and staff;
- Base my decisions upon available facts, vote my convictions, avoid bias, and uphold and support the decisions of the majority of the board once a decision is made;
- Work to build trust between and among board members and the superintendent by treating everyone with dignity and respect, even in times of disagreement;
- Maintain the confidentiality of privileged information including that shared in executive sessions of the board;
- Recognize that authority rests only with majority decisions of the board and will make no independent commitments or take any independent actions that may compromise the board as a whole;
- Refer constituent complaints and concerns to the appropriate person within the district chain of command; and
- Respect the leadership roles of the board chairman and superintendent.

I will maintain fidelity to these commitments and will be held accountable by my fellow board members should I fail to live up to this oath. So help me, God.

This oath of office has been sworn to on this, the _ day of _____, 20__.

Scott Ball
School Board Member

Witness



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Budget Overview

Gibson Co Sp Dist (275) Public District - FY 2025 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 1 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Indirect Cost Guide

Total Allocation	\$111,740.03
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$111,740.03
Indirect Cost Rate	14.97%
Max Available Budget In Categories Eligible for Indirect Cost	\$97,190.60
Max Indirect Cost	\$14,549.43

Filter by Location:

Show Unbudgeted Categories

Hinson, Rory
Production
Session Timeout (Hide Timer) 00:29:58

Account Number	71100 - Regular Instruction Program	72210 - Support Services/Regular Instruction Program	72250 - Education Technology	Total
Line Item Number				
172 - Instructional Coaches		40,056.43		40,056.43
189 - Other Salaries & Wages	0.00	0.00	15,750.00	15,750.00
201 - Social Security	0.00	2,483.49	976.50	3,459.99
204 - Pensions	0.00	2,597.23	1,118.25	3,715.48
207 - Medical Insurance	0.00	2,779.53	2,079.75	4,859.28
212 - Employer Medicare	0.00	580.82	228.38	809.20
429 - Instructional Supplies & Materials	43,089.65			43,089.65
Total	43,089.65	48,497.50	20,152.88	111,740.03
			Adjusted Allocation	111,740.03
			Remaining	0.00

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Budget Overview

Gibson Co Sp Dist (275) Public District - FY 2025 - Public School Security Grant - Rev 0 - Public School Security Grant

Go To

Filter by Location: All - \$53,509.68

Show Unbudgeted Categories

	Account Number	72620 - Maintenance of Plant	Total
Line Item Number			
701 - Administration Equipment		26,397.49	26,397.49
790 - Other Equipment		27,112.19	27,112.19
Total		53,509.68	53,509.68
		Adjusted Allocation	53,509.68
		Remaining	0.00

Hinson, Rory

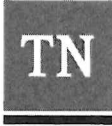
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Hinson, Rory

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Budget Overview

Gibson Co Sp Dist (275) Public District - FY 2025 - State Special Education Preschool Grant - Rev 0 - State Special Education Preschool Grant

Go To

Filter by Location:

[Show Unbudgeted Categories](#)

	Account Number	71200 - Special Education Program	Total
Line Item Number			
116 - Teachers		72,848.00	72,848.00
201 - Social Security		4,516.58	4,516.58
204 - State Retirement		4,633.13	4,633.13
207 - Medical Insurance		272.73	272.73
212 - Employer Medicare		1,056.30	1,056.30
Total		83,326.74	83,326.74
		Adjusted Allocation	83,326.74
		Remaining	0.00

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Budget Overview

Gibson Co Sp Dist (275) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

Go To

Filter by Location: All - \$2,216,885.10

Show Unbudgeted Categories

Account Number	71300 - Vocational Education Program	72130 - Other Student Support	72230 - Support Services/Vocational Education Program	72250 - Education Technology	72510 - Fiscal Services	72710 - Transportation	Total
Line Item Number							
105 - Supervisor / Director			51,132.48				51,132.48
116 - Certified Teachers	410,688.01						410,688.01
119 - Accountants/Bookkeepers					4,004.00		4,004.00
201 - Social Security	26,276.47	0.00	3,170.23		260.40	0.00	29,707.10
204 - State Retirement	36,125.96	0.00	3,630.41		283.99	0.00	40,040.36
207 - Medical Insurance	18,676.43	0.00	4,928.21		0.00		23,604.64
212 - Employer Medicare	5,727.87	0.00	741.44		60.97	0.00	6,530.28
355 - Travel		8,000.00	0.00				8,000.00
429 - Instructional Supplies & Materials	5,000.00						5,000.00
429C - Instructional Supplies & Materials (Consumables)	53,000.00						53,000.00
449 - Textbooks - Bound	2,400.00						2,400.00
471 - Software	0.00		0.00	550.00			550.00
499 - Other Supplies and Materials	71,929.01	0.00	0.00	0.00	0.00		71,929.01
524 - In-Service / Staff Development		0.00	3,000.00				3,000.00
599 - Other Charges	1,114,899.22					0.00	1,114,899.22
729 - Transportation Equipment						114,000.00	114,000.00
730 - Vocational Instruction Equipment	278,400.00						278,400.00
Total	2,023,122.97	8,000.00	66,602.77	550.00	4,609.36	114,000.00	2,216,885.10
						Adjusted Allocation	2,216,885.10
						Remaining	0.00

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Bid Recap – 8 Passenger SUV

Vendor	Bid Amount
Steve Marsh Ford	\$56,975.00
Steve Marsh Ford	\$56,975.00

Recommendation: Purchase two Ford Expeditions from Steve Marsh Ford for a total of \$113, 950.

Funding included in ISM approved budget for 2024-2025.

Bid Recap – Stock Trailer

Vendor	Bid Amount
Mouser Steel Supply	\$32,000.00

Recommendation: Purchase from Mouser Steel Supply for \$32,000.00

Funding included in ISM approved budget for 2024-2025.

Request for Proposals

School Feasibility Study

Gibson County Special Schools

August 22, 2024

LEWIS GROUP ARCHITECTS



August 22, 2024

Mr. Eddie Pruett
Gibson County Special Schools
130 Trenton Highway
PO Box 60
Dyer, TN 38330

**Re: Request for Proposal
School Feasibility Study
Gibson County Special Schools**

Dear Mr. Pruett,

Lewis Group Architects (LGA), is pleased to submit our qualifications to provide services for the Comprehensive Facilities Study for Gibson County Special School District, Gibson County, Tennessee. This is an exciting opportunity and one in which we believe our firms' experience, capabilities, and approach make us a uniquely qualified resource and partner for Gibson County Special School District, by evaluating how your physical resources can best meet your educational goals for today and tomorrow.

LGA partners with school systems throughout Tennessee to determine and understand where their systems face challenges. With information we gather from school systems and other reliable sources, we can review the data and, through comparisons and analysis, define and prioritize the problem areas. Our staff of professionals use their knowledge and talents to work through the problems, provide a variety of solutions to address those challenges, and present the information necessary to prioritize action items through planning. From system-wide, comprehensive assessments, to assessments of more narrow, limited scope, our services allow school systems to fix problem areas, operate more efficiently, and provide better long-term learning environments.

We believe that a data-driven, evidence-based process coupled with creative thinking yields the best problem-solving results. LGA Educational Planner, Dr. Brian Bell, will help lead this process as we navigate the data and prioritize each problem area. Dr. Bell has over 25 years' experience in public education serving as the former Director of Schools for Alcoa City Schools, Assistant Director of Schools and Director of Facilities/Technology for Blount County Schools. Dr. Bell's experience is invaluable as he helps to bridge the gap between architects and educators.

We appreciate the opportunity to present Gibson County Special School District our qualifications for the comprehensive facility assessment study. It is our desire to be considered for this assessment and would like the opportunity to work with staff, administration and the board of education through this exciting process. We hope to hear from you soon!

Sincerely,



Paul M. McCall, AIA
Lewis Group Architects
Principal-in-Charge

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About Lewis Group Architects

Submitting Firm

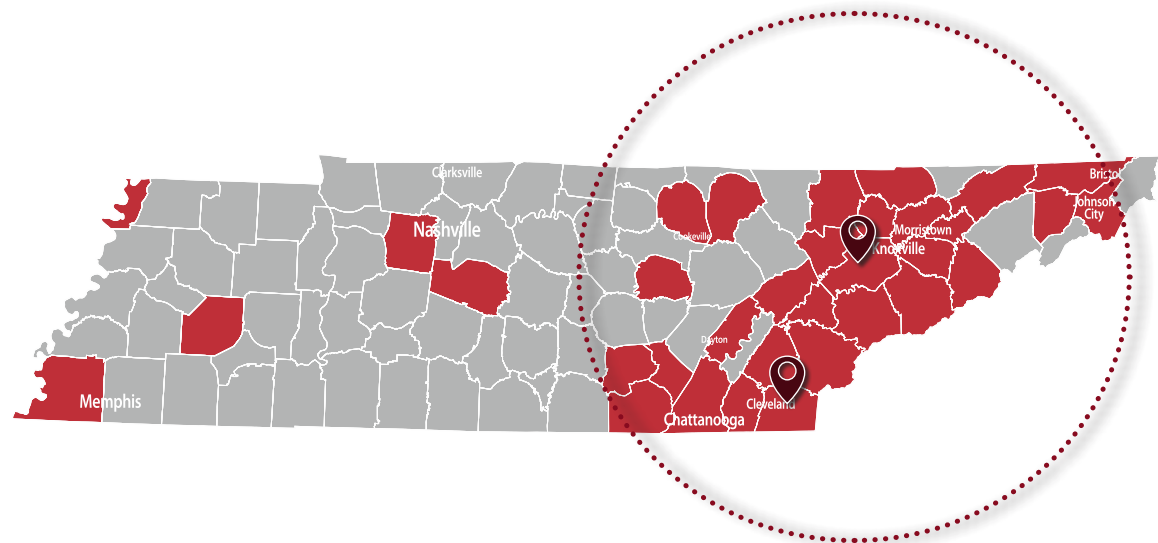
Primary Contact	Paul McCall, Principal
Contact Info	(865) 584-5000 pmccall@lewisgroup.net
Submitting Firm Name	Lewis Group Architects
Address	6512 Deane Hill Drive, Knoxville, TN 37919 - Headquarters 63 N Ocoee Street, Cleveland, TN 37311
Website	www.lewisgroup.net
Years in Business	42

Our Firm at a Glance

Founded in 1982 by Jerry W. Lewis, AIA on the principles of honesty, integrity, and exemplary service for our clients, LGA is a professional corporation that has become the Firm of Choice - the firm that clients have chosen again and again for comprehensive and distinctive design services. For more than 40 years, LGA has continued to emphasize the values of quality design and unparalleled service tailored to each client's needs.

With a staff of over 20 creative and talented professionals, LGA offers a wide variety of design services. These services include Architecture, Master Planning, Interior Architecture, Interior Design, and Graphic Design. LGA has successfully completed hundreds of projects and received numerous awards for excellence in design from the American Institute of Architects, Metropolitan Planning Commission, and the Tennessee School Board Association. LGA has been named one of the Top 10 Healthcare Architects in the South Central Region by McGraw Hill / South Central Construction and recognized for outstanding school design in Masonry Construction and American Schools and University.

At Lewis Group Architects (LGA), our priority is providing great design and thoughtful solutions for our clients and our community. Through our design process, we aim to understand and identify with your goals and ambitions and translate those into great design solutions. LGA has served clients throughout Tennessee with a commitment to building enduring relationships with our clients and making great places together. Through projects in education, LGA has been instrumental in both creating important places for the benefit of our communities as well as bringing new life to existing facilities.



ARCHITECTURE + PLANNING

Our priority is to understand and identify our clients' cultures, needs, and goals in order to translate their vision into results using robust data and solid research. Clients can rely on our efficient methods and experience to develop and deliver thoughtful design schemes that meet their programmatic and budgetary needs and create community landmarks.

PROJECT MANAGEMENT

We work closely with the project team, client, and all stakeholders, developing and reviewing plans from the earliest stages, overseeing construction contracts, and supervising construction of the project while ensuring all standards and project deadlines are met.

INTERIOR DESIGN

LGA's dynamic interior design staff strives for a client-inclusive project from beginning to end. Our team aims to emphasize and mirror the culture and goals of each client in the finished space. Our team can also offer FFE (fixtures, furnishings, and equipment) planning services.

CONSTRUCTION ADMINISTRATION

Clients can depend on us to ensure quality and value throughout project realization. We continue to engage with construction professionals long after the project is funded and approved, seeking to maintain integrity of design and client satisfaction. We are responsive to all requests for changes or information in order to do our part to meet project schedule requirements.

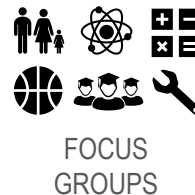
OTHER OFFERINGS

Graphic Design	Programming
Code Compliance	3D Modeling
Space Planning	Electronic File Management
Scheduling	Environmental Analysis
Master Planning	Environmental Graphics
Land Planning	Way Finding
Facility Analysis	Architectural Models
Existing Conditions Surveys	Architectural Photography

We believe that at the heart of every great **community** is a great **school**.



LGA has the experience and resources necessary to help institutions and organizations engage the public in the design process in a meaningful and productive way. Our leadership is effective at developing relationships with community leaders that allow us to participate in a dialogue with them regarding important community projects. Our firm has experience leading public input sessions, and our recent work with school systems such as Dickson County, Washington County, and other organizations has allowed us to demonstrate that a public process that is carefully coordinated and integrated into the design process can greatly benefit a project in many ways. We have facilitated many different types of public input sessions, advisory group meetings, town hall meetings, and public presentations with many positive results. We can help determine the best timing to share information with the public as well as help prepare the information to be shared. When the public is engaged in a positive way, support for a public project like a school - both emotional and financial - grows, and the greater community eventually benefits.



Statement of Work



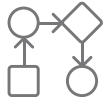
Phase I: Facility Condition Analysis Report

A team of experienced architects and engineers, led by Paul McCall, will begin the process of analyzing the existing Gibson County Special School facilities. The process will begin with the collection of existing documentation and drawings of each of the facilities. Once the drawings have been studied and a plan of action developed, the team will coordinate with BOE to conduct on-site inspections of the facilities and systems, including all structural, mechanical, electrical, plumbing, fire protection, and architectural elements in the buildings. Following the site visits, the team will develop a condition analysis report for each building broken down by discipline and the process will begin to update existing drawings as necessary. Fire, safety, regulatory, and maintenance issues will be identified per facility and possible solutions developed for the major issues. Working closely with a cost estimator, cost estimates will be developed and itemized for the potential solutions. A recommended plan of action will be developed for short and long term issues based on urgency and estimated costs. A comprehensive report, including recommendations for ongoing maintenance policies and practices, will be developed for review and comment as a draft prior to completion of a final Facility Conditions Analysis Report.



Phase II: Demographic Analysis and Enrollment Projections Report

Running concurrently with Phase I, Phase II will begin with the collection of existing Gibson County Special School records and data pertaining to student demographics, historical enrollment and attendance records, curriculum and programmatic data, operational costs, and maintenance records. We will build a series of baselines for comparison and evaluation based on regional, state, and national averages and top performing school systems. We will look at trends in curriculum and programs and evaluate the system as a whole and on a school by school basis. We will identify current strengths and areas of need for each school with respect to trends and demographics, and population projections. A comprehensive report complete with diagrams and illustrative graphics will be developed for review and comment as a draft prior to completion of a final Demographic Analysis and Enrollment Projections Report.



Phase III: Comprehensive Facilities Plan

Following the completion of the draft reports for Phase I and Phase II, Phase III: Comprehensive Facilities Plan will commence building on the findings of the previous two phases. We will develop an assessment of needs and recommendations based on physical conditions of existing buildings and life span projects, demographics, enrollment projections, educational trends, and curriculum / programmatic needs. The recommendations will align with the educational mission objectives of BOE. The plan will identify alternatives for optimal utilization of facilities and resources. Using historical and current market data, we will develop estimated costs associated with the various options and recommendations. A long-range plan outlining potential phasing that aligns needs and availability of resources. We will develop diagrams, drawings, and other illustrative materials to clearly present the information for both public hearings and production of a Comprehensive Facilities Master Plan Document.

Experience, Expertise and Capabilities

The fundamental purpose of Lewis Group Architects is to be involved in work that is important and beneficial to the community. As much as clients select us, we have also sought out clients whose work or projects have a lasting, positive impact on the wellbeing and healthy future of our communities. For many reasons, projects in education have been central and instrumental in that choice and we are grateful for the opportunity to be involved. But being involved in the well being of our communities isn't just about designing a building. It's about working hand-in-hand with clients to understand their mission. In education, it's about formulating an understanding and a vision for how education happens and walking with clients through the often tricky and public process of change, especially in the context of existing facilities.

Building close working relationships with our clients has led to LGA conducting multiple facility assessments over the past 20+ years. We pride ourselves in our ability to work with school boards, directors of school, and all involved parties to develop a comprehensive facility assessment tailored to the needs of our clients. A list of those systems and their assessments is below.

Facility Assessments	Lake County	Washington County	Dickson County	Jefferson County	Roane County	Monroe County	Alcoa City	Grainger County
Year Complete	2023	2022	2021	2019	2016	2009	2008	2005
Demographics	●	●	●	●	●		●	●
Curriculum Comparison					●			●
Transportation				●	●			●
Standards & Performance	●	●	●	●	●			
Facility Resources				●	●		●	●
Operational / Utility Cost	●	●	●	●	●			
Security	●	●	●	●	●	●		
ADA / Accessibility	●	●	●	●	●	●		
Structural	●	●	●	●	●	●		
Fire Safety	●	●	●	●	●	●		
Health	●	●	●	●	●	●		
Maintenance	●	●	●	●	●	●		
Enrollment Trends	●	●	●	●	●		●	●
Zoning	●	●	●					
Census / Growth Analysis	●	●	●	●	●			

The Past Value of Experience

Experience is a great teacher, and each new school project that LGA undertakes is informed by lessons learned in past projects. Having completed numerous educational projects in the diverse socioeconomic climates that we've seen between 1982 and today, our team members have become seasoned experts in educational design in the public sector. A majority of these projects have included design work related to existing facilities where the solutions include anything from demolition of deteriorating facilities to upgrades and renovations to additions and new construction. This past experience allows us to quickly and accurately assess the priorities, opportunities, and constraints in every project with which we are involved, as well as smoothly navigate the particular design and construction processes of public sector projects such as schools. Because of its ability to assess existing facilities and school systems holistically, LGA has been able to use its creative abilities and fresh-thinking to make important recommendations about master planning, strategy, and project phasing to its school clients - recommendations that have represented significant improvements in efficiency, operability, and learning settings for students.

Structure

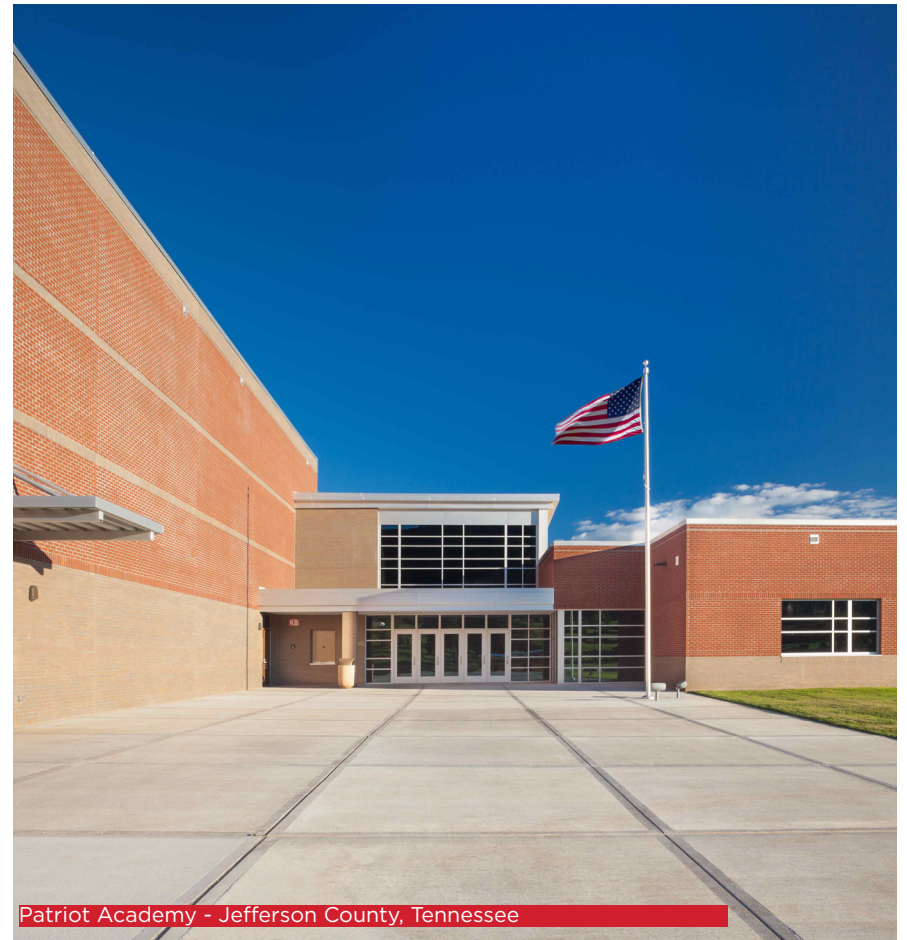
In order to build upon our educational experience, maximize successful delivery of projects, and stay abreast of new and proven strategies in educational design, LGA reorganized its business model several years ago by creating an Education Studio whose staff focuses entirely on educational projects. This model has proven to be a valuable asset to both LGA and our clients by increasing efficiency, accuracy, and knowledge of school design and construction.

Process

Over the years, LGA has come to recognize that another one of our major strengths as a firm is our collaborative and research-based design approach. Our approach begins with face-to-face conversations with you, the clients, and an in-depth investigation of the numerous givens that may impact a design problem. Collection of information leads to analysis and to the understanding of parameters. Working creatively and with a clear understanding of the parameters allows us to solve the right problems in the best ways. By investing time and energy in a thorough and thoughtful data-driven design process, we can trust that the true nature of a problem will emerge. Rather than being guided by preconceived solutions, we count on the design process to lead us to the best solutions.

Partnership

A tight working partnership with the Client is necessary to achieve the right results. LGA will be involved heavily with the client in the investigative and design process from the onset, so that we may fully understand your needs and goals. We will ask questions, request information, offer ideas, get your feedback, and make adjustments in an ongoing process aimed at honing in on the true nature of a problem, its parameters, and the best solutions. LGA's phased process will require your review and approval of the products of each phase before moving on to the next. Additionally, as your advocates in the process we, will assist you in preparing materials and engaging the community in any public process that may be required in this study.



Patriot Academy - Jefferson County, Tennessee

Summary of Relevant Experience

Lewis Group Architects has extensive experience in assisting municipalities and school systems to understand the condition of their facilities and to develop potential solutions for improving the quality and efficiency of their facilities for the long term. Below are examples of some of the services we have completed or are providing in other counties and municipalities where a strategic, long-term, phased approach for improvement projects was critical.

Facilities Assessments and Design Projects with Phased Implementation in K-12 Schools

- [Morristown-Hamblen High School West](#) - facility assessment study and design work resulting in a long-range plan for phased improvements and additions including 2 phases completed over the past 8 years and two phases to be completed in the near future
- [Cornerstone Academy](#) - facility assessment and design of additions and renovations completed in 3 phases over the course of 3 years
- [Jefferson County High School](#) - facility assessment study and design work resulting in an 8 phase project completed over the course of 5.5 years to provide facility upgrades and additions
- [Alcoa Schools](#) - facilities planning study resulting in renovations and new construction in 2 phases over the course of 5 years
- [Roane County School](#) - facilities planning study calling for renovations and new construction, assessments complete and design work for new projects underway
- [Findlay Elementary School, White County Schools](#) - facility assessment of existing elementary school and design of replacement school

Facilities Assessments and Improvements Across K-12 School Systems

- [Washington County Schools](#) - 16 schools, 8 projects including new construction, additions and renovations and, a variety of buildings upgrades
- [Knox County Schools](#) - 16 schools, 20 projects including new construction, additions and renovations and, a variety of buildings upgrades
- [Roane County Schools](#) - 2 facilities, 3 projects including new construction, additions and renovations and, a variety of buildings upgrades
- [Jefferson County Schools](#) - 2 schools, 3 projects including new construction, additions and renovations and, a variety of buildings upgrades
- [Grainger County Schools](#) - 5 schools, 5 projects including new construction, additions and renovations and, a variety of buildings upgrades
- [Morristown-Hamblen Schools](#) - 2 schools, 2 projects including upgrades and improvements



PIEDMONT ELEMENTARY SCHOOL



MILL CREEK ELEMENTARY SCHOOL



ALCOA INTERMEDIATE SCHOOL



ALCOA HIGH SCHOOL



CARPENTERS ELEMENTARY SCHOOL



CORNERSTONE ACADEMY



FINDLAY ELEMENTARY SCHOOL



GRAINGER HIGH SCHOOL



COCKE COUNTY HIGH SCHOOL



HARDIN VALLEY ACADEMY



HOLSTON MIDDLE SCHOOL



JEFFERSON COUNTY HIGH SCHOOL



LAKE FOREST MIDDLE SCHOOL



MORRISTOWN WEST HIGH SCHOOL FRESHMAN ACADEMY



TN SCHOOL FOR THE DEAF



PATRIOT ACADEMY



POND GAP ELEMENTARY SCHOOL



JACKSBORO ELEMENTARY SCHOOL



STERCHI ELEMENTARY SCHOOL



UNION GROVE ELEMENTARY SCHOOL



OLIVER SPRINGS ACADEMY



COSBY ELEMENTARY/HIGH SCHOOL



HORACE MAYNARD MIDDLE SCHOOL



MORRISTOWN-HAMBLEN HIGH SCHOOL WEST

Relevant Experience

Elementary Schools - Select Projects

Additions and Renovations to:
Towne Acres Elementary School
Johnson City, TN
(In Design)

Additions and Renovations to:
Sterchi Elementary School
Knox County, TN
(In Design)

Additions and Renovations to:
Jacksboro Elementary School
Campbell County, TN
(Under Construction)

Additions and Renovations to:
Cosby Elementary School
Cocke County, TN
(In Design)

Additions and Renovations to:
Piedmont Elementary School
Jefferson County, TN

A New Facility for:
Mill Creek Elementary School
Knox County, TN

A New Facility for:
Findlay Elementary School
White County, TN

Addition and Renovations to:
Cornerstone Academy (K-12)
Hamblen County, TN

Additions and Renovations to:
Pond Gap Elementary School
Knox County, TN

Additions and Renovations to:
Rutledge Elementary School
Grainger County, TN

Additions and Renovations to:
Alcoa Elementary School
Alcoa City, TN

Renovations to:
Alcoa Alternative School
Alcoa City, TN

A New Facility for:
Union Grove Elementary School
Blount County, TN

A New Facility for:
Carpenters Elementary School
Blount County, TN
AIA Design Award
American Schools & Universities:
"Outstanding Design" Award

A New Facility for:
Hardin Valley Elementary School
Knox County, TN

A New Facility for:
A.L. Lotts Elementary School
Knox County, TN
TSBA School of the Year

Additions and Renovations to:
Johnson Elementary School
Kingsport, TN
TSBA School of the Year

Additions and Renovations to:
Lincoln Elementary School
Kingsport, TN
TSBA School of the Year

A New Facility for:
Grand Oaks Elementary School
Anderson County, TN
TSBA School of the Year

Additions and Renovations to:
Claxton Elementary School
Anderson County, TN
TSBA School of the Year

Site Improvements for:
Mooreland Heights Elementary School
Knox County, TN

Additions to:
Norris Elementary School
Anderson County, TN

Additions and Renovations to:
Fairview Elementary School
Anderson County, TN

Additions and Renovations to:
Andersonville Elementary School
Anderson County, TN

Renovations to:
Beaumont Elementary School
Knox County, TN

Renovations to:
Knoxville Adaptive Education Center (KAEC)
Knox County, TN

Renovations to:
Chilhowee Intermediate School
Knox County, TN

Renovations to:
Bluegrass Elementary School
Knox County, TN

Renovations to:
Ridgedale Elementary School
Knox County, TN

Renovations to:
Joppa Elementary School
Grainger County, TN

Middle Schools - Select Projects

A New Facility for:
Horace Maynard Middle School
Union County, TN
(Under Construction)

Addition and Renovations to:
Oliver Springs Academy
Roane County, TN

Addition and Renovations to:
Lake Forest Middle School
Bradley County, TN

Additions and Renovations to:
Holston Middle School
Knox County, TN
TSBA School of the Year Award

Addition and Renovations to:
Cornerstone Academy (K-12)
Hamblen County, TN

Additions and Renovations to:
Norris Middle School
Anderson County, TN

New Technology Lab for:
Cedar Bluff Middle School
Knox County, TN

New Technology Lab for:
Carter Middle School
Knox County, TN

Renovations to:
Halls Middle School
Knox County, TN

Renovations to:
Vine Middle School
Knox County, TN

Interior Renovations to:
Vine Middle School
Knox County, TN

High Schools - Select Projects

Addition and Renovations to:
Cocke County High School
Cocke County, TN
(In Design)

Addition and Renovations to:
Cosby High School
Cocke County, TN
(In Design)

Addition and Renovations to:
Halls High School
Knox County, TN

Culinary Arts Classroom for:
Morristown East High School
Hamblen County, TN

New High School & Dining Hall
Tennessee School for the Deaf
Knoxville, TN

Addition and Renovations to:
Cornerstone Academy (K-12)
Hamblen County, TN

High School Masterplan for:
Roane County High Schools (5)
Roane County, TN

Addition and Renovations to:
Morristown West High School
Hamblen County, TN

A New Facility for:
Alcoa High School
Alcoa City, TN
TSBA School of the Year
TSBA People's Choice

Addition and Renovations to:
Jefferson County High School
Jefferson County, TN
TSBA School of the Year

A New Facility for:
Patriot Freshman Academy
Jefferson County, TN
TSBA School of the Year

A New Facility for:
Knox County School at Center Mall
Knox County, TN

A New Facility for:
Hardin Valley Academy
Knox County, TN
TSBA School of the Year

A New Facility for:
Grainger High School
Grainger County, TN
TSBA School of the Year
TSBA People's Choice

Additions and Renovations to:
South Doyle High School
Knox County, TN

Renovations to:
Austin East High School
Knox County, TN

Additions and Renovations to:
Sevier County High School
Sevier County, TN

Additions and Renovations to:
Clinton Senior High School
Anderson County, TN

Additions and Renovations to:
Fulton High School
Knox County, TN

Additions and Renovations to:
Bearden High School
Knox County, TN

Addition and Renovations to:
Anderson County High School
Anderson County, TN

Renovations to:
Powell High School
Knox County, TN

Renovations to:
Grainger High School
Grainger County, TN

Renovations to:
Halls High School
Knox County, TN

A New Technology Lab for:
South Doyle High School
Knox County, TN

Renovations to:
Farragut High School
Knox County, TN

A New Gymnasium for:
Washburn High School
Grainger County, TN

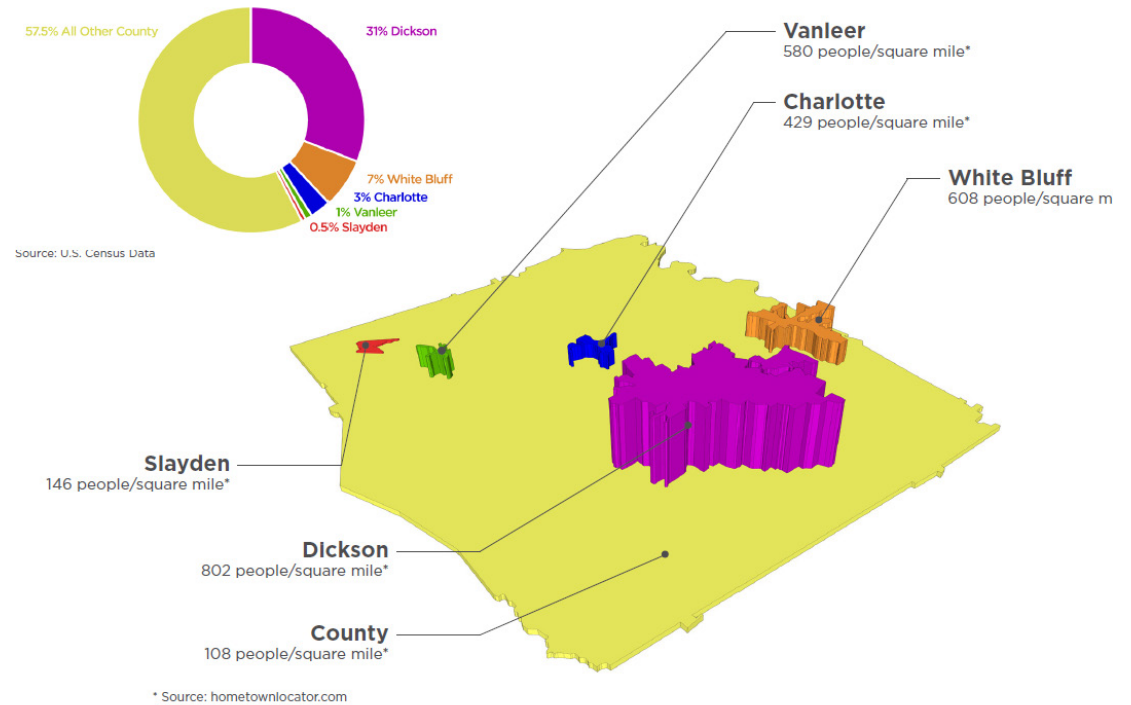
Dickson County Schools - Facilities Study

Dickson County, Tennessee

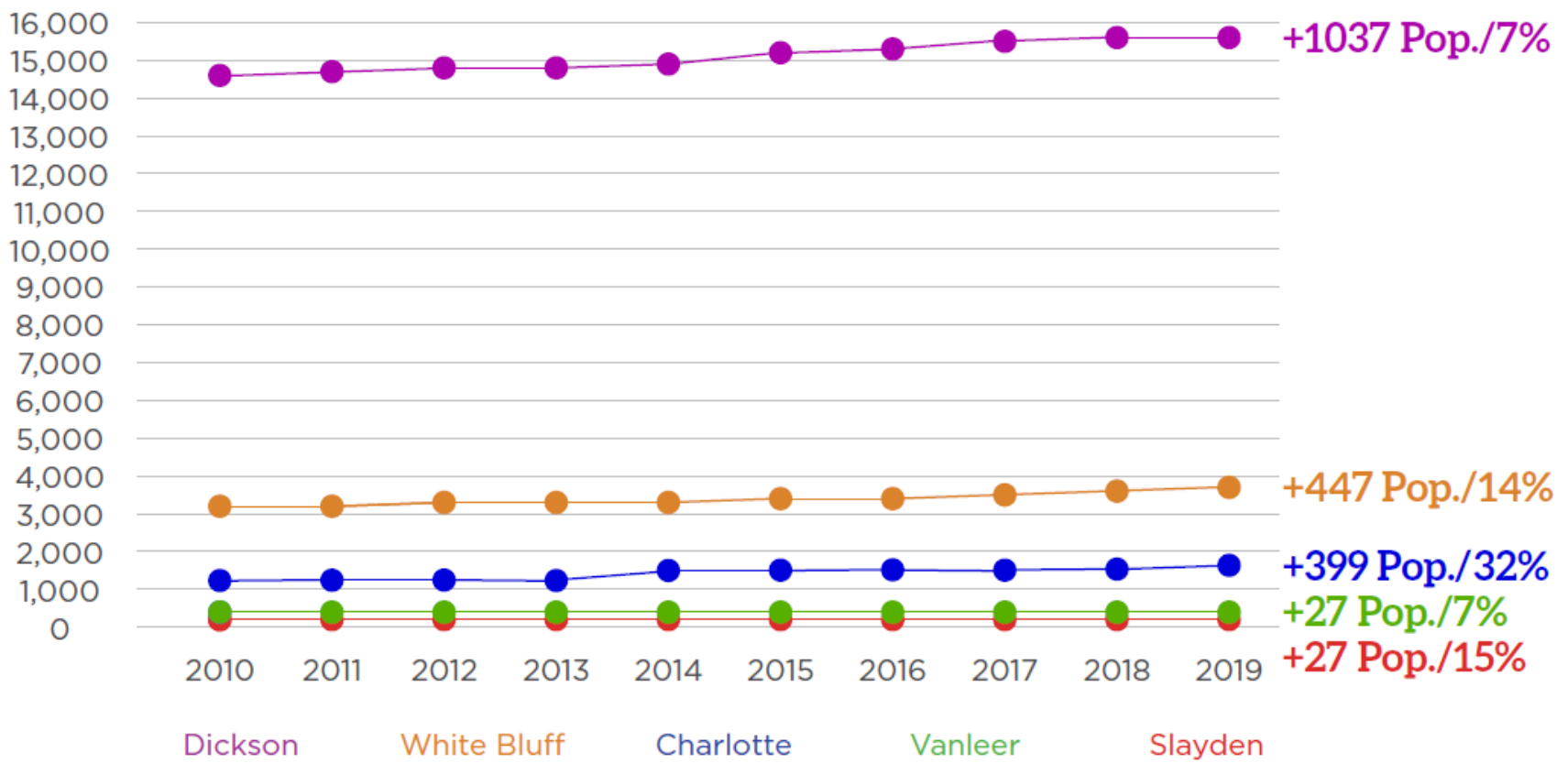
Dickson County Schools engaged Lewis Group Architects to conduct a facility assessment aimed at evaluating the current state of their educational infrastructure. This assessment includes detailed observations of individual schools as well as broader research and comparisons across the district and county. By compiling and analyzing this data, LGA was able to provide Dickson County Schools with a thorough overview, enabling them to prioritize and plan for the long-term management of their facilities.

