



Tuesday, October 15, 2024

Kingsport City Schools Board of Education Regular Meeting - 6:00 PM

Administrative Support Center, Tennessee Room (3rd Floor)

400 Clinchfield Street

Kingsport, TN 37660 Phone: (423) 378-2102

1. **CALL TO ORDER**
 - 1.1. Pledge of Allegiance (Lucy Marshall)
 - 1.2. Additions to and/or Acceptance of the Agenda (Mrs. Melissa Woods)
2. **RECOGNITIONS**
 - 2.1. National Merit Scholarship Program Commended Students from Dobyns-Bennett High School (Dr. Brandon Fletcher)
 - 2.2. National Merit Scholarship Program Semi-Finalists from Dobyns-Bennett High School (Mrs. Melissa Woods)
3. **PUBLIC COMMENT ON AGENDA ITEMS** (Mrs. Melissa Woods)
4. **CONSENT AGENDA**
 - 4.1. Personnel Considerations (Mrs. Jennifer Guthrie)
 - 4.2. Approval of Minutes - September 10, 2024 BOE Regular Monthly Meeting (Mrs. Melissa Woods)
5. **BUSINESS ITEMS**
 - 5.1. Tennessee Investment in Student Achievement (TISA) Evaluation (Mr. Michael Hubbard)
 - 5.2. Approval of Proposed 2025-2026 KCS School Calendar and Designated Holiday Schedule for 12-Month Employees (Dr. Andy True)
 - 5.3. Approval of Policies on First Reading (Dr. Andy True)
 - 5.4. Approval of Mobile Phone Use in Tennessee Public Schools Resolution (Dr. Chris Hampton)
 - 5.5. Consideration to Enter into Social Media Accountability Lawsuit (Mrs. Melissa Woods)
6. **TIME AND DATES OF MEETINGS**
 - 6.1. October 18, 2024 - BOE Retreat (8:00 AM)
 - 6.2. October 22, 2024 BOE Work Session (6:00 PM)
 - 6.3. November 7-10, 2024 - TSBA Leadership Conference and Annual Convention (Nashville)
 - 6.4. November 12, 2024 - BOE Regular Monthly Meeting (6:00 PM)
 - 6.5. November 19, 2024 - BOE Work Session (6:00 PM)
7. **ADJOURNMENT**

Kingsport City Schools Board of Education Regular Meeting Minutes September 10, 2024

The Kingsport City Schools Board of Education Regular Meeting was held on September 10, 2024, in the Administrative Support Center, Tennessee Room (3rd Floor) at 6:00 PM. The following Board of Education members were in attendance.

Dr. Brandon Fletcher: Present
Todd Golden: Present
Jamie Jackson: Present
Dr. Phillip Marshall: Present
Melissa Woods: Present

1. CALL TO ORDER

Mrs. Melissa Woods, Board President, called the meeting to order at 6:01 p.m.

1.1. Pledge of Allegiance (Colton Little/Lane Smith)

Adams Elementary School Kindergarten students Colton Little and Lane Smith led the Board of Education and the audience in the Pledge of Allegiance.

1.2. Swearing-In of New Board of Education Members and Presentation (Mrs. Angie Marshall)

Deputy City Recorder Mrs. Angie Marshall was present to swear-in newly elected Board members Mrs. Jamie Jackson and Dr. Phillip Marshall, as well as re-elected Board member Mr. Todd Golden. Their term of office is from September 1, 2024 through August 31, 2028.

1.3. Review of BOE Responsibilities/Boardsmanship Standards (Mrs. Melissa Woods)

Board members read aloud the Board of Education Responsibilities/Boardsmanship Standards (Policy 1.2021) that guide the actions of the Kingsport City Schools Board.

1.4. Additions to and/or Acceptance of the Agenda (Mrs. Melissa Woods)

A motion was made by Mr. Todd Golden and seconded by Dr. Brandon Fletcher to accept the agenda. The motion carried by a vote of Yea: 5, Nay: 0

2. RECOGNITIONS

2.1. Rishab Dey and Claire Li - Perfect ACT Score (Mr. Todd Golden)

Mr. Golden recognized Dobyns-Bennett High School seniors Rishab Dey and Claire Li for achieving a perfect composite score of 36 on the March 2024 ACT assessment. Nationally, approximately one-quarter of one percent of students who take the ACT exam earn the top score. The ACT national

average composite score was 19.5 in 2023. The ACT consists of tests in English, mathematics, reading, and science, each scored on a scale of 1-36. A student's composite score is the average of the four test scores.

2.2. Bryan Kerns - 2024-2025 State of Tennessee Teacher of the Year (Mrs. Melissa Woods)

Mrs. Woods recognized Mr. Bryan Kerns, Dobyons-Bennett High School Mathematics and Fire Management Services teacher, for being named the 2024-2025 State of Tennessee Teacher of the Year. Mr. Kerns received the award during the Tennessee Department of Education's annual Excellence in Education celebration in Nashville on August 23, 2024. As the 2024-2025 Tennessee Teacher of the Year, Mr. Kerns will represent Tennessee in the National Teacher of the Year competition and serve as an ambassador for education in the state throughout the 2024-2025 school year.

3. **PUBLIC COMMENT ON AGENDA ITEMS** (Mrs. Melissa Woods)

None.

4. **CONSENT AGENDA**

4.1. Personnel Considerations (Mrs. Jennifer Guthrie)

4.2. Approval of Minutes - August 13, 2024 BOE Regular Monthly Meeting (Mrs. Melissa Woods)

4.3. Approval of Banking Resolutions (Mr. David Frye)

4.4. Acceptance of Donations (Mr. David Frye)

4.5. Approval of ESSER FY25 Budget (Dr. Rhonda Stringham)

4.6. Approval of Policy 4.214 on Second and Final Reading (Dr. Andy True)

5. **BUSINESS ITEMS**

5.1. Approval to Enter into an Agreement with Niswonger Foundation for the Project On-Track Tutoring Program (Mr. David Frye)

Mr. David Frye, Chief Finance Officer, presented an agreement with the Niswonger Foundation for Project On-Track, a tutoring program for students. Project On-Track provides literacy and math tutoring for students in grades 1-8 who are struggling with mastery of grade-level academic skills and standards. Tutoring will be provided for students at Adams, Kennedy, Lincoln, and Roosevelt Elementary Schools, and Sevier Middle School. The budget for the tutoring program is \$149,476.00.

Dr. Brian Cinnamon, Chief Academic Officer - Secondary, and Dr. Holly Flora, Chief Academic Officer - Elementary, will serve as the overall project coordinators for Project On-Track activities. The approved partnership is expected to run from September 1, 2024 through July 31, 2025.

Recommended Action: To enter into an Agreement with Niswonger Foundation for the Project On-Track Tutoring Program.

A motion was made by Mr. Todd Golden and seconded by Dr. Brandon Fletcher to enter into an Agreement with Niswonger Foundation for the Project On-Track Tutoring Program. The motion carried by a vote of Yea: 5, Nay: 0

5.2. Student Enrollment Decision (Mr. Jim Nash)

Mr. Jim Nash, Chief Student Services Officer, noted he could not discuss anything that would be personally identifiable regarding this student and the situation. He shared with the Board that a student had requested to enroll in Kingsport City Schools that was previously expelled from school long-term (through August 2030) in a neighboring state. He recommended, as per state law under TCA 49-6-3401, the district uphold that decision and not enroll the student at this time. As the law requires, Mr. Nash personally investigated the situation through communications with school personnel and direct contact with the administrator dealt with the issues regarding this student to investigate the facts around the expulsion. He reported all the facts to Superintendent Dr. Chris Hampton. Mr. Nash stated officially, Dr. Hampton was bringing the recommendation to the Board for this student to not be enrolled in Kingsport City Schools.

Mrs. Woods clarified that each Board member received information regarding this student prior to the meeting.

Recommended Action: To deny enrollment of a student who has been expelled until August 2030 from a Local Education Agency (LEA) in a bordering state pursuant to Tennessee Code Annotated 49-6-3401 which states nothing in this title shall require an LEA to enroll a student who is under suspension or expelled in an LEA either in Tennessee or another state. The Director of Schools for the school district in which the suspended student requests enrollment shall make a recommendation to the local Board of Education to approve or deny the request.

A motion was made by Mr. Todd Golden and seconded by Dr. Phillip Marshall to deny enrollment of a student who has been expelled until August 2030 from a Local Education Agency (LEA) in a bordering state pursuant to Tennessee Code Annotated 49-6-3401 which states nothing in this title shall require an LEA to enroll a student who is under suspension or expelled in an LEA either in Tennessee or another state. The Director of Schools for the school district in which the suspended student requests enrollment shall make a recommendation to the local Board of Education to approve or deny the request. The motion carried by a vote of Yea: 5, Nay: 0

5.3. Student Disciplinary Hearing Authority Placement Decision Appeal (Mr. Jim Nash)

Mr. Nash reported that a Student Disciplinary Hearing was held on August 29, 2024 for a student. He reminded the Board he cannot discuss anything

that would be personally identifiable regarding this student. He noted Board members individually received information regarding the situation. At the end of the hearing, the Student Disciplinary Hearing Authority Committee determined for the student to be remanded to the alternative school for the remainder of the school year. Following the hearing and in alignment with KCS Policy 6.317, a parent's request was made to the Board appealing the decision of the Student Disciplinary Hearing Authority. According to policy, the Board could choose to affirm the decision, reduce it to a lower consequence, or elect to have a hearing.

Mrs. Woods noted each Board member received information regarding the disciplinary hearing in question and no details of this particular hearing will be discussed at this time. She indicated the Board had three options to consider, which were to affirm the decision of the Hearing Authority, modify the decision to a lesser penalty, or grant a hearing before the Board.

A motion was made by Mrs. Melissa Woods and seconded by Mr. Todd Golden to affirm the decision of the Student Disciplinary Hearing Authority. The motion carried by a vote of Yea: 5, Nay: 0

5.4. Approval of Policies on First Reading (Dr. Andy True)

Dr. Andy True, Assistant Superintendent - Administration, provided background information regarding how the policy service is provided to school districts by the Tennessee School Boards Association (TSBA). He reported Kingsport City Schools currently has 26 policies to review and approve this year. Revised policies can be passed on one reading; however, new policies require two readings.

Dr. True reviewed policies from Board Policy Manual Section Three (Support Services) and Section Five (Personnel). The proposed policy revisions were necessary due to changes in state law during the 2024 Tennessee legislative session.

Revised Policies:

- Policy 3.202 - Emergency Preparedness Plan
 - Public Chapter 563 requires districts to develop procedures on how staff will determine the cause of fire alarm activation including the potential for an active shooter event. TSBA has included a provision on this requirement in the model policy. As the contents of the procedure will differ across districts, TSBA recommends working with local law enforcement and the local fire department to develop the specifics of individual procedures. This new law will also require updates to the district's safety plan.
- Policy 3.400 - Student Transportation Management
 - A change from the 2023 legislative session, Public Chapter 122, goes into effect July 1, 2024. This new state law requires Boards to issue

certificates to bus drivers. These certificates may be revoked if the bus driver is no longer fit to operate a school bus. In addition, Public Chapter 548 requires notices to be posted on buses stating that only authorized individuals may enter. TSBA has updated model policy to include these additional requirements.

- Policy 5.307 - Physical Assault Leave
 - Previously, per state law, physical assault leave was only available to teachers. Public Chapter 839 expands this type of leave to include any employee who is absent from assigned duties as a result of physical assault or other violent criminal acts committed in the course of their employment duties. TSBA has updated model policy to reflect this change and have also included a notice requirement per Public Chapter 915.
- Policy 5.701 - Classified Substitutes
 - Public Chapter 735 requires that substitute teachers receive annual school safety training. TSBA has updated model policy to include a provision on this requirement.

A motion was made by Mr. Todd Golden and seconded by Dr. Phillip Marshall to approve the four revised policies on First Reading. The motion carried by a vote of Yea: 5, Nay: 0

6. **TIME AND DATES OF MEETINGS**

- 6.1. September 23, 2024 - TSBA Fall District Meeting (5:00 p.m. - Greene County)
- 6.2. September 24, 2024 - BOE Work Session (6:00 p.m.)
- 6.3. September 30, 2024 - Joint BOE/BMA Work Session (4:00 p.m. - City Hall Montgomery-Watterson Boardroom)
- 6.4. October 15, 2024 -BOE Regular Monthly Meeting (6:00 p.m.)

7. **ADJOURNMENT**

Mrs. Woods welcomed new members Mrs. Jackson and Dr. Marshall to the Board. She also welcomed Mr. Golden to the start of another four-year term on the Board.

Mrs. Woods adjourned the meeting at 6:40 p.m.

Mrs. Melissa Woods, Board President

Vivian L. Altizer, Board Secretary



Tennessee Investment in Student Achievement

2024-25 Accountability Report Template

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

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

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

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

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

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

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

Completed reports should be submitted in ePlan by **November 1, 2024**.