The seventeen facilities assessed comprised nine elementary schools, four middle schools, two high schools, an alternative education center, and the central office. During site visits, Lewis Group Architects not only evaluated the physical condition of these facilities but also gathered contextual information. This context covered factors such as geography, population and enrollment trends, and operational costs. To collect this data, LGA utilized resources from the school system, the US Census Bureau, the State of Tennessee, and additional sources.

Over a one-week period, Lewis Group Architects conducted visits to each of the seventeen facilities. During these visits, they made visual assessments, took photographs, gathered information, and conducted research to collect as much data as possible for analysis. Each site visit was accompanied by a school system employee, such as a principal or maintenance/custodial staff member, to provide specific insights. The visits focused on evaluating the school buildings across several key categories: Building Envelope & Structure, Health & Safety, Accessibility, and General Maintenance & Upgrades. The collected data was then organized and presented through various charts and illustrations to facilitate the analysis.



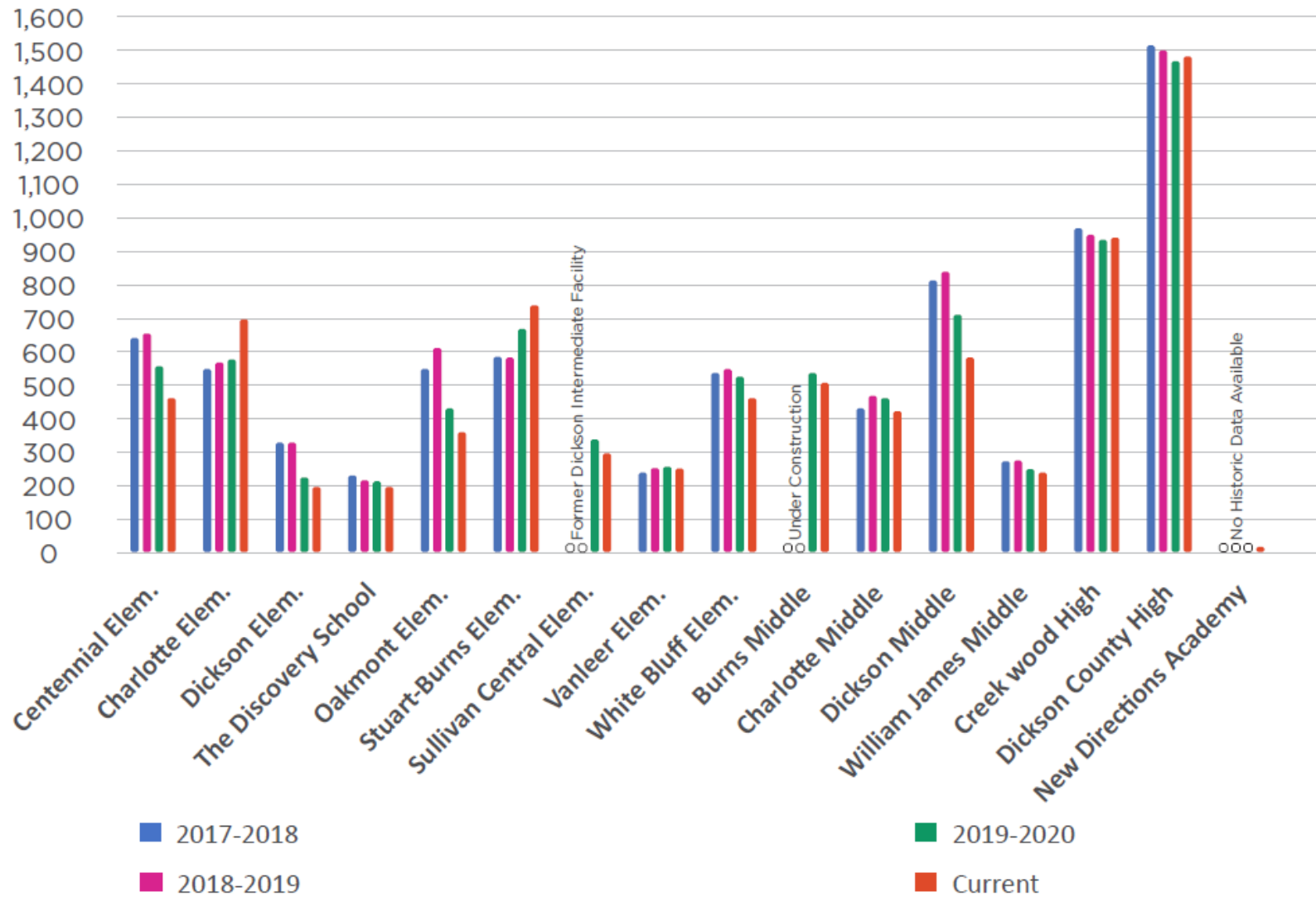
**% CHANGE BETWEEN
2010 AND 2019**



Source: U.S. Census Data

48,710 PEOPLE (APPROX.) TOTAL COUNTY POPULATION IN 2010
52,680 PEOPLE (APPROX.) TOTAL COUNTY POPULATION IN 2019
+8% OVERALL COUNTY GROWTH BETWEEN 2010 AND 2019

GROWTH BY SCHOOL



AGE OF EXISTING FACILITIES

William James Middle School



Dickson Elementary School



New Directions Academy



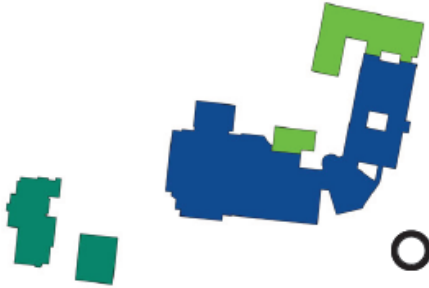
Dickson Middle School



Charlotte Middle School



Dickson County High School



White Bluff Elementary School



Sullivan Central Elementary School



Central Office



Stuart-Burns Elementary School



Oakmont Elementary School



Charlotte Elementary School



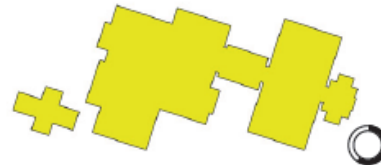
Centennial Elementary School



The Discovery School



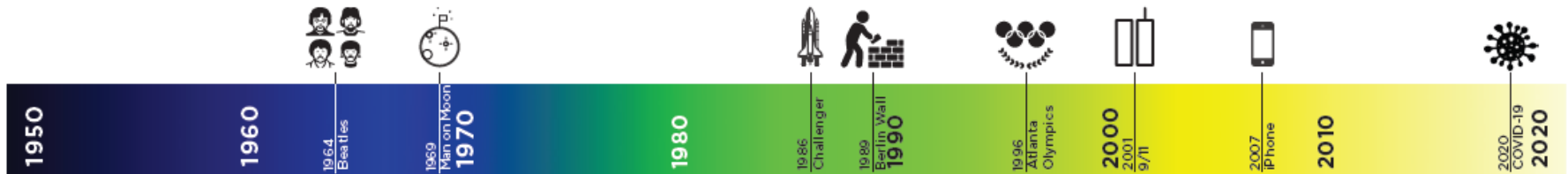
Creek Wood High School



Vanleer Elementary School



Burns Middle School



TYPICAL FACILITY OBSERVATION REPORT





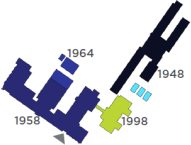
Dickson Middle School
Facility Assessment Observations

TYPICAL FACILITY OBSERVATION REPORT

Overview
 Located in "downtown," Dickson Middle School and its peripheral buildings are in various states of (dis)repair. The site is quite large and would accommodate future growth both out and up.

Dickson Middle School
 250 Humphries Street, Charlotte, TN 37056









Current Enrollment / Capacity - 591 / 900

Grades: 6-8	Total Area: 106,214 s.f.	No. Classrooms: 26
		No. of Floors: 02

Construction History


Original	Addition 1	Addition 2
1958	1964	1998

Condition of Existing Facilities





AGE OF EXISTING FACILITIES	BUILDING ENVELOPE & STRUCTURE	HEALTH & SAFETY	ACCESSIBILITY	GENERAL CONDITIONS	3-YEAR AVERAGE UTILITIES COSTS
					
★	★★	★★	★★★	★	\$115K

TYPICAL FACILITY OBSERVATION REPORT

DICKSON MIDDLE SCHOOL



Visual Documentation
 This selection from the complete archive of field photography offers a sampling of the conditions observed during LGA's visits.
* Images with an * are not noted on map.










01 cracking

02 conductor head and downspout

03 gym ceiling paint flaking off 1

04 gym ceiling paint flaking off 2

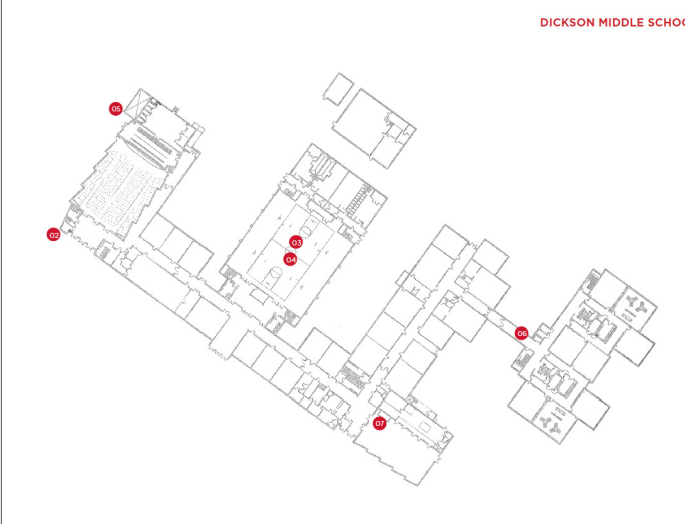
05 rust efflorescence discoloration

06 stair step cracking

07 dining is spacious and well lit

08 furniture is outdated but in good working condition

TYPICAL FACILITY OBSERVATION REPORT



DICKSON MIDDLE SCHOOL

Jefferson County Schools - Facilities Study

Jefferson County, Tennessee

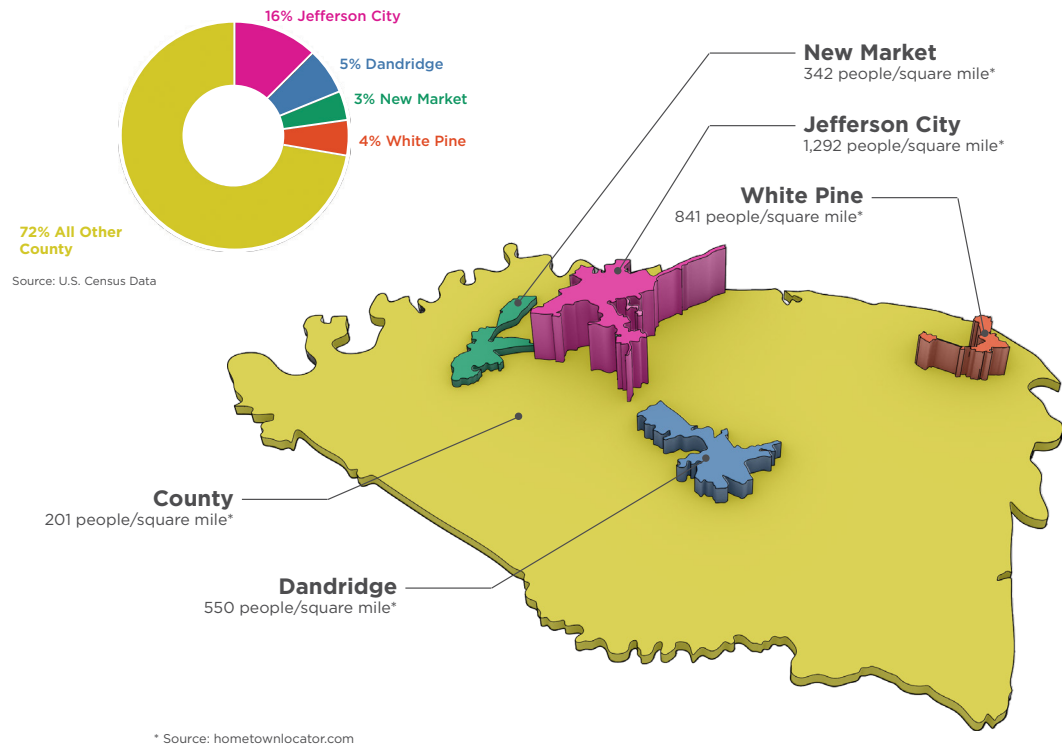
Jefferson County Board of Education commissioned Lewis Group Architects to undertake a facility assessment intended to help them understand the overall condition of their school system. The assessment includes school-specific observations as well as system-wide and county research and comparisons. Together, all the information allows us to present a comprehensive look at the system that will allow Jefferson County Schools to prioritize and strategize long-term management of the facilities in the system.

The fourteen facilities included six elementary schools, two middle schools, two high schools, two K-8 schools, an alternative education center, and an adult education center. In addition to making observations about the physical condition of the facilities through site visits, Lewis Group Architects also gathered information about the context of these facilities. This context includes geography, population trends, enrollment trends, and operational costs. LGA collected data from the school system and other resources like the US Census Bureau and the State of Tennessee, among others.

Over the course of 2 weeks, Lewis Group Architects visited each of the fourteen facilities. Visual observations were made, photographs taken, information collected, and research done to gather as much perspective and data as possible to be able to conduct an analysis. Each facility visit was conducted in the company of an employee of the school system (principal or maintenance/custodial staff) to provide site specific information. The focus of the visits was to develop an overall assessment of the school buildings in several categories - Building Envelope & Structure, Health & Safety, Accessibility, and General Maintenance & Upgrades. The information was then organized and represented through a variety of charts and illustrations that were used to conduct the analysis.

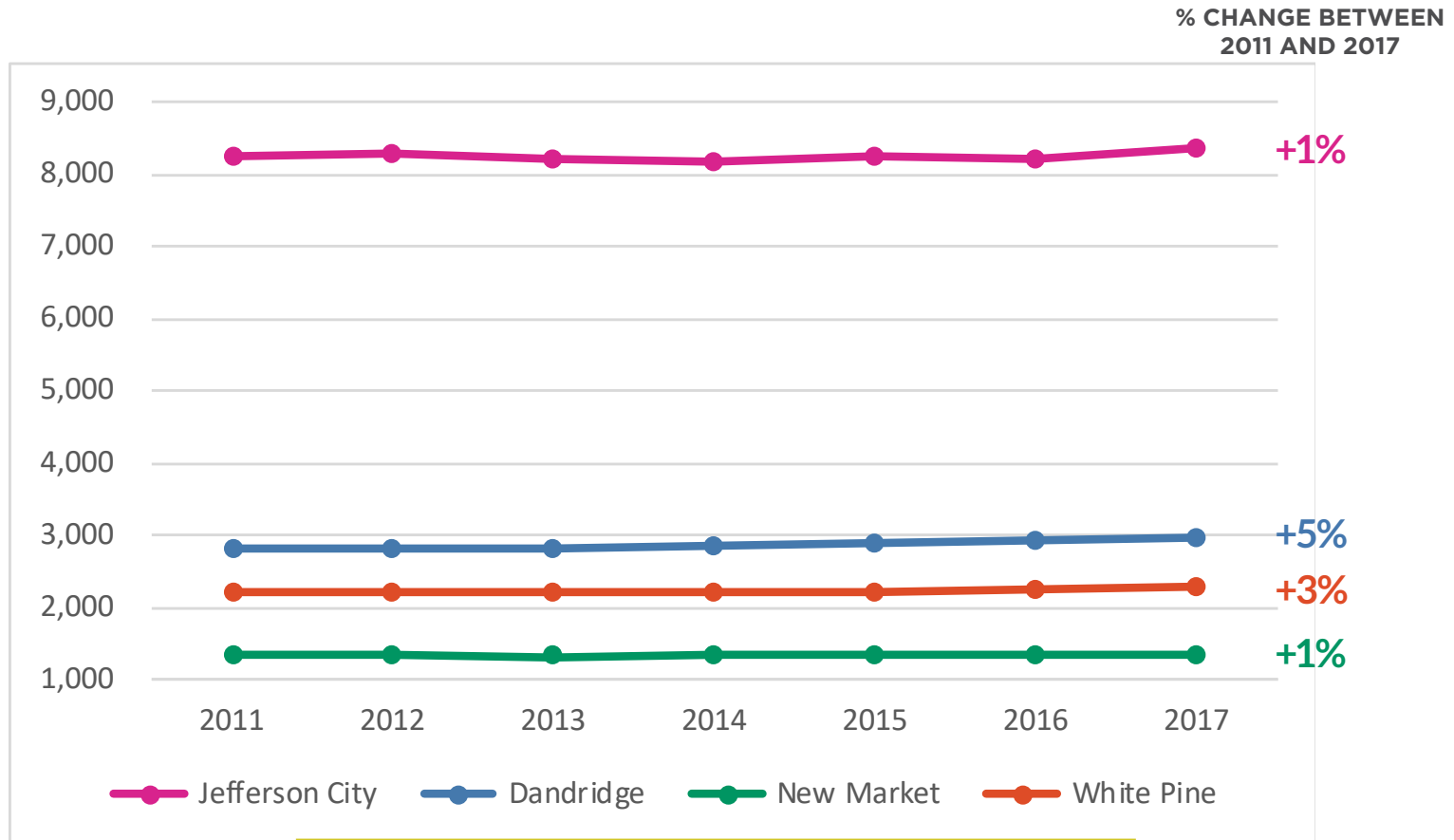
“The Lewis Group provided Jefferson County Schools with a comprehensive needs assessment that we have developed into our blueprint for facility upgrades. Our Board has been able to take the items identified on the list and strategically chart a course for addressing the needs throughout the district from renovations to potential replacements.”

Dr. Shane Johnston, Director of Schools
Jefferson County Schools



72% All Other County
Source: U.S. Census Data

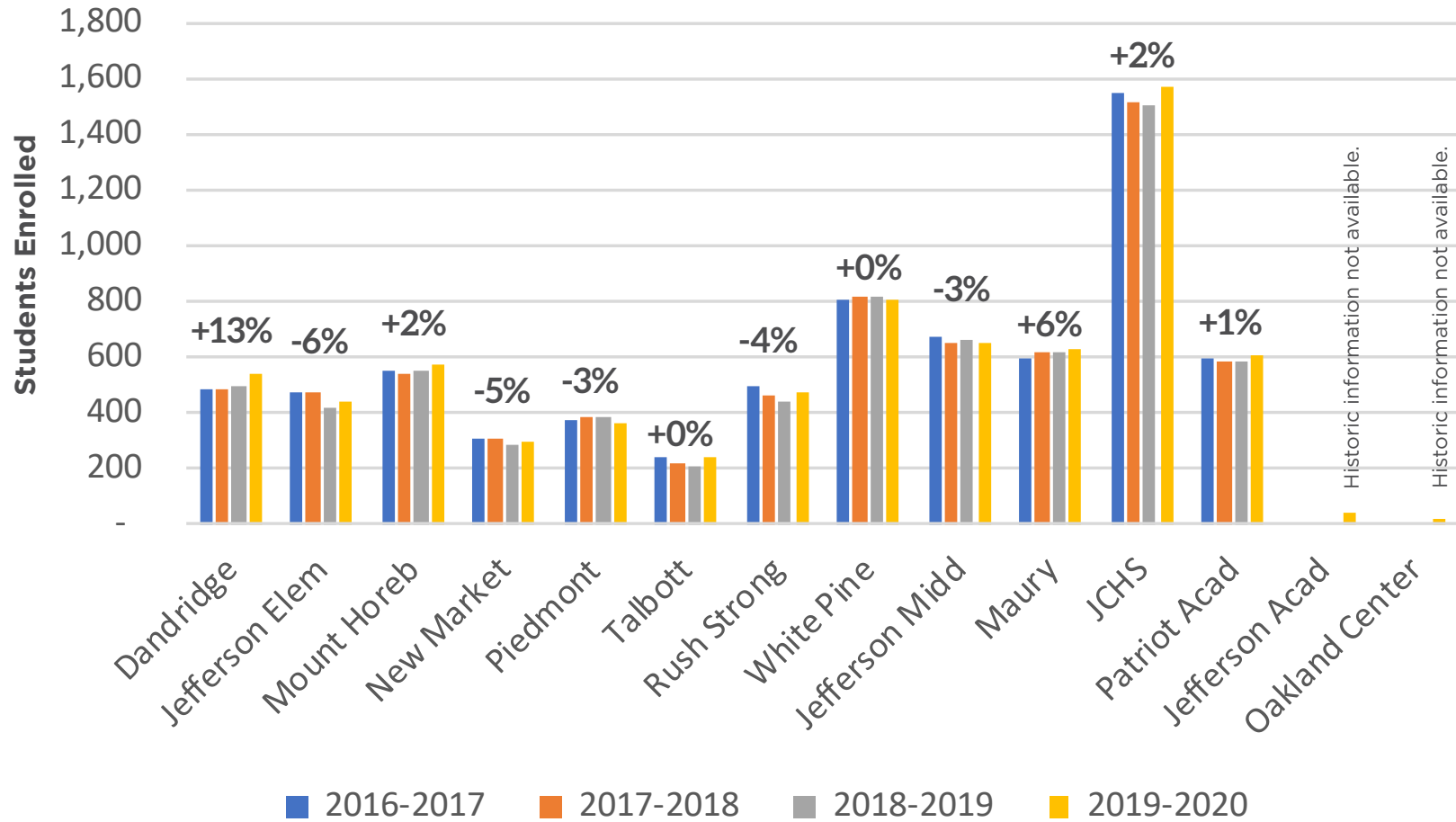
POPULATION CHANGES



Source: U.S. Census Data

52,000 PEOPLE (APPROX.) TOTAL COUNTY POPULATION IN 2011
54,000 PEOPLE (APPROX.) TOTAL COUNTY POPULATION IN 2017
+4% OVERALL COUNTY GROWTH BETWEEN 2011 AND 2017

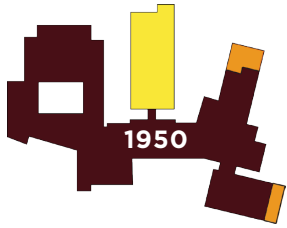
STUDENT ENROLLMENT HISTORY



+1% OVERALL COUNTY SCHOOLS ENROLLMENT GROWTH BETWEEN 2016 AND 2019

AGE OF EXISTING FACILITIES

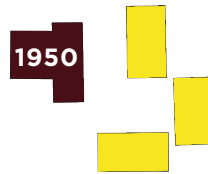
Jefferson Middle School



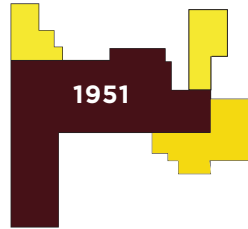
Maury Middle School



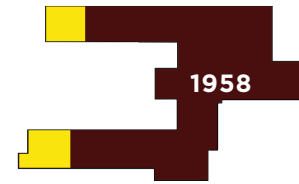
Oakland Center



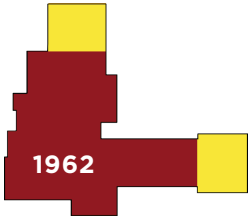
Piedmont Elementary



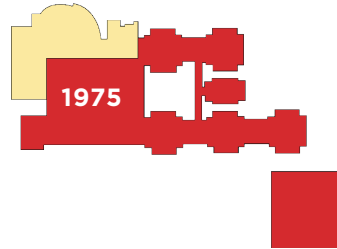
Jefferson Elementary



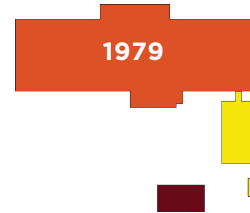
Talbot Elementary



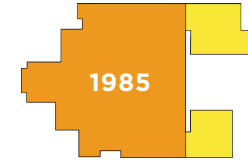
Jefferson County High School



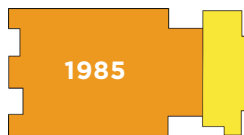
Rush Strong School



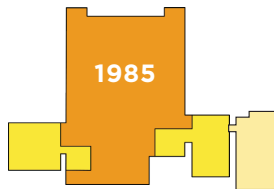
New Market Elementary



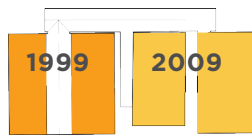
Dandridge Elementary



White Pine School



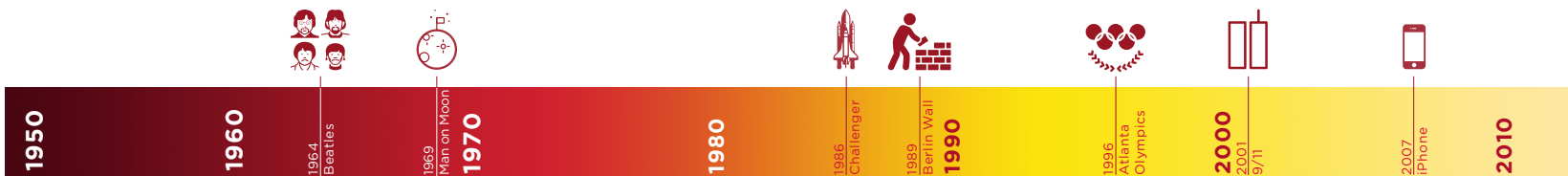
Jefferson Academy



Mt. Horeb Elementary



Patriot Academy

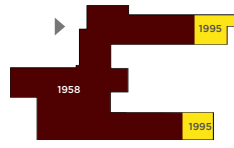


TYPICAL FACILITY OBSERVATION REPORT

Jefferson Elementary School
321 West Broadway Boulevard, Jefferson City, TN 37760

Overview

Sharing a campus with both Jefferson Middle School and Jefferson Academy, Jefferson Elementary School was constructed in 1958 and is one of the oldest facilities in the system. An eight-classroom addition was constructed in 1995. The facility serves students from pre-k through fifth grade and is a feeder school for Jefferson Middle School. Given the age of the facility, many of the issues noted were related to the building envelope. There are concerns about the level of security at the main administrative office. There are also concerns related to adequate storm water drainage and possible insufficient electrical service. It can be reasonably assumed that Jefferson Elementary School is likely the facility with the most extensive issues and deficiencies.



Current Enrollment / Capacity - 441 / 650 **68%**

Grades: PreK-5 **Total Area:** 81,162s.f. **No. Classrooms:** 32
No. Floors: 01

Construction Dates


Original	Addition 1	Date(s) of LGA Visit
1958	1995	05/29/2019, 06/13/2019

Condition of Existing Facilities

AGE OF EXISTING FACILITIES	BUILDING ENVELOPE & STRUCTURE	HEALTH & SAFETY	ACCESSIBILITY	GENERAL MAINTENANCE & UPGRADES	OPERATIONAL COSTS
*	*	**	***	**	\$4.3m

TYPICAL FACILITY OBSERVATION REPORT

JEFFERSON ELEMENTARY SCHOOL



Building Envelope & Structure
Observations related to the condition of a building's exterior/interior and their effects on its occupants

Exterior

- 01 Inefficient/damaged/cracked windows *
- 02 Anchorage concerns at base of window walls at classrooms
- 03 Damaged/rotten exterior soffits - multiple locations *
- 04 Stormwater drainage - water pools against building
- 05 Roof leaks & insufficient drainage/ponding *
- 06 PVC roof may be at or near end of expected serviceable life per JCS Maintenance Department (Architect did not observe)
- 07 Leaking/clogged/damaged gutters and downspouts
- 08 Cracks in brick veneer - multiple locations
- 09 Skylight leaks - multiple locations

Interior

- 10 Carpets - condition/age of carpet does not allow for thorough cleaning *
- 11 Cracks and movement in brick - gymnasium, office
- 12 Plumbing issues at multiple toilet rooms - sewer gas smell *
- 13 Cracks in brick - multiple locations
- 14 Stained ceilings - multiple locations

* Identified as key issues per administration

TYPICAL FACILITY OBSERVATION REPORT

JEFFERSON ELEMENTARY SCHOOL

Health and Safety
Developed with attention towards life safety and building security

- 01 Lack of perimeter fencing - campus not secured
- 02 Lack of sprinkler system
- 03 Improper/incorrect labeling of electrical panel schedules *
- 04 Presence of confirmed/assumed ACM per 2018 AHERA Report
- 05 Lack of secure front entry
- 06 Bus and car traffic mix at both arrival and dismissal
- 07 Inoperable/damaged window blinds *

Accessibility
Providing equal opportunity for all students, staff, and visitors

- 01 No ADA access to playgrounds
- 02 Non-ADA compliant bathrooms


General Maintenance & Upgrades
Recurring general building maintenance issues and possible upgrades

- 01 Inadequate storage in classrooms *
- 02 Damaged bathroom stall doors - evidence of repeated attempts to repair
- 03 Front doors do not allow room for some maintenance machines
- 04 Insufficient electrical receptacles in classrooms *
- 05 Insufficient electrical service & panel space for provision of additional electrical receptacles *
- 06 Aging/Inefficient HVAC system & equipment *

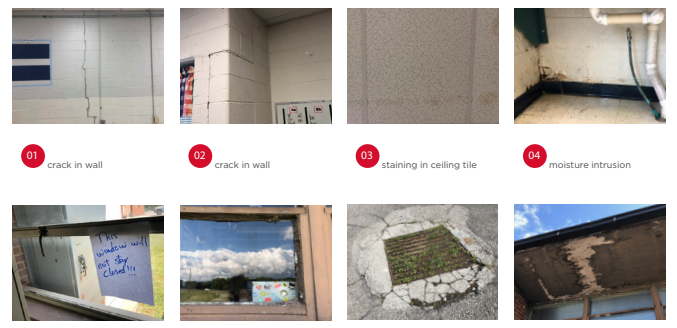
* Identified as key issues per administration

TYPICAL FACILITY OBSERVATION REPORT

JEFFERSON ELEMENTARY SCHOOL

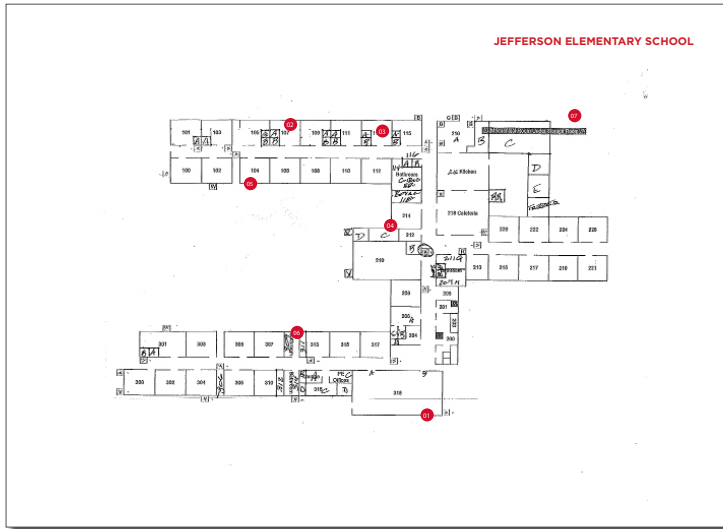


Visual Documentation
This selection from the complete archive of field photography offers a sampling of the conditions observed during LGA's visits
* Images with an * are not noted on map.



- 01 crack in wall
- 02 crack in wall
- 03 staining in ceiling tile
- 04 moisture intrusion
- 05 Non-functioning operable windows
- 06 cracked glazing
- 07 insufficient/clogged surface drain
- 08 deteriorated fascia *

TYPICAL FACILITY OBSERVATION REPORT



TYPICAL FACILITY OBSERVATION REPORT

JEFFERSON ELEMENTARY SCHOOL

Mechanical System
Observations related to facility mechanical systems documented by Engineering Services Group and gathered through site visits.

Type of System:
 The facility is cooled primarily with DX units with remote condensers, thru-wall units and (1) rooftop unit. The facility is heated with a gas fired boiler and constant volume pumps.

Each classroom, workroom, corridor and the cafeteria have ceiling mounted, horizontal unit ventilators with remote condensers for cooling. Wall mounted hot water convectors provide heating for these areas except for the cafeteria which has hot water unit heaters. The kitchen is heated and cooled from a gas fired 100% outside air unit. The gymnasium is heated with hot water unit heaters and is not air conditioned. Ventilation is provided by operable windows. The administration offices are served from DX thru wall units with electric heat. The library is served from split system heat pumps with electric heat. None of the units have humidity control.

Outside air for the classrooms and common spaces is ducted into each unit and then distributed to the space in the supply air. The amount of outside air being provided is currently based on mid 90's design strategies and does not meet current codes.

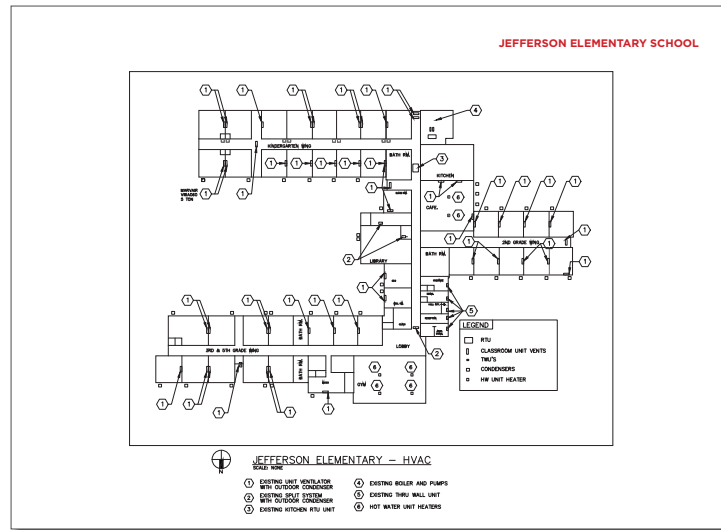
The majority of the units are at least 20 years old and appear to have reached their point of reliable service. Unit failures and noise issues will continue to occur until units are replaced.

The facility does not have an automated control system. Notes are posted on each classroom door instructing the teacher to set the thermostats back before they leave each day.

Code issues observed are:

- Some units do not have duct mounted smoke detector in both the supply and return ducts.

TYPICAL FACILITY OBSERVATION REPORT



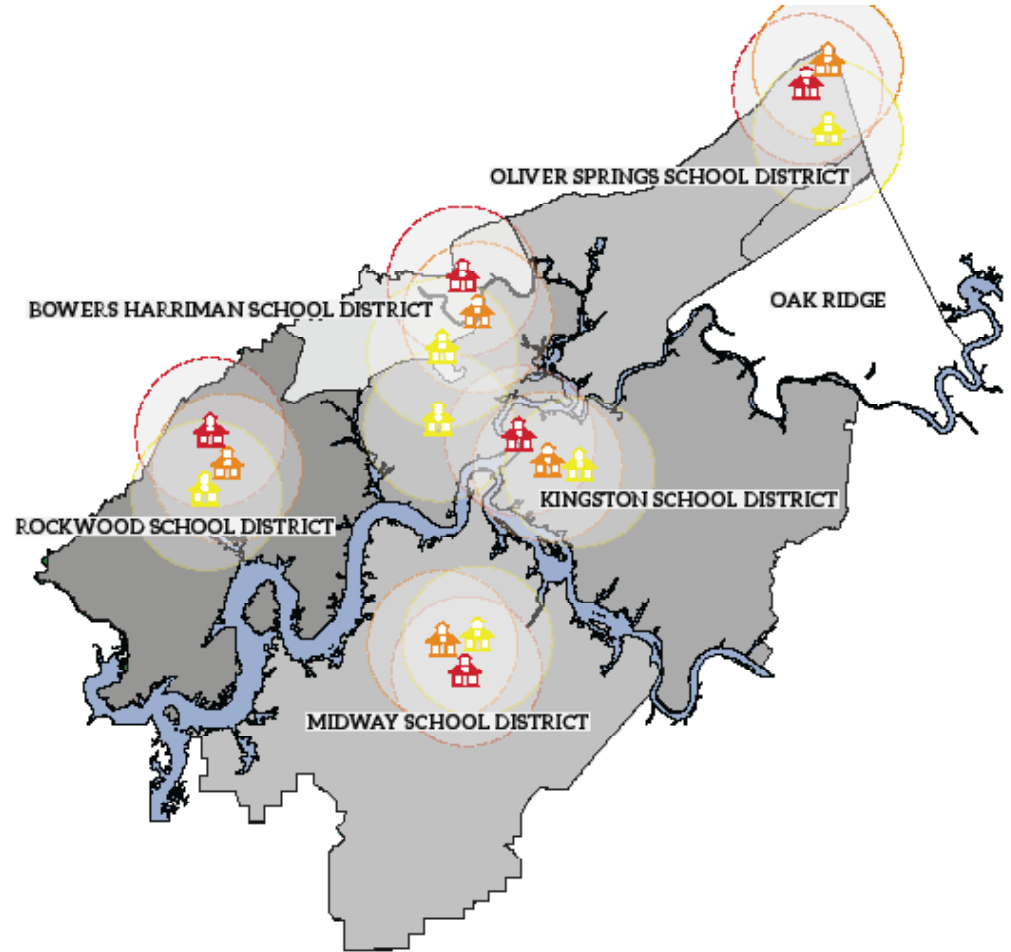
Roane County Schools - Facilities Study

Roane County, Tennessee

In the summer of 2015, Roane County Schools engaged LGA in a process that began with the evaluation of their five existing high schools and was later expanded to include the evaluation of their entire school system. Like many school systems, Roane County is faced with a system of aging facilities, many reaching end-of-life, and a strained year-to-year operating budget. However, Roane County Schools is in a unique situation; rather than dealing with the overcrowding problems that we've seen in many other school districts, Roane County is seeing underutilized and aging facilities. The path forward in such a situation is not as clear as building a new school would be in a growing school system.

Facility Assessments

The process began with a physical assessment of their existing facilities. Each school was evaluated based on their condition in six categories: security, accessibility, fire safety, structural, health, and maintenance. Additionally, the structures were evaluated based on number of additions and age of each component. Each building was also evaluated based on enrollment and capacity; for this the team looked at historical enrollment numbers and future projections.

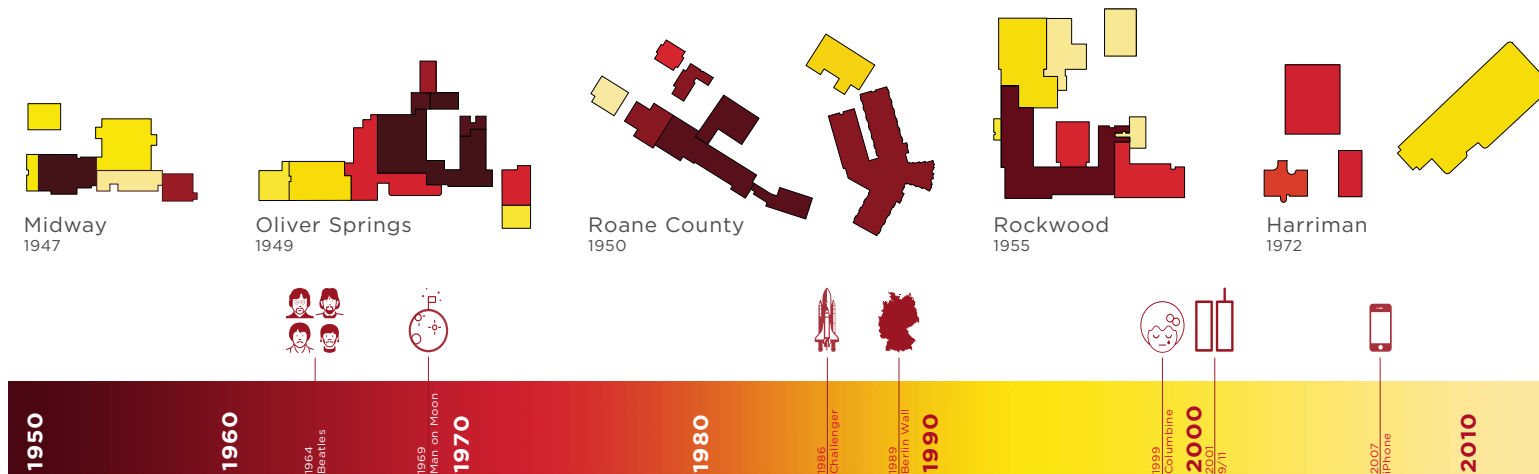


“Lewis Group Architects have been tremendous in gathering input from all stakeholders including working with our County Commission, Chamber of Commerce, business community, school leaders, and the general public. We owe a great deal of gratitude for the assistance of the Lewis Group.”

Gary Aytes, Former Director of Schools
Roane County Schools

	ENROLLMENT TO CAPACITY		CURRICULUM		OPERATIONAL COSTS		FACILITY ASSESSMENT	
	LIFE SAFETY	SECURITY	ACCESSIBILITY	STRUCTURE	MAINTENANCE	BUILDING ENVELOPE	POTENTIAL HEALTH ISSUES	
MIDWAY 1947 270 / 375								
OLIVER SPRINGS 1949 404 / 612								
ROANE COUNTY 1950 697 / 1200								

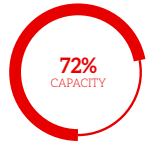
Assessment of Existing Facilities (Excerpt)



Age of Existing Facilities (Excerpt)

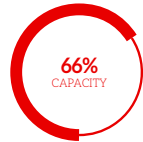
OLIVER SPRINGS 1949 404/612		
ROANE COUNTY 1950 697/1200		
ROCKWOOD 1955 447/625		

Midway



MAXIMUM CAPACITY: 375 STUDENTS
 CURRENT CAPACITY: 270 STUDENTS

Oliver Springs



MAXIMUM CAPACITY: 612 STUDENTS
 CURRENT CAPACITY: 404 STUDENTS

Roane County



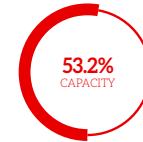
MAXIMUM CAPACITY: 1200 STUDENTS
 CURRENT CAPACITY: 697 STUDENTS

Rockwood



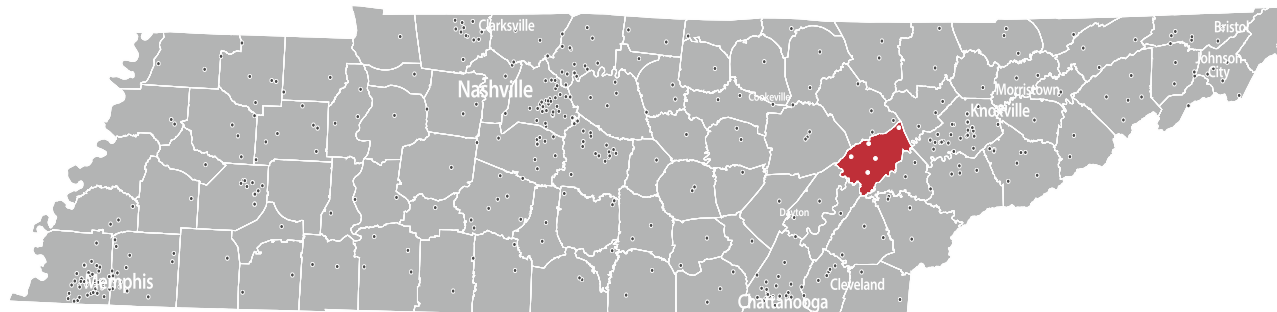
MAXIMUM CAPACITY: 625 STUDENTS
 CURRENT CAPACITY: 447 STUDENTS

Harriman



MAXIMUM CAPACITY: 648 STUDENTS
 CURRENT CAPACITY: 345 STUDENTS

62.5% Utilization Existing.
 2,163 students | 3,460 student capacity



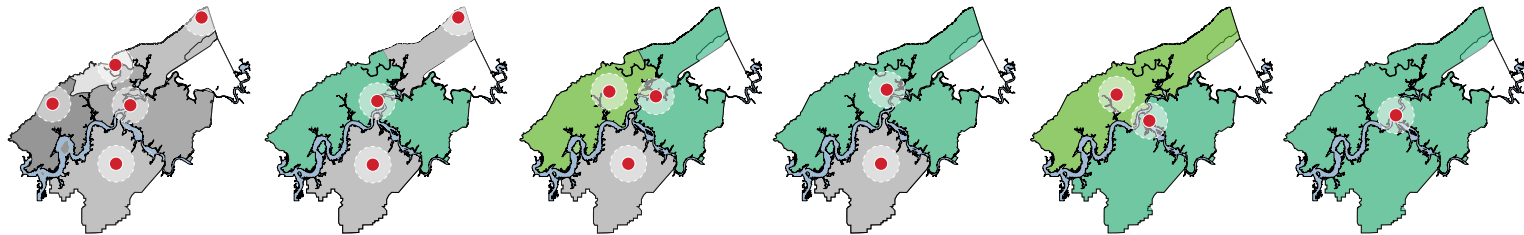
All Public High Schools in TN

Building a Baseline

A baseline was then developed by looking at state and national averages for school sizes, student-teacher ratios, base curriculum, and elective/enrichment offerings of top-performing schools. We used these baselines to evaluate each of the schools in the system against a standard metric.

Operational Costs / Regional Comparisons

A financial model was developed based on current operating costs for Roane County Schools taking into account utilities, personnel, salary supplements, books and supplies, custodial and maintenance, food service, and transportation. Per-student spending was compared to regional school districts and coordinated with student performance. The financial model became the basis for evaluation of proposed solutions and scenarios and enabled the team to make savings projections.



	EXISTING	SCENARIO 1	SCENARIO 2	SCENARIO 3	SCENARIO 4	SCENARIO 5
ENROLLMENT / CAPACITY	2163 / 3460	2,163 / 2,679	2,163 / 2,526	2,163 / 2,526	2,163 / 2,458	2,163 / 2,458
OPERATIONAL COSTS*	\$11,749,000	\$10,920,000	\$10,687,000	\$10,450,000	\$10,147,000	\$10,053,000
PER STUDENT	\$5,400 / Student	\$5,000 / Student	\$4,900 / Student	\$4,800 / Student	\$4,700 / Student	4,600 / Student
LONGEST BUS TRAVEL TIME	01:30	01:05	01:18	01:18	01:24	01:18
SAVINGS	--	\$829,000	\$1,062,000	\$1,299,000	\$1,602,000	\$1,696,000

Proposed Scenarios

With in-depth research, analysis of data, and some creative problem solving, LGA was able to make proposals to the school district about future planning for those high schools, some of which included potential annual operational cost savings of over \$1,000,000. The scenarios laid out for Roane County a series of available options and ranked them. One potential solution proposed combining the student populations of a near-end-of-life high school facility into an underutilized middle school facility. The result would be 6-12 schools still below capacity.

Long Range Master Plan

During the system-wide study, we developed a long-range plan that looked forward 30-40 years plotting a phased plan for Roane County to move from 16 underutilized schools currently to a more manageable and fiscally sustainable 9 schools; taking schools off-line sequentially when they reach an end-of-life point. We then developed potential strategies for adaptive reuse of buildings that could remain community assets well into the future, just not as schools.

The school system is currently making final decisions regarding the preferred plan to proceed, but it likely includes some renovations of existing high schools and consolidation of others into a new high school with a new facility.

Alcoa City Schools / Alcoa High School

Alcoa, Tennessee



A Growing Community - overcrowding in Alcoa city schools

Faced with overcrowding in their schools due to community growth and a projected increase in population for the next two decades, Alcoa City Schools commissioned LGA to assist them in studying these projections for the city to develop growth management solutions for their school system.

Prior to analysis of the data, the school system thought that a new elementary school might provide the solution to growth management. Following an in-depth analysis of the growth projections by the design team, it was evident that the growth would result in a future overcrowding problem in the existing middle and high schools.

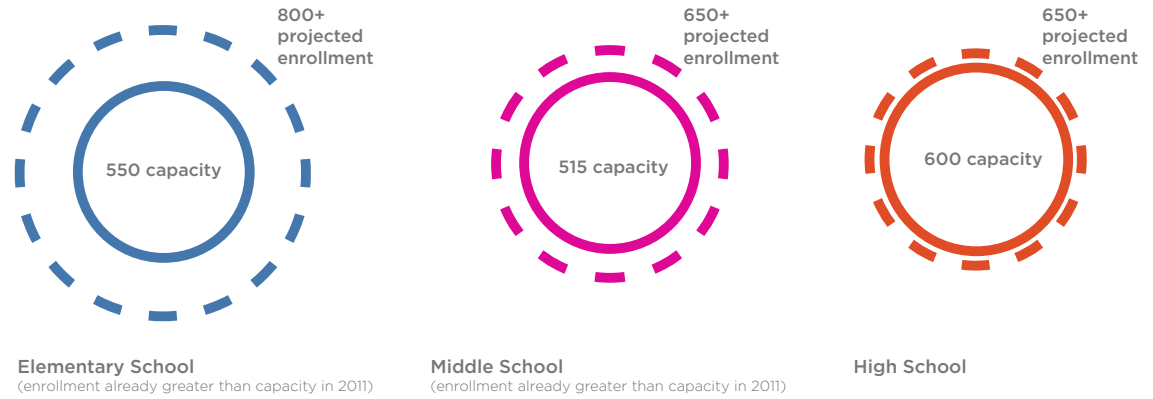
Managing growth - a conceptual solution

LGA proposed a new solution involving the construction of a new high school, the creation of a new intermediate school, and the redistribution of grades Pre-K through 8 throughout the existing school buildings following a renovation to the elementary school.

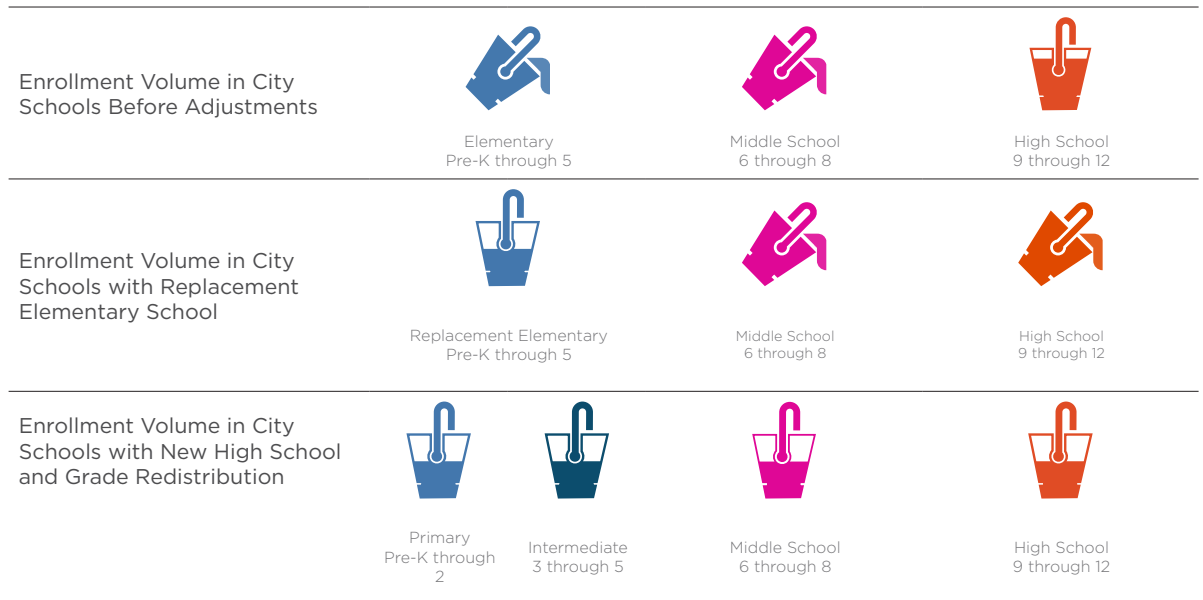
While the new high school represents a substantial investment for the city, this one-time, long-term solution prevents overcrowding for the school population for the next 15-20 years while saving Alcoa's time and resources in numerous short-term remediation projects. After consideration of all options, the school system approved LGA's proposal and began work to plan for a new high school.

Director of Schools, Dr. Brian Bell, immediately understood the historical significance of the new high school as a landmark for the community. He called on the design team to develop a plan for an iconic high school clearly linked with the historic, 1939 Alcoa High School on the outside, with a state-of-the-art, STEM focused, collaborative academic facility on the inside.

The result is a \$23 million, 190,000 SF facility designed to enable students to learn in a variety of settings ranging from traditional classrooms fit out with the latest technology to informal collaboration or teaming spaces.



Comparison of school capacity and projected **5 year growth** between **2011** and **2016**





Paul M. McCall, AIA

Lewis Group Architects - Knoxville, TN - Since 2021

Project Manager / Principal-In-Charge

As Principal-In-Charge of LGA, Mr. McCall would serve in an administrative role and provide overall direction and oversight to the project. His extensive experience would allow him the opportunity to provide principal involvement and guidance, ensuring that your project runs smoothly.

EDUCATION, LICENSING, AND PROFESSIONAL CREDENTIALS

- Bachelor of Architecture - University of Tennessee School of Architecture
- Registered Architect, Tennessee #102314

SIMILAR PROJECT EXPERIENCE

- Dickson County Schools Facility Assessment - Dickson County, TN
- Washington County Schools Facility Assessment - Washington County, TN
- Mill Creek Elementary School - Knoxville, TN
- Sterchi Elementary School - Knoxville, TN
- Piedmont Elementary School - Dandridge, TN
- Cosby Elementary School - Cosby, TN
- Cosby Elementary School - Cosby, TN
- Horace Maynard Middle School - Maynardville, TN
- Cocke County High School - Newport, TN
- Jacksboro Elementary School - Jacksboro, TN
- Cocke County Innovation Center at Newport Plaza - Newport, TN



Dr. Brian Bell

Lewis Group Architects - Knoxville, Tennessee

Educational Planner

Dr. Bell has over 30 years of experience as a teacher, building administrator, system-wide supervisor, negotiator, superintendent, and college professor. He has been a leader in educational technology and content-delivery systems, facilities management, and school & athletic/extra-curricular space design. However, if you would ask him, he would probably say his specialty is in listening, collaborative problem-solving, and consensus-building leading to achievable goals.

EDUCATION

- Trevecca Nazarene University - Doctorate in Professional Practices in Education
- Lincoln Memorial University - Master of Education + Educational Administration and Supervision
- Rocky Mountain College - Bachelor of Arts
- College of Eastern Utah - Associate of Science

PROFESSIONAL CREDENTIALS

- Alcoa City Schools: Director of Schools (2011-2020)
- Blount County Schools: Assistant Director of Schools (2009-2011)
- Blount County Schools: Technology / Facilities Supervisor (1998-2011)
- Lincoln Memorial University: Assistant Professor of Education - Carter & Moyers School of Education (2007-Present)

ORGANIZATIONS & AWARDS

- Lincoln Memorial University Carter & Moyers School of Education Advisory Council
- Tennessee Organization of School Superintendents
- Association of Independent and Municipal School Systems (2019-2020 President)
- AASA - The School Superintendents Association
- Tennessee School Boards Association
- 2019-2020 - AIMS President
- 2018 - TOSS East Tennessee Superintendent of the Year
- 2014 - TSSAA A.F. Bridges Award Superintendent of the Year



Jake Thomas, AIA

Lewis Group Architects - Knoxville, TN - Since 2021

Project Architect

As Project Architect, Mr. Thomas will be the primary point of contact for the owner coordinating all aspects of the design. He will be responsible for directing the production of documents, technical specifications, and detailing. This includes primary coordination between all architecture and engineering disciplines. He will work hand-in-hand with the team to ensure the design intent is implemented throughout the documents.

EDUCATION, LICENSING, AND PROFESSIONAL CREDENTIALS

- Bachelor of Architecture, University of Tennessee
- Registered Architect, Tennessee #104784

SELECTED SIMILAR PROJECT EXPERIENCE

- Dickson County Schools Facility Assessment - Dickson County, TN
- Washington County Schools Facility Assessment - Washington County, TN
- Mill Creek Elementary School - Knoxville, TN
- Sterchi Elementary School - Knoxville, TN
- Piedmont Elementary School - Dandridge, TN
- Cosby Elementary School - Cosby, TN
- Cosby Elementary School - Cosby, TN
- Horace Maynard Middle School - Maynardville, TN
- Cocke County High School - Newport, TN
- Jacksboro Elementary School - Jacksboro, TN
- Cocke County Innovation Center at Newport Plaza - Newport, TN



Christina Betanzos Pint, AIA

Lewis Group Architects - Knoxville, TN - Since 2005

Project Designer

With over 20 of years of experience in all phases of design and planning, Mrs. Pint would work together with the proposed LGA team to support the design of this facility. As design lead, Mrs. Pint is able to understand the nature of the project and provide effective and creative design solutions.

EDUCATION, LICENSING, AND PROFESSIONAL CREDENTIALS

- Bachelor and Master of Architecture, Cornell University College of Architecture, Art, & Planning
- Registered Architect, Tennessee #102405

SELECTED SIMILAR PROJECT EXPERIENCE

- Roane County Schools Facility Assessment
- Mill Creek Elementary School - Knoxville, TN
- Sterchi Elementary School - Knoxville, TN
- Hardin Valley Academy - Knoxville, TN
- Pond Gap Elementary School - Knoxville, TN
- Piedmont Elementary School - Dandridge, TN
- Jefferson County High School - Dandridge, TN
- Patriot Academy - Dandridge, TN
- Findlay Elementary School - Sparta, TN
- Cosby Elementary School - Cosby, TN
- Cocke County High School - Newport, TN
- Jacksboro Elementary School - Jacksboro, TN
- Cornerstone Christian Academy - Morristown, TN
- Grainger County High School - Rutledge, TN
- Alcoa High School - Alcoa, TN



Dr. Melanie Doss, NCIDQ, PHD

Lewis Group Architects - Knoxville, TN - Since 2014

Interior Design Lead

As an accomplished design professional with 25+ years of experience, Dr. Doss will oversee the development of the interior design portion of the project which includes interior finishes, furnishings, fixtures and equipment, lighting and color schemes; working closely with the team to ensure design consistency between architecture and interiors.

EDUCATION, LICENSING & PROFESSIONAL CREDENTIALS

- PHD, Consumer Behavior University of Tennessee
- Masters of Science, Interior Design University of Tennessee
- Bachelor of Science, Interior Design University of Tennessee
- Licensure - Tennessee #00125; NCIDQ 6878

SIMILAR PROJECT EXPERIENCE

- Piedmont Elementary School - Dandridge, TN
- Jefferson County High School - Dandridge, TN
- Patriot Academy - Dandridge, TN
- Tennessee School for the Deaf: Alan J. Melka High School & Dining Hall
- Alcoa Intermediate School - Alcoa, TN
- Tennessee School for the Deaf: New Student Cottages
- Findlay Elementary School - Sparta, TN
- Lake Forest Middle School - Cleveland, TN
- Pond Gap Elementary School - Maryville, TN
- Alcoa High School - Alcoa, TN

Consultants

LGA has developed a close working relationship with our consultants over the years. Below is a list of consultants we have worked with on a variety of projects including multiple educational facility assessments. However, should Gibson County Special Schools have other consultants in mind, we are open to working with them as well.

Engineering Services Group

Mechanical, Electrical, Plumbing/Fire Protection - Knoxville, TN

ESG has grown to be one of the leading Mechanical / Electrical Consulting firms in East Tennessee. As an independent professional engineering corporation, we offer our clients consulting services for both Mechanical and Electrical Engineering. At ESG, our primary objectives are to provide quality services, offer competitive fees, and work within the client's time constraints. Our diverse staff of engineers and designers allows us the flexibility to work on multiple projects with parallel schedules. ESG project experience includes Industrial, Commercial, Healthcare, Educational, Military, Governmental, Religious, Hospitality, Housing, and Sustainable Designs. In house capabilities include HVAC, Plumbing, Electrical, Fire Protection designs, LEED, Construction Administration Services, Energy Modeling, Life Cycle Cost Analysis, Engineering Studies, and Building Commissioning.

Vreeland Engineers

Electrical - Knoxville, TN

Founded in 1949, Vreeland Engineers, Inc. is a consulting electrical engineering firm located in Knoxville, Tennessee which provides lighting, power distribution, and communications system design and consulting services for its clients. Specific design services provided by Vreeland Engineers, Inc. include electrical and telecommunications design services during all phases of construction document preparation for new building construction and renovation projects as well as utility infrastructure projects for a wide range of institutional, commercial, and industrial clients. Vreeland Engineers Inc. also provides services during the bidding/negotiation, construction administration, and project close-out phases on many of these projects. Other electrical and telecommunications consulting services provided by Vreeland Engineers, Inc. include existing facility system site assessments and reports and preparation of probable electrical cost projections and feasibility studies for potential projects. Vreeland Engineers, Inc. has an experienced staff of engineers and support personnel to provide these services. Company also stays up to date with rapidly changing technology requirements by using the latest AutoCAD and Revit building design software editions to produce construction documents for its clients.

Allmon Engineering

Civil - Cookeville, TN

Allmon Engineering was formed in 1991 in order to provide clients within the Upper Cumberland Region with a high level of professional service throughout the design, bidding / negotiating, and construction phases of their projects. Allmon Engineering currently offers Civil, Structural and Environmental Design and Consulting Services throughout the State of Tennessee. Typical site design includes access drives, parking, ADA pedestrian routes, retaining walls, storm drainage, storm water detention, water quality, utilities for domestic water and fire protection, sanitary sewer (gravity, pump stations and on site disposal), permitting for construction storm water, wetlands, stream crossings, erosion control, and long term stabilization.

Haines Structural Group

Structural - Knoxville, TN

Haines Structural Group provides innovative and efficient engineering solutions for projects of all sizes. Our corporate philosophy is built upon providing outstanding customer service and developing and maintaining excellent client relationships. Whether the project is a single-family residence or a multi-story commercial building, we strive to provide the best possible structural design while staying within project budgets, constraints, and deadlines. Our services include Structural Design and Analysis, Construction Documents and Specifications, Structural Assessments and Inspections, Load Capacity Analysis, Building Re-Use Assessments, Peer Reviews and Value Engineering, Construction Consultation, Rehabilitation and Repair, Steel Connection Design and Detailing, Specialty Steel Stair and Rail Design, Light Gauge Steel Design and more.

Fee and Reimbursable Expenses

Fee

LGA has been fortunate to be involved in numerous assessments throughout the past thirty (30) years. From our experience, no two assessments are alike. In general, we will offer you an “a la carte” menu of services to choose from and then provide you with a lump sum price or an hourly not to exceed rate. Making some assumptions based on the Request for Proposals and the scope of work mentioned, our services could range from \$75,000-\$175,000.00. LGA would greatly welcome the opportunity to meet with you and the Board of Education to discuss our menu of services and determine a definitive fee moving forward.

Facility Assessment Study:

- Vehicular Access / Flow
- Standards & Performance
- Facility Resources
- Security
- ADA / Accessibility
- Structural
- Mechanical / Plumbing / Fire Protection
- Electrical / Power
- Fire Safety
- Health & Wellness
- Enrollment Trends
- Zoning
- Age of Existing Facilities
- Life Safety
- Building Envelope

Demographic Study:

- Geography
- Growth Patterns
- Population Density / Distribution
- Enrollment History
- Census

Operational Costs Study:

- Utilities
- Maintenance Costs
- Personnel

System Configuration Study:

- Location of Existing Schools
- Feeder System
- Grade Configuration
- Future Sites

Reimbursable Expenses

Reimbursable expenses are not included in our fee. Below is a list of the most typical expenses, which includes but is not limited to:

- Reprographics
- Mileage
- Shipping/Postage
- In-House Prints/Plots
- As-Built Plans
- Fees/Permitting
- Travel Expenses



6512 Deane Hill Drive, Knoxville, TN 37919 V (865) 584-5000 F (865) 588-1272 www.lewisgroup.net

ENERGY SYSTEMS GROUP



GIBSON COUNTY SPECIAL SCHOOL DISTRICT

Request for Proposals for a School Feasibility Study



EXECUTIVE SUMMARY

The Gibson County Special School District is facing critical decisions regarding the future of its educational facilities. ESG is committed to providing a comprehensive feasibility study that will equip the district with the necessary data and insights to make informed decisions on school consolidation, construction, and long-term planning.

Our study will address the district's needs by analyzing current capacities, demographic projections, maintenance requirements, and cost comparisons.

- **Enrollment and Demographic Analysis:**

ESG will conduct a detailed analysis of current enrollment and demographic trends for the Dyer, Kenton, Rutherford, Spring Hill, and Yorkville schools. This will include projections over the next 10 years to identify future capacity needs and inform strategic planning.

- **Building Condition Assessment:**

We will evaluate the status of each school building, focusing on maintenance, code compliance, and any necessary upgrades. Our assessment will determine the investment needed to maintain these facilities in their current state.

- **Cost Analysis:**

ESG will provide a thorough cost comparison, including:

- **Current State Costs:**

Maintenance, repairs, and staffing required to keep the schools in their present grade configurations.

- **New School Costs:**

Expenses related to constructing a new PreK-8 school, including land acquisition, infrastructure, construction, and ongoing operational costs.

- **Delayed Maintenance:**

Financial implications of addressing any deferred maintenance issues.

- **School Consolidation Considerations:**

The study will explore the potential for school consolidation without the need for new construction, evaluating alternative configurations that could optimize resources.

"We believe in working closely with school districts every step of the way. Our goal is to provide practical solutions that fit your needs, stand the test of time, and support the future you want for your schools."

- Bobby Cox, ESG Account Executive & former Warren County Schools Superintendent

Request for Proposals for a School Feasibility Study

Gibson County Special School District

- **Community Impact Assessment:**
ESG will assess the potential social and economic effects on communities resulting from school closures, openings, or consolidations. This will include evaluating the impact on community identity, local economy, and educational outcomes.
- **Tax Implications:**
We will analyze the financial impact of the proposed options on local taxes, estimating any required tax increases or potential reductions based on the chosen path.
- **Educational Benefits:**
The study will also consider the potential educational advantages and disadvantages of both consolidation and maintaining the current school structure, providing a balanced view of the potential outcomes for students and staff.

ESG has a proven track record of delivering comprehensive solutions tailored to the unique needs of K-12 educational institutions. With extensive experience in school facilities, we understand the challenges that districts face in managing aging infrastructure, fluctuating enrollment, and budget constraints. Our team of experts combines deep knowledge of educational environments with innovative strategies to create spaces that support academic excellence, operational efficiency, and long-term sustainability.

Key Capabilities:

- **Feasibility Studies:**
ESG excels in conducting detailed feasibility studies that provide school districts with actionable insights. Our studies encompass everything from enrollment projections and facility assessments to cost analyses and community impact evaluations. This holistic approach ensures that all aspects of a district's needs are considered.
- **Performance Contracting:**
We specialize in performance contracting, offering solutions that enhance energy efficiency, reduce operational costs, and improve the learning environment without requiring upfront capital expenditures. ESG's performance contracts are designed to be self-funding, making them an attractive option for districts looking to invest in their facilities without straining their budgets.
- **Facility Planning and Design:**
ESG's team includes specialists in educational facility planning and design, ensuring that our recommendations not only meet current needs but also anticipate future requirements. We work closely with stakeholders to develop master plans that align with the district's educational goals and financial realities.

Our feasibility study will offer Gibson County Special School District a clear, data-driven pathway to make strategic decisions that align with both the district's financial capabilities and educational goals. Our goal is to empower the district with the insights needed to ensure long-term sustainability and success for its schools and communities.

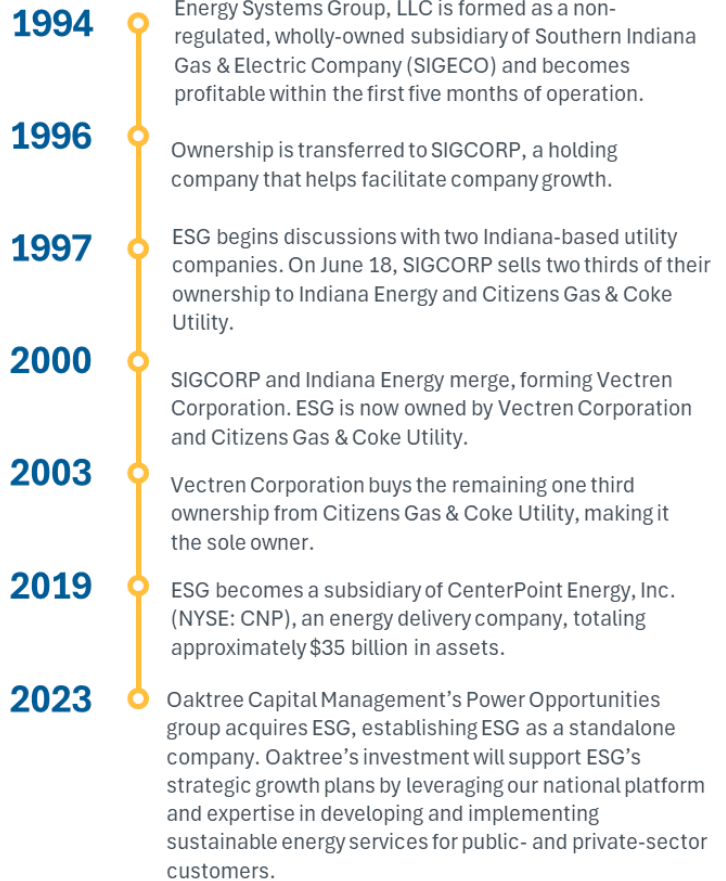
STATEMENT OF QUALIFICATIONS

1. History of Firm.

ESG was formed 30 years ago with the singular purpose of developing highly effective design-build performance-based projects for our customers. The founding principles of **customer satisfaction and integrity above profits** and **vendor neutrality and engineering excellence** have served ESG and our customers well.

We have grown from a startup company to one of the top five performance-based contractors in the country. To date, ESG has developed over \$4 billion in self-funded facility upgrade projects. These projects cover the spectrum from simple energy efficient upgrades to comprehensive HVAC renovations at the Pentagon and 100% energy resiliency for Johnson Space Center. We are most proud of the fact that a large percent of our projects come from repeat business that demonstrates our commitment to 100% customer satisfaction.

Our first Tennessee office was opened in 1999 in Johnson City, and a second office was added in Nashville in 2003. ESG's first project in Tennessee was a highly competitive design-build renovation project for the VA Medical Center in Johnson City. This \$29M project to upgrade the HVAC systems across campus and build a central energy plant won numerous awards for engineering excellence and funding structure creativity. Our next project in the state was a \$24M upgrade of Sullivan County Schools that set the standard for Tennessee K-12 comprehensive design-build/energy efficiency upgrade projects. **Including those initial projects, ESG has completed over \$350M in other highly successful projects in Tennessee** with the largest portion of this being for K-12 schools.



“The energy and infrastructure upgrades will not only improve the quality of learning environments at all Bradley County Schools, but they will also reduce energy and operational costs, allowing us to invest those dollars for educational purposes.”

- Dr. Linda Cash, Director of Bradley County Schools

Request for Proposals for a School Feasibility Study Gibson County Special School District

2. Qualifications and Experience in performing school feasibility studies.

Most of our Tennessee K-12 projects have required deep renovations to older buildings, which have involved similar upgrades that are priorities for Gibson County Special School District. Our track record of satisfied customers is backed up by the fact that the majority of the school districts partnering with ESG have contracted for additional phases of work.

Our team has extensive experience conducting feasibility studies for school projects, a critical step in ensuring informed decision-making and successful project outcomes. Nearly all of our projects include an investment grade audit (IGA) or feasibility study, which allows us to thoroughly assess each initiative's viability, costs, and benefits. This process helps identify potential challenges and opportunities, ensuring that the proposed projects align with the school's strategic goals and financial capacity.

Our expertise includes evaluating educational facilities' infrastructure, assessing future needs based on enrollment projections, and analyzing proposed projects' financial and operational impacts. We understand the unique requirements of K-12 facilities and have a proven track record of providing actionable insights that guide school boards in making sound, evidence-based decisions. Our studies support project development and provide a roadmap for long-term success, ensuring that schools can maximize their resources effectively.

Comprehensive feasibility studies are a cornerstone of our approach. They enable us to deliver projects that meet immediate needs and future aspirations while ensuring fiscal responsibility.