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

DISTRICT INFORMATION

District Name		Kingsport City Schools
Director of Schools Name		Dr. Chris Hampton
District Point of Contact for TISA Accountability Report	Name	Dr. Chris Hampton
	Phone Number	423-378-2100
	Email Address	champton@k12k.com
Percent of 3 rd grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the most recent spring TCAP		48.7%

DISTRICT GOAL STATEMENT(S)

Goal Statement 1: 3 rd Grade ELA Proficiency ²	70 % of students will score proficient on the 3 rd grade ELA TCAP by 2029-30 year
Goal Statement 2:	57.3% of students will score proficient on the 3 rd grade Math TCAP by 2027-28 year
Goal Statement 3:	52.5% of students will score proficient on the 6th grade ELA TCAP by 2027-28 year
Goal Statement 4:	51.3% of students will score proficient on the 6th grade Math TCAP by 2027-28 year
Goal Statement 5:	68.7% of students will meet the Ready Graduate indicator by 2027-28 year

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

Goal Statement 1 (3rd grade ELA proficiency): 70% of students will score proficient on the 3rd grade ELA TCAP by 2029-30 year

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	48.7% of students scored proficient on the 2023-24 3 rd grade ELA TCAP.	Lagging Measure: Grade 3 ELA TCAP Assessment File from the state with a goal to attain 52.3% or higher scoring at a level 3 or 4.
Year 2: 2024-2025 school year	52.3% of students will score proficient on the 3rd grade ELA TCAP by 2024-25.	Leading Measures: Grade 3 ELA district benchmarks and grade 3 quarterly writing assessments with a goal to attain 52.3% or higher scoring at a level 3 or 4.
Year 3: 2025-2026 school year	55.0% of students will score proficient on the 3rd grade ELA TCAP by 2025-26	
Year 4: 2026-2027 school year	58.8% of students will score proficient on the 3rd grade ELA TCAP by 2026-27	
Year 5: 2027-2028 school year	62.5% of students will score proficient on the 3rd grade ELA TCAP by 2027-28	
<p>Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>Kingsport set a third grade ELA target of 49.2% for 2023-24. The district slightly missed the target, scoring at 48.7%. This was a difference of .5% point. The district revamped its PLC process significantly last year and has continued to work with Solution Tree to refine its practices. Kingsport will continue to utilize its district benchmarks and quarterly writing assessments as leading measures to track progress. After an extensive longitudinal analysis, the system discovered a deficit in writing on the ELA TCAP subscore results. Therefore, the district has implemented a district-wide focus on writing this year, which will assist with ELA proficiency. The district feels confident it can make-up the difference and meet the 2024-25 metric.</p>	

Goal Statement 1 (3rd grade ELA proficiency): 70% of students will score proficient on the 3rd grade ELA TCAP by 2029-30 year

<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<ol style="list-style-type: none"> 1. CFA benchmarks administered via Mastery Connect platform = \$4,696.80 2. HMH HQIM = \$73,395.00 3. Instructional Coaches = \$300,000.00 <p>The district benchmarks were extremely helpful in contributing to the progress of this goal. This allowed the district to examine formative progress with the inclusion of predictive performance levels. The benchmarks enhanced the PLC process while also aiding schools and teachers in directing plans to support students and increase student learning. The HMH HQIM resources were also beneficial in providing formative progress that aided in supporting the PLC process while contributing to the progress of the goal. The materials provided both reading and writing supports that directly aligned with the goal and action steps. Finally, the instructional coaches had a profound impact on the goal. The coaches provided professional learning, supported coaching cycles, and helped facilitate the PLC processes. The district will continue all investments for the current school year.</p>
<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ol style="list-style-type: none"> 1. Utilization of HMH (Into Reading) and HQIM for core instruction 2. MTSS intervention; 3. Benchmarking three times per year; 4. Utilization of quarterly writing assessments with a district focus on writing; 5. Utilization of Developmental Reading Assessment results (DRA); 6. Third Grade TCAP Retakes; 7. Utilization of Common Formative Assessments (CFAs) at regular intervals; 8. Tutoring; 9. PLC Meetings; 10. Literacy professional learning events; 11. Student-goal setting; 12. Literacy Teacher Leaders and instructional coaches supporting teachers at regular intervals; 13. Summer Learning; 14. Solution Tree work with the district; 15. Use of Instructional Rounds; 16. Literacy Walkthroughs; 17. Staffing to meet class size requirements

Goal Statement 1 (3rd grade ELA proficiency): 70% of students will score proficient on the 3rd grade ELA TCAP by 2029-30 year

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

TISA and other Funding will be used to:

1. Support purchases of HQIM and Foundational Skills resources and consumables for core instruction;
2. Support personnel and resources: District MTSS Specialist to lead the school Interventionists; School Interventionists are currently funded with local funding, use of instructional and non-instructional supplies for intervention including Benchmark Phonics Intervention Kits;
3. Support purchasing benchmark assessments to monitor student progress prior to spring TCAPs (Mastery View Predictive Assessments);
4. Writing assessments are produced, printed, and administered on paper and via Canvas;
5. Use of paper for administration of DRA;
6. Personnel used to administer retakes;
7. CFAs administered via Mastery Connect platform;
8. Tutoring expenses were shifted to general funds starting in 2024-25;
9. No costs associated. Linked with Solution Tree training in item number 14;
10. Paper, materials, and personnel costs associated with training; district will focus on writing as part of its professional learning focus for the year;
11. No costs associated; utilization of district process;
12. Teacher Leaders receive stipends for additional work and support. Instructional coaches are paid personnel;
13. Involves personnel, transportation, and food costs with local and state funding;
14. Professional learning for administrators and teachers paid by Title;
15. No costs associated; district process;
16. No costs associated; district process;
17. We will continue to utilize TISA funding to provide a highly qualified workforce.

Narrative Description:

PLC meetings will be used to facilitate instructional planning and next steps, guided by school administration and formative assessments. Instructional coaches will provide embedded teacher support in content and pedagogy at each school while also assisting teacher leaders in the support of the implementation and assessing of the core curriculum. Progress will be monitored by benchmarking, CFAs, and quarterly writing assessments. Walkthroughs will be conducted by school and district administrators to monitor student progress, implementation, and fidelity to the curriculum maps while also providing direct support and feedback to teachers.

Funding will be used to provide professional learning. Solution Tree is working directly with the district to support the PLC work. Moreover, the system offers a myriad of professional

Goal Statement 1 (3rd grade ELA proficiency): 70% of students will score proficient on the 3rd grade ELA TCAP by 2029-30 year

learning opportunities aimed specifically at the district goals and direct support of teachers.

Teacher leaders and coaches, along with district curriculum leadership, will provide timely and ongoing training with specialized support and training for new teachers in content, pedagogy, technology and differentiation.

Each school will utilize a defined MTSS process along with high-dosage and low-ratio tutoring. Funding will be used to support the online content platforms and consumable materials, along with the associated personnel costs. Each school also has at least one interventionist specifically working to support MTSS and student learning.

Summer programming will be paired with state dollars to provide summer learning aimed at students with learning deficits and those using it as a promotion pathway. Funding will provide instructional resources and personnel costs associated with the programming.