Local Expertise

Our team excels in delivering feasibility studies focusing on performance contracting, particularly in Tennessee. We understand the local landscape, including:

- Local regulations
- Utility rates
- Performance contracting legislation

Key Advantages of Our Approach

Performance Contracting Expertise:

- Fund facility upgrades with future energy and operational savings
- Start with an investment-grade energy audit and follow through with comprehensive engineering and construction services
- Long-term measurement and verification to ensure sustained savings

Request for Proposals for a School Feasibility Study

Gibson County Special School District

Intentional Design and Quality Control in School Facility Projects

Ensuring that our projects meet the desired standards and goals of the Gibson County Special School District, while adhering to industry regulations and local/state codes, is paramount. ESG's best practices focus on delivering the highest level of quality control through rigorous monitoring and verification of construction activities, ensuring alignment with established procedures, specifications, and industry standards. Our approach includes system commissioning tailored to the unique requirements of each technical scope, with specific commissioning standards and expectations for every aspect of the project.

Overview of ESG's Approach

1. Feasibility and Evaluation Phase

During this initial phase, ESG will collaborate closely with district stakeholders to understand their standards, expectations, and goals for every project aspect. By clearly defining these "targets," we significantly increase the likelihood of project success. We aim to create a co-valued approach grounded in detailed research and documentation, ensuring all parties are aligned and committed. Success in this phase sets the foundation for the entire project. Key steps include:

- **Comprehensive Facility Assessment:** Identifying potential issues and code compliance requirements in areas such as:
 - Infrastructure and environmental needs
 - Safety and accessibility (ADA compliance)
 - Energy conservation and cost-saving opportunities
 - Building growth capacity
 - Curricular space improvements
 - Site and traffic flow planning
 - Demographic trends for future facility expansion or modernization
- **Detailed Design Plans:** Creating specifications that meet or exceed regulations and industry standards
- **Subcontractor Alignment:** Reviewing specifications and timelines with subcontractors to ensure clarity and agreement on expectations
- **Risk Assessment:** Identifying and mitigating potential hazards, including schedule risks
- **Budget Verification:** Ensuring project costs align with the established budget
- **Co-Value Approach Development:** Establishing procedures, responsibilities, and reporting protocols specific to the Gibson County Special School District

Services We Offer

- ✓ Facility Auditing
- ✓ Design-Build
- ✓ Construction & Project Management
- ✓ Engineering
- ✓ Operations & Maintenance
- ✓ Project Financing Facilitation
- ✓ Measurement & Verification
- ✓ Training & Commissioning

Request for Proposals for a School Feasibility Study

Gibson County Special School District

2. Implementation/Construction Phase

In this phase, ESG manages and coordinates all material and labor suppliers, ensuring seamless project execution. Our robust quality control measures include:

- **Regular Onsite Inspections:** Monitoring progress to ensure compliance with the quality control plan
- **Structured Progress Review Meetings:** Conducting organized and documented meetings with district representatives and subcontractors to review progress
- **Employee Training:** Ensuring all workers understand their roles in maintaining quality
- **Commissioning Plan Adherence:** Following a predefined commissioning plan at key stages of construction
- **Compliance Verification:** Conducting inspections and tests, such as mechanical system balancing, to ensure adherence to specifications
- **Safety Inspections:** Regularly assessing compliance with safety regulations and industry standards
- **Corrective Actions:** Promptly addressing any issues with rework or redesign as needed

Why Partner with Us?

ESG's comprehensive approach to quality control ensures that every construction activity aligns with established procedures, specifications, and industry standards. This dedication guarantees that the final product meets or exceeds the standards of Gibson County Special School District and all relevant regulatory bodies. Further, when you choose ESG, you're not just selecting a contractor—you are partnering with a team committed to excellence, innovation, and collaboration. Our approach ensures that every project aligns with the district's unique needs and goals, providing you with a tailored solution that meets the highest standards of quality, safety, and functionality.

To further enhance the feasibility study and project outcomes, we propose partnering with [designshop](#), an architecture firm founded in 2012 by two industry veterans who share our commitment to excellence. Their guiding principle—"There has to be a better way"—is reflected in every project they undertake through:



- **Educational Focus:** designshop has a deep connection to the educational sector, recognizing the critical role schools play in shaping future leaders. Their passion for education drives them to create learning environments that are not only functional but also inspirational.
- **Proven Experience:** designshop has specialized in designing educational facilities, with their partners' expertise tracing back nearly two decades. Their portfolio includes a wide range of projects—from minor renovations and classroom additions to complete ground-up facilities—across public, charter, and private schools in Tennessee.

Request for Proposals for a School Feasibility Study

Gibson County Special School District

- **Tailored Solutions:** Their designs are unique, durable, and adaptable, ensuring that each project meets and exceeds the expectations of the administrators, teachers, and students who use these spaces.

By integrating designshop’s expertise with ESG’s robust project management and quality control practices, we can deliver a feasibility study that not only meets the district's immediate needs but also lays the foundation for long-term success. Together, we are committed to creating spaces that inspire learning, foster growth, and serve the community for years to come.

ESG is well-qualified to deliver the services sought under this RFP. Since 1994, we have successfully completed over \$1 billion in K-12 projects of similar scope and complexity.

K-12 School Expertise: K-12 school districts have been our primary market since our inception. We understand what contributes to a high-quality learning environment and know how to drive value by selecting the best materials, equipment, and labor. Our long-term relationships with K-12 customers provide valuable feedback, allowing continuous improvement in our practices, such as HVAC design and classroom control standards, benefiting teachers, staff, students, and maintenance departments alike.

Construction Design & Management: ESG has a dedicated local team with extensive experience in performance-based design-build projects, particularly in facility upgrades. Our focus on upgrading existing facilities—rather than new construction—has honed our expertise, making us well-equipped to handle the specific needs of the Gibson County Special School District. Our core team, with over 50 years of combined construction and education experience, is committed to continuous learning and improvement.

Renovation Expertise: Facility improvements and building feasibility are at the core of our business. We excel in identifying and mitigating unforeseen challenges, ensuring smooth project execution with no change orders. Our experience in school renovations includes working within tight timelines, minimizing disruption to school activities, and maintaining high safety and cleanliness standards. Our repeat K-12 customers attest to our commitment to 100% satisfaction.

Scheduling Excellence: ESG understands your goal of having a district feasibility study and updated strategic plan ready for the 2025/2026 school year. Our experience with similar projects enables us to proactively manage critical activities like design approvals, permitting, material procurement, and contingency planning. We have a strong reputation for on-time delivery in Tennessee school districts and will bring the same level of care and quality to Gibson County Special School District.



50+ YEARS
CORE TEAM COMBINED
EXPERIENCE

100% SATISFACTION
WITH REPEAT K-12 CUSTOMERS

**NO CHANGE ORDER
GUARANTEE**
AND PROACTIVE SCHEDULING

\$1 BILLION+
IMPLEMENTED
IN K-12 PROJECTS

Request for Proposals for a School Feasibility Study Gibson County Special School District

3. Evidence / References of school feasibility studies.

Nearly all successful projects start with a comprehensive assessment like the feasibility study sought by Gibson County Special School District. These assessments are crucial for understanding the current state of facilities, identifying areas for improvement, and developing actionable plans for enhancements. Our reference overviews primarily focus on the outcomes of these IGAs and feasibility studies, showcasing how our strategic evaluations have led to impactful and well-managed projects.

Cannon County Schools | Woodbury, TN

We recently completed a comprehensive feasibility study for Cannon County Schools, designed to serve as a strategic guide for incremental funding and the phased implementation of a Capital Improvement Plan over the next 10-15 years. This study involved a detailed assessment of current facilities, identifying critical improvement areas, and developing a robust plan to enhance infrastructure and learning environments. Our approach ensures that the district can effectively prioritize and manage funding to achieve long-term facility goals while meeting immediate needs.



COMMUNITY-CENTRIC EVALUATION

Understanding Your School Needs

Every school system is different from its neighboring counties, that's no secret. This is why our solutions are never taken from an old playbook, and applied to another district. We invest our time into learning from you the needs your schools and community are facing and form our recommendations from what you share.

This summary dives into the evaluation of your school spaces, highlighting the necessity of investing in upgrades for buildings, learning environments, and structural safety. Through our time spent with district leadership we are developing a connection to the communities served by your schools, which is why we aim to ensure that the voices of your community - parents, teachers, and students alike - are heard. Together, we embark on this journey of improvement, driven by our partnership with you and a shared commitment to creating safe, nurturing spaces where every child can thrive.

Study Timeline

- January 2024**
ESG Team met with Cannon County Director of Schools to agree on scope of study and finalize timeline.
- February 2024**
ESG Team develops high-level plan from data gathered to present to Director of Schools for review and collaboration.
- March 2024**
ESG Team develops structured building construction/renovation plan to present to Director of Schools for review and collaboration.
- April 2024**
ESG Team develops possible timeline for implementation of construction/renovation of buildings for review to Director of Schools for review and collaboration.
- May 2024**
Full Educational Feasibility Study completed and presented to Cannon County School District for review and next steps.

Scope of Work

1. Identify and document grounds condition
2. Recommend corrective actions
3. Provide cost estimates
4. Forecast future facility configurations with a Pre-Construction Assessment (PCA)

District Buildings Scope of Work

1. East Side Elementary
2. Cannon County Middle School
3. Cannon North Elementary
4. Cannon South Elementary
5. Cannon County High School
6. Veterans Memorial

Floor Plan

Support Areas	
Art	1
Computer Lab	0
Library	1
Assistant Principal	1
Counseling	1
+Full time Therapist	
ESL	Internet
Music	0
RTI	2
Special Education	2
Need 3 / 1 CDC	
Speech	0.5
Alternative School	1

Additional Evaluation

6th - 8th	2023-2024 Enrollment	Classroom Type	Quantity	Student Average	Student Maximum
6	147	Regular	5	29.40	30
7	134	Regular	4	33.50	30
8	117	Regular	4	29.25	30
TOTAL	398				

Meeting Notes:

1. Busing students is an issue and causes some attendance issues for students due to distance covered.
2. Art is housed in portable.
3. School has assistant principal second year in position.
4. Project Basic Grant Behavior Based K-3 is here 4 days a week.
5. ESL teacher shared with Cannon County Elementary.
6. RTI staffed by teacher assistants.
7. Tutors in classrooms funded by ESSER funds will be expended end of year 2024.
8. Nurse Split with Cannon County North Elementary.

Major Maintenance items:

1. Roof two years old but still has leaks.
2. Need for staff restrooms, septic systems is a problem for 400 people.
3. No water in clinic space.
4. Fire alarm system not monitored.
5. Security system not functioning properly.
6. Non-HD camera system in place for over 10 years.

12 | ENERGY SYSTEMS GROUP

**Cannon County Schools
feasibility study excerpts**

Request for Proposals for a School Feasibility Study Gibson County Special School District

Warren County Schools | McMinnville, TN

Nine of the eleven schools received extensive HVAC upgrades, and all received a comprehensive control system enhancement. Additionally, all schools had a new LED lighting system designed and installed, as well as various weatherization upgrades. Where appropriate, new suspended ceilings were installed to update the appearance of schools.

The district was convinced of the quality and value that ESG provided and contracted for a second phase of work in 2023 that focused on enhancing indoor air quality. The Warren County government was so impressed with ESG's efforts for the school system that they selected ESG to complete extensive County facility renovations.

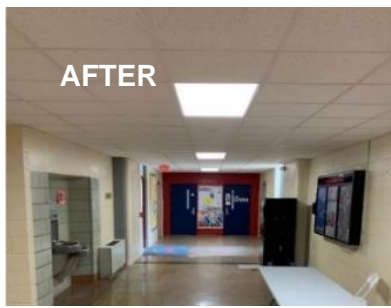
Customer Information

Dr. Grant Swallows, Director of Schools | 931.668.4022
Phase 1: \$10.7M | Completed 2019
Phase 2: \$1.2M | Completed 2023

Guaranteed Savings: \$12+ M* over 20 Year Terms
*Substantially exceeding annual savings guarantees



BEFORE



AFTER

Much-needed light and ceiling upgrades at Warren County Middle School.

Trousdale County Schools | Hartsville, TN

A comprehensive facility renovation at Trousdale Elementary included a new HVAC system (including demolition of old pipes/units), new digital controls, new windows, ceiling replacements, painting, and plumbing system upgrades. Lighting, weatherization, and control upgrades were implemented at the middle school and high school. To help fund the project, annual savings of \$158,227 are being exceeded.

Customer Information

Clint Satterfield, Director of Schools | 615.374.2193
Phase 1: \$3.9M | Completed 2017
Phase 2: \$54,706 | Completed 2023
Phase 3: \$71,000 | Completed 2024

Guaranteed Savings: \$4+ M* over 20 Year Term
*Substantially exceeding annual savings guarantees



BEFORE



AFTER

Classroom upgrades enhanced the learning environment and preserved a valuable older building, avoiding costly demolition.

Request for Proposals for a School Feasibility Study Gibson County Special School District

Anderson County Schools | Clinton, TN

ESG partnered with ACSD on a three-phase upgrade project for 17 school facilities, working closely with administrative and facilities staff to address significant needs in learning environments, infrastructure, and maintenance while remaining budget-neutral. This project achieved a 40% reduction in energy costs, bringing the district to "best in state" efficiency and enabling extensive equipment replacements without new budget dollars. The upgrades improved safety, lighting, and air quality in the schools. ESG's engineering team identified energy savings to fund critical improvements, including HVAC replacements, electrical upgrades, and aesthetic enhancements. Impressed with our work, the County awarded ESG a \$7M project in 2019, and a fourth phase is currently in development. For more details, visit the project website: <http://www.energysystemsgroup.com/anderson>.

Customer Information

Dr. Tim Parrott, Superintendent | 865.463.2800

Phase 1: \$9.6M | Completed 2015

Phase 2: \$11.2M | Completed 2019

Phase 3: \$5.6M | Completed 2023

Guaranteed Savings: \$28+ M* over 20 Years *Substantially exceeding annual savings guarantees



All 17 schools received new HVAC and control systems, replacing outdated and costly units. The upgrades ensure consistent comfort and high air quality district wide.



Many schools received new ceilings which significantly improved the quality of the classroom and hallway acoustics, lighting and aesthetics.



Enhanced comfort, aesthetics, and safety, combined with interior and HVAC upgrades, extended the schools' useful life.

Request for Proposals for a School Feasibility Study Gibson County Special School District

Lawrence County Schools | Lawrenceburg, TN

ESG was selected to upgrade 13 schools in a competitive process. The \$14.2M Phase I project included new HVAC and electrical systems in six schools, partial HVAC replacement in seven, and the installation of a comprehensive building automation system, VFD drives, and motion sensors across all buildings. Additional upgrades included LED lighting, indoor air quality improvements, building envelope enhancements, and kitchen equipment updates. Following the success of Phase I, a \$1.1M second phase was approved in 2022.

Customer Information

Michael Adkins, Director of Schools | 931.762.3581

Phase 1: \$14.27M | Completed 2019

Phase 2: \$1.1M | Completed 2022

Phase 3: TBD | Completed 2024

Guaranteed Savings: \$25+ M* over 16 Year Terms

*Substantially exceeding annual savings guarantees



Exterior upgrades transformed EO Coffman MS into a community asset, while interior renovations included new HVAC, electrical service, ceilings, and LED lights.



Our architecture partner brings exceptional expertise in educational facility design. Focusing on creating unique, durable, and functional learning environments, designshop has a proven track record of successful projects across Tennessee. Recent projects include:

Whitehaven Classroom and STEM Center Feasibility and Design

Richard J. Myers

6000 Poplar Avenue, Suite 400, Memphis, TN 38119

901.576.1727 | rmyers@glankler.com

www.glankler.com



Request for Proposals for a School Feasibility Study Gibson County Special School District

Memphis Harding Academy Feasibility and Masterplan

Trent Williamson, Head of School
1100 Cherry Rd. Memphis, TN 38117
901.767.4998 | williamson.trent@hardingacademymemphis.org
www.HardingLions.org

Lamplighter Montessori School Feasibility Study and Design

Astrid French, Head of School
8563 Fay Road Cordova, TN 38018
901.751.2000 | afrench@lamplighterschool.org
www.lamplighterschool.org



Sycamore View Church Preschool Feasibility and Masterplan

Jim Hinkle, Executive Minister
1910 Sycamore View Rd Memphis, TN
901.634.2903 | jhinkle@sycamoreview.org
www.sycamoreview.org

Midtown Montessori School Feasibility Study and Design

Faiqa Khan, Head of School
407.529.7539
Faiqa.khan@memphismontessori.org

Millington High School CTE Concept Building

Phil LeBlanc
5020 2nd Avenue Millington, TN 38053
pleblanc@millingtonschools.org



Request for Proposals for a School Feasibility Study Gibson County Special School District

4. The Firm's commitment and ability to provide the necessary attention to this feasibility study.

We are fully dedicated to providing exceptional attention and resources to every project, including the feasibility study for the Gibson County Special School District. Our current involvement in several ongoing projects reflects our strong commitment to delivering high-quality results. We are adept at managing a diverse portfolio of work without compromising on excellence.

To ensure the success of this feasibility study, we have implemented a comprehensive staffing and resource plan. This approach allows us to allocate ample time and attention to each project, guaranteeing that the Gibson County Special School District's needs will be met with the utmost dedication and efficiency.

Rest assured, our skilled and experienced team will give the feasibility study the full attention and dedication it deserves.

Introducing the ESG Team:

- **Bobby Cox, Ed.S.** - Project Lead and Account Manager
 - **32 years in K-12 education**, including 21 years as a district administrator and 8 years as a superintendent.
- **Jeremy Childers, PE, CEM** – Senior Project Engineer
 - **Licensed Professional Engineer** specializing in K-12 renovations, with expertise in on-site reviews, life-cycle analyses, and upgrading buildings for optimal comfort and efficiency.
- **John Waddle, CEM** – Senior Project Manager
 - **30+ years of experience in Tennessee as an engineer and project manager** focusing on pre-construction scope definition, estimating, construction management, and post-construction commissioning. He ensures high customer satisfaction by serving as the single point of contact throughout the implementation and construction phases.
- **Tim Sneed** – Construction Superintendent
 - **K-12 facility expert**, coordinating and training on-site personnel while scheduling and collaborating with contractors and vendors. He ensures adherence to safety standards and resolves any issues during the construction process to maintain a smooth and compliant project execution.

Our team's extensive experience and structured approach ensure that every aspect of the feasibility study will be handled with precision and care. We are committed to delivering outstanding results on time and within budget, and we are excited to apply our expertise to support the Gibson County Special School District's goals.

Request for Proposals for a School Feasibility Study

Gibson County Special School District

5. Discuss your Firm's experience working with a school board.

We understand the unique challenges and responsibilities that school boards face when it comes to making decisions about facility improvements and strategic planning. Our team has extensive experience working with school boards across Tennessee, ensuring that our projects align with educational goals, budget constraints, and community expectations.

Bobby Cox, our project lead and account manager, brings a wealth of experience to our team. His extensive background in K-12 education and public service ensures that our projects are well-informed and tailored to meet the specific needs of school boards.

- **32 years in K-12 education**, including:
 - **21 years as an administrator** in Warren County Schools
 - **8 years as Superintendent** of Warren County Schools
- **Public Service Experience:**
 - **Warren County Commission:** Member of the Building and Grounds Committee
 - **Chair of the Jail Oversight Committee**



Bobby's firsthand experience on both sides of the table—as a superintendent presenting to a school board and as a public official—gives him a unique perspective that allows him to anticipate and address the concerns of school board members effectively.

In addition to ESG's extensive experience, designshop brings a broad and deep understanding of educational design, which is crucial when working with school boards. Their commitment to exploring all available options ensures that each project is approached with fresh, tailored solutions, rather than relying on cookie-cutter methods. designshop recognizes that every school's needs are unique, and they are dedicated to finding the best approach to address each educational facility's specific challenges and goals. This adaptability and commitment to quality make designshop an invaluable partner in creating effective, future-ready learning environments.

The ESG team's experience ensures seamless, informed communication and collaboration between ESG and the school board and that they are focused on achieving the best outcomes for students and staff. His expertise in strategic planning and facility improvement will guide the project, ensuring that all schools operate at peak efficiency and provide optimal learning environments for student success.

"Now that the project is complete, the Lawrence County Board of Education and I are highly satisfied with the results we are seeing. Without hesitation, I would recommend that your organization allow ESG the opportunity to deliver a quality energy performance contract"

- Michael Adkins, Director of Lawrence County Schools

Request for Proposals for a School Feasibility Study
Gibson County Special School District

6. What is NOT covered in your fee? Reimbursable?

There are no additional reimbursable costs outside of the agreed-upon fee, ensuring budget certainty for Gibson County Special School District for the feasibility study as outlined in the RFP.

SCOPE OF WORK

ESG understands that Gibson County Special School District would like to improve its facilities by using the following criteria:

1. Analysis of Enrollment/Demographic information projections
 - a. Current capacity and percent utilization of the following schools
 - i. Dyer
 - ii. Kenton
 - iii. Rutherford
 - iv. Spring Hill
 - v. Yorkville
 - b. Demographic study determining enrollment projections for each school/grade now to 10 years out
 - c. Current status of the building regarding maintenance and upkeep needed to get the building up to current code
 - d. Cost analysis comparing the following:
 - i. Costs for keeping the schools in current grade formation, which would include potential maintenance repair costs and personnel required to staff those schools
 - ii. Costs for a new school that includes Prek-8, playgrounds, and sports facilities
 1. Costs for land, infrastructure, construction costs
 2. Costs for upkeep of new building including personnel required to staff the school
 - iii. Costs for any delayed maintenance that is present in the schools
 - e. Are there any other school/grade considerations that would allow consolidation but not have to build a new school?
 - f. What are the potential effects on a community that closes a school(s)?
 - g. What are the potential effects on a community that opens a new school?
 - h. If there are additional costs for the options, what would be the expected tax increase?
 - i. If there are savings, what would be the expected tax reduction?
 - j. What are the potential educational benefits for a district that would consolidate the schools?
 - k. What are the potential educational benefits for a district that would keep the schools in the current state?
 - l. What is the estimated cost for the feasibility study?

Ultimately, the Gibson County Special School District Feasibility Study will guide the district in making decisions about its future. This study will take a strategic approach to satisfying the necessary scope, funding, and renovation needs to address the long-term critical educational landscape for the district.

That strategic approach is core to how ESG provides value in the K-12 school market. Our approach is to provide planning, facility improvement, and renovations that meet all requirements for a Pre-K-12 space. **ESG's renovation process is built around** 1) documenting customer requirements, 2) seeking out the best design options and equipment manufacturers, 3) defining a final scope of work partnering with the customer, 4) driving strong value in every labor and materials procurement and 5) taking total responsibility for project execution with a no change order guarantee.

Request for Proposals for a School Feasibility Study

Gibson County Special School District

The most important part of ESG's approach is the **input from Gibson County Special Schools**, which we will gather and incorporate into all design phases. From project kick-off to completion, we will incorporate your preferences and ideas into our design and implementation to ensure the finished product reflects what Gibson County Special Schools desires.

The tenure of ESG's Tennessee team serving schools allows our approach to leverage the years of experience and expertise our team members have developing and installing similar projects. This includes knowledge of building codes, state fire marshal approval processes, equipment suppliers and subcontractors, and meeting tough timelines while working in occupied schools. Data proves our approach: 41% of our K-12 customers contract with us for additional phases of work.

Why ESG Stands Out: Our Commitment to Excellence in Tennessee

The unique qualities of ESG that set us apart include the following:

Highly focused on serving Tennessee schools and understanding their needs

- Tennessee Organization of School Superintendents (TOSS) platinum partner for past 9 years and extensive K-12 customer success stories
- Tennessee School Boards Association (TSBA) Silver business partner and Co-Sponsor of the Student Scholarship Program in 2024

Design-build excellence from day one in TN with the award-winning \$30M VA Medical Center project

Award-winning TN projects demonstrating deep engineering & design excellence

- Examples include VAMC / Nashville Airport Geothermal / Iris Glen LFG to Energy

We value our company culture

- Innovation and seeking customer-centered solutions
- Integrity
- Customer satisfaction over short-term profits
- Solving customer problems even when they are outside our scope of work
- Supporting our customers long past a contractual obligation
- Relentless drive to find new best practices to serve our customers better
- Customer feedback loops
- Continuous staff training
- ESG Engineering Center of Excellence

A partnership mentality

- FIRST Robotics program, for example, where we helped seven districts get started

August 20, 2024

Gibson County Special School District
Director Eddie Pruett
130 Trenton Hwy
Dyer, TN 38330

Dear Director Pruett:

We are pleased to submit this proposal for a comprehensive feasibility study that addresses the critical decisions facing the Gibson County Special School District regarding the future of its educational facilities. ESG is fully committed to providing the district with data-driven insights to guide strategic decisions on school consolidation, construction, and long-term planning.

ESG proposes a \$98,500.00 feasibility study to guide the district in its upcoming school consolidation, construction, and long-term planning efforts. Our study will provide a thorough analysis of enrollment trends, demographic shifts, and building conditions, alongside a detailed cost breakdown. We will evaluate the impact of school consolidation on the community, assess potential tax implications, and outline the educational benefits. This comprehensive approach will help the district make informed decisions that align with its long-term vision for growth and improvement.

Our team's extensive experience in educational facility improvement ensures that the Gibson County Special School District will receive a detailed, actionable plan tailored to its unique needs. We are confident that our approach will help you achieve your objectives efficiently and effectively.

Thank you for considering ESG as your partner in this critical endeavor. We look forward to the possibility of working with you and contributing to Gibson County Special School District's future success.

Sincerely,

Gary Hughes

Gary Hughes
ESG General Manager
ghughe@energysystemsgroup.com



Creating Learning Communities



Statement of Qualifications for Architectural Services

Gibson Co. Special School District School Feasibility Study SOQ

Dyer, Tennessee | August 22, 2024



August 22, 2024

Gibson County Special School District

130 Trenton Highway
Dyer, TN 38330



Re: Gibson County Special School District Proposal for Professional Services to Conduct a School Feasibility Study

Gibson County Special School District is seeking the most qualified firm to conduct a school feasibility study, and **we have the experience you are looking for**. Having completed multiple studies over the years, we know and understand the importance of developing an all-inclusive study that will allow your district to plan for future maintenance and growth needs. Our professional team can assist you by evaluating options that will enable you to achieve the best possible results within your defined budget and schedule constraints.

The following points summarize why we are the most qualified team for this project:

- 1. TLM management and leadership for school projects:** The TLM professionals that are presented for this project have shown leadership on school feasibility study projects. We have a proven record that we can assemble and manage the right team to make the most of the unique opportunities faced by your school system. We will remain diligently committed to ensure the success of this feasibility study with the Gibson County Special School District.
- 2. Dedication to rural West Tennessee:** TLM has been deeply invested in the development of West Tennessee for 60 years, which is evident in our relationships with many of the surrounding school systems. As a firm, we are passionate about improving our rural area, and we recognize that these improvements can help you provide well-educated students for future generations. To meet the goals of this study, we have assembled a team of professionals that we feel are required to address what you have outlined in your request for proposals. TLM has 44 employees representing many counties in our region, with in-house design capabilities for architectural, structural engineering, civil engineering, and interior design services. We will commit the resources necessary to provide you with a comprehensive feasibility study for your school system.
- 3. Proven Feasibility Planning Experience:** TLM has completed thorough facility assessments for Benton County Schools, Lauderdale County Schools, Jackson-Madison County School System, Haywood County Schools, Weakley County Schools, and Henry County Schools. The study for the Jackson-Madison County School System allowed them to adopt a \$144 million facility improvement plan, and the study for the Haywood County School System assisted them to adopt a \$47 million facility improvement plan. The information assessed and presented by TLM provided the building data, budgets, and direction necessary to demonstrate and validate the future needs of the school systems.

TLM Associates, Inc. is very enthusiastic about assisting you with this project. Our team of professionals combine years of experience and expertise in the design and rebuilding efforts in our area. Thank you for your time and consideration of our qualifications. We look forward to the opportunity of teaming together for this exciting project.

Sincerely,

TLM ASSOCIATES, INC.

Architects + Engineers

A handwritten signature in black ink, reading 'Ginger A. French', is positioned below the company name and title.

Ginger A. French, AIA, LEED AP BD+C

Vice-President, Architect
g.french@tlmae.com



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About Us

TLM Associates, Inc.

TLM is a professional architectural and engineering design firm serving the Mid-South since 1964. The firm consists of licensed architects and engineers, experienced design professionals, and technical personnel specializing in architectural, civil and structural engineering, and interior design services.

TLM is headquartered in downtown Jackson, Tennessee, and serves clients statewide and nationally. TLM has been retained on projects ranging from \$5,000 to \$65 million in construction costs. We feel our success is derived from the quality of our designs and the loyalty and trust of our growing client base. Building new or renovating old, our team has the professional staff and project-specific knowledge to make your vision a reality.

Our Commitment to You

Working as a Team

At TLM, we work with our clients from the inception of a project until the day it opens. We believe in a team approach to projects through all phases of planning, design, construction, operation and maintenance, and cost control.

Meeting Client Needs

Dedicated, personal service is the heart of our practice. Throughout the term of a project, TLM staffers will be personally involved on a day-to-day basis. This leads to client satisfaction with the finished product.

Connecting with the Community

TLM is active in professional organizations, so our knowledge of industry standards is up-to-the-minute. We are team players committed to civic and charitable organizations that enrich communities throughout Tennessee.

Designing for Sustainability

TLM has a team of LEED Accredited Professionals in architecture who can work with organizations or municipalities to design sustainable buildings and sites. LEED certified buildings reduce energy and maintenance costs, increasing the owner's return on investment.

TLM

ASSOCIATES

ARCHITECTS + ENGINEERS

PRINCIPALS

J. Randy McKinnon
President, PE

ARCHITECTURE

Ginger A. French
Vice President, AIA,
LEED AP BD+C

ENGINEERING

Robert J. Safin, PE
Jennie Keel, PE
Adam November, PE

History of the Firm

TLM opened in 1964 as an engineering firm and began practicing architecture in 1984. We bring a group of registered, licensed professional Engineers and Architects along with experienced design professionals and technical personnel specializing in a wide variety of engineering and architectural services. Our group includes five registered Engineers, five registered Architects, and two Interior Designers. Our services include civil engineering, structural engineering, architecture, and interior design.

Over the years, our architects have designed a wide variety of projects, many of which include long-range planning and capital plans. Over our 60 years, we have seen and done it all - from assessment of building and facility planning to daycare, PreK – 12 schools, university buildings, municipal buildings, hospitals, jails, fire stations, industrial plants, community shelters, office buildings, retail shops, restaurants, and housing facilities. Our engineers also add design experience in site planning, community and campus planning, utility design, roadway design, traffic signals, sidewalks, parks, bridges, and airports.

Our professional staff is adept at combining skills in design, project management, and construction administration. This comprehensive approach enables us to handle all phases of the design process, from long-range planning to initial design and facility programming administration, ensuring a seamless and efficient project execution.

At TLM, we are committed to delivering high-quality results, regardless of the project's size or budget. Our extensive experience in working with tight deadlines and budgets, often in publicly funded projects, ensures that every project is approached with the same level of care and pride, reflecting our dedication and professionalism.





Qualifications and Experience

in Performing School Feasibility Studies

Our planning experience includes TLM's completion of thorough facility assessments for Benton County Schools, Lauderdale County Schools, the Jackson-Madison County School System, Haywood County Schools, Weakley County Schools, and Henry County Schools.

No need to look elsewhere; we understand K-12 school pedagogy and construction and have created innovative learning spaces for schools across West Tennessee. Because we have completed many facility assessment and maintenance projects throughout West Tennessee schools, our knowledge allows us to look at facilities with long-term maintenance as a vital component of our design practice. We feel that our design history in West Tennessee has given us the expertise necessary to provide a fluid functional assessment of your buildings that will serve as a guide for educational and capital planning over your desired planning period. Additionally, collaborating with engineers, contractors, and facility managers helps ensure that the recommendations align with your vision. We have one of the largest (if not the largest) K-12 design presences in West Tennessee, serving almost every county. These include current K-12 school projects in Benton, Crockett, Decatur, Fayette, Hardeman, Hardin, Haywood, Henderson, Henry, Lake, Lauderdale, and Weakley counties.

Whether renovating or designing new, we partner with clients on all design decisions to create a unique space with functional improvements for years to come. We know what it takes and do not hesitate to bring in specialists as needed to accomplish your goals.

Relevant Past Project Experience

Over the years, TLM has worked with several of our clients through master planning and development for anticipated growth. We have prepared needs assessments for planning, grant funding, budgeting, and more. We have performed evaluations of current facilities for future needs. Some of our recent work includes developing a needs assessment of buildings, ranking priorities, and preparing for construction.



Evidence/References of School Feasibility Studies

Jackson-Madison County School System Facility Assessment Report

TLM Associates, Inc. was selected by Jackson-Madison County School System (JMCSS) to complete a thorough facility assessment of all buildings in its system over thirty years old, following their Vision 20/20 plan implementation. The purpose of the study was to evaluate 24 buildings ranging from 1920's to 1970's construction dates. The study included an in-depth assessment of architectural, structural, mechanical and electrical systems as well site and access analysis. Deficiencies were categorized into areas such as appearance, code compliance, facility integrity, and safety and were then further broken down into level of priority ranging from a priority 1 (immediate repairs needed) to priority 5 (complete within 5-10 years). Recommendations and budgets were also included with each deficiency noted. This planning document allowed the Jackson-Madison County School System to adopt a \$144 million facility improvements plan, to be phased in over ten years. The information assessed and presented by TLM provided the building data, budgets and direction necessary to validate the future needs of the Jackson-Madison County School System.

Reference: Dr. Marlon King, Superintendent 731.664.2500

Weakley County School System

TLM worked with Weakley County School System to develop a facility report for improvement needs and provided design services for the renovation of several of their facilities – including Dresden High School, Martin Middle School, Weakley County Adult Learning Center, Sharon Elementary School and Martin Elementary School. These projects were all phased to complete most work at times that impacted school schedules the least. TLM teamed with a construction manager on this project to maintain a constant flow of recommendations, design and construction. All projects were completed on time and within budget. The projects consisted of interior and exterior renovations, including restroom accessibility upgrades, interior finish upgrades, ADA compliance at entryways, and HVAC and electrical upgrades. Completed 2017.

Reference: Jeff Cupples, Superintendent 731.364.2247



Lauderdale County Facility Assessment

TLM was commissioned by the Lauderdale County School System to assess the conditions of all school campuses. The report was compiled by documenting existing conditions with a physical inspection of each of the schools in the assessment, and interviews with district and school administrators. The final report includes a facility condition assessment that provides estimated repair costs with a brief description of repairs needed, including roof condition, ADA compliance, security, and other maintenance needs. With this report, we identified Priority One (critical) items that were to be completed immediately in order to maintain well-functioning classroom space. These were building envelope items (roof replacements and water damage). These items were pulled from the report and presented early, approved by the County Commission, and moved into design and construction as we complete the full assessment report. The final product allowed the school system to plan for capital expenditures over the next ten years.

Reference: Shawn Kimble, Superintendent 731.635.2941

Architectural General Services Contract - University of Tennessee at Martin

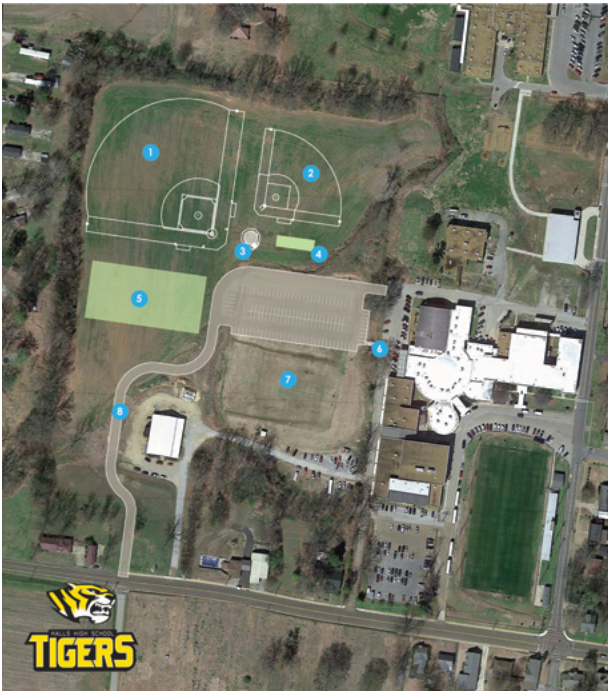
TLM has been awarded the UT Martin Architectural Consultant contract for ten non-consecutive contract terms, most recently serving as the 2022-2023 Consultant. We work closely with the campus physical plant to provide professional architectural assistance regarding design, alteration, improvements, planning, repairs & maintenance, investigation and analysis.

Reference: Dana Hagan, Director of UTM Physical Plant 731.881.7601

Henry County High School, Additions & Renovations

TLM was selected by Henry County School System to assist with a needs assessment to plan for additions to the high school and their campus athletic facilities. At that time, we worked together with Dr. Norton, the school board, and the high school principal to develop a plan that is carrying this school forward for the next ten years or more. Projects included: High School Secure Entry & Administration Office Addition, Spring Sports Locker Room, Football Stadium Visitor Grandstands and Track Resurfacing, Football Fieldhouse and Weight Room Addition, Athletics Concession Stand and Restroom Building, New Band Building, Library Renovation, Cafeteria Renovation, Gymnasium HVAC Addition and Hardwood Flooring Replacement, and Interior Finish upgrades to the existing corridors and public spaces.

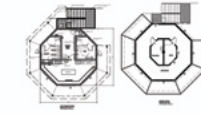
Reference: Dr. Leah Watkins, Director of Schools 731.642.9733



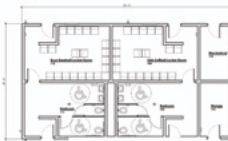
Halls High School
Baseball/Softball Fields

- 1 Baseball Field
- 2 Softball Field
- 3 Concessions & Restrooms
- 4 Spring Sports Locker Rooms
- 5 Practice Field
- 6 Stairs to School
- 7 Football Practice Field
- 8 New Drive

3 CONCESSIONS/ RESTROOMS



4 SPRING SPORTS LOCKER ROOM



Ripley High School
Track & Field

- 1 Ticket Booth, Concessions, Restrooms
- 2 Fencing
- 3 2,000 Seat Home Bleachers
- 4 1,000 Seat Visitor Bleachers
- 5 Dressing Rooms, City Maintenance
- 6 Shot Put/ Discus
- 7 Pole Vault
- 8 Long Jump/Triple Jump
- 9 High Jump
- 10 Additional Parking



5 DRESSING ROOMS



1 TICKET BOOTH/ CONCESSION/ RESTROOMS

LAUDERDALE CO. SCHOOLS MASTER PLAN

Athletics Master Plans

TLM developed masterplanning for new athletic facilities for Lauderdale County Schools. The purpose for each of these was to expand growth and use for all athletes. This will enhance each campus for future use.

Halls High School

Baseball and softball are currently played at the city park, which means sharing time with other teams. To address this issue, new regulation fields are slated for construction adjacent to Halls High School, where dedicated baseball and softball stadiums will be established.

Additionally, the site will feature a versatile practice field accessible to all sports teams and band rehearsals. Dressing rooms for boys and girls, a press box, concessions, and restrooms will also be integrated. Moreover, new driveways and parking areas will be established to cater to the high demand for parking during athletic events throughout the year.

Ripley High School

The existing football stadium and track, both over 60 years old, are due for an upgrade. Under this plan, the existing field will be re-purposed for use by the middle school and as a practice facility for the high school. The dressing rooms, locker rooms, and weight room building will remain at their current size.

A new football stadium will be constructed, primarily serving the high school football team. This modern facility will feature a TSSAA Regulation Track capable of hosting regional track events. With seating for 2,000 home spectators and 1,000 visitors.

PROJECT & BUDGET RECOMMENDATIONS

FINDINGS & RECOMMENDATIONS – NORTH SIDE HIGH SCHOOL

PRIORITY 1 (Immediate Needs)		
Estimated Cost	Deficiency Category	Distress/ Description/ Recommendation
\$2,708,010	Total	
\$3,481	FACILITY INTEGRITY & SAFETY	(SOUTH CAMPUS) FAILING - BRICK DISPLACEMENT REPAIRS: There is an isolated location on the exterior brick veneer located on the south campus wall that has been displaced from the mortar joint. This is considered a structural failure and is a public safety hazard. This area of brick needs to be removed and replaced.
\$342,279	FACILITY INTEGRITY	(SOUTH CAMPUS) BEYOND EXPECTED LIFE & FAILING - PARTIAL ROOF REPLACEMENT: The existing roofs in these areas appear to be over 25 years old. The existing ballasted roof system over the library and classroom connector, as well as the EPDM roofing over the old main entrance should be demolished. All board insulation should also be demolished. All gutters and downspouts should be demolished. The existing roof deck should be inspected after removal of all roofing materials. If metal or concrete decks are failing, it should be replaced or repaired in areas and methods designed by the structural engineer. New polyisocyanurate insulation board shall be installed at a minimum of 3" and provide positive drainage for the roof system. New 60 mil fully adhered TPO roofing shall be installed. All new flashing at roof and wall transitions shall be provided in the re-roof. All existing concrete coping shall be cleaned, re-flashed and resealed. New kynar finished gutters, and downspouts shall be installed. The remainder of the south campus will be recommended for a reroof later.
\$187,500	FACILITY INTEGRITY & SAFETY	(CONCESSIONS) FAILING - STRUCTURAL FAILURE: The concessions building and deck at the softball field has experienced severe damage from the site drainage washing-out the supporting soil for the structure. The concessions building and deck is structurally unstable and is a public safety hazard. This area shall not be used until the structure has been reinforced or replaced. Further investigation after the wood deck is removed is needed to determine if the concessions building is salvageable.
\$0.00	FACILITY INTEGRITY	(VOCATIONAL BUILDING) DAMAGED – CMU WALL CRACK MONITORING: There is a step-crack in the CMU wall that extends from the corner of the wall down to the floor. The wall is located in the "Teacher Work Room" adjacent to "Entry 2". Due to the type and location of the crack, it should be monitored by maintenance personnel to determine if the crack continues to get worse.
\$0.00	FACILITY INTEGRITY	(VOCATIONAL BUILDING) DAMAGED – CMU WALL CRACK MONITORING: There is a large vertical crack located in the "Entry 3" vestibule. The crack is approximately 1/4" thick and out-of-plane. Due to the significantly large crack, it should be monitored by maintenance personnel to determine if the crack continues to get worse.

\$0.00	FACILITY INTEGRITY	(VOCATIONAL BUILDING) DAMAGED – CMU WALL CRACK MONITORING: There is a large vertical crack located in "Corridor 3", at the bottom of the stairs leading up to the shop classes. Due to the significantly large crack, it should be monitored by maintenance personnel to determine if the crack continues to get worse.
\$911,000	MISSION INTEGRITY & FACILITY INTEGRITY	(SOUTH CAMPUS) BEYOND EXPECTED LIFE & FAILING – HVAC REPLACEMENT: There are three separate areas on the south campus in which completely new HVAC equipment is needed, the gymnasium area, the cafeteria area and the three-story classroom area. These areas have all original mechanical equipment, and is not functioning as an efficient system, and is likely to experience complete failure at any time. The new system will be pad mounted gas/ electric package units. These will sit on the ground at the lowest levels. All upper levels will have split system units that will be housed in small closets. The cafeteria will be a split system unit since we have available mechanical space to utilize. The gymnasium is currently heated only and the new system will provide both heat and air in this space. All areas shall increase in controllability as well as efficiency. Electrical work will include replacing the 800A wireway and associated gear in the old south boiler room with new gear. The exterior, ground mounted units will be supported by a concrete equipment pad. For budgeting purposes, we anticipate an approximate 6'-0"x8'-0"x0'-6" pad with a 1'-6" perimeter turndown to support each unit.
\$1,263,750	MISSION INTEGRITY & FACILITY INTEGRITY	(NORTH CAMPUS) BEYOND EXPECTED LIFE & FAILING – HVAC REPLACEMENT: There is one primary system on the north campus that new HVAC upgraded are needed, the gymnasium and the classroom and cafeteria building. This existing system is original to the facility. The existing boiler/chiller system will be eliminated and replaced with pad mounted unitary gas/electric package units. These will sit on grade outside the spaces they serve. These will also provide increased controllability for users, as well as efficiency within the system. For budgeting purposes, we anticipate an approximate 6'-0"x8'-0"x0'-6" pad with a 1'-6" perimeter turndown to support each unit.

PRIORITY 2 (1-2 Years)		
Estimated Cost	Deficiency Category	Distress/ Description/ Recommendation
\$3,009,375	Total	
\$94,875	SAFETY	(PROPERTY NEAR CONCESSION STAND) FAILING/ DAMAGED – SITE DRAINAGE REPAIRS: Due to the risk of life safety, the area should immediately be roped off to prevent students and the general public from accessing the area. Further evaluation of the drainage of this area is recommended to adequately design proper drainage of this area. Existing features will need to be removed. Improvements to this area would include underground drainage, concrete pad for the observation area as well as ADA compliant access.

JACKSON-MADISON COUNTY SCHOOLS FACILITY ASSESSMENT

TLM completed a thorough facility assessment of all Jackson-Madison County School System buildings that were over thirty years old following their Vision 20/20 plan implementation. The study evaluated 24 buildings ranging from the 1920s to 1970s construction dates. It included an in-depth assessment of the architectural, structural, mechanical, and electrical systems and site and access analysis. Deficiencies were categorized into appearance, code compliance, facility integrity, and safety. The deficiencies were broken down into priority levels ranging from

priority 1 (immediate repairs needed) to priority 5 (complete within 5-10 years). Recommendations and budgets were also included with each deficiency noted. This planning document allowed the Jackson-Madison County School System to adopt a \$144 million facility improvements plan to be phased over ten years. The information assessed and presented by TLM provided the building data, budgets, and direction necessary to validate the future needs of the Jackson-Madison County School System.



TLM's Commitment and Ability to
**Provide the Necessary Attention
to this Feasibility Study**

TLM's role will be to provide technical expertise to enable the leaders of Gibson County Special School District to make the best possible decisions in planning for the future of the facilities in your system. During the development of these reports and recommendations, the most critical factor is communication – and it starts with our ability to be good listeners and to engage the leadership of Gibson County Special Schools in a dialogue of the issues you currently face as well as future needs for your schools. Listening and communication are essential to completing and implementing a successful comprehensive long-term school facility plan.

TLM's Experience

Working with a School Board

Over the years, the TLM design team, along with the highly qualified team we have assembled, have gained extensive experience in the design of educational facilities, at both the K-12 and the Higher Education levels, giving us a demonstrated knowledge of Tennessee educational standards and regulations. **We have a unique understanding of how school systems function and have worked with almost every school board in West Tennessee and a few in Middle Tennessee.** TLM has also served as the On-call Architect for the University of Tennessee at Martin for the past twelve years. TLM has been the Campus Architect and Engineer for Union University for the past 20 years, designing new facilities for their rapidly growing campus.

Two of our architects for this project are members of the Association for Learning Environments Tennessee Chapter, formerly the Council of Educational Facility Planners International. Architect Jerry Hartsfield has been a member of this organization for over 30 years. All of our staff, both professional and technical, regularly participate in Continuing Education Classes to remain current on design and construction standards. All of our projects are designed with sustainable operation and best management practices in mind.

What is NOT Covered in our Fee:

1. Survey
2. Geotechnical Testing
3. Hazardous Material Testing
4. Moisture Testing
5. Abatement
6. Printing
7. Postage
8. Mileage
9. Renderings/Presentations
10. Review Fees



Scope of Work

to Include:

1. Enrollment/Demographic information projections
 - a. Current capacity and percent utilization of the following schools
 - i. Dyer
 - ii. Kenton
 - iii. Rutherford
 - iv. Spring Hill
 - v. Yorkville

TLM will be partnering with Younger Associates of Jackson, Tennessee, to provide a thorough demographic study for all of the listed schools. Through this study, the needs will be determined according to current and projected population and demographics of the areas.

- b. Demographic study determining enrollment projections for each school/grade now to 10 years out

Younger Associates will provide a projection for each school and grade list for the current year through 10 years according to population and demographic research projections from the study.

- c. Current status of the building regarding maintenance and upkeep needed to get the building up to current code

TLM will perform an in-depth assessment of the architectural, structural, mechanical, and electrical systems, and site and access analysis of all schools. Deficiencies will be categorized into appearance, code compliance, facility integrity, and safety. From this list, these deficiencies will be categorized into priority levels ranging from priority 1 (immediate repairs needed) to priority 5 (complete within 5-10 years).

- d. Cost analysis comparing the following:
 - i. Costs for keeping the schools in current grade formation, which would include potential maintenance repair costs and personnel required to staff those schools

TLM's in-depth assessment would include an estimated cost for keeping the schools in current grade formation, along with potential maintenance repair costs. The personnel required to staff these schools will be presented in the enrollment/demographic study and will be based on future population, demographics, and financial projections, along with the TN Department of Education requirements.

- ii. Costs for a new school that includes Prek-8, playgrounds, and sports facilities
 1. Costs for land, infrastructure, construction costs

TLM can provide costs for new schools with playgrounds and sports facilities following the results of the enrollment/demographic study. We will need to determine the square footage of current buildings versus projected enrollment. We will then determine the upcoming needs and square footage needed to determine the cost of these buildings and amenities. This can include cost for land, infrastructure, and construction estimates.

2. Costs for upkeep of new building including personnel required to staff the school

Cost projections for upkeep of a new building can be provided once the study determines the square footage of the new building plus operational costs that include staffing, insurance, security, technology, and preventive maintenance. This study will include a staffing assessment to include staffing needs for each school. Costs can be determined once the needs are known.

- iii. Costs for any delayed maintenance that is present in the schools

Our in-depth assessment of each school can provide a cost estimate for delayed maintenance that is present in the schools, along with a priority schedule for this maintenance.

e. Are there any other school/grade considerations that would allow consolidation but not have to build a new school?

The study can help outline the potential for boundary adjustments, grade reconfiguration at each school, shared facilities, utilization of space and more. Age categorized population projections will allow evaluation of current conditions and the most effective use of current or proposed space to arrive at a solution best suited to the team and school system.

f. What are the potential effects on a community that closes a school(s)?

The potential effects on a community that closes a school could generally impact quality of life in communities or neighborhoods, leading to possible economic impacts due to a decrease in property values. Other possible outcomes can include social and emotional effects, educational disruption, loss of jobs, and access to education and services for the community. Closing a school is a difficult proposition for any school system and we will provide the demographic, facility condition, and budgetary data required to support the outcome and the final school board decision.

g. What are the potential effects on a community that opens a new school?

The potential effects on a community that opens a new school can produce a student body that is more integrated into that particular community and give a chance for local partnerships. This can boost a sense of cohesiveness with not only the students, but the community. Other potential effects can be enhanced property values, but also increased traffic and a possible tax increase. Most important may be the increased student and community moral that goes along with a modern educational facility that incorporates the latest in learning and teaching spaces and tools.

h. If there are additional costs for the options, what would be the expected tax increase?

Anticipating the tax impact from is almost impossible to predict this early in the process. We will work with the team to establish construction estimates that will result in valuable tools needed to evaluate the tax increase necessary to construct, operate, and maintain the new or current school campus.

i. If there are savings, what would be the expected tax reduction?

Any anticipated tax reduction is equally difficult to predict without additional information. All proposed work, whether new construction or maintenance, will include cost estimates that can be utilized for capital planning that would include any reduction in current spending that could result in a tax savings.

j. What are the potential educational benefits for a district that would consolidate the schools?

Potential educational benefits for a district that would consider consolidating schools would include increased operational efficiency, enhanced educational quality, broader curriculum, and potential financial savings.

k. What are the potential educational benefits for a district that would keep the schools in the current state?

Potential educational benefits for a district that would keep the schools in the current state, would be stability and continuity, familiarity with curriculum and resources, community and cultural preservation, and financial predictability.

l. What is the estimated cost for the feasibility study?

TLM's fees for completing the study would be calculated at \$0.55 per square foot of each existing school building. Planning for a new school campus will be negotiated and determined based on the outcome of the study and the desires of the school board for the campus needs.

A large, realistic indoor tree with green leaves and a thick, textured trunk stands in the center of a modern office space. The tree is positioned behind a white, round table that serves as a workstation. The table is supported by a thick, natural tree trunk. On the table, there are several computer setups, including keyboards, mice, and a monitor displaying a blue screen. Four white office chairs with yellow and orange seats are arranged around the table. The background features glass-walled offices and a bright, well-lit interior.

Project Approach

Gibson County Special School District

TLM's role will be to provide technical expertise to enable the leaders of Gibson County Special Schools to make the best possible decisions in planning for the future of the facilities in your system. During the development of these reports and recommendations, the most critical factor is communication – and it starts with our ability to be good listeners and to engage the leadership of Gibson County Special Schools in a dialogue of the issues you currently face as well as future needs for your schools. Listening and communication are essential to completing and implementing a successful comprehensive long-term school feasibility plan.

Project Approach

Gibson County Special School District

Project Management Leadership

Ginger French will be the single point of contact for Gibson County Special School District. She will have complete knowledge of the project, program scope, Owner communication, directions, and scheduled progress.

Visioning

TLM will conduct an initial meeting with school officials and designated project committee, to establish the full desired outcome of the project, establish parameters, and review our initial scope of work. During this phase, we would propose holding at least one planning session to discuss building usage, site usage, building capacities, traffic flow, etc.

Information Gathering

TLM and our consultants will conduct end-user surveys to thoroughly evaluate and document your needs based on current planning data as it becomes available and is fine-tuned. As the board and administration take steps to create this study, numerous ideas will likely be on the table for consideration. Despite the best efforts of administration, board members, and consultants, the best plan will include input from staff and stakeholders. We feel that it is of the utmost importance to establish opportunities for all stakeholder groups to give input.

The beginning of each planning project must include an exercise of creating and reviewing layout concepts. This will help to determine the overall space requirements and provide a base starting point for further discussions.

Report/Recommendations

Once stakeholders agree with the concepts, the final product should assign the new student body to the school based on enrollment projections, the actual students that would be there today, and the likely influx of new students coming into the county. The school staff must be identified for those students, their needs, and the programs that will support them. Once the program has been developed, students, staff, and programs must be combined to refine the circulation through the building being considered, assigning classroom space, space for programs, offices, and support services. We can visit schools that are functioning as you envision and interview those users to identify the wins and shortfalls. Knowledgeable staff will have the ability to walk through the processes of a school day and school year and will be able to identify operational issues that can be anticipated. The proposed building should allow and anticipate growth.

Existing Facilities Included in the Study:

Dyer
Kenton
Rutherford
Spring Hill
Yorkville

BUILDING YOUR TEAM.

When assembling your team, we wanted to identify those consultants that are local to our area and can provide the personal level of service that Gibson County Special School District deserves. TLM's in-house project team includes architectural, structural and civil engineering, and interior design services. To complete our design team, we'll be partnering with Younger Associates to perform demographic studies, and DW Collier Engineering for Mechanical and Electrical Evaluations. The team we have proposed for this project has been successfully working together on projects for over 25 years.

We will operate with a set Principal in Charge, who will be Ginger French for this project. She will serve as your point of contact, making any questions you have easy to answer. She will also lead project review meetings both in-house and on-site.

We believe that our attention to detail and close client relationships are the true core of our firm's success. We truly value our client relationships, and we feel that this project team can provide you all of the requests set forth in the project scope.



Your Design Team

Communication Organization Chart for Gibson County Special Schools



Ginger French
AIA, LEED AP BD+C
Principal in Charge



Jerry Hartsfield
AIA
Project Manager



Russell Schwahn
Project & Construction
Administration
Coordinator



Kennedi Rushing
Project & Construction
Administration
Coordinator



Robert (Bob) Safin
PE
Site Design, Principal



Shawn Winberry
CISEC
Site Design



Halley Barnett
IIDA, ASID
Interior Design



Adam November
PE
Structural Design



Younger Associates



Lana Suite
Director of Research

DW Collier
ENGINEERING



Wes Collier, PE
Mechanical Engineer,
Principal



Jay Hall, PE
Electrical System
Analysis



TLM

Ginger A. French, AIA, LEED AP BD+C Architect, Principal

Ginger joined the architectural design team at TLM in 1999, bringing a fresh new perspective as the first female architect with our firm. She became a licensed architect in 2007 and a Principal with the company in 2013. Her experience in Architectural Design encompasses Educational Facilities, Mixed Use Facilities, Commercial Office Buildings, Financial Institutions, Religious Facilities, Hospitality/Event spaces, Downtown Renovations, Historic Preservation, Welcome Centers, Code Review, Professional Office Buildings, Medical Office Buildings, and Adaptive Reuse.

Education

1999 – B. Arch., Architecture
University of Tennessee | Knoxville, TN

Registrations

Tennessee, #00103093
Texas, #27149
Oklahoma, #a7548
Mississippi, #5580

Memberships/ Affiliations

**Association for Learning Environments
Tennessee Chapter Member**
American Institute of Architects
National Council of Architectural
Registration Boards (NCARB)
United States Green Building Council
(USGBC)
Council of Educational Facility Planners Int'l
The National Trust for Historic
Preservation

Certifications

LEED Accredited Professional,
Building Design & Construction

Community Involvement

Jackson Exchange Club, Board Member
Carl Perkins Center, Past Board Member
2002 - Leadership Jackson Graduate
2005 – Emerging Leader Award
2005 – Exchangeite of the Year
2010 - West Star Leadership Program Graduate
2013 – Jackson's Finest Young Professional
2014 – Harbert Alexander Award for
Servant Leadership
2015 – Sterling Award Recipient

Relevant Experience

Ginger has worked on the design team for almost every educational facility designed by TLM, including every newly constructed K-12 school over the last 24 years. She stays current with trends in K-12 building design, challenging her clients to think about the future of education and goals for the school system rather than what they are typically used to in their facilities.

Ginger has also worked on countless K-12 renovations and additions. She is in tune with the structure of local schools and works strategically to create buildings and spaces that will be sustainable and economically feasible. She values the relationship with the school facility directors, which is crucial in making the best decisions for the maintenance and care of these facilities after the construction is complete.

Design Experience

- Benton County Schools Facility Assessment
- Haywood County Schools Facility Study & 10 Year Implementation Plan
- JMCSS Facility Study & 10 Year Implementation Plan
- Jackson Energy Authority Facility Master Plan
- Trinity Christian Academy - Master Plan & Classroom Addition
- Crockett County CTE Renovation & Addition
- Crockett County Football Stadium
- Crockett County New Indoor Sports (in design)
- Crockett County New Board Office (in design)
- Gadsden Elementary Additions (in design)
- Haywood County Indoor Sports Facility (in design)
- Early College High | Vo-Tech Classroom Conversion | JMCSS
- Northeast Middle - Academic Academy Facility Renovations
- Union University, Carl Grant Events Center - Jackson, TN
- Jackson State Community College - Nursing Classroom Bldg
- Union University Adult Education Center
(Conversion of an existing warehouse store into a classroom building)
- Numerous K-12 Educational Facilities
- Renaissance Center Loft Apartments
- Suites of LaRue - Apartment Complex & Event Space
- Pythian Building – Apartment Complex & Event Space
- First State Bank – Jackson, Martin, & Cool Springs
- City of Jackson Fire Station No. 7
- Tennergy Building
- TSBA School of the Year Projects
- Jackson Energy Authority Training Center, Customer Center



TLM

Jerry Hartsfield, AIA
Architect

Profile

Jerry has over 40 years of architectural design experience. After serving four years in the United States Air Force, he began his career with Hart, Freeland and Roberts in 1973 and then later joined the TLM team in 1989. His portfolio includes work in the procurement of grants for local government, including: Community Development Block Grants (CDBG), Federal Transportation Grants, Rural Development Funding, TA (TDOT) Grants, Federal Disaster Grants and local area funding. He has also served as the lead architect on numerous educational, medical and municipal projects completed by TLM.

Education

Associates Degree – Engineering
Draughtons College | Nashville, TN

Registrations

Tennessee, #100087

Memberships/ Affiliations

**Association for Learning Environments
Tennessee Chapter Member**

American Institute of Architects
Council of Educational Facility Planners Int'l

Community Involvement

Reelfoot Girl Scout Council,
Past Board Member

March of Dimes, Past Board Member

Salvation Army, Past Board Member

First Baptist Church, Member

Past Boy Scout Master, Troop 14

American Heart Association,
Past Board Member

American Cancer Society,
Past Board Member

Relevant Experience

During his career at TLM, Jerry has been the architect and project manager over a wide variety of project types and has experience with both public and private educational facilities. He has recently worked with the Tennessee Board of Regents on a two-phase student center renovation project on the Jackson State Community College campus and is currently working with Jackson Christian School to develop a ten year campus master plan. He has designed and managed over 50 K-12 projects throughout West and Middle Tennessee. No stranger to tight budgets and tight deadlines, Jerry recently managed an in-depth, two-phase high school renovation project with Haywood County Public Schools that required all work to be coordinated while school was not in session. Below is a very brief listing of Jerry's career experience in educational design:

Design Experience

- Master planning for schools
 - Maury County School System
 - Jackson Christian School
 - Jackson State Community College
 - Student Center Repairs and HVAC Updates, Ph I & II
 - Facility Re-Roofs
- Linda Tyler Early Learning Village - Jackson Christian School
- Clarksburg High School - Carroll Co. Special School District
- Decatur County High School
- Hardeman County School Board Offices
- Bolivar Central High School Addition - Hardeman Co. Schools
- Harrelson Elementary and Junior High School - Henry Co. Schools
- Lakewood Elementary & Junior High School - Henry Co. Schools
- South Henderson County High School - Henderson Co. Schools
- Mt. Pleasant Middle with 400 Seat Auditorium - Maury Co. Schools
- Mt. Pleasant Elementary School Addition - Maury Co. Schools
- New Football Stadium, Track, Fields & Field House - Trenton SSD
- Dresden High School Renovations - Weakley Co. Schools
- South Side High School - Vocational School, Jackson-Madison Co.
- Huntingdon Middle School - Huntingdon Special School District
- Huntingdon Jr/Elementary Gym Renovations - Huntingdon SSD



TLM

Russell Schwahn

Project & Construction Administration Coordinator

Russell's career began in fire service at the City of Martin Fire Department where he rose to the position of Fire Chief, serving from 2006 to 2012. He transitioned to the Tennessee State Fire Marshal's Office in 2012. During his time, he served as the West Tennessee Regional Supervisor overseeing a team of 12 inspectors. As project and construction administration coordinator, he oversees the different stages of the construction process, serves as liaison between contractors and project owners and ensures the project is completed to specifications.

Education

HS Diploma
Martin Westview High School | Martin, TN

Registrations

Fire Inspector #2671

Memberships/ Affiliations

Tennessee Fire Safety Inspectors
Association
Tennessee Building Officials Association

Certifications

ICC Fire Inspector 1
ICC Commercial Building Inspector
2012 IBC Foundation Inspections
IAAI Arson Investigator
NFPA 72 Inspecting Fire Alarm Systems
Fire Officer 1-4, Fire Fighter 1 & 2
Certification HazMat Awareness

Community Involvement

Deacon at Dixie Hills Baptist Church,
Bolivar, TN

Inspection Experience

Russell's work as the West Tennessee Regional Supervisor in the Tennessee State Fire Marshall's office (TNSFMO) included inspecting construction of anything from assembly occupancies to educational occupancies. During the aftermath of Hurricane Katrina served as Task Force 29 leader on the Gulf Coast for FEMA assisting families. During 2015, he ran a strike team for the TNSFMO in Baton Rouge, LA, during the flooding aftermath to inspect and assist flood victims. In 2022, Russell was selected to head up the team of inspectors at Ford Blue Oval for inspections for the TNSFMO.



Kennedi Rushing

Project & Construction Administration Coordinator

Kennedi started at TLM in 2020 and has become a valuable member of the Construction Management Team. Her responsibilities include but are not limited to contractual compliance, meeting coordination, submittal coordination/review, designer's logs and contract administration as described in the contract documents. She serves as the liaison between the owner and the engineer and between the engineer and the contractor.

Education

A.S., General Studies - Jackson State Community College | Jackson, TN

Community

Involvement

Habitat for Humanity Playhouse Build

Relevant Experience

In her four years with the company, Kennedi has assisted on multiple state-managed/funded projects with STREAM, the Department of the Army, and the University of Tennessee. She has gained valuable experience working with the state's ebuilder system and several other commercial construction management platforms.

Relevant Projects

- Chickasaw State Forest Piney Culvert Replacement | Henderson, TN
- UTM Athletic Facilities Improvements | Martin, TN
- West Tennessee School for the Deaf Maintenance | Jackson, TN
- Lowell Thomas Building Renovations | Jackson, TN
- Chickasaw Work Center | Henderson, TN
- West Tennessee School for the Deaf Exterior Improvements | Jackson, TN
- Middle Tennessee State Veterans Cemetery Gravesite Improvements | Nashville, TN
- Jackson Supreme Court Cleaning & Repairs | Jackson, TN
- Jackson Flight Facility Reroof | Jackson, TN
- Huntingdon Readiness Center Reroof & Facility Update | Huntingdon, TN
- University of Tennessee at Martin Elam Mall Glass Replacement | Martin, TN
- Lone Oaks 4-H Center Hunger Education | Middleton, TN
- Union University School of Business | Jackson, TN
- Rives Drainage Study-Phase II | Rives, TN
- Paris City Wide Drainage Study | Paris, TN



Robert J. Safin, PE

Civil Engineer, Principal

Bob has been with TLM Associates since 2003. A licensed civil engineer since 2007, he has experience in project design and management in both the public and private sectors. His experience includes a number of site, transportation, and utility projects. Prior to TLM, Bob interned at the Tennessee Department of Transportation. He has also served as a Project Engineer at United Foods, Inc. in Bells, Tennessee. He became a Principal with TLM in January of 2013.

Education

B.S., Engineering -
Specialty in Civil Engineering
University of TN at Martin | Martin, TN

Registrations

Tennessee, #110737
Kentucky, #31115

Memberships & Affiliations

American Society of Civil Engineers
International Erosion Control Association
National Society of Professional Engineers

Certifications

TDOT Local Government Guidelines &
Local Public Agency
TDOT Chapter 8 Preconstruction and
Construction Procedures
OSHA Certification for 30 hours training in
Construction Safety & Health

Community Involvement

City of Paris, Housing Board of
Adjustments and appeals

Relevant Experience

Bob began his career at TLM with a focus on site development and storm water management. Over the years he has provided both design and project management on numerous commercial and industrial projects throughout West Tennessee. While at TLM, he has expanded his design experience to include projects in multiple areas of civil engineering including transportation projects, bridge projects, utility projects, sports facilities, parks and recreation and downtown enhancement project. Through his work with several West Tennessee municipalities, Bob has also gained a firm working knowledge of the various federal and state funding agencies and their processes.

Design Experience

- Bridge Replacement
- Roadway Design
- Site Grading and Development
- Construction Supervision and Administration
- Stormwater Drainage Studies and System Design
- Water Distribution System & Sewer Line Computer Modeling & Design
- Water Supply Well Design
- Erosion and Sediment Control Design
- Environmental Permitting
- Streetscape Design
- Stormwater Detention Analysis and Design
- Municipal Plans Review
- Downtown Enhancement
- Subdivision Design
- Athletic Field Design
- TDOT—CEI
- Spill Prevention Control and Counter Measures Plan Development
- Water Storage Tank Rehabilitation



Shawn Winberry, CISEC

Senior CADD Technician, Environmental Inspector

Shawn joined TLM Associates, Inc. in 2006 with previous experience including Ceco Door, Surveying Services and Porter Cable. He is currently the lead CADD technician for the civil engineering department and has assisted in the design of several site development projects. Winberry's field work experience includes survey verification, construction inspection and EPSC inspection.

Education

Certified General Drafting/Advanced Mechanical & Structural Drafting,
Tennessee Technology Center | Jackson, TN

Certifications

TDOT Soils & Aggregates Technician
TDOT Class I Concrete Technician
Hot Mix Asphalt Roadway Technician
TDEC Level I EPSC
TDEC Level II EPSC
OSHA 10 Hour Certification
CISEC Certification
Work Zone Traffic Control & Flagging

Relevant Experience

- SR-20 Highway Widening
- SR-104 Highway Widening
- Jackson Walk
- Gerdau-Ameristeel Landfill
- Moss Creek Development
- Relocation of Wilshire Drive
- Kirkland Cancer Center
- Utility Design and Coordination
- Jackson-Madison County General Hospital MOB
- Union University - New Dormitories
- Brian Brown Memorial Greenway
- Parsons Downtown Enhancement
- Martin Downtown Enhancement

Design Experience

- Utility Design and Coordination
- LPRF Design & Project Management
- TA Design & Project Management
- Downtown Revitalizations
- Site Grading & Development
- Construction Supervision & Administration
- Construction Engineering & Inspection
- Commercial Master Planning
- Parks & Recreation Master Planning
- Athletic Field Design
- Stormwater Detention Analysis and Design
- Erosion and Sediment Control Design
- Environmental Permitting
- Water Distribution System Design
- Wastewater Collection System Design
- Wastewater Lift Station and Water Pump Station Design
- Water Storage Tank Design and Rehabilitation
- Water and Wastewater Treatment Facility Design
- Landfill Design and Maintenance Programming



TLM

Halley Barnett, IIDA, ASID Interior Designer

Halley brings her love of interior design and expertise to our team. Her responsibilities include creating functional floorplans, strategically chosen color schemes and material selections, and researching the newest design trends to keep projects fresh and vibrant. She assists with schematic design, design development, construction documents, and the bidding and construction phases in projects that require interior design.

Education

B.S., Interior Design
Mississippi State University | Starkville,
MS

Memberships/ Affiliations

American Society of Interior Design (ASID),
Allied Member
International Interior Design Association
(IIDA), Associate Member

Relevant Experience

Halley's experience includes a residential interior design internship at Blairhaus in Tupelo, MS, where she worked on client projects from start to finish and managed the showroom full of lighting fixtures, furniture, décor, and more. She created mood boards, schematic floorplans, and chose materials and color schemes for her clients.

Design Experience

- City of Jackson Senior Activity Center | Jackson, TN
- Haywood Co. Head Start | Brownsville, TN
- Riverside High School Theater | Decaturville, TN
- McKenzie Bank Company Renovation | McKenzie, TN
- Bogota Fire Department Renovation | Bogota, TN
- City of Jackson Men's Homeless Shelter | Jackson, TN
- Bolivar City Hall Renovation | Bolivar, TN



Adam November, PE Structural Engineer

Adam joined the design team at TLM in 2014. He has demonstrated success on multi-discipline projects, implementing the projects scope, and providing cost effective design solutions; while maintaining structural integrity and meeting clients' needs. Adam is experienced with different types of steel and concrete building structures and foundation systems, along with structural components within the building envelope.

Relevant Experience

Adam has design experience with various types of buildings and other structures, from highly intricate building facilities to incomplex non-building structures. He has directed and managed projects from preliminary design stages through construction administration, providing the client with an optimal and cost effective structural design.

Along with an extensive background in general structural engineering design, Adam has design experience with buildings located in high-risk seismic areas and shelters rated for extreme wind loading events. Some related projects Adam has completed consist of:

- American Cast Iron Pipe Company, ACIPCO / Birmingham, AL
- Bridgestone Americas Tire Operation, ORR Plant / Aiken, SC
- Reston Medical Office Building / Reston, Virginia
- Benton County Electric New Headquarters Facility / Benton, TN
- Fayetteville Public Utilities Administrative Building / Fayetteville, TN
- Jackson Christian School Main Campus Addition / Jackson, TN
- Foundation Bank / Jackson, Tennessee
- Carroll County Emergency Operations Center - Storm Shelter / Huntingdon, TN

In addition to new building construction projects, Adam has been involved with a variety of renovation and rehabilitation projects, including schools, historic downtown buildings, and parking garages. A list of some successful renovation and rehabilitation projects includes the following.

- Rust College / Holy Springs, MS
- Jackson-Madison County Schools / Jackson, TN
- Haywood County Schools / Brownsville, TN
- Commercial Bank / Paris, TN
- Paris Board of Public Utilities / Paris, TN
- Jackson-Madison County General Hospital / Jackson, TN

Design Experience

- Design of various building types; including:
 - Structural steel
 - Reinforced concrete
 - Timber
 - Concrete and clay masonry
 - Cold-formed metal
- Maintenance and repair of existing buildings and other structures
- Construction administration
- Structural inspection and recommendation reports
- Retaining and cantilevered structures
- Deep foundation systems
- Crane runway and monorail design

Education

2008 – B.S., Civil & Environmental Engineering, with an emphasis in Structures

Tennessee Tech University | Cookeville, TN

Registrations

Tennessee, #116042

Alabama, #34303-E

Mississippi, #28707

Oklahoma, #27090

Kentucky, #30895

Texas, #128652

Memberships/ Affiliations

American Society of Civil Engineers, ASCE
Professional Member of the National Storm Shelter Association, NSSA

Council of American Structural Engineers, CASE

Community Involvement

Leadership Jackson, Graduate 2015

ACEC TN - Leadership PE

Jackson Rotary Club, Member



David W. Collier, PE

Mechanical Engineer, Principal

The founder of DW Collier Engineering in South Fulton, TN, Wes obtained his bachelor of science in Mechanical Engineering in 1989. He began his career at J.E. Campbell Mechanical Contractors, Inc. in South Fulton as a Mechanical Design Engineer where he served as project manager for all design-build projects. He has 30 years of commercial design experience in HVAC, plumbing, and fire protection. His projects include retail, restaurants, detention, medical, and office facilities from 5,000 square feet to 110,000 square feet.