Goal Statement 2: 57.3% of students will score proficient on the 3rd grade Math TCAP by 2027-28 year

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	42.7% of students scored proficient on the 2023-24 3 rd grade Math TCAP.	Lagging Measure: Grade 3 Math TCAP Assessment File from the state with a goal to attain 48.3% or higher scoring at a level 3 or 4. Leading Measures: Grade 3 Math district benchmarks with a goal to attain 48.3% or higher scoring at a level 3 or 4.
Year 2: 2024-2025 school year	48.3% of students will score proficient on the 3rd grade Math TCAP by 2024-25	
Year 3: 2025-2026 school year	51.5% of students will score proficient on the 3rd grade Math TCAP by 2025-26	
Year 4: 2026-2027 school year	54.5% of students will score proficient on the 3rd grade Math TCAP by 2026-27	
Year 5: 2027-2028 school year	57.3% of students will score proficient on the 3rd grade Math TCAP by 2027-28	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	Kingsport set a goal of 44.9% proficient for the 2023-24 3 rd grade Math TCAP. Unfortunately, the district fell short of that metric, scoring 42.7% proficient or a 2.2% point gap. Kingsport has already made adjustments to its current plan to address the deficit. First of all, the district implemented a new HQIM resource last year (Eureka). There was an implementation dip associated with the new resource. An analysis of the data indicated our elementary Title schools were the ones that most directly impacted the proficiency percentage in a negative manner. There have been some intentional personnel moves to address the proficiency deficit, with three of four Title schools making personnel changes to its 3 rd grade math positions. Finally, the instructional coaches' time has been reallocated to spend an extra day at these schools to specifically support those teachers and their instructional practices. Although this is a stretch goal, Kingsport plans to retain its 2024-25 proficiency metric of 48.3% as its second goal.	

Goal Statement 2: 57.3% of students will score proficient on the 3rd grade Math TCAP by 2027-28 year

<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<ol style="list-style-type: none"> 1. Grade 3 CFA benchmarks administered via Mastery Connect platform = \$4,696.80 2. Eureka HQIM = \$3,529.00 3. Instructional coaches = \$300,000.00 <p>The district benchmarks were extremely helpful in contributing to the progress of this goal. This allowed the district to examine formative progress with the inclusion of predictive performance levels. The benchmarks enhanced the PLC process while also aiding schools and teachers in directing plans to support students and increase student learning. The Eureka HQIM resources were also beneficial in providing formative progress that aided in supporting the PLC process while contributing to the progress of the goal. This was the first year of implementation of the new resource, so the district expected an implementation dip; however, the system did see improvement. The district feels the math HQIM will be pivotal in moving the math proficiency. Finally, the instructional coaches had a profound impact on the goal. The coaches provided professional learning, supported coaching cycles, assisted with the implementation of the new resources, and helped facilitate the PLC processes. The district will continue all investments for the current school year.</p>
<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ol style="list-style-type: none"> 1. Utilization of Eureka for core instruction; 2. MTSS intervention; 3. Benchmarking 3 times per year; 4. Utilization of math talks; 5. Tutoring; 6. PLC Meetings; 7. Math PL/ Collaboratives; 8. Math Teacher Leaders and instructional coaches supporting teachers at regular intervals; 9. Utilization of math walkthroughs; 10. Use of unit assessments; 11. Summer Learning; 12. Work with Solution Tree; 13. School Kit and Eureka Professional Learning implementation support; 14. Use of Instructional Rounds; 15. Staffing to meet class size requirements.

Goal Statement 2: 57.3% of students will score proficient on the 3rd grade Math TCAP by 2027-28 year

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

TISA and other Funding will be used to:

1. Support purchases of HQIM math resources and consumables for core instruction;
2. Support personnel and resources: District MTSS Specialist to lead the school Interventionists; School Interventionists are currently funded with local funding, use of instructional and non-instructional supplies for intervention including state-provided platform Zearn;
3. Support purchasing benchmark assessments to monitor student progress prior to spring TCAPs (Mastery View Predictive Assessments);
4. Previously purchased Math Talk books and resources along with corresponding professional learning; no current costs associated;
5. Tutoring expenses were shifted to general funds starting in 2024-25;
6. No costs associated. Linked with Solution Tree training in item number 12;
7. Paper, materials, and personnel costs associated with training;
8. Teacher Leaders receive stipends for additional work and support. Instructional coaches are paid personnel;
9. No costs associated; district process;
10. Correlates with item number 1 and the purchase of Eureka and HQIM math materials;
11. Involves personnel, transportation, and food costs with local and state funding;
12. Professional learning for administrators and teachers paid by Title;
13. Provided through the Math Implementation Grant through the state;
14. No costs associated; utilization of district process;
15. We will continue to utilize TISA funding to provide a highly qualified workforce.

Narrative Description:

Funding will be used to support texts and consumables for core instruction materials. PLC meetings will be used to facilitate instructional planning and next steps, guided by school administration. Instructional coaches will provide embedded teacher support at each school while also assisting teacher leaders in the support of the implementation and assessing of the core curriculum. Progress will be monitored by benchmarking, CFAs, and unit assessments. Walkthroughs will be used by school and district administrators to monitor progress, implementation, and fidelity to the curriculum maps while also providing direct support and feedback to teachers.

Funding will be used to provide professional learning. Solution Tree is working directly with the district to support the PLC work. Moreover, the system offers a myriad of professional learning opportunities aimed specifically at the district goals and the direct support of teachers.

Teacher leaders and coaches, along with district curriculum leadership, will provide timely and ongoing training with specialized support and training for new teachers. Instructional

Goal Statement 2: 57.3% of students will score proficient on the 3rd grade Math TCAP by 2027-28 year

coaches' time was reallocated to spend more time at our Title schools to work directly on some of the proficiency deficits.

Each school will utilize a defined MTSS process along with high-dosage and low-ratio tutoring. Funding will be used to support the online platforms and consumable materials, along with the associated personnel costs. Each school also has at least one interventionist specifically working to support MTSS and student learning.

Summer programming will be paired with state dollars to provide summer learning aimed at students with learning deficits and those using it as a promotion pathway. Funding will provide instructional resources and personnel costs associated with the programming.