Education

B.S., Mechanical Engineering
Tennessee Technological University |
Cookeville, TN
Freed-Hardeman University |
Henderson, TN

Registrations

Alabama
Arizona
Arkansas
Florida
Georgia
Idaho
Indiana
Kentucky
Louisiana
Mississippi
Missouri
North Carolina
Tennessee

Professional Experience

DW Collier Engineering, Inc., South Fulton, TN

Consulting Professional Mechanical Engineer. Perform professional engineering design on plumbing, HVAC, and fire protection systems as a consulting engineer. System sizing, system selection, and system layout for HVAC systems. System layout for plumbing systems. Design criteria for fire protection systems. Projects include retail, restaurants, detention, medical, and office facilities from 5,000 square feet to 110,000 square feet. (1997 - Present)

United States Enrichment Corporation, Paducah, KY

Mechanical Design Engineer. Performed cooling and heating load calculations, nuclear grade HEPA filtration systems design, plumbing systems design, fire protection systems design, and industrial ventilation systems design to control airborne contaminants. Prepared construction specifications and developed plant safety evaluations delivered to the Nuclear Regulatory Commission. Assigned lead engineer responsible for all engineering design disciplines on specific projects costing a maximum of \$5,000,000. (1993 - 1998)

J. E. Campbell Mechanical Contractors, Inc., South Fulton, TN

Mechanical Design Engineer. Performed cooling loads, equipment selection, ductwork layout, and plumbing layout. Designed chilled water, steam, hot water, direct expansion, and process cooling systems (system design from 10 to 1,200 tons cooling), as well as process piping and hydronic piping systems. Prepared construction specifications. Provided mechanical estimates. Served as project manager for all design-build projects. (1989 - 1991)



Jay Hall, PE

Senior Electrical Engineer

Jay received his BSEE in Electrical Engineering from the University of Tennessee at Knoxville in 1985. Jay then spent 6 years as a nuclear officer in the United States Navy. He has spent the last 23 years specializing in Electrical design and project management.

Education

B.S., Electrical Engineering
University of Tennessee | Knoxville, TN

Registrations

Tennessee, #101991
Missouri, #PE-13042
Arkansas, #9274
Kentucky, #19473
Louisiana, #27044
Alabama, #21894
Georgia, # PE023885
South Carolina, #19154
North Carolina, #023648

Memberships/ Affiliations

National Society of Professional
Engineers (NSPE) - Tennessee Chapter
National Fire Protection Association
(NFPA)
International Code Council

Relevant Experience

Since starting his career as an electrical engineer, Jay has worked on several projects that required the analysis of existing conditions. He has completed several renovation projects requiring code upgrades. Jay has a wide range of experience, spanning from industrial shipping facilities to educational facilities. He believes in attention to detail and maintaining client deadlines. He has been working with TLM on projects for over twenty years.

Design Experience

- West Tennessee School for the Deaf - Exterior Improvements and Maintenance | Jackson, TN
- Crockett County School Board Facility | Alamo, TN
- Henry County High School Additions & Renovations | Henry County, TN
- Humboldt City Schools Additions & Renovations | Humboldt, TN
- Weakley County Schools Additions & Renovations | Weakley County, TN
- Jackson State CC - Student Center Renovations, Phases I & II | Jackson, TN
- Linda Tyler Early Learning Village - Jackson Christian School | Jackson, TN
- Chickasaw Work Center | Henderson, TN
- Veterans Cemetery at Parkers Crossroads | Parkers Crossroads, TN
- Trenton Light & Water New Admin & Storage | Trenton, TN
- Dream Center | Jackson, TN
- Delta Materials Forklift Dealership | Jackson, TN
- Jackson Airport Terminal-Additions & Renovations | Jackson, TN
- Jackson-Madison County General Hospital-Maintenance Shop | Jackson, TN
- Dement Construction-Maintenance, Fuel & Washbay | Jackson, TN
- FedEx Distribution Terminal | Jackson, TN
- AAA Cooper Transportation-Maintenance & Fuel Facility | Little Rock, AR
- Averitt Express-Truck Terminal & Maintenance Facility | Little Rock, AR; Jackson, TN; Cookeville, TN; & Tupelo, MS
- Tennessee Aircraft Services | Jackson, TN
- Blackburn Nissan-Chrysler Automobile Dealership-Maintenance Facility | Vicksburg, MS
- Grenada Nissan Automobile Dealership-Maintenance Facility

LANA SUITE

DIRECTOR OF RESEARCH

YOUNGER ASSOCIATES

LANA@YOUNGERFIRM.COM • 731-668-7367 • YOUNGERFIRM.COM
97 DIRECTORS ROW • JACKSON, TN 38305



OVERVIEW

Lana Suite is the Director of Research for Younger Associates, where she oversees all aspects of research from demographic profiles, economic impact analyses, feasibility studies, labor market studies and target industry sector analysis. She is responsible for survey development and implementation. Ms. Suite oversees the YA field team of research interviewers, employer and stakeholder interviews. She also coordinates focus groups and stakeholder meetings.

ECONOMIC IMPACT ANALYSES WORKFORCE STUDIES:

- » Tennessee Valley Authority
- » Memphis/Shelby County EDGE
- » City of Chattanooga
- » Knox County Industrial Development Corporation
- » Ocala, Florida Chamber of Commerce
- » SpaceX
- » Facebook
- » Amazon
- » Memphis Grizzlies
- » Tennessee Titans
- » St. Jude Children's Hospital
- » Graceland
- » Greater Jackson Alliance of Mississippi
- » The Golden Triangle - Mississippi
- » Greater New Orleans Inc. Regional Economic Development
- » Wyoming Economic Development Council
- » Greater Memphis Alliance for a Competitive Workforce
- » Southwest Mississippi Partnership
- » Shoals (AL) Economic Development Authority
- » Great River Region Partnership (Iowa)
- » El Paso (TX) Regional Economic Development Corp.

With Younger Associates, Ms. Suite has conducted hundreds of economic development analyses across the U.S. She helps provide the statistical framework for developing effective incentive plans for potential industries as well as economic targeting strategies that are based on research and analysis.

As well as being responsible for primary research, Ms. Suite has developed in-depth expertise in collecting and analyzing secondary data from public entities such as the U.S. Census Bureau, U.S. Bureau of Economic Analysis, Department of Labor, Department of Revenue, other state and federal agencies as well as proprietary entities such as Claritas, EMSI, and InfoUSA.

Ms. Suite frequently conducts PILOT, TIF and cost/benefit impact analyses for numerous economic development agencies and site consultants as well as ongoing work for the Memphis/Shelby County EDGE Board, the Rutherford County Industrial Development Board and other industrial development groups throughout Tennessee.

Ms. Suite has led the YA team for workforce and target industry studies for local, regional and state economic development organizations in 26 states.

AREAS OF EXPERTISE

- » Economic Impact Analysis
- » Target Industry Research
- » Labor Market & Workforce Studies
- » Statistical Analyses
- » Field Research
- » Economic Development Planning

YEARS OF EXPERIENCE

- » **With YA:** 27 Years
- » **With Other Firms:** 10 Years

EDUCATION

- » **B.S., Marketing/Management Economics/Finance**
Union University - Jackson, TN

CHRONOLOGY

- » **Younger Associates, Inc.**
1996-Present
Director of Research
- » **Cumberland University**
1990-1996
Public Relations
Coordinator/ Grant Writer
- » **Union University**
1986-1990
Admissions Counselor

PROFESSIONAL AFFILIATIONS

- » Certified Municipal Finance Officer (CMFO)
- » Certified EMSI Researcher



Over the years, TLM has partnered with many organizations and school systems to assess and plan for the needs of their facilities. We have completed numerous facility studies, renovations, and building projects, all while working around the school calendar to minimize interruptions.





Creating Learning Communities



TLM Associates, Inc.
117 East Lafayette st.
Jackson, TN 38301
731-988-9840
tlmae.com

**We create the places
where people work, live,
play, heal & learn.**

**RESPONSE TO A
REQUEST FOR PROPOSALS
TO CONDUCT A
SCHOOL FEASIBILITY STUDY**

**FOR THE
GIBSON COUNTY
SPECIAL SCHOOL DISTRICT
BOARD OF EDUCATION
130 TRENTON HIGHWAY
DYER, TENNESSEE 38330**

**SUBMITTED BY
SOUTHERN EDUCATIONAL
STRATEGIES, LLC**

**262 GERMAN OAK DRIVE, SUITE A
CORDOVA, TENNESSEE 38018**



SOLUTIONS = SUCCESS

AUGUST 20, 2024

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Introduction, Firm Profile, and Project Team Members

The Board of Education of the Gibson County Special School District, 130 Trenton Highway, Dyer, Tennessee 38330, has requested a Request for Proposals from firms or individuals with experience in conducting a *School Feasibility Study*. The purpose of this document is to provide a summary the methods and an introduction to the very experienced team of associates that will assist Southern Educational Strategies, LLC to produce the information requested by the Gibson County Special School District. (GCSSD)

Southern Educational Strategies, LLC (SES), based in Cordova, Tennessee, is a licensed partnership created under the laws of the State of Tennessee. The company has **two founding partners: Dr. Tim Fite and Dr. James B. Mitchell, Jr.** SES was founded in December 2010, and began offering consulting services in January 2011. The company has operated continuously since that date. The location of the firm's registered office is 262 German Oak Drive, Suite A, Cordova, TN 38018.

Both of the SES founding partners are former successful Tennessee school district superintendents. The founders and their team of associates bring an extensive set of skills, experience, and expertise in areas including, but not limited to, school design and construction, strategic planning, efficiency studies, demographic studies, and building condition evaluations.

The SES team can provide solutions for the topics listed in the RFP. The SES founders and team members will include: **Sandra Harper**, retired superintendent of the Trenton Special School District, **Matthew Cropper**, Cropper GIS Demographics, **Mike Terry, AIA**, Renaissance Group Architects, and **Randy Lima**, Certified Commercial Building Inspector. Additional specific qualifications listed in the Request for Proposal will be found on page 11 under the heading, Professional Capacity and Qualifications to Perform the Scope of Services.

Founding Partners Profiles.

Dr. Tim Fite earned his Bachelor's and Master's Degrees from The University of Memphis. He holds a Doctor of Education degree from Vanderbilt University. Dr. Fite served Tipton County Schools (TN) for more than 30 years as a teacher, principal, and superintendent. He retired from this 13, 000 student school district in June 2011 with a record of outstanding school and district leadership. Dr. Fite has served as chairman of the Tennessee Superintendent's Study Council, a statewide organization that regularly advises the Commissioner and State Department of Education regarding education policies. He has represented the state of Tennessee on numerous education boards and leadership task forces. Dr. Fite also has served as Affiliate Research Professor in the Department of Leadership at The University of Memphis. He taught and mentored numerous students who now serve in executive leadership roles in various Tennessee school districts.



Dr. James B. Mitchell, Jr. received his Bachelor of Arts degree from Rhodes College and his Master of Education and Doctor of Education degrees from The University of Memphis. Dr.



Mitchell retired after 34 years of successful service in the legacy Shelby County School District (TN). He gained experiences as a teacher, human resources supervisor, high school vice-principal and principal, and assistant superintendent for operations. In 1997, Dr. Mitchell was appointed to serve as the Shelby County Schools' 21st superintendent, and he successfully led this 46,000 student organization with more than 4500 employees. Dr. Mitchell was responsible, in today's dollars, for a \$435 million annual operating budget and more than \$247 million in capital projects. He had direct experience in the site selection, school design, and construction observation process for a total of 22 new elementary, middle, and high schools in Shelby County. He was selected as the 2000 Tennessee Superintendent of the Year, and he received the 2003 Peabody/Vanderbilt Educator Award. Dr. Mitchell also served for 12 years as Affiliate Research Professor in the Department of Leadership at The University of Memphis. Many of Dr. Mitchell's former students now serve in executive leadership roles in various Tennessee school districts.

Affirmations. Southern Educational Strategies, LLC (SES) offers the following declarations, affirmations, and project pricing:

1. No Gibson County Special School District employee directly or indirectly owns assets or capital stock of the bidding entity (SES), nor will any Gibson County Special School District employee directly or indirectly benefit by the profits or emoluments of this work.
2. There are no familial relationships between any Gibson County Special School District employee and SES nor are there expectations of work or management responsibilities with SES.
3. SES has never been declared in default of any contract.
4. SES has never forfeited payment of a performance bond issued by a surety company on any contract.
5. SES has never filed for reorganization, protection from creditors, or dissolution under the bankruptcy statutes.
6. SES is not currently involved in any state of a fact-finding, negotiations, or resistance to a merger, friendly acquisition, or hostile take-over, either as a target or as a pursuer.
7. There are no regulatory or license agency sanctions against SES.
8. SES has never had to resign during a project because of inability to provide or perform services.

9. SES has carefully examined the scope of services, instructions, terms, and conditions of work expectations. Deliverables will meet or exceed the scope of services, requirements, and standards as published by and/or negotiated with the Gibson County Special School District.
10. Southern Educational Strategies, LLC maintains \$1,000,000.00 of professional liability insurance from Mount Vernon Insurance Co. and issued through Mathis, Tibbets, & Mathis Inc. of Memphis, Tennessee. This insurance will be maintained throughout the duration of any contractual work with the Gibson County Special School District. The SES partners also maintain individual general comprehensive insurance and automobile liability insurance. SES does not offer and is not obligated to offer Worker's Compensation Insurance. SES is comprised of two LLC partners. Additional associates are retained under a contract for services. These employees are independent contractors, not "owners", and therefore are not required to be covered.
11. Southern Educational Strategies, LLC offers to provide a report based upon the information requested in the Request for Proposals. The consulting fee for this service is \$148,000.00. Automobile travel shall be reimbursed at .625 cents per mile. Meals and overnight housing (if required) shall be reimbursed at actual costs supported by receipts and invoices.

Founding Partners' Resumes

JOHN TIMOTHY (TIM) FITE

Residence Address:
2195 Atoka-Idaville Road
Atoka, TN 38004

Business Address:
262 German Oak Drive
Cordova, Tennessee 38018
Telephone: 901-508-2746
Email: tim@sesconsultants.org

Academic Degrees

- *Graduated Memphis State University-Bachelor of Science.---1975
- *Graduated Memphis State University-Master of Education.---1981
- *Graduated Vanderbilt University-Doctor of Education---May 1994

Professional Work Experience

- *Principal Brighton School 12 years
- *Assistant Principal Brighton High School
- * Tennessee State Department of Education Career Ladder Evaluator
- *Governor's Advisory Council for Students with Disabilities 2002-2006
- *Superintendent Tipton County Schools 19 years
- *Affiliate Research Professor --- University of Memphis
- *Facilitator for National Institute of School Leadership
- *Currently a Founding Partner Southern Educational Strategies, LLC
- *Coordinator for Prospective Superintendents' Academy, TN School Boards Association

Selected Honors and Awards

- *Served as congressional Page under Robert A. "fats" Everett
- *Graduate Tennessee Academy for School Leaders
- *Elected to Tipton County Commission. 1986-1992
- *Finalist Superintendent of the Year Tennessee --- 2000

Selected Professional Assignments and Activities

- *Former Secretary West TN. Regional Principals' Study Council
- *Tennessee Association of School Principals
- *Member National Association of Secondary School Principals
- *Board of Directors for Tennessee Organization of School Superintendents (TOSS)
- *Director Delta Region Superintendent Study Council
- *Board of Directors, University of Memphis College of Education
- *President Tennessee Organization of School Superintendents ---2006
- *National Governing Board American Association School Administrators (AASA) – 1998-2012

Selected Presentations

- *November 14-16 1993 Presented to Southern Regional Council on Educational Administration
- *Presented to the Ohio Leadership Forum 2005 “Tennessee Value Added Assessment System”

JAMES BYRON MITCHELL, JR.

Residence:

10526 Bent Laurel Lane N.
Lakeland, TN 38002
Phone (901) 413-8336
Email: jmitchell46@att.net

Business:

Southern Educational Strategies, LLC
262 German Oak Drive, Suite A
Cordova, TN 38018
Email: jim@sesconsultants.org
<https://www.sesconsultants.org>

EDUCATION:

Doctor of Education, May, 1989
Memphis State University, Memphis, TN 38152
Major: Educational Administration and Supervision

Master of Education, May, 1974
Memphis State University, Memphis, TN 38152
Major: Educational Administration and Supervision

Bachelor of Arts, June, 1968
Rhodes College, Memphis, TN 38112

EMPLOYMENT:

Southern Educational Strategies, LLC
262 German Oak Drive, Suite A
Cordova, TN 38018

Founding Partner-Professional educational consulting firm specializing in custom client services for school districts, schools, municipal governments, and individuals. December 2010- Present

The University of Memphis, College of Education

Affiliate Research Professor, Department of Leadership—Responsible for graduate level instruction and partnerships to improve leadership in local and regional school districts. August, 2002—July 2019

Shelby County School District - August, 1968—February, 2002
160 S. Hollywood Street, Memphis, TN 38112-4801

•Superintendent of Schools

Responsible for executive leadership and administration in a 45,000 student district with 4500 employees, a \$435 million annual operating budget and a \$247 million capital budget. (In today's dollars)
June, 1997 – February, 2002

•Assistant Superintendent, Operations Division

Responsible for coordination and administration of all school construction, renovation, maintenance, custodial, and transportation services in a 45,000 student school district. Coordinated \$202 million (in today's dollars) Capital Improvement Program.
May, 1991 - June, 1997.

•Director, School Plant and Maintenance, Central Office

Responsible for organization and administration of all new school construction, renovation, asbestos abatement, and school maintenance. Coordinated \$68 million Capital Improvement Program. (In today's dollars) June 1989-

- Principal, Millington Central High School

Responsible for overall administration and supervision in a 1,600 student comprehensive high school, including staff of 75 professional personnel and 50 classified personnel.

July, 1987-June, 1989.

- Vice-Principal, Germantown High School

Responsible for all facets of instructional program including curriculum, registration, and master schedule planning in a 2,500 student high school. Responsible for annual performance evaluation of the 110 person professional staff.

July, 1983 - June, 1987.

- Supervisor, Certificated Personnel Department, Central Office

Responsible for recruitment, interviewing, and initial employment recommendation of all new teachers, grades K-12, in a 34 school, 2,300 teacher school district.

June, 1975 - June, 1983.

- Teacher, White's Chapel Elementary and Millington Middle Schools

Responsible for providing daily academic instruction for approximately 140 grade 7-8 students during each academic year.

August, 1968 - May, 1975.

PROFESSIONAL ACTIVITIES:

- Board of Directors, Tennessee Organization of School Superintendents
1997 – 2002

- Member, "Facing History and Ourselves" Advisory Board
1997 - 2010.

Member, Shelby County Head Start Policy Council, January 2004-2007

- Chairman, Shelby County Schools, Technology Planning Committee
1995 - 1997.

- Member, Shelby County Schools, Minority and Women Business Procurement Committee, 1995.

- Representative for Shelby County Schools with International Paper Company Executive Relocation Program. (Assisted I.P. personnel in recruiting computer technology employees to relocate to Memphis from other I.P. sites). March, 1988.

- Rockefeller Brothers Fund, New York City-David Rockefeller, Jr., Chairman
Arts in Education Awards, National Committee Member, 1984 - 1987.

- Coordinator, People's Republic of China Arts Education Delegation
Nation-wide Tour, Tennessee segment, November, 1984.

- President (1975-76) and Treasurer (1978-1984) Shelby County Education Association (SCEA represented the 2,300 professional staff members of Shelby County Schools.)

AWARDS/HONORS:

- Tennessee State-wide Superintendent of the Year, 2000-2001

Tennessee PTA State-wide Superintendent of the Year, 1999-2000

- Leadership Memphis, Class of 2000. * Paul Harris Fellow, 2004, Rotary International

Professional Capacity and Qualifications to Perform Scope of Services

The founding partners and associates of Southern Educational Strategies, LLC have demonstrated a wealth of knowledge, skills, and experiences to clients in a wide variety of initiatives and projects. **SES provides solutions.** SES researched and published the **detailed feasibility studies** required to create six new municipal school districts in Arlington, Bartlett, Collierville, Germantown, Lakeland, and Millington, Tennessee. **References from school superintendents** in Collierville, Lakeland, and Millington are provided. The founding partners have **provided planning and construction oversight for more than 30 new schools.**

SES provides services and support to its clients from the beginning to the end of each project. As successful former school district superintendents, the SES founding partners have more than **25 years of experience in working with elected school boards.** This experience includes **all aspects of school district leadership** including, but not limited to, **operational and capital budgets**, policy development, human resources, **school boundary zone planning, new school construction and school renovation projects.** SES recognizes that client organizations have unique priorities and needs as well as specific goals. The partners and associates of SES have been consistently praised for the quality and excellence of their work.

The SES founding partners will coordinate with the SES Associates to provide the information requested in the Scope of Work as listed in the Request for Proposals. The SES Associates for this project and their backgrounds are listed on pages 13 and 14. Additional details and brief examples of work products are provided in the Appendices to this document.

SES prior clients have included:

- a. City of Arlington (TN)
- b. Arlington Community Schools
- c. City of Bartlett (TN)
- d. Bartlett City Schools
- e. Town of Collierville (TN)
- f. City of Germantown (TN)
- g. City of Lakeland (TN)
- h. Lakeland School System
- i. City of Millington (TN)
- j. Millington Municipal Schools
- k. Haywood County Schools (TN)
- l. Jackson-Madison County School System (TN)
- m. Carter County Schools (TN)
- n. Dyer County Schools (TN)
- o. Grundy County Schools (TN)
- p. Putnam County Schools (TN)
- q. Cleveland City Schools (TN)

Southern Educational Strategies, LLC has the decades of school leadership experience of its founding partners, plus SES has assembled a very talented team of associates for this project. *SES can provide Solutions for Success.* SES is the best qualified firm to provide a *School Feasibility Study* for the Gibson County Special School District.

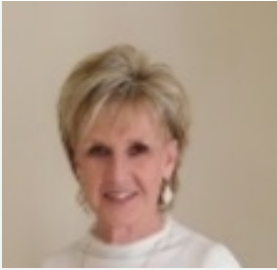
References:

John S. Aitken, Superintendent (Ret.),
Collierville Schools
845 Meadow Vale Drive
Collierville, TN 38017
Telephone: 901-457-8417
Email: jsaitken30@gmail.com

James “Bo” Griffin, Superintendent
Millington Municipal Schools
5020 Second Avenue
Millington, TN 38053
Telephone: 901-873-5680
Email: jgriffin@millingtonschools.org

Dr. Ted Horrell, Superintendent
Lakeland School System
10001 Highway 70
Lakeland, TN 38002
Telephone: 901-867-5412
Email: thorell@lakelandk12.org

**Appendix A: Profiles of the Associates who will assist the SES
founding partners with the components of this project.**



Sandra W. Harper, Superintendent (ret.)

Sandra Harper served as public educator for over forty years. During that time, she served as a principal, curriculum and special education supervisor, and superintendent of schools in the Trenton Special School District. Sandra served as a board member for the Tennessee Organization of School Superintendents and other Tennessee Department of Education Task Forces. She most recently served as an educational consultant with The University of Memphis- Lambuth Campus in the Tennessee Tiered Support Center under the Tennessee Department of Education. She brings a local school and district perspective plus extensive knowledge of the Gibson County communities.



***Michael E. Terry, AIA, Senior Vice President and
Partner--Renaissance Group Architects and Engineers***

Mike Terry has earned his place alongside the best in his profession by applying intelligence, creativity and one hundred percent effort to every project. Behind his earnest outgoingness is a serious, results-oriented performer. Mike has built a solid resume leading Renaissance Group's school projects. Mike and the engineering team at Renaissance Group have been actively involved in dozens of new school design and construction projects including the recently opened Lakeland Preparatory School and Collierville High School in Shelby County, Tennessee.



Randy Lima, Licensed Commercial Building Inspector, Integrity Home Inspections USA, LLC

Randy Lima is a **Certified Professional Inspector®** and certified by the International Association of Certified Home Inspectors® (InterNACHI®). He is also a certified commercial building inspector who has successfully completed multiple building inspections in the mid-south region. His building inspection reports are very detailed and provide an in-depth assessment of the current condition of any facility.



Matthew Cropper, President, Cropper GIS

Matthew Cropper is the founder and president of Cropper GIS. Since opening the company in 2005, he has built the consulting business from a one-person operation into a leading K-12 planning firm with seven staff members. Matthew Cropper and Cropper GIS have worked with dozens of school districts and governmental agencies since the company was formed. Mr. Cropper is an expert in understanding and leveraging GIS technology. Matthew Cropper has specialized in demographics and enrollment forecasts for many years. His firm has provided services for school districts across the country, including the south-eastern states of Georgia, Virginia, North Carolina, South Carolina, and Tennessee. The firm recently completed demographic forecasts for the Putnam County Schools, Cookeville, TN and for the Lakeland School System, Lakeland, TN.

Appendix B: SES Founding Partners' School Construction Experience

Dr. Tim Fite served as Superintendent of the Tipton County Schools for 19 years which included the school district's most extensive enrollment growth period. Tipton County Schools' rapid enrollment growth, combined with a need to replace many outdated facilities, resulted in new construction or classroom additions in 13 schools during Dr. Fite's period of service.

Dr. Jim Mitchell served in the legacy Shelby County Schools for 34 years. From 1989 to 2002 he served as Assistant Superintendent of Operations and later served as Superintendent of Schools. Student enrollment growth and school construction were at a peak during those years. Dr. Mitchell was responsible for the on-time and within-budget project management of 22 new schools plus 20 school classroom additions or renovation projects during his legacy Shelby County Schools career.

In addition, Dr. Mitchell has served since 2016 as the lead educational consultant for the \$71 million Lakeland Preparatory Middle School and Lakeland Preparatory High School construction projects. Renaissance Group provided the architecture and engineering services for both schools.

Appendix C: Brief Examples of Type of Data That will be Provided in the Report

Demographic Data---Cropper GIS provides in-depth forecasts of population growth and student enrollment growth. **Numerous narrative descriptions, charts, and graphs are provided in their reports which illustrate the data.** **Two examples of the types of data that can be provided are shown below.** These are just a few examples from a previous project in a school district. **The enrollment forecasts will include the data requested in the RFP for the Gibson County Special School District.**

		Where 9-12th Students Live						
		North Brunswick High	South Brunswick High	West Brunswick High	Out of District	Unmatched	Live Out, Attend In (9-12)	
		1240	1157	1634	9	4	50	
Where 9-12th Students Attend	North Brunswick High	1151	1131	11	1	7	1	19
	South Brunswick High	1043	9	1027	4	1	2	14
	West Brunswick High	1485	4	13	1467		1	17
	Brunswick County Early College	315	85	89	141			
	The COAST	50	11	17	21	1		
	Live In, Attend Out (9-12)	406	109	130	167			

Table 1: Forecasted District Total Population Change, 2020 to 2030

	2020	2025	2020-2025 Change	2030	2025-2030 Change	2020-2030 Change
Algood Elementary	8,770	9,160	4.4%	9,430	2.9%	7.5%
Baxter Primary/Cornerstone Elementary	10,310	10,690	3.7%	11,050	3.4%	7.2%
Burks Elementary	5,750	5,750	0.0%	5,740	-0.2%	-0.2%
Cane Creek Elementary	6,770	7,000	3.4%	7,170	2.4%	5.9%
Capshaw Elementary	10,260	10,530	2.6%	10,750	2.1%	4.8%
Jere Whitson Elementary	5,680	5,870	3.3%	6,060	3.2%	6.7%
Northeast Elementary	7,890	8,110	2.8%	8,280	2.1%	4.9%
Park View Elementary	8,370	8,600	2.7%	8,720	1.4%	4.2%
Prescott South Elementary	9,620	9,930	3.2%	10,140	2.1%	5.4%
Sycamore Elementary	6,520	6,880	5.5%	7,150	3.9%	9.7%
District Total	79,940	82,520	3.2%	84,490	2.4%	5.7%

Table 2: Household Characteristics by Elementary Area, 2010 Census

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
Algood Elementary	1,049	34.9%	3,008	7,590	2.52
Baxter Primary/Cornerstone Elementary	1,165	32.2%	3,616	9,085	2.51
Burks Elementary	704	33.5%	2,105	5,480	2.60
Cane Creek Elementary	841	34.9%	2,414	6,132	2.54
Capshaw Elementary	819	23.9%	3,430	7,391	2.15
Jere Whitson Elementary	528	22.9%	2,307	5,227	2.27
Northeast Elementary	852	28.0%	3,045	7,208	2.37
Park View Elementary	925	29.2%	3,169	7,576	2.39

Building Inspection Reports

The detailed building inspection reports will include HVAC data similar to the example below. The type of unit, age, condition plus photos will be provided. Plumbing, electrical, floors, and ceiling inspections will be included plus a checklist of issues found in the inspections. Roofing inspections will be conducted by Coryell Roofing.

HVAC Equipment: Brand

Bryant, Trane

There are multiple furnaces located throughout the building.

Furnace 1 is Bryant natural gas furnace located in a closet near the front hallway by the lobby.

Furnaces 2 and 3 are Bryant natural gas furnaces that are located in the closet of the restroom near the courtyard.

Furnace 4 is a Bryant electric furnace located in a closet off the men's room.

Furnace 5 a Bryant natural gas furnace and a closet off the men's room.

Furnace 6 a Bryant natural gas furnace, located in the storage room with all the additional chairs and file cabinets.

Furnace 7 is a Bryant natural gas furnace that is located in the front hallway that runs from East to West.

Furnaces 8 and 9 are Trane natural gas furnaces that are located in a hallway storage/electrical room

Furnaces 10 and 11 are Trane natural gas furnaces that are located in a hallway closet.

Furnace is 12, 13, 14 and 15 are located in a closet at the rear of the building in the new section. These are all Trane natural gas furnaces.

Furnaces were tested during the inspection, using normal operating controls, the thermostats.

The units were operational when tested.

Air conditioners 1-4 are located outside at the south east area of the building.

Air conditioners 5-12 are located outside at the west side of the building.

Air conditioners 13 -17 are located outside on the west side of the building.

No data tag was visible on unit 16

Air conditioner 1:

Trane brand

60,000 BTUs

Model: 4TTA4060A3000AA

Serial # 19103J5N5F

Manufactured March 2019. Unit is about 4.25 years old.

Air conditioner 2:

Trane brand

60,000 BTUs

Model: 4TTA4060A3000AA

Serial # 19171PJN5F

Manufactured April 2019. Unit is about 4.25 years old.

Air conditioner 3:

Trane brand

60,000 BTUs

Model: TTA3060D3000CA

Serial # 13455NMF5F

Manufactured December 2013. Unit is about 10.5 years old.

Cost Analyses and Community Effects

The operational costs and new school construction cost analyses requested in the RFP will be provided by the SES founding partners and the Renaissance Group team. Both parties have extensive experience with school construction. Renaissance Group Architects designed the TSBA Award-winning Lakeland Prep Middle School pictured below.



Analyses of cost benefits and community effects regarding keeping existing schools, grade structures, consolidating schools, and/or new school construction will be provided by SES founding partners and SES Associate Sandra Harper.

Pruett Evaluation

Board 1 Board 2 Board 3 Board 4 Board 5 Board 6 Board 7

Board Relationship

Keeps all board members informed on issues, needs and operation of the school system.

5 4 5 5 4 5 4

Maintains a positive and productive relationship with the board.

5 5 5 5 4 5 4

Advises the board on need for new or revised policies.

5 5 5 5 4 5 5

Interprets and executes the intent of board policy.

5 5 5 5 4 5 4

Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.

4 5 5 5 5 5 4

Seeks and accepts constructive criticism of his/her work.

5 4 4 5 5 5 4

Keeps board informed of employment, promotion, and dismissal of personnel.

5 5 5 5 4 5 5

Community Relationship

Is an effective spokesman for the school system.

5 5 5 5 4 5 4

Develops cooperative relationships with the news media.

5 4 4 5 4 5 4

Participates actively in community life and affairs.

5 4 4 5 4 5 4

Staff and Personnel Relationships

Oversees a comprehensive human resources program (recruitment, retention, staffing organization, compensation and benefits, staff recognition and support) tied to defined system goals.

5 4 4 5 4 5 4

Develops and executes sound personnel procedures and practices.

5 4 4 5 5 5 4

Develops good staff morale and loyalty to the organization.

5 4 4 5 4 5 3

Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.

5 4 3 5 4 5 3

Recruits and assigns the best available personnel.	5	3	4	5	4	5	4
Ensures that adequate planning and evaluation of curriculum and instruction occurs.	5	4	4	5	5	5	4
Develops and empowers staff, resulting in an effective educational team.	5	3	4	5	5	5	4
Has vision and communicates a mission for the school system.	5	4	4	5	4	5	4

Educational Leadership

Maintains a sound philosophy of educational needs of all pupils.	5	4	5	5	5	5	4
Understands and keeps informed regarding all aspects of the instructional program of the district and individual schools	5	4	5	5	5	5	4
Develops, implements, promotes and monitors an assessment and improvement system for student learning that results in ongoing improvement in student achievement.	5	4	5	5	4	5	4
Promotes academic rigor and excellence for students.	5	5	5	5	5	5	3
Oversees a program of staff development to improve district performance.	5	5	5	4	4	5	4
Organizes a planned program of staff evaluation and improvement.	4	4	5	5	4	5	4

Business and finance

Has an understanding of the needs of the school program, facilities, equipment, supplies and the budget required.	5	5	4	5	4	5	4
Supervises operations, insisting on competent and efficient performance.	5	5	4	5	4	5	4
Ensures that funds are spent wisely, and adequate control and accounting are maintained.	5	4	4	5	5	5	4
Provides accurate and timely reports to the board on the financial condition of the school system.	5	5	4	5	4	5	4

On a scale of 1-5, what would you rate my overall performance as Director of Schools? What would I need to do in order to achieve a score of 5?