Goal Statement 3: 52.5% of students will score proficient on the 6th grade ELA TCAP by 2027-28 year

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	39.5% of students scored proficient on the 2023-24 6 th grade ELA TCAP.	Lagging Measure: Grade 6 ELA TCAP Assessment File from the state with a goal to attain 42.3% or higher scoring at a level 3 or 4. Leading Measures: Grade 6 ELA district benchmarks and grade 6 quarterly writing assessments with a goal to attain 42.3% or higher scoring at a level 3 or 4.
Year 2: 2024-2025 school year	42.3% of students will score proficient on the 6th grade ELA TCAP by 2024-25	
Year 3: 2025-2026 school year	45.9% of students will score proficient on the 6th grade ELA TCAP by 2025-26	
Year 4: 2026-2027 school year	49.3% of students will score proficient on the 6th grade ELA TCAP by 2026-27	
Year 5: 2027-2028 school year	52.5% of students will score proficient on the 6th grade ELA TCAP by 2027-28	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	Kingsport met its 6 th grade ELA metric for 2023-24. The goal was to reach 38.4%, but the system attained 39.5% of students scoring proficient or a 1.1% point increase over the set metric. The district has implemented a system-wide focus on writing to assist students and to impact ELA proficiency. After examining the fifth grade cohort from last year, the district plans to retain its 2024-25 metric at 42.3% proficient.	

Goal Statement 3: 52.5% of students will score proficient on the 6th grade ELA TCAP by 2027-28 year

Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.

1. Grade 6 CFA benchmarks administered via Mastery Connect platform = \$4,713.28
2. Study Sync HQIM = \$54,810.00
3. Instructional coaches = \$150,000.00

The district benchmarks were extremely helpful in contributing to the progress of this goal. This allowed the district to examine formative progress with the inclusion of predictive performance levels. The benchmarks enhanced the PLC process while also aiding schools and teachers in directing plans to support students and increase student learning. The Study Sync HQIM resources were also beneficial in providing formative progress that aided in supporting the PLC process while contributing to the progress of the goal. The materials provided both reading and writing supports to directly align with the goal and action steps. Finally, the instructional coaches had a profound impact on the goal. The coaches provided professional learning, supported coaching cycles, and helped facilitate the PLC processes. The district will continue all investments for the current school year.

Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.

1. Utilization of Study Sync for core instruction;
2. MTSS intervention;
3. Benchmarking three times per year;
4. Utilization of quarterly writing assessments;
5. Tutoring;
6. PLC Meetings;
7. Literacy Symposiums with an intentional district focus on writing;
8. Literacy Teacher Leaders and instructional coaches supporting teachers at regular intervals;
9. Common formative assessments utilized on weekly basis;
10. Work with Solution Tree;
11. Summer Learning;
12. Literacy walkthroughs;
13. Staffing to meet class size requirements.

Goal Statement 3: 52.5% of students will score proficient on the 6th grade ELA TCAP by 2027-28 year

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

TISA and other Funding will be used to:

1. Support purchases of HQIM with resources and consumables for core instruction;
2. Support personnel and resources: District MTSS Specialist to lead the school Interventionists; School Interventionists are currently funded with local funding; use of instructional and non-instructional supplies for intervention;
3. Support purchasing benchmark assessments to monitor student progress prior to spring TCAPs (Mastery View Predictive Assessments);
4. Writing assessments are produced, printed, and administered on paper and via Canvas;
5. Tutoring expenses were shifted to general funds starting in 2024-25;
6. No costs associated. Linked with Solution Tree training in item number 10;
7. Paper, materials, and personnel costs associated with training;
8. Teacher Leaders receive stipends for additional work and support. Instructional coaches are paid personnel;
9. Creation of common formative assessments via the Mastery Connect platform;
10. Professional learning for administrators and teachers paid by Title;
11. No costs associated; district process;
12. Involves personnel, transportation, and food costs with local and state funding;
13. We will continue to utilize TISA funding to provide a highly qualified workforce.

Narrative Description:

Funding will be used to support texts and consumables for core instruction materials. PLC meetings will be used to facilitate instructional planning and next steps, guided by school administration. Instructional coaches will provide embedded teacher support at each school while also assisting teacher leaders in the support of the implementation and assessing of the core curriculum. Progress will be monitored by benchmarking, CFAs, and quarterly writing assessments. Walkthroughs will be used by school and district administrators to monitor progress, implementation, and fidelity to the curriculum maps while also providing direct support and feedback to teachers.

Funding will be used to provide professional learning. Solution Tree is working directly with the district to support the PLC work. Moreover, the system offers a myriad of professional learning opportunities aimed specifically at the district goals and the direct support of teachers. Teacher leaders and coaches, along with district curriculum leadership, will provide timely and ongoing training with specialized support for new teachers.

Each school will utilize a defined MTSS process along with high-dosage and low-ratio tutoring. Funding will be used to support the online platforms and consumable materials, along with the associated personnel costs. Each school has at least one interventionist specifically working to support MTSS and student learning.

Goal Statement 3: 52.5% of students will score proficient on the 6th grade ELA TCAP by 2027-28 year

	<p>Summer programming will be paired with state dollars to provide summer learning aimed at students with learning deficits. Funding will provide instructional resources and personnel costs associated with the programming.</p>
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Goal Statement 4: 54.3% of students will score proficient on the 6th grade Math TCAP by 2027-28 year

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	43.3% of students scored proficient on the 2023-24 6 th grade Math TCAP.	Lagging Measure: Grade 6 Math TCAP Assessment File from the state with a goal to attain 44.5% or higher scoring at a level 3 or 4. Leading Measures: Grade 6 Math district benchmarks with a goal to attain 44.5% or higher scoring at a level 3 or 4.
Year 2: 2024-2025 school year	44.5% of students will score proficient on the 6th grade Math TCAP by 2024-25	
Year 3: 2025-2026 school year	48.0% of students will score proficient on the 6th grade Math TCAP by 2025-26	
Year 4: 2026-2027 school year	51.3% of students will score proficient on the 6th grade Math TCAP by 2026-27	
Year 5: 2027-2028 school year	54.3 % of students will score proficient on the 6th grade Math TCAP by 2027-28	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	Kingsport surpassed its 6 th grade Math metric for 2023-24. The goal was to reach 36.8%, but the system attained 43.3% of students scoring proficient or a 6.5% point increase over the set metric. Kingsport met its year one and two goals; therefore, the district has reset its goals for the next four years with the utilization of AMO targets for 2025-26 through 2027-28. After examining the fifth grade cohort from last year, the district plans to set its 2024-25 metric at 44.5% proficient.	

Goal Statement 4: 54.3% of students will score proficient on the 6th grade Math TCAP by 2027-28 year

<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<ol style="list-style-type: none">1. Grade 6 CFA benchmarks administered via Mastery Connect platform = \$4,713.282. Big Ideas HQIM = \$67,524.333. Instructional coaches = \$150,000.00 <p>The district benchmarks were extremely helpful in contributing to the progress of this goal. This allowed the district to examine formative progress with the inclusion of predictive performance levels. The benchmarks enhanced the PLC process while also aiding schools and teachers in directing plans to support students and increase student learning. The Big Ideas HQIM resources were also beneficial in providing formative progress that aided in supporting the PLC process while contributing to the progress of the goal. Although this was the first year of implementation, the district saw very strong gains. Finally, the instructional coaches had a profound impact on the goal. The coaches provided professional learning, supported coaching cycles, and helped facilitate the PLC processes. The district will continue all investments for the current school year.</p>
<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ol style="list-style-type: none">1. Utilization of Big Ideas for core instruction;2. MTSS intervention;3. Benchmarking three times per year;4. Utilization of math walkthroughs;5. Tutoring;6. PLC Meetings;7. Math PL/ Collaboratives;8. Math Teacher Leaders and instructional coaches supporting teachers at regular intervals;9. Common Formative Assessments (CFAs) used on weekly basis;10. Summer Learning;11. Work with Solution Tree;12. Staffing to support class size requirements.

Goal Statement 4: 54.3% of students will score proficient on the 6th grade Math TCAP by 2027-28 year

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

- TISA and other Funding will be used to:
1. Support purchases of HQIM math resources and consumables for core instruction;
 2. Support personnel and resources: District MTSS Specialist to lead the school Interventionists; School Interventionists are currently funded with local funding; use of instructional and non-instructional supplies for intervention including state-provided platform Zearn;
 3. Support purchasing benchmark assessments to monitor student progress prior to spring TCAPs (Mastery View Predictive Assessments);
 4. No costs associated; district process;
 5. Tutoring expenses were shifted to general funds starting in 2024-25;
 6. No costs associated. Linked with Solution Tree training in item number 11;
 7. Paper, materials, and personnel costs associated with training;
 8. Teacher Leaders receive stipends for additional work and support. Instructional coaches are paid personnel;
 9. Creation of common formative assessments via the Mastery Connect platform;
 10. Involves personnel, transportation, and food costs with local and state funding;
 11. Professional learning for administrators and teachers paid by Title;
 12. We will continue to utilize TISA funding to provide a highly qualified workforce.

Narrative Description:

Funding will be used to support consumables for core instruction materials. PLC meetings will be used to facilitate instructional planning and next steps, guided by school administration. Instructional coaches will provide embedded teacher support at each school while also assisting teacher leaders in the support of the implementation and assessing of the core curriculum. Progress will be monitored by benchmarking, CFAs, and unit assessments. Walkthroughs will be used by school and district administrators to monitor progress, implementation, and fidelity to the curriculum maps while also providing direct support and feedback to teachers.

Funding will be used to provide professional learning. Solution Tree is working directly with the district to support the PLC work. Moreover, the system offers a myriad of professional learning opportunities aimed specifically at the district goals and the direct support of teachers.

Teacher leaders and coaches, along with district curriculum leadership, will provide timely and ongoing training with specialized support and training for new teachers.

Each school will utilize a defined MTSS process along with high-dosage and low-ratio tutoring. Funding will be used to support the online platforms and consumable materials, along with the associated personnel costs. Each school has at least one interventionist specifically working to support MTSS and student learning.

Goal Statement 4: 54.3% of students will score proficient on the 6th grade Math TCAP by 2027-28 year

	<p>Summer programming will be paired with state dollars to provide summer learning aimed at students with learning deficits. Funding will provide instructional resources and personnel costs associated with the programming.</p>
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Goal Statement 5: 68.7% of students will meet the Ready Graduate indicator by 2027-28 year

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	59.0% of students met the Ready Graduate target in 2023-24.	Lagging Measure: Ready Graduate accountability files released by the state with goal to have the 2025 cohort meet or exceed a Ready Graduate percentage of 62.0%.
Year 2: 2024-2025 school year	62.0% of students will meet the Ready Graduate indicator by 2024-25	Leading measures: Leading measures include the following measures for high school 9 th -12 th graders:
Year 3: 2025-2026 school year	64.4% of students will meet the Ready Graduate indicator by 2025-26	<ul style="list-style-type: none"> -Increasing ASVAB participants to 100 or higher. -Increasing DE credits to 1000 or higher.
Year 4: 2026-2027 school year	66.6% of students will meet the Ready Graduate indicator by 2026-27	<ul style="list-style-type: none"> -Meet or exceed 130 SDC credits earned. -Meet or exceed 300 LDC passing scores.
Year 5: 2027-2028 school year	68.7% of students will meet the Ready Graduate indicator by 2027-28	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	<p>Kingsport set a Ready Graduate target of 59.5% for 2023-24. The district slightly missed the target, scoring at 59.0%. This was a difference of a .5 percentage point. The district is continuing to expand its opportunities for students to meet the Ready Graduate parameters. For example, the district has started paying for AP tests. This has resulted in the largest participation and highest scores in history, which will directly impact Ready Graduate status. The district has also expanded EPSO opportunities such as IC and is planning on district dates for a broader administration of the ASVAB. All of these efforts will allow the district to move forward with its current metrics in the future with a Ready Graduate goal of 62.0% in 2024-25.</p>	

Goal Statement 5: 68.7% of students will meet the Ready Graduate indicator by 2027-28 year

<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<ol style="list-style-type: none">1. Payment of AP exams for students = \$100,000.002. Practice ACT exam = \$8,500.003. Career Counselor and Work-Based Learning Coordinator = \$160,000 <p>The payment of the AP exams was pivotal in progress towards the goal. This past year, the system had the highest number of participants and the highest overall scores in our district's history. The practice ACT was helpful in making progress to prepare students, but the district did not see as much of an impact with this action step and investment. The system is currently examining other vendors in case we can find a stronger resource to aid our students. The roles of the Career Counselor and Work-Based Learning Coordinator were critical in guiding students to a myriad of EPSOs. The Career Counselor and Work-Based Learning Coordinator provided individualized support and guidance in aiding students with decision-making, placement, enrollment, and participation in a variety of EPSO opportunities including IC, AP, LDC, and DE.</p>
<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ol style="list-style-type: none">1. Tracking of Ready Graduate (RG) in Student Information System (SIS);2. Administration of Armed Services Vocational Aptitude Battery (ASVAB) on broader district-wide schedule;3. Provide multiple Industry Credential (IC) trainings & certifications;4. Expansion of state-approved and district ICs;5. Offering extensive AP and dual enrollment classes with district paying for these administrations;6. RG recognition for students at graduation;7. ACT preparatory test in grade 10 with individualized student feedback;8. School-based recognition of ACT performance & improvement9. Utilization of Career Counselor and Work-Based Learning Coordinator to guide students in planning and participating in multiple EPSOs.

Goal Statement 5: 68.7% of students will meet the Ready Graduate indicator by 2027-28 year

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

TISA and other Funding will be used to:

1. Renewal of SIS platform for tracking purposes;
2. No costs associated;
3. Paid with Perkins and general funds to support IC work and credentialing;
4. Work conducted by CTE Director through school and district funding;
5. Costs associated with the administration of the AP exams, teacher training, and student study sessions provided through local funding;
6. Graduation acknowledgement for students meeting the RG requirements;
7. Purchase of analysis of practice ACT that provides individualized reports and next steps for students;
8. No costs associated with this recognition.
9. Paid with local funding.

Narrative Description:

Funding is being used to facilitate the support of the Ready Graduate (RG) work.

Student monitoring of RG progress is accomplished through a tracking platform integrated within our SIS. Graduation coaches and personnel aid the high school and district in this tracking and assisting students with specific planning geared towards the successful completion of RG designations.

The Armed Services Vocational Aptitude Battery (ASVAB) is offered both in the fall and spring. Funding supports additional personnel and the expansion of CTE program offerings. The district is intentionally expanding the number of students that will be scheduled to take the ASVAB.

KCS has intentionally increased the number of state-sponsored and district IC opportunities along with the associated certifications.

KCS has expanded AP and dual enrollment offerings to provide students many opportunities for post-secondary success. Teacher training has been included to support these classes.

The district offers a preparatory ACT test that is used to provide direct feedback to students for helping to improve ACT performance. ACT classes are structured at the high school to provide more personalized support for students.

The Career Counselor and Work-Based Learning Coordinator provide individualized support and guidance in aiding students with decision-making, placement, enrollment, and participation in a variety of EPSOs including IC, AP, LDC, and DE.

Public Comment

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

Date(s) of opportunity for local public comment.	October 15, 2024 Board of Education Meeting
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	Discussion and presentation of the TISA Plan at a Board of Education Meeting with feedback from Board Members and opportunity for public feedback at the October 15 Board of Education Meeting
Summary of public comment received, if any.	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	



2025-2026 School Calendar

10 In-Service Days (Includes Convocation)
 5 Administrative Days
 (Includes 2 Parent/Teacher Conference Days)

Teacher Work Days (no student attendance)

New Teacher Orientation	TBD
Convocation/ In-Service Days	July 28-30
Administrative Days	July 31 - Aug. 1
*In-Service Day	Sept. 2
Parent/Teacher Conference Day	Sept. 12
In-Service Day	Oct. 13
*In-Service Day	Nov. 3
In-Service Day	Jan. 5
Parent/Teacher Conference Day	Feb. 6
*In-Service Day	Feb. 9
In-Service Day	Mar. 13
Administrative Day	May 22
In-Service Day	May 26
*All employees report	

School Dismissal Days (no student or teacher attendance)

Labor Day	Sept. 1
Fall Break	Oct. 6-10
Thanksgiving Break	Nov. 26-28
Winter Break	Dec. 22- Jan. 2
MLK Day	Jan. 19
Spring Break	Mar. 23-27
Spring Holiday	Apr. 3

Start of School (for students)

1st Semester	Aug. 4, 2025
2nd Semester	Jan. 6, 2026

End of Nine Weeks

1st Nine Weeks	Oct. 3, 2025
2nd Nine Weeks	Dec. 19, 2025
3rd Nine Weeks	March 12, 2026
4th Nine Weeks	May 21, 2026

July 2025							August 2025							September 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
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27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
							31					20							19	

October 2025							November 2025							December 2025						
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19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
						17	30					16							15	

January 2026							February 2026							March 2026						
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				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
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11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31								29	30	31				
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April 2026							May 2026							June 2026						
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5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
						21	31					15								

Admin. Day	In-Service Day	In-Service Day (All employees report)	No School	1st Day of School	Early Dismissal	Parent/Teacher Conference Day

Report Card Distribution						
Sept. 11 Progress Report	Oct. 16 Report Card	Nov. 13 Progress Report	Jan. 8 Report Card	Feb. 5 Progress Report	March 19 Report Card	April 16 Progress Report
						May 21 Report Card



MEMORANDUM

TO: All Principals, Administrators, and ASC Staff
FROM: Andy True
DATE: October 15, 2024
RE: PROPOSED 2025-26 Designated Holiday Schedule

In October 2024, it is expected that the BOE will approve the KCS student/academic calendar for the 2025-26 school year. Many of our employees base their work schedule on the academic calendar, and holidays for such employees are incorporated into that academic calendar.

All twelve-month employees receive twelve (12) paid holidays per year, per BOE Policy. Please share this proposed Designated Holiday schedule with all twelve-month employees under your supervision. The final 2025-26 Designated Holiday schedule is expected to be approved by the BOE in October 2024.

2025-26 Designated Holidays – PROPOSED (10/15/24)

Independence Day	Friday, July 4, 2025	(1 day)
Labor Day	Monday, September 1, 2025	(1 day)
Thanksgiving	Wednesday-Friday, November 26-28, 2025	(3 days)
Christmas Eve	Wednesday, December 24, 2025	(1 day)
Christmas Day	Thursday, December 25, 2025	(1 day)
New Year's Eve	Wednesday, December 31, 2025	(1 day)
New Year's Day	Thursday, January 1, 2026	(1 day)
Martin Luther King Jr. Day	Monday, January 19, 2026	(1 day)
Memorial Day	Monday, May 25, 2026	(1 day)
Floating Holiday*	TBD	(1 day)

*The Floating Holiday may be designated with supervisor approval, may not be used to generate overtime, and will be forfeited if not utilized prior to July 1, 2026.

KINGSPORT BOARD OF EDUCATION POLICY RECOMMENDATIONS

For: Consideration for Adoption

October 15, 2024 - Board of Education Meeting

Revised Policies considered for adoption on 1st Reading

REVISED POLICY – 1st Reading

6.203 – School Admissions

While state law already requires parents/guardians to provide information to the school district if their student has been adjudicated delinquent for certain offenses, Public Chapter 721 clarifies that principals may specifically request this information from parents/guardians. TSBA has updated policies 6.203 and 6.318 to include this option.

6.300 – Code of Conduct

Public Chapter 882 requires that assaults on school property be immediately reported to local law enforcement and the Superintendent of Schools. TSBA has modified the language in Tier IV to reflect this requirement.

6.309 – Zero Tolerance Offenses

Public Chapter 882 modifies the current list of zero tolerance offenses in state law. Now, a threat assessment team will determine whether a threat of mass violence is valid before the offense can be classified as zero tolerance. TSBA has updated model policy to align with this change.

6.316 – Suspensions/Expulsion/Remand

TSBA has modified policy 6.316 to specify that invalid threats of mass violence (i.e., those determined by the threat assessment team to not be valid) can result in suspension. Additionally, Public Chapter 915 states if a student assaults an employee, the student can be suspended from attendance at school-sponsored activities for one year. As this new law does not define the term "school-sponsored event", TSBA has included a suggested definition.

6.318 – Admission of Suspended or Expelled Students

While state law already requires parents/guardians to provide information to the school district if their student has been adjudicated delinquent for certain offenses, Public Chapter 721 clarifies that principals may specifically request this information from parents/guardians. TSBA has updated policies 6.203 and 6.318 to include this option.

6.4052 – Opioid Antagonist

Public Chapter 629 requires that opioid antagonists be stored in accordance with the manufacturer's instructions and states that school district staff may not prohibit individuals from possessing an opioid antagonist on school property or at off-campus school events. TSBA has updated model policy 6.4052 to reflect these changes.

Kingsport City Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: School Admissions	Descriptor Code: 6.203	Issued Date: 11/12/19
		Rescinds: 6.203	Issued: 04/03/18

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; and
- 5 3. Evidence of state-required immunization **as authorized by state law.**³

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

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

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

16 **ADJUDICATED DELIQUENT STUDENT**⁶

17 ~~If a student has at any time been adjudicated delinquent for any offense listed in TCA 49-6-3051(b),~~
18 ~~the parents/guardians and a school administrator of any school having previously received similar~~
19 ~~notice from the juvenile court or another source, shall provide to the school principal/designee, the~~
20 ~~abstract provided under TCA 37-1-153 or TCA 37-1-154 or other similar written information when~~
21 ~~any such student:~~

- 22 ~~1. Initially enrolls in an LEA;~~
- 23 ~~2. Resumes school attendance after suspension, expulsion or adjudication of delinquency; or~~
- 24 ~~3. Changes schools within this state.~~

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

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

1 This information shall be shared only with school employees who have responsibility for classroom
2 instruction of the student and the school counselor, social worker or psychologist who is developing a
3 plan for the child while in the school, and the school resource officer. Such information is otherwise
4 confidential and shall not be released to others, and the written notification shall not become a part of
5 the student's record.⁵

Legal References

1. TCA 49-6-3008(b)
2. TRR/MS 0520-01-03-.08(2)(a)
3. TCA 49-6-5001(c)
4. TCA 49-6-3001(c)(6)
5. TCA 49-6-3051
6. TCA 37-1-153(e), 154; TCA 49-6-3051; Public Acts of 2024, Chapter No. 721

Cross References

Admission of Suspended/Expelled Students 6.318
Homeless Students 6.503
Students in Foster Care 6.505

24-25 Policy 6.203 Supporting - Also 6.318 Click here to choose a school board.

Monitoring: Review: Annually, in March	Descriptor Term: <h2 style="text-align: center;">School Admissions</h2>	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



State of Tennessee

PUBLIC CHAPTER NO. 721

HOUSE BILL NO. 2142

By Representatives Greg Martin, Mr. Speaker Sexton, Haston, Chism, Gary Hicks, Richey, Zachary, White, Williams

Substituted for: Senate Bill No. 2365

By Senator Watson

AN ACT to amend Tennessee Code Annotated, Title 37, Chapter 1, Part 1 and Title 49, Chapter 6, relative to students who have been adjudicated delinquent.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-6-3051(a), is amended by deleting the subsection and substituting the following:

(a) Notwithstanding any law to the contrary, if a student has at any time been adjudicated delinquent for any offense listed in subsection (b), then the parent, guardian, or legal custodian of the student, including the department of children's services acting in any capacity and a school administrator of any school having previously received the same or similar notice from the juvenile court or another source, shall provide to the student's school principal, or the principal's designee, the abstract provided under § 37-1-153 or § 37-1-154 or other similar written information:

(1) Upon request of the school principal, or the principal's designee. The school principal, or the principal's designee, shall ask in writing, which may be provided in a printed or digital format, a student's parent, guardian, or legal custodian whether the student has been adjudicated delinquent for any offense listed in subsection (b) no later than thirty (30) days from the date on which the student first enrolled in the respective school; and

(2) When any such student:

(A) Initially enrolls in an LEA;

(B) Resumes school attendance after suspension, expulsion, or adjudication of delinquency; or

(C) Changes schools within this state.

SECTION 2. Tennessee Code Annotated, Section 49-6-3051(g), is amended by deleting the language "Class C misdemeanor" and substituting "Class B misdemeanor".

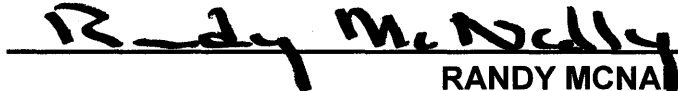
SECTION 3. This act takes effect July 1, 2024, the public welfare requiring it.

HOUSE BILL NO. 2142

PASSED: March 25, 2024



CAMERON SEXTON, SPEAKER
HOUSE OF REPRESENTATIVES



RANDY MCNALLY
SPEAKER OF THE SENATE

APPROVED this 16th day of April 2024



BILL LEE, GOVERNOR

Kingsport City Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Code of Conduct	Descriptor Code: 6.300	Issued Date: 12/14/21
		Rescinds: 6.300	Issued: 11/12/19

1 The Board delegates to the Superintendent of Schools the responsibility for developing specific codes
2 of conduct which are appropriate for each level of school.¹ Students shall conduct themselves
3 appropriately and act with due regard for the supervisory authority vested by the Board in all district
4 employees, the educational purpose underlying all school activities, the widely shared use of school
5 property and the rights and welfare of other students. The Code of Conduct, student dress code,
6 expectations and consequences are outlined in the Student Handbook. Students attending Kingsport
7 City Schools are not allowed to wear clothing on school property during the regular school day that
8 exposes underwear or body parts in an indecent manner so that the learning environment is disrupted.²

9 Written discipline procedures (Codes of Conduct) shall be maintained for the elementary, middle and
10 high school levels. The Codes of Conduct shall classify offenses into categories in accordance with
11 the severity of the infraction and shall define commensurate disciplinary consequences for each class
12 of offense. Codes of Conduct shall be distributed to students and parents at the beginning of each
13 school year and shall be available for review at each school throughout the school year. Codes of
14 conduct for students in pre-kindergarten or kindergarten shall utilize alternative practices to
15 exclusionary discipline, with exclusionary discipline used only in a measure of last resort.³

16 The range of consequences for violations of the Codes of Conduct may include, but are not limited to,
17 suspension and/or remand to alternative school. A student may be suspended from attendance at school
18 or any school-related activity (out-of-school suspension) or from attendance at a specific class or
19 classes without suspending such student from attendance at school (in-school suspension).

20 The Superintendent of Schools, or designee, shall oversee the process of developing, maintaining and
21 implementing the Codes of Conduct and disciplinary procedures. The Superintendent, or designee,
22 shall also develop, maintain and implement procedures to ensure that any searches or interrogations are
23 performed in compliance with local, state and federal law.

24 The principal of each school shall implement and apply the Codes of Conduct in his/her school. The
25 principal shall communicate disciplinary expectations and maintain records documenting disciplinary
26 actions. All staff under the supervision of the principal shall apply