	5	4	5	5	4	5	4
Average Score	4.93	4.32	4.43	4.96	4.32	5.00	3.96

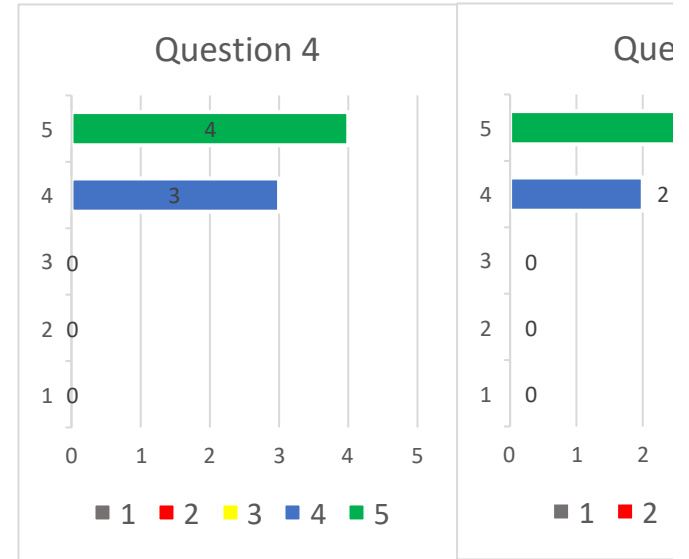
	Overall Average 19/20	Overall Average 18/19	Overall Average 17/18	Overall Average 16/17	Overall Average 15/16	Overall Average 14/15	Overall Average 13/14
Board Relationship	4.21	4.47	4.32	4.48	4.21	4.27	3.5
Community Relationship	4.19	4.00	4.22	4.44	4.29	4.12	3.7
Staff and Personnel Relationships	3.89	3.90	3.94	4.26	4.03	3.81	3.05
Educational Leadership	4.33	4.54	4.66	4.46	4.41	4.26	4
Business and finance	4.21	4.14	4.27	4.28	4.36	4.11	4.15
Total Average	4.15	4.22	4.26	4.38	4.23	4.10	3.68

	Overall Average 20/21	Overall Average 21/22	Overall Average 22/23	Overall Average 23/24
Board Relationship	4.49	4.51	4.55	4.71
Community Relationship	4.14	4.29	4.33	4.52
Staff and Personnel Relationships	4.20	4.34	4.32	4.39
Educational Leadership	4.36	4.43	4.60	4.62
Business and finance	4.29	4.50	4.61	4.57
Total Average	4.31	4.42	4.48	4.56

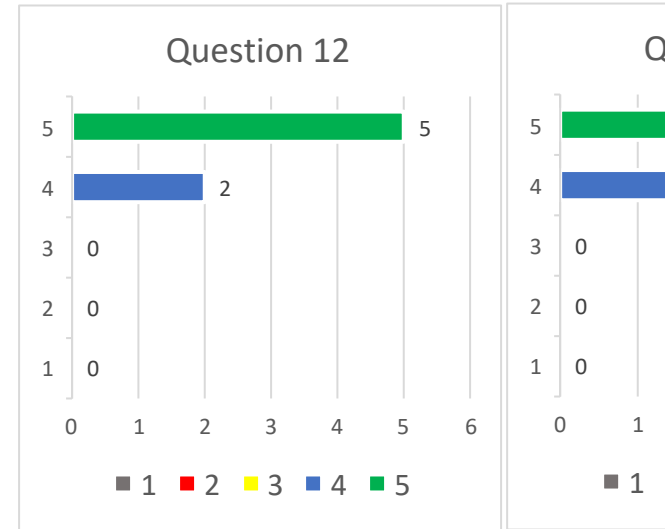
Average
Score

of 1's # of 2's # of 3's # of 4's # of 5's Total

4.57	0	0	0	3	4	7
4.71	0	0	0	2	5	7
4.86	0	0	0	1	6	7
4.71	0	0	0	2	5	7
4.71	0	0	0	2	5	7
4.57	0	0	0	3	4	7
4.86	0	0	0	1	6	7
	0	0	0	0	0	
4.71	0	0	0	2	5	7
4.43	0	0	0	4	3	7
4.43	0	0	0	4	3	7
4.43	0	0	0	4	3	7
4.57	0	0	0	3	4	7
4.29	0	0	1	3	3	7
4.14	0	0	2	2	3	7



Community Relationship



4.29 0 0 1 3 3 7

4.57 0 0 0 3 4 7

4.43 0 0 1 2 4 7

4.43 0 0 0 4 3 7
0 0 0 0 0

4.71 0 0 0 2 5 7

4.71 0 0 0 2 5 7

4.57 0 0 0 3 4 7

4.71 0 0 1 0 6 7

4.57 0 0 0 3 4 7

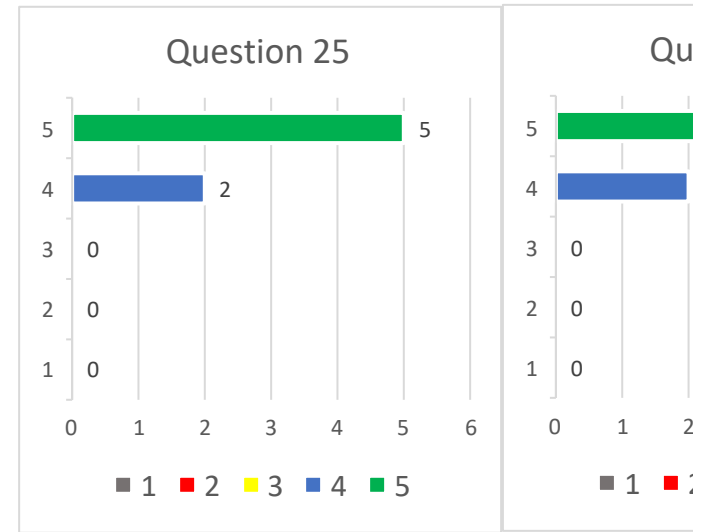
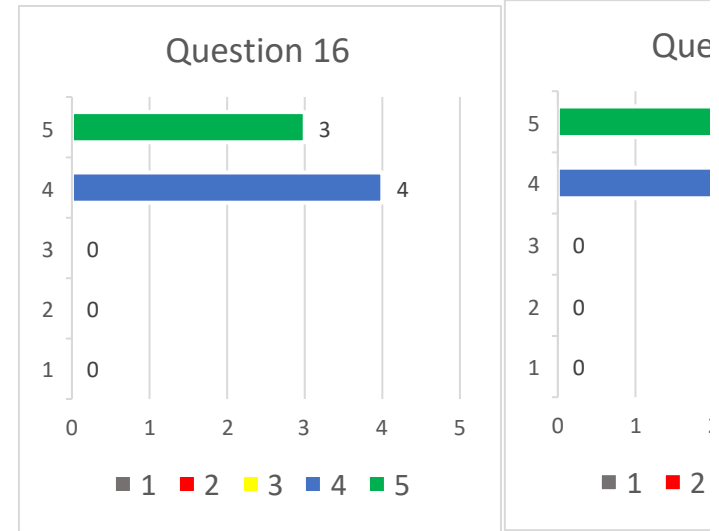
4.43 0 0 0 4 3 7

4.57 0 0 0 3 4 7

4.57 0 0 0 3 4 7

4.57 0 0 0 3 4 7

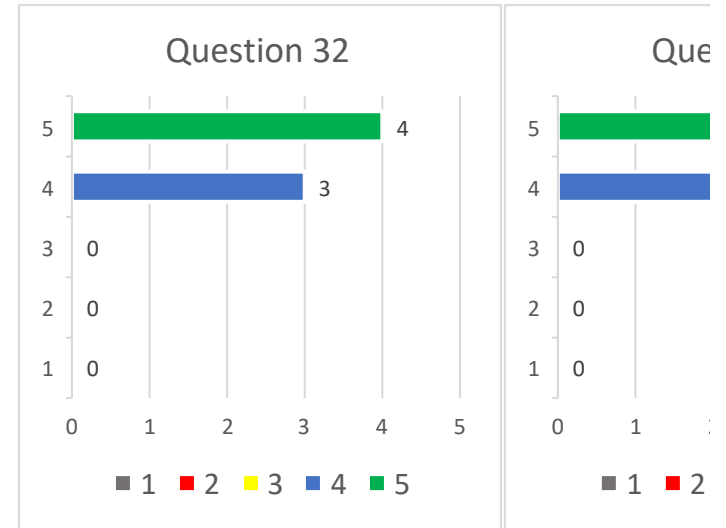
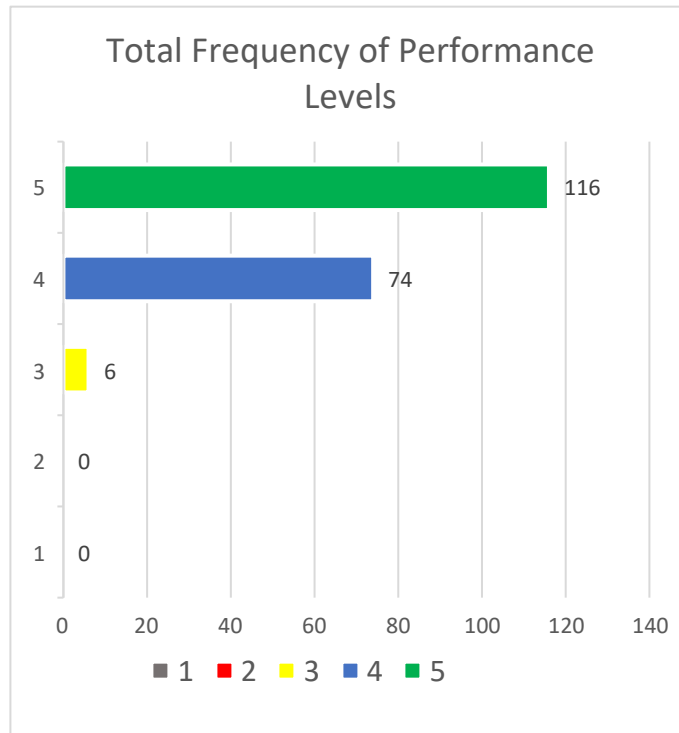
4.57 0 0 0 3 4 7

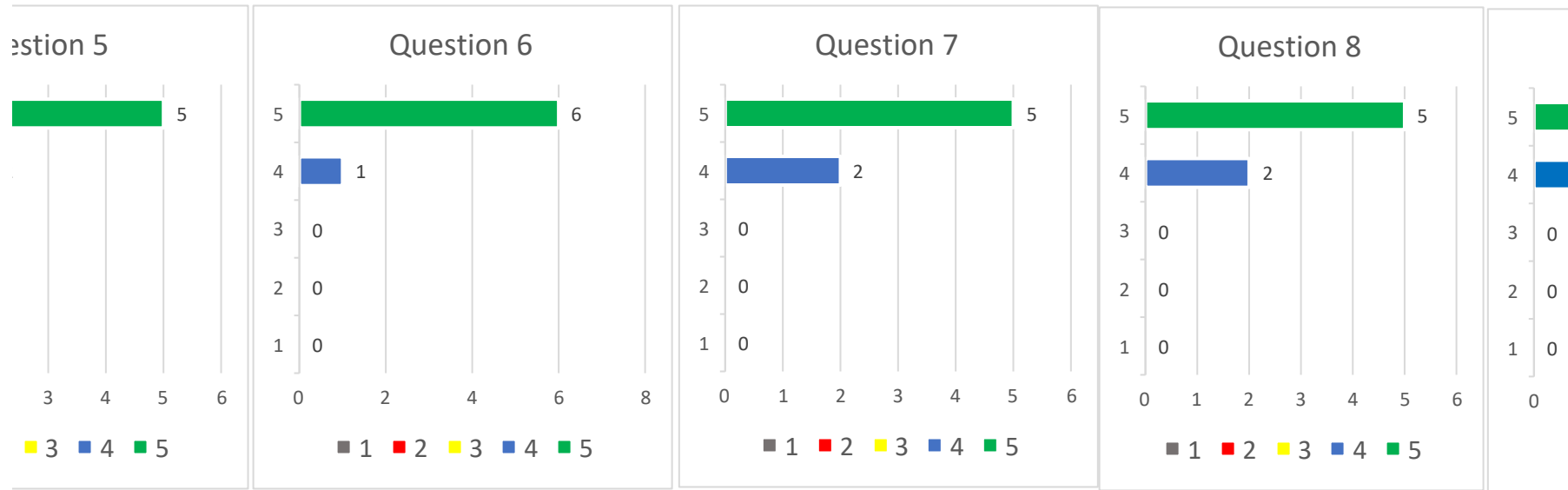


4.57	Total #	0	0	6	74	116	196
	Percent	0	0	3	38	59	

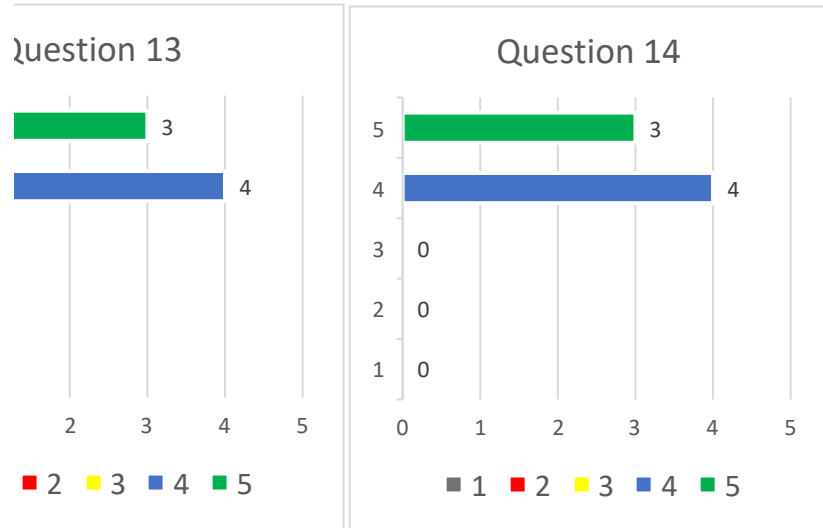
4.56

Overall Average 12/13	Overall Average 11/12
4.17	3.64
3.8	3.37
3.83	3.38
4.23	3.64
3.68	3.25
3.942	3.456

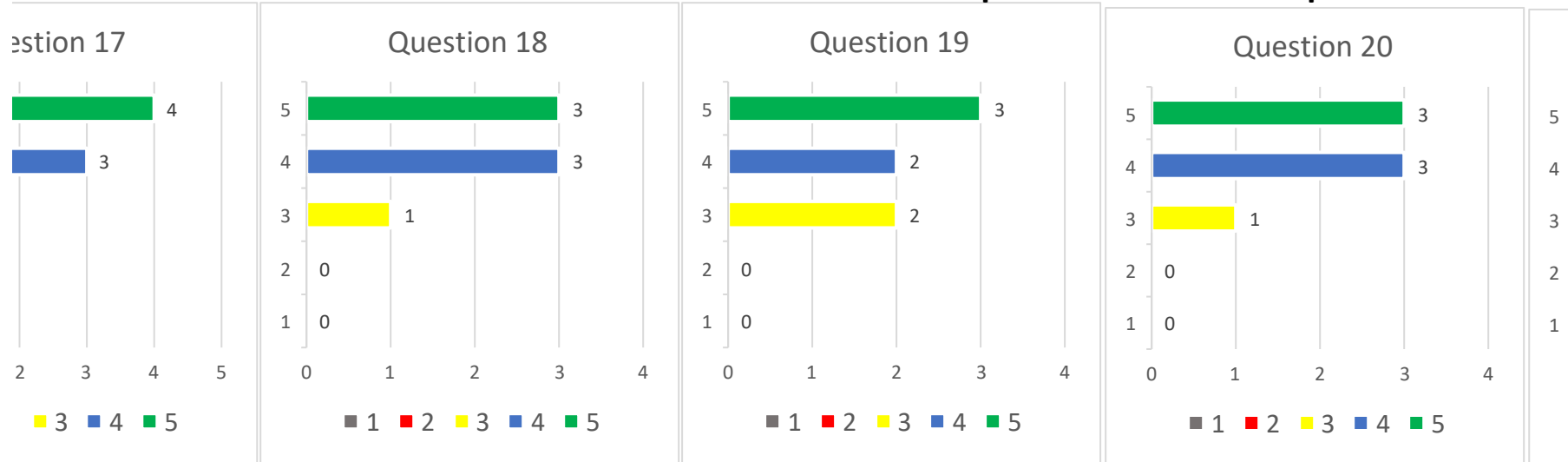




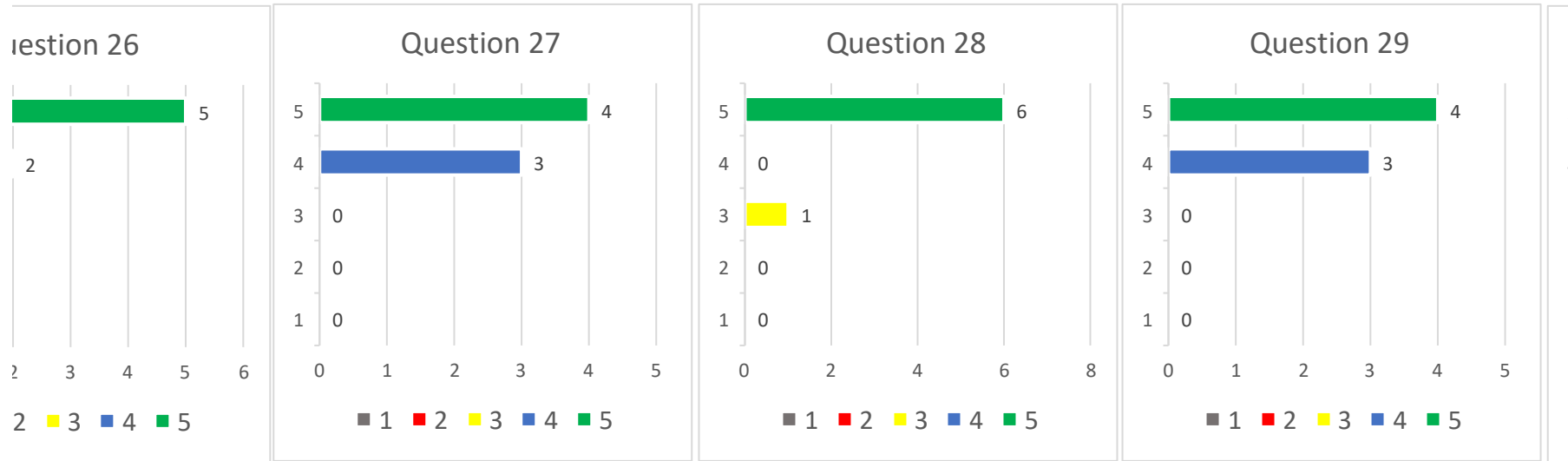
Frequency of performance levels



Staff and personnel relationships

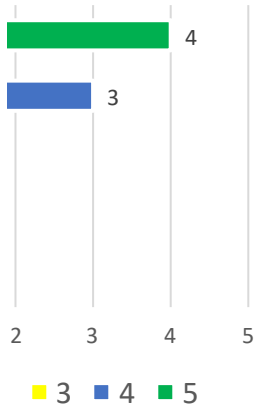


Educational Leadership

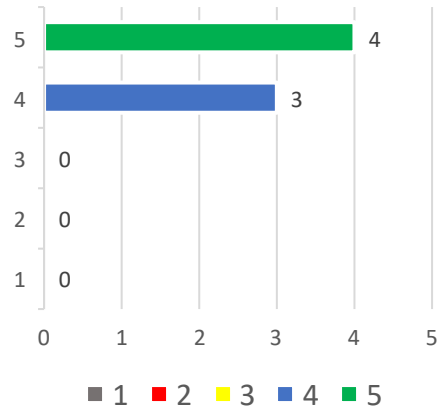


Business and Finance

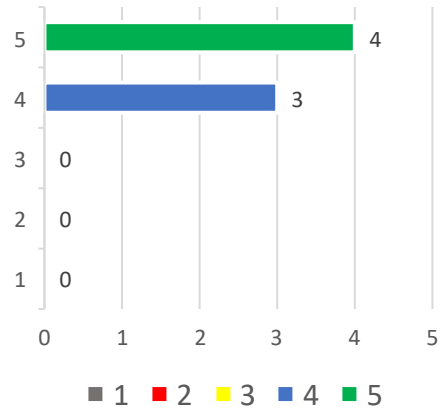
Question 33



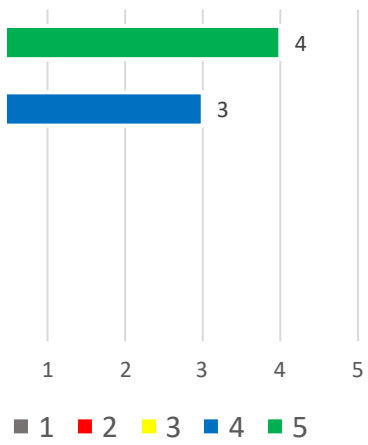
Question 34



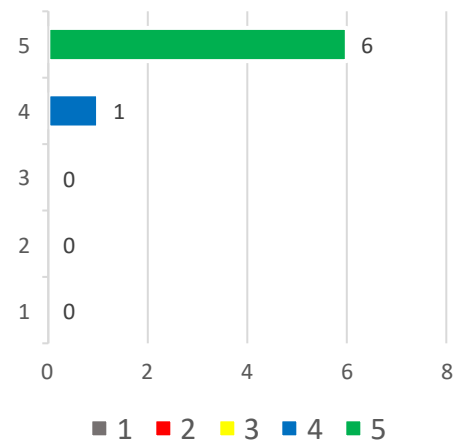
Question 35



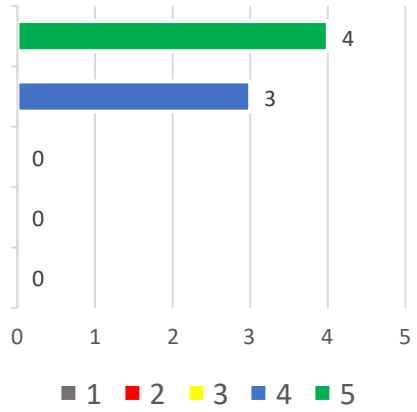
Question 9



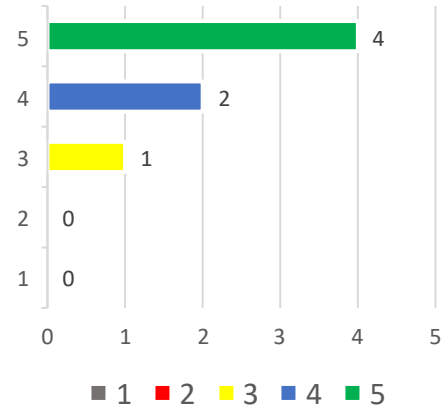
Question 10



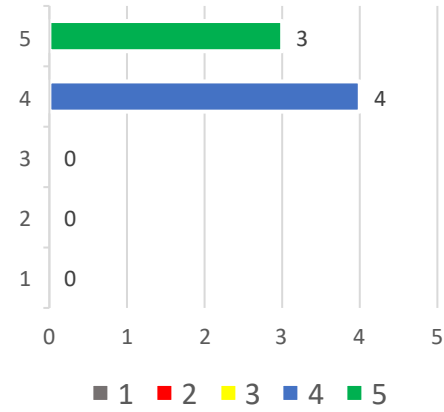
Question 21



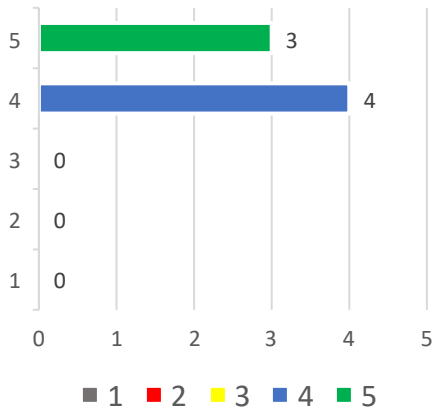
Question 22



Question 23



Question 30



Superintendent evaluation

7 responses

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Please type in your name.

7 responses

Scott Ball

Benny R. Boals

Treva Maitland

John Campbell

Tom Lannom

Eddie Watkins

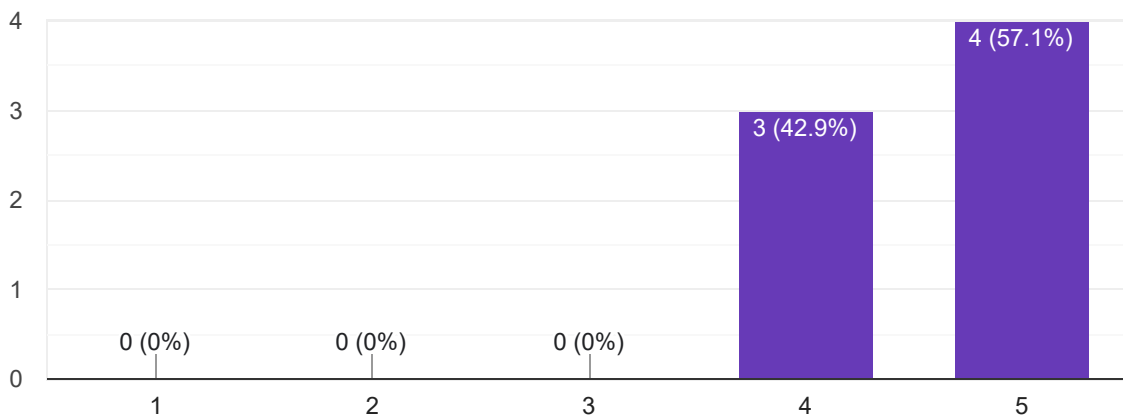
Richard Addo

Board Relationships

Keeps all board members informed on issues, needs, and operation of the school system.

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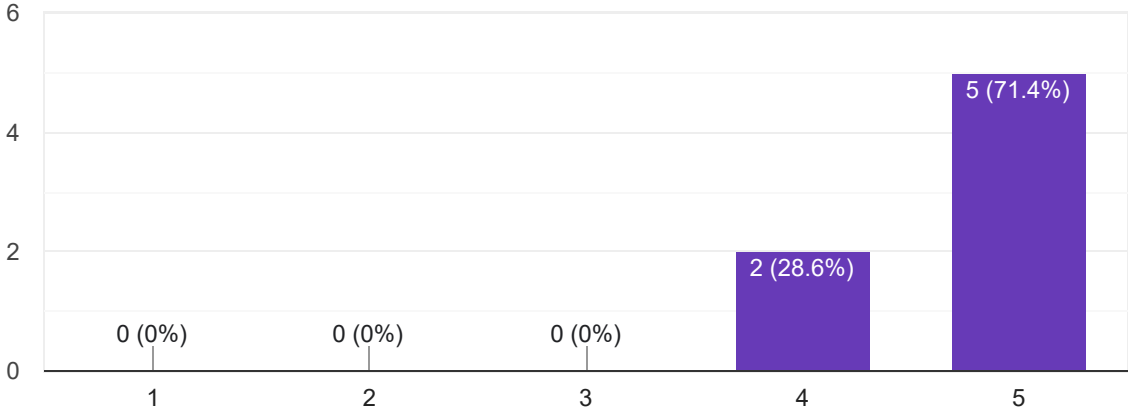
7 responses



Maintains a positive and productive relationship with the board.



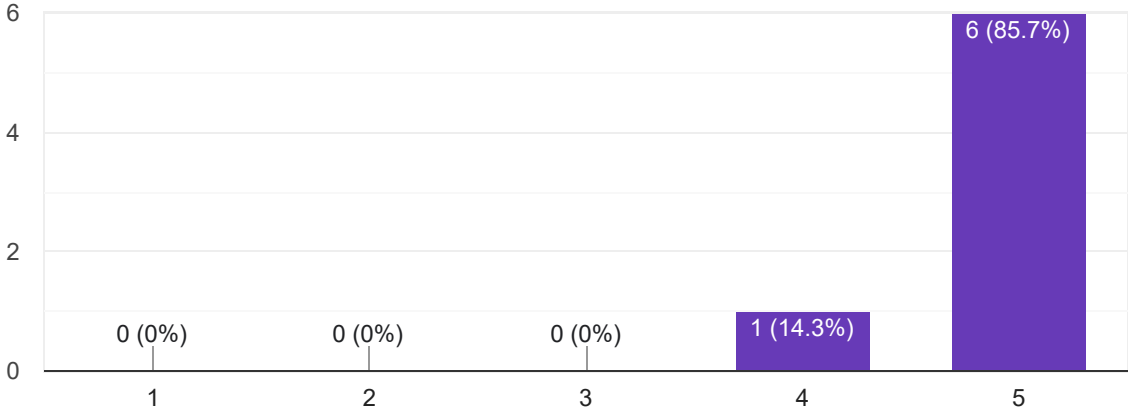
7 responses



Advises the board on need for new or revised policies.



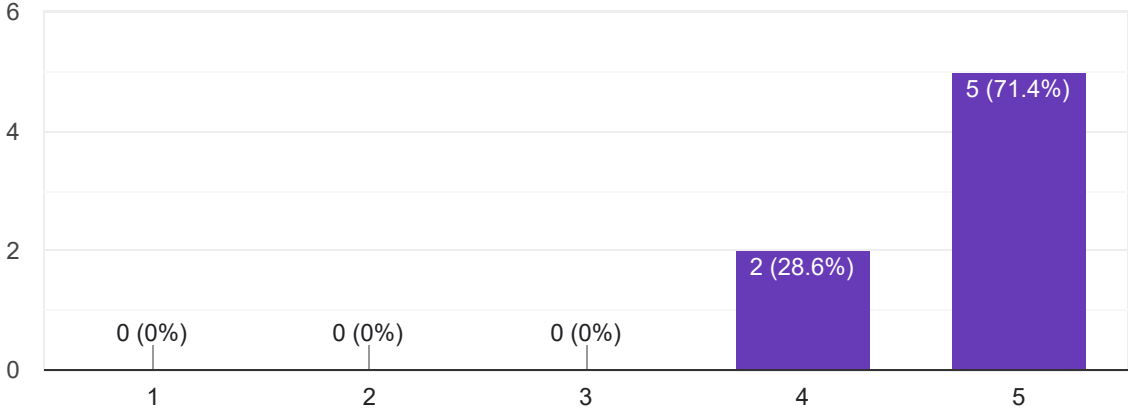
7 responses



Interprets and executes the intent of board policy.



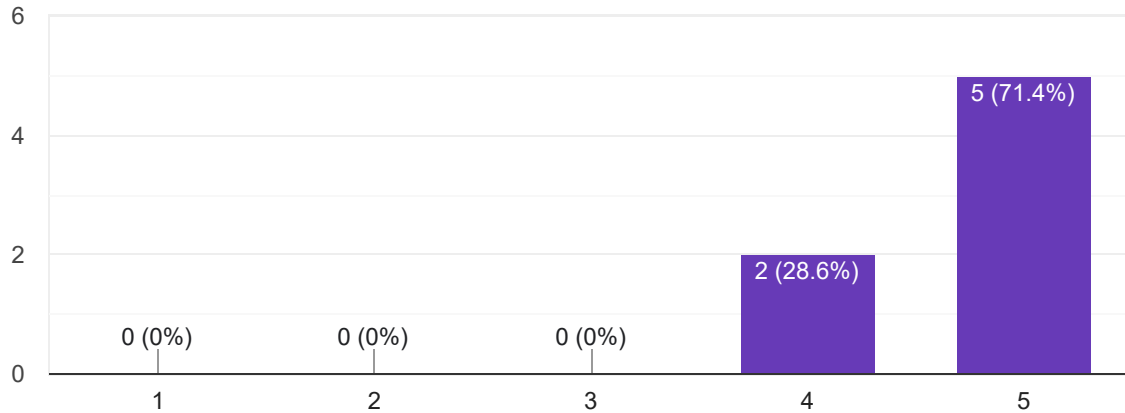
7 responses



Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.



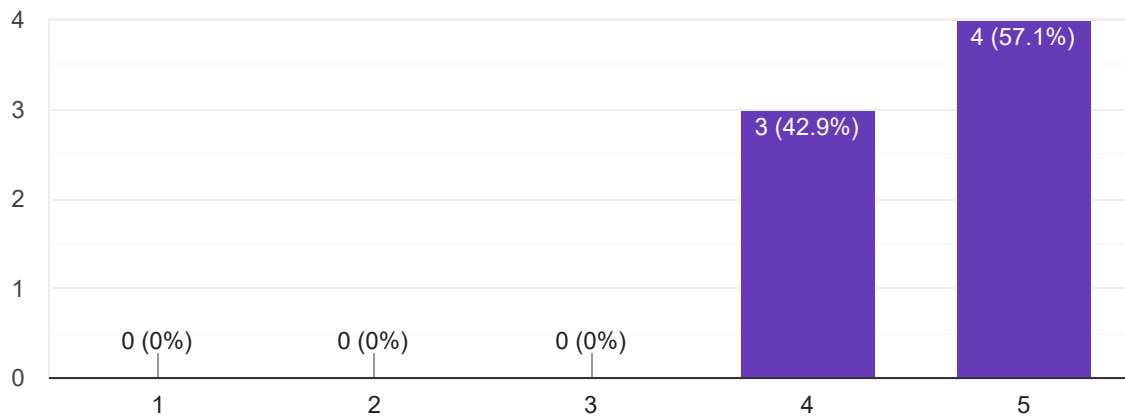
7 responses



Seeks and accepts constructive criticism of his/her work.



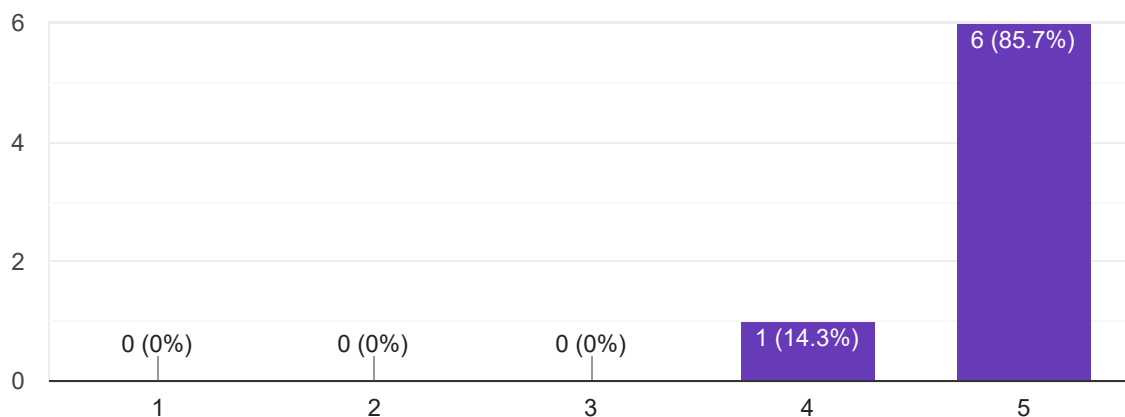
7 responses



Keeps board informed of employment, promotion, and dismissal of personnel.



7 responses



If you answered 1 or 2 on any of the questions above, please provide comments/feedback.

0 responses

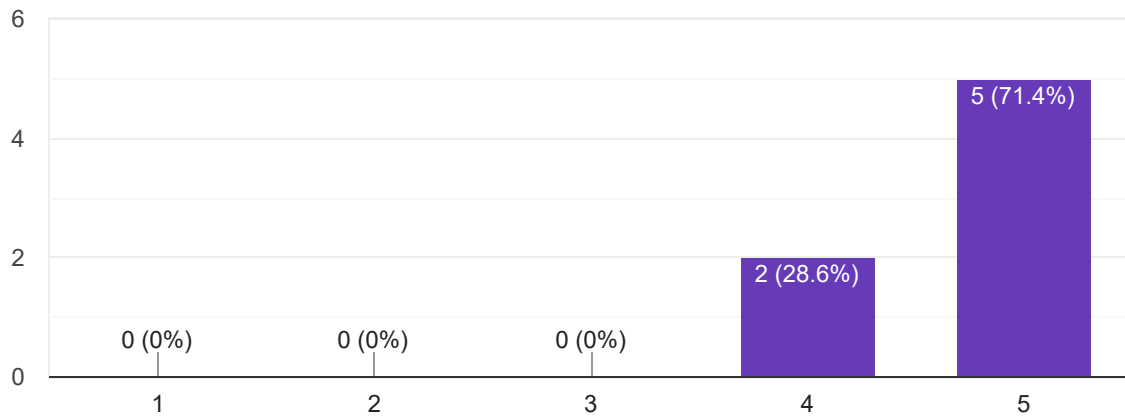
No responses yet for this question.

Community Relationships

Is an effective spokesman for the school system.

 Copy

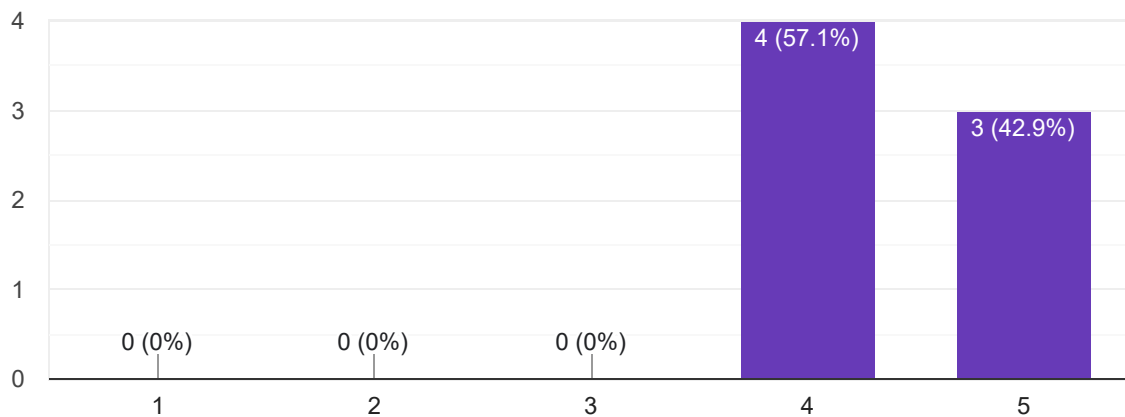
7 responses



Develops cooperative relationships with the news media.

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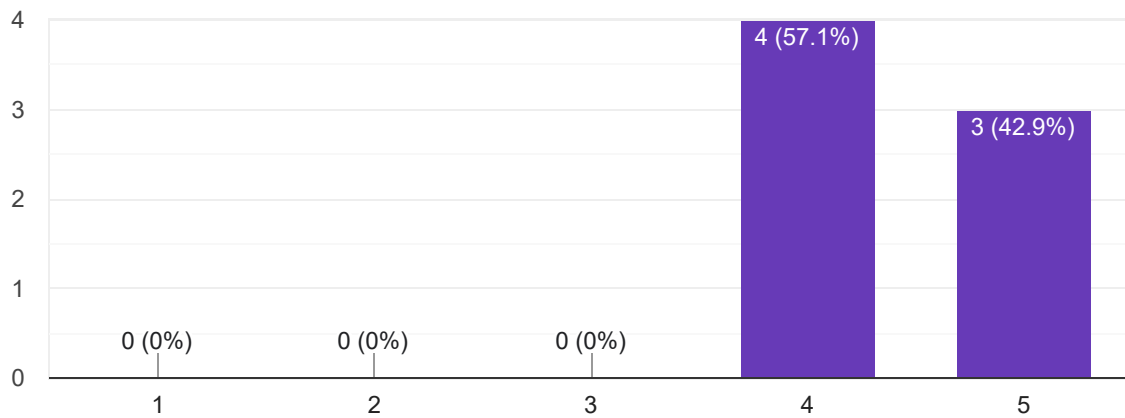
7 responses



Participates actively in community life and affairs.



7 responses



If you answered 1 or 2 on any of the questions above, please provide comments/feedback.

0 responses

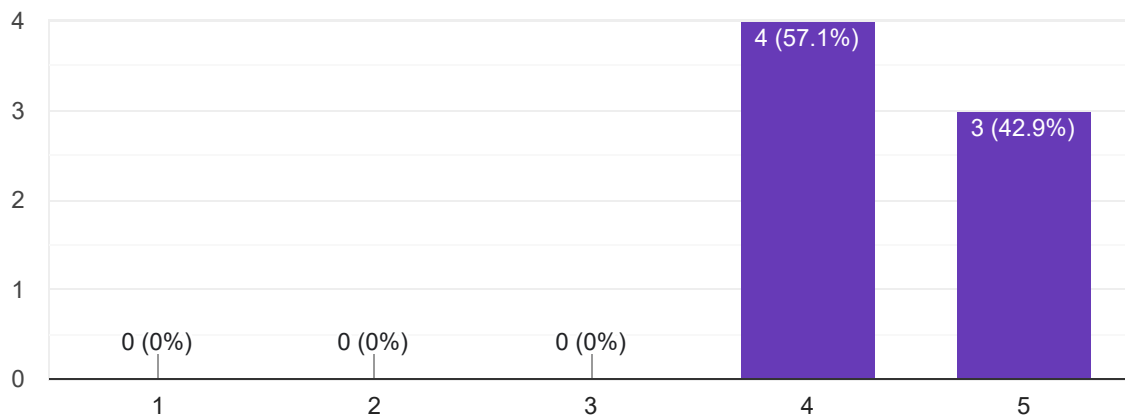
No responses yet for this question.

Staff and Personnel Relationships

Oversees a comprehensive human resources program (recruitment, retention, staffing organization, compensation and benefits, staff recognition and support) tied to defined system goals.



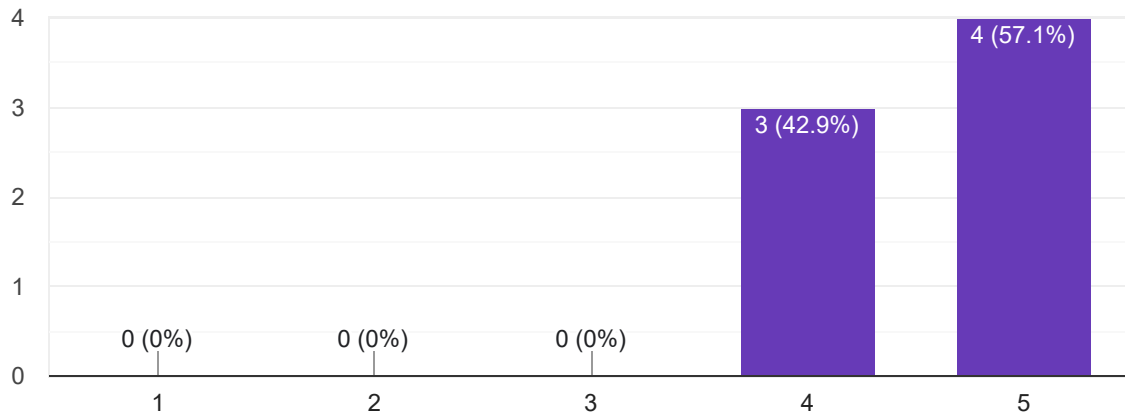
7 responses



Develops and executes sound personnel procedures and practices.

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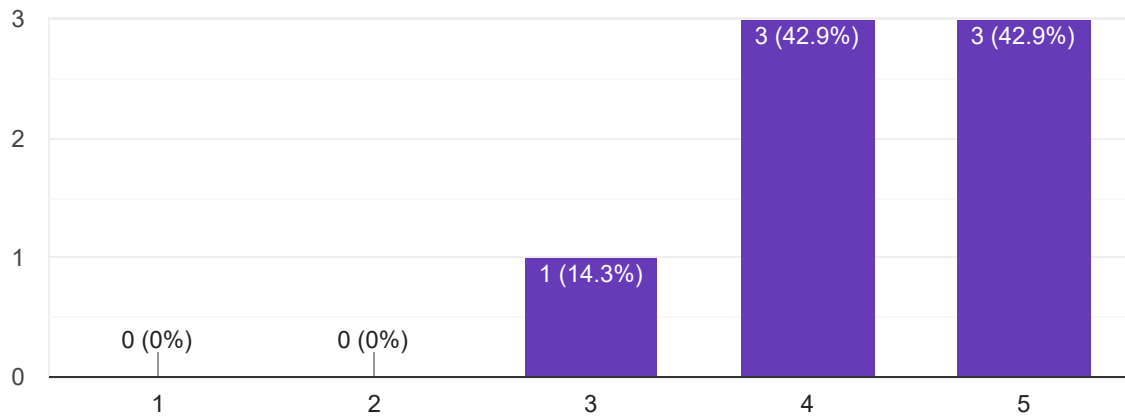
7 responses



Develops good staff morale and loyalty to the organization.

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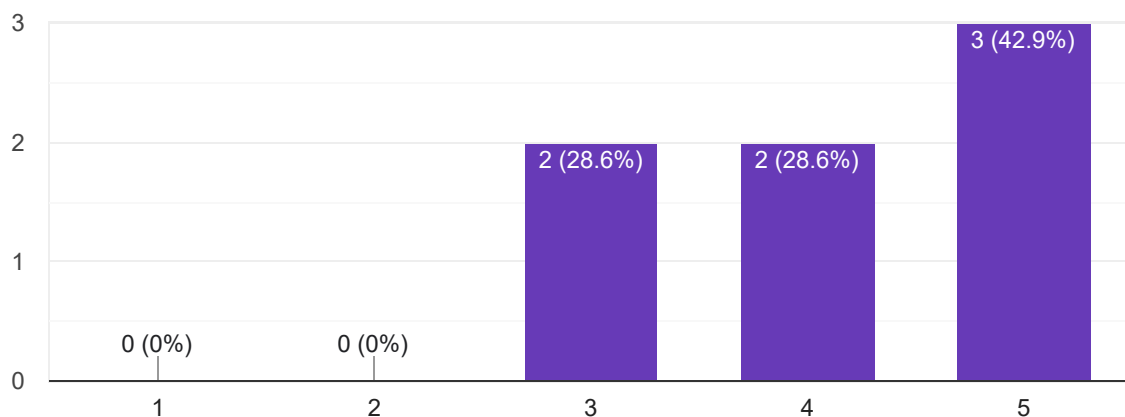
7 responses



Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.

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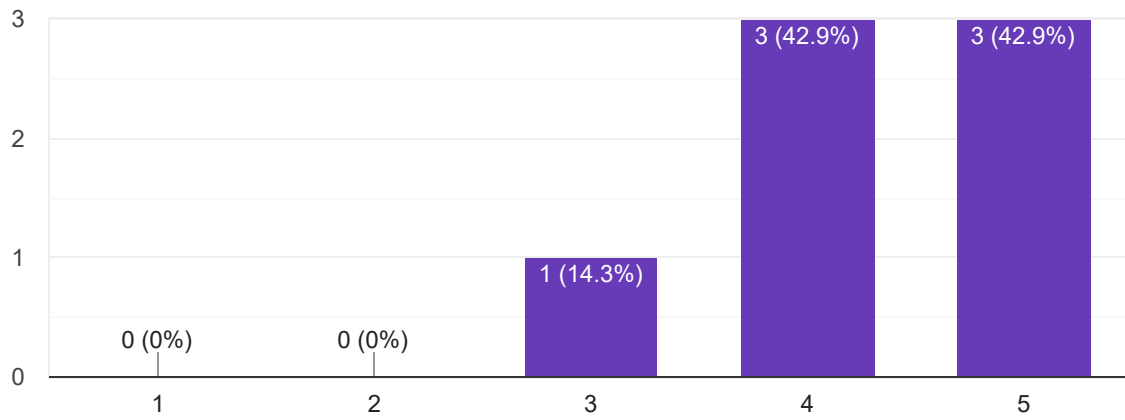
7 responses



Recruits and assigns the best available personnel.

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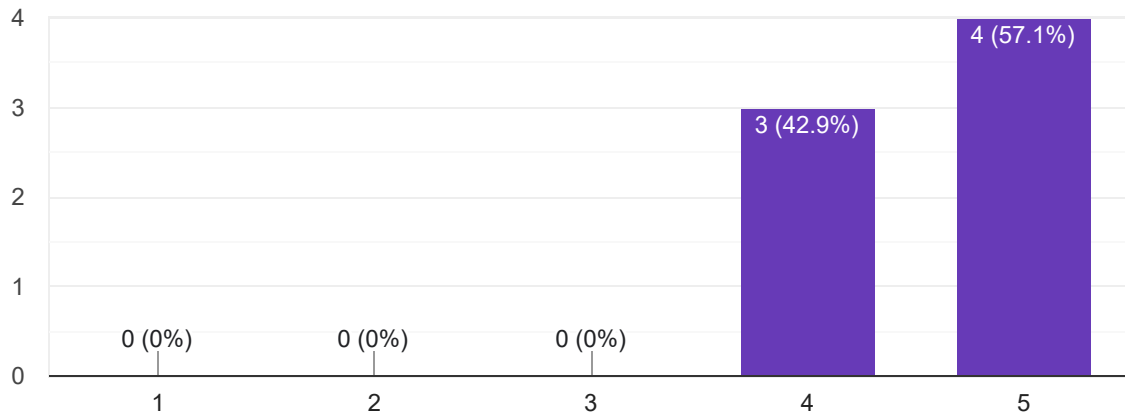
7 responses



Ensures that adequate planning and evaluation of curriculum and instruction occurs.

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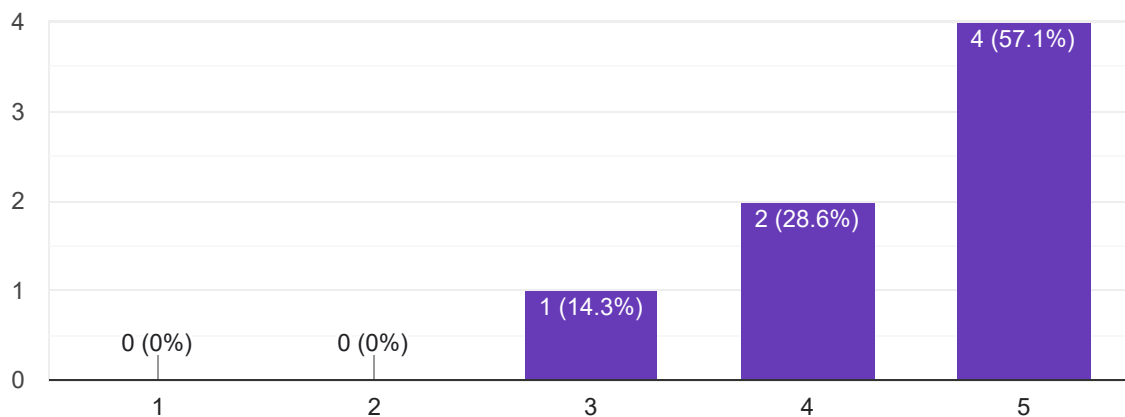
7 responses



Develops and empowers staff, resulting in an effective educational team.

 Copy

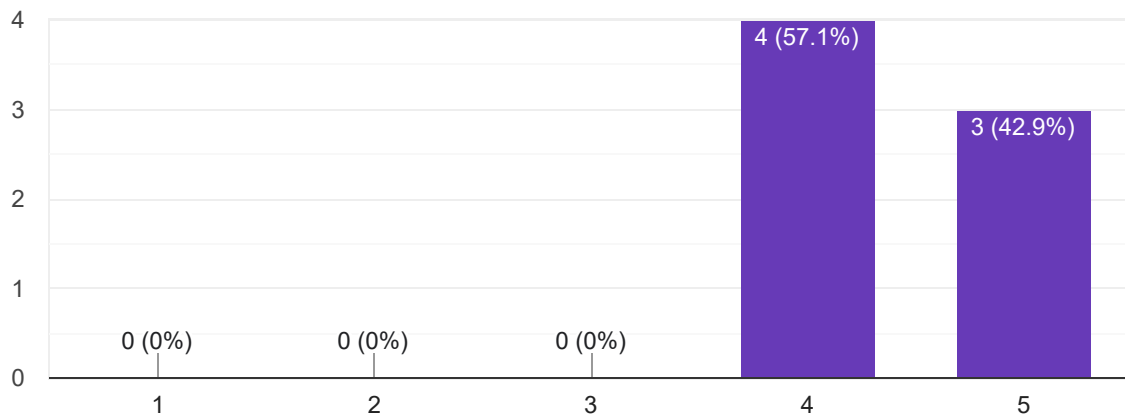
7 responses



Has vision and communicates a mission for the school system.

 Copy

7 responses



If you answered 1 or 2 on any of the questions above, please provide comments/feedback.

1 response

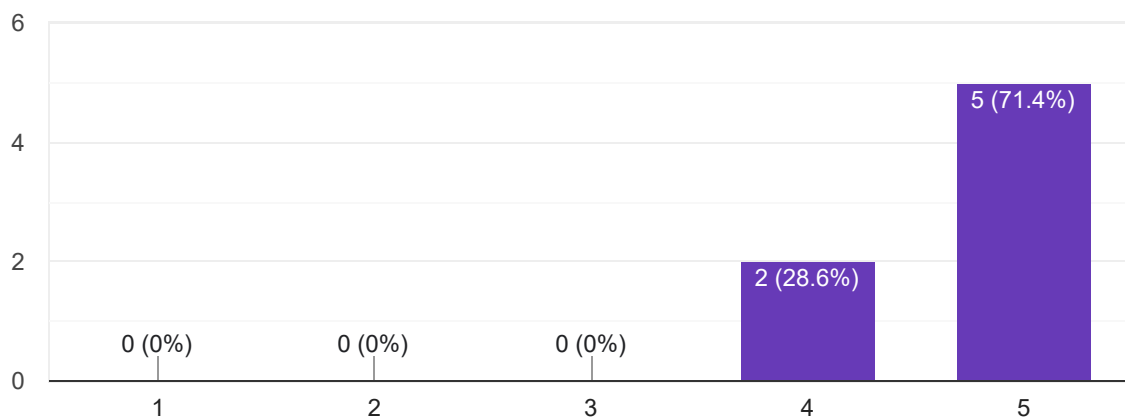
You have a Principal that is making you look bad with the decisions they are making.

Educational Leadership

Maintains a sound philosophy of educational needs of all pupils.

 Copy

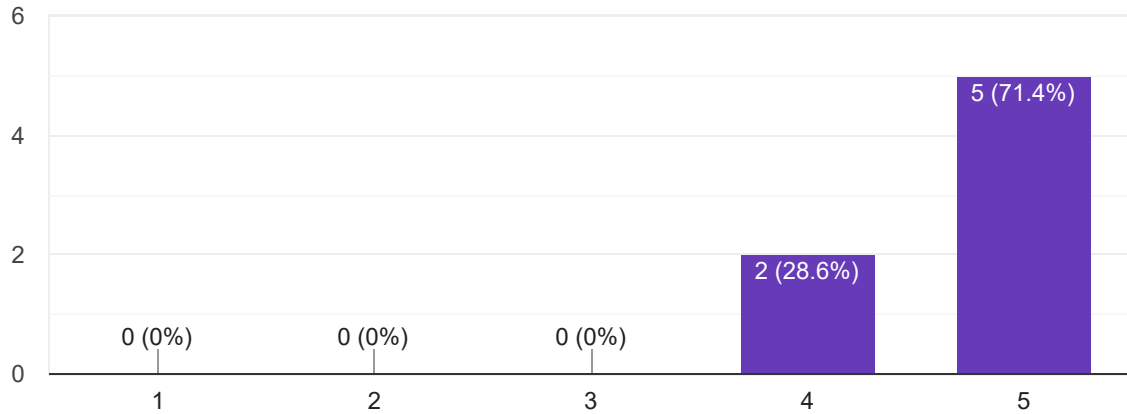
7 responses



Understands and keeps informed regarding all aspects of the instructional program of the district and individual schools.



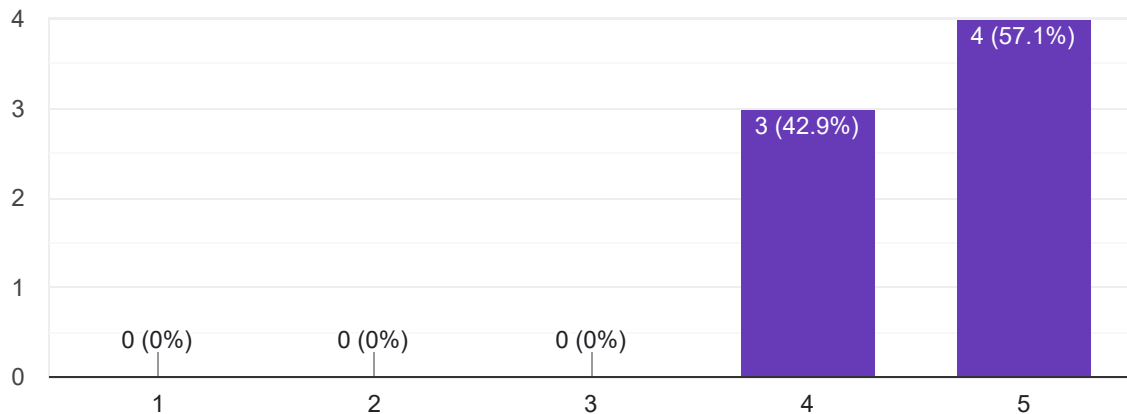
7 responses



Develops, implements, promotes, and monitors an assessment and improvement system for student learning that results in ongoing improvement in student achievement.



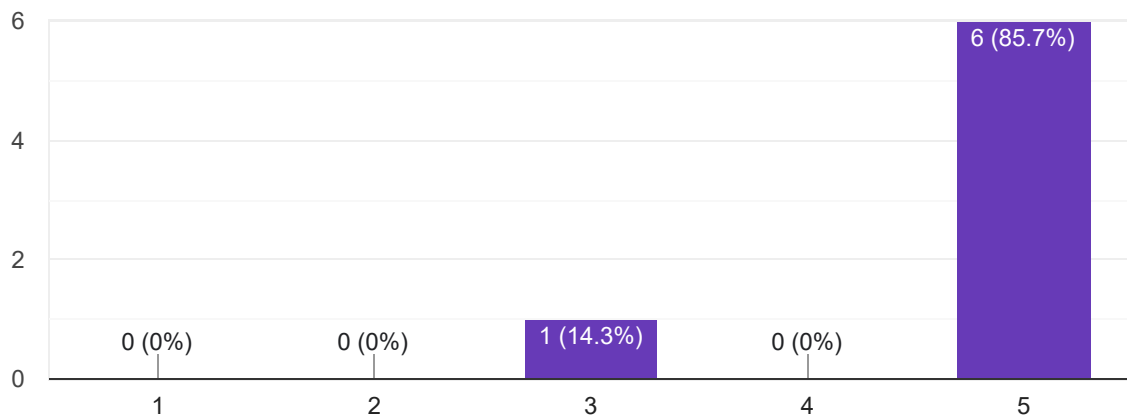
7 responses



Promotes academic rigor and excellence for students.



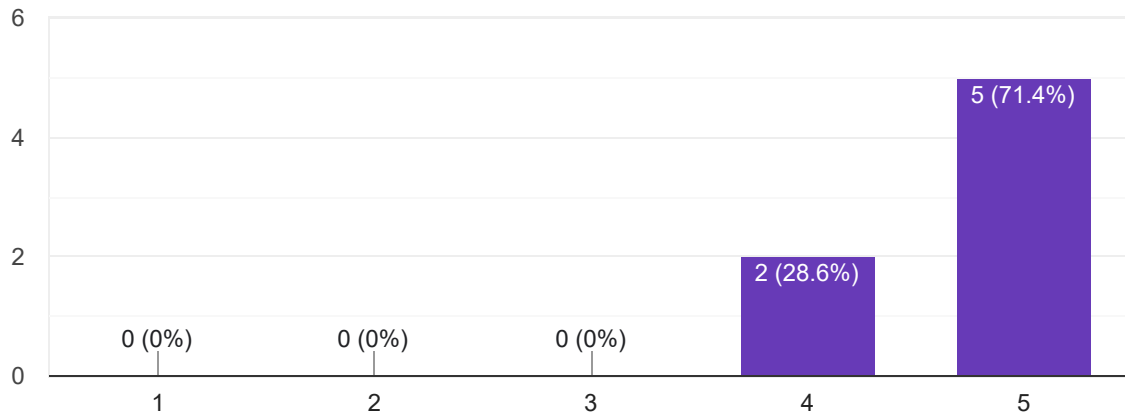
7 responses



Oversees a program of staff development to improve district performance.



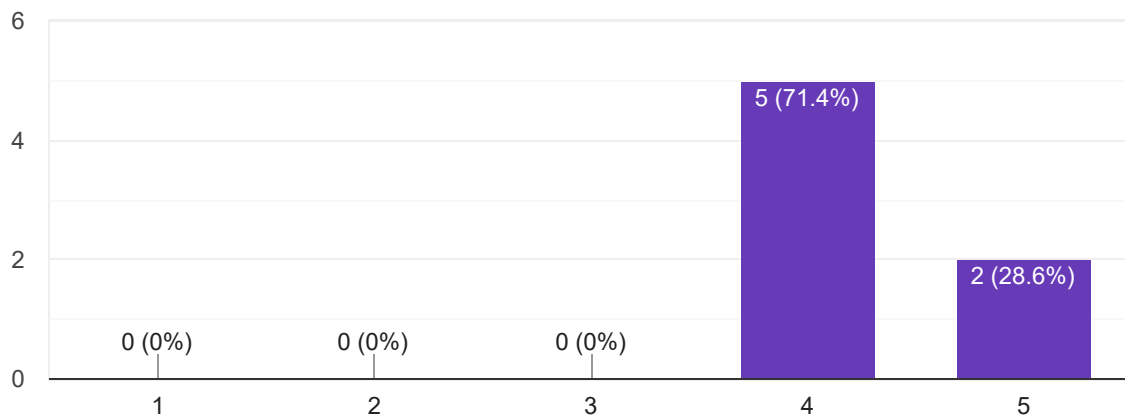
7 responses



Organizes a planned program of staff evaluation and improvement.



7 responses



If you answered 1 or 2 on any of the questions above, please provide comments/feedback.

1 response

I know you want the best for all students, with a Principal who is not on the same team that is not possible. I think the evaluation process could be effective but if an evaluator is in a bad mood or vindictive the person being evaluated could not be accurately scored.

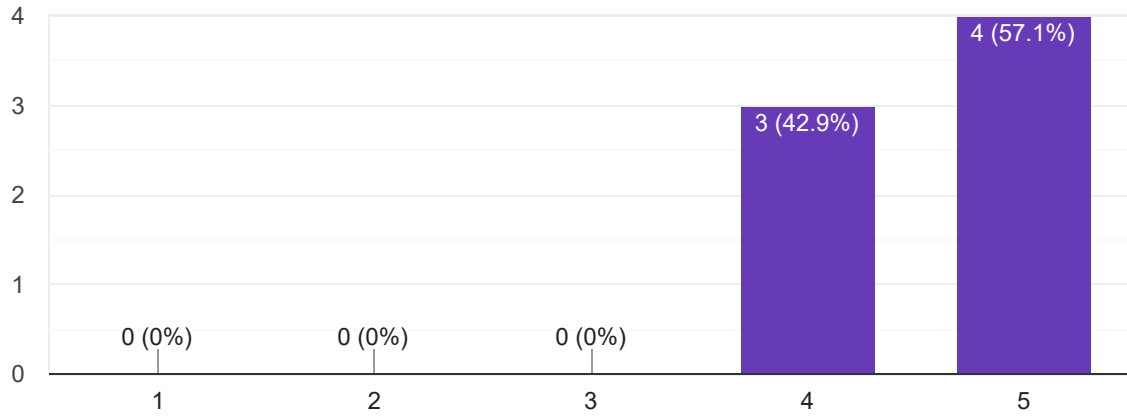
Business and Finance



Has an understanding of the needs of the school program, facilities, equipment, supplies, and the budget required.



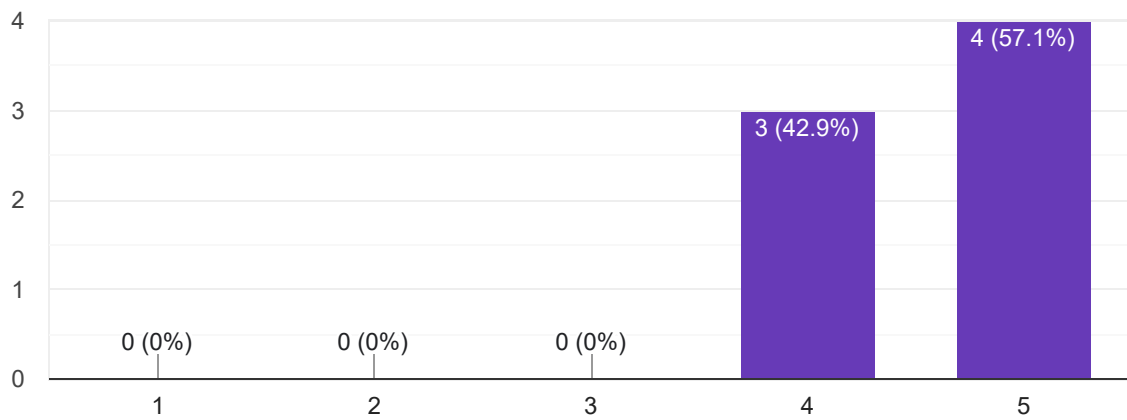
7 responses



Supervises operations, insisting on competent and efficient performance.



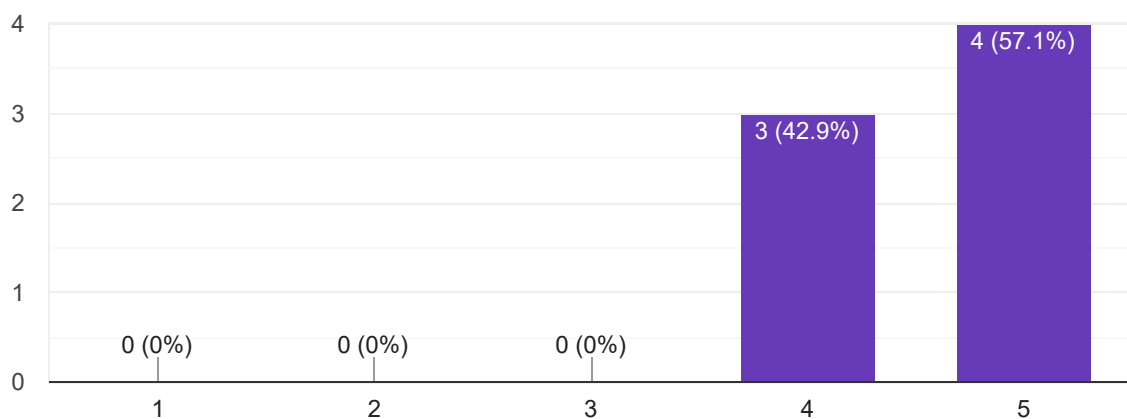
7 responses



Ensures that funds are spent wisely, and adequate control and accounting are maintained.



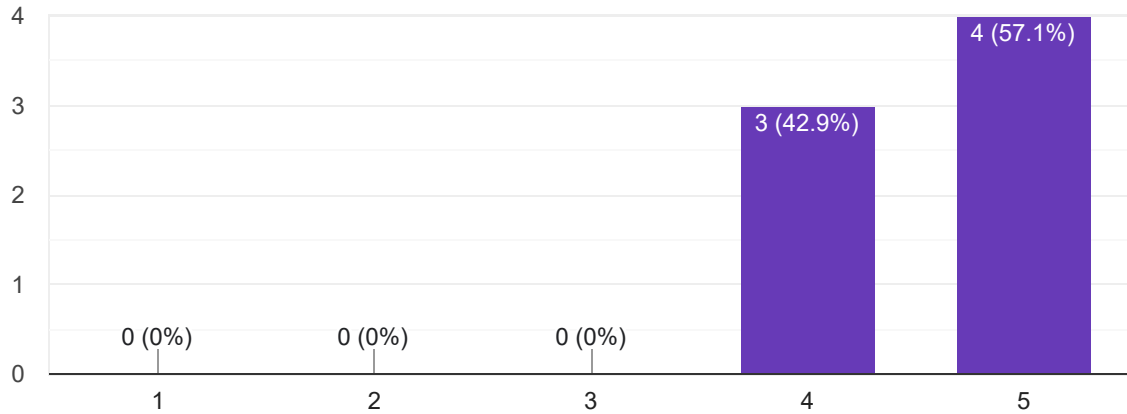
7 responses



Provides accurate and timely reports to the board on the financial condition of the school system.



7 responses



If you answered 1 or 2 on any of the questions above, please provide comments/feedback.

0 responses

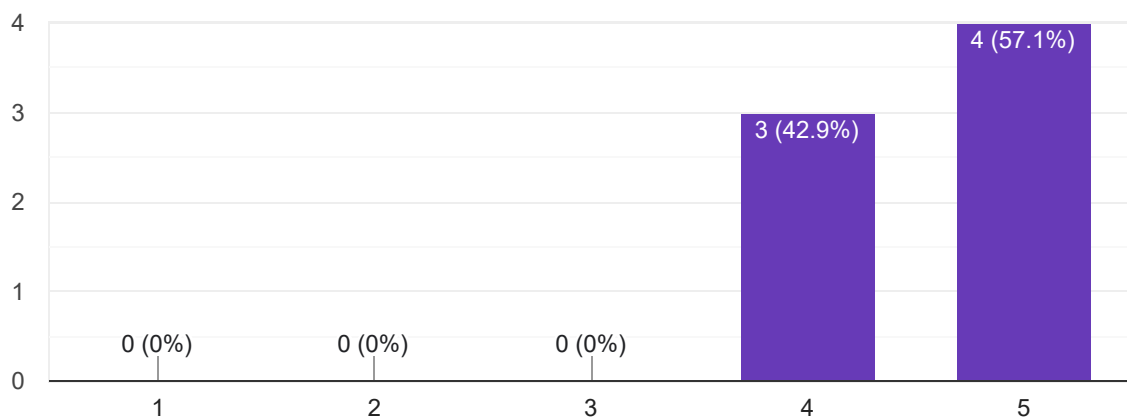
No responses yet for this question.

District priority performance goals

What would you rate my overall performance as Director of Schools?



7 responses



Additional comments regarding performance and/or areas to improve upon

3 responses

4.5

You do great things for our district, let's keep going forward.

Strengthen support systems by expanding mentoring programs and increasing access to mental health resources and interventions.

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CURRENT POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Continuation of Health Insurance Coverage for Retired Employees	Descriptor Code: 3.6001	Issued Date: 01/23/07
		Rescinds: 3.6001	Issued: 06/08/06

1 Effective July 1, 2006, retired employees with the Gibson County Special School District may be
2 eligible for contributions from the Board for medical insurance coverage. The Board will contribute
3 toward the desired medical insurance coverage provided that the employee:

4 1. Is age 55 or is retired with full benefits and has a minimum of ten (10) years of employment
5 with the Gibson County School District.

6 The Board's contribution will be based on two levels of contributions for all retired employees.

7 a. 25 or more years of experience with GCSSD, accumulative leave does not count toward
8 years of experience.

9 b. 10 to 24 years of service.

10 c. 25 years of more experience with GCSSD is eligible for 100% of the amount the Board
11 of Trustees set for health insurance for retirees.

12 d. 10 to 24 years uses a calculation prorated using 25 years as the denominator to
13 determine % of premium paid by GCSSD. Example: total premium that the Board set to
14 pay divided by 25 times years of service. For example, if the Board agreed to pay
15 \$800.00 per year, divided by 25 = \$32.00 times 16 years of service = \$512.00 of eligible
16 benefit for a 16 year employee.

17

18 2. Employees **must be retired or retire from** GCSSD and drawing a monthly check from TCRS
19 and be covered under the Tennessee Education Insurance Plan.

20 3. An employee may also elect to **continue or take the family coverage**. The system only pays a
21 set amount **toward the individual plan**.

22 4. All contributions by the Board will discontinue when the individual becomes eligible for
23 Medicare Part A.

24 5. Employees who do not meet the above requirements may still qualify under the State Insurance
25 Plan for continued coverage by paying the entire premium.

26 6. Upon Death of covered employee there will be no additional contributions from the Board of
27 Education. The State Insurance Plan allows their covered dependents six months of health
28 coverage at no cost.

1 The Gibson County School District reserves the right to discontinue or make modifications in this
2 policy at any time and without prior notice. It is the intent of the Board that if this policy is
3 discontinued, the contributions in effect at the time will continue as long as the currently participating
4 individual meets the qualifications for continuing coverage and the coverage is in effect.
5

PROPOSED POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Continuation of Health Insurance Coverage for Retired Certified Employees	Descriptor Code: 3.6001	Issued Date: 01/23/07
		Rescinds: 3.6001	Issued: 06/08/06

1 Effective July 1, 2006, **certified** retired employees with the Gibson County Special School District may
2 be eligible for contributions from the Board for medical insurance coverage. The Board will contribute
3 toward the desired medical insurance coverage provided that the employee:

4 1. Is age 55 or is retired with full benefits and has a minimum of ten (10) years of employment with
5 the Gibson County School District.

6 The Board's contribution will be based on two levels of contributions for all retired employees.

- 7 a. 25 or more **consecutive** years of experience with GCSSD, accumulative leave does not
8 count toward years of experience.
- 9 b. 10 to 24 **consecutive** years of service with GCSSD
- 10 c. 25 years or more **consecutive** years of experience with GCSSD is eligible for 100% of
11 the amount the Board of Trustees set for health insurance for retirees.
- 12 d. 10 to 24 years uses a calculation prorated using 25 years as the denominator to determine
13 % of the premium paid by GCSSD. Example: **if a certified teacher retires after 16**
14 **consecutive years of service with GCSSD, this will equal 16 divided by 25 = 64% of the**
15 **amount set forth to pay an employee for 25 years of service.**

16

17 2. **Certified employees must be retired or retire from** GCSSD and drawing a monthly check from
18 TCRS and be covered under the Tennessee Education Insurance Plan **at least one (1) year**
19 **immediately prior to retirement.**

20 3. **An employee may elect to continue their current tier of coverage or select a different tier of**
21 **coverage. The system only pays a set amount.**

22 4. All contributions by the Board will discontinue when the individual becomes eligible for
23 Medicare Part A.

24 5. Employees who do not meet the above requirements may still qualify under the State Insurance
25 Plan for continued coverage by paying the entire premium.

26 6. **Insurance payments will be made in June and December to retirees** who qualify.

27 7. Upon Death of covered employee there will be no additional contributions from the Board of
28 Education. The State Insurance Plan allows their covered dependents six months of health
29 coverage at no cost.

Beginning with the 2024-2025 school year, the maximum amount GCSSD will contribute to an employee's health insurance will be \$225 per month for a certified employee with 25 years of consecutive years of service with GCSSD. For 10-24 years of consecutive years of service the amount will be pro-rated. Please refer to the chart below for amounts for 10-24 years of service.

Consecutive Years with GCSSD	Percent of \$225 paid by GCSSD per month	Amount of Insurance paid by GCSSD per month
25	100%	\$225
24	96%	\$216
23	92%	\$207
22	88%	\$198
21	84%	\$189
20	80%	\$180
19	76%	\$171
18	72%	\$162
17	68%	\$153
16	64%	\$144
15	60%	\$135
14	56%	\$126
13	52%	\$117
12	48%	\$108
11	44%	\$99
10	40%	\$90

The Gibson County School District reserves the right to discontinue or make modifications in this policy at any time and without prior notice. It is the intent of the Board that if this policy is discontinued, the contributions in effect at the time will continue as long as the currently participating individual meets the qualifications for continuing coverage and the coverage is in effect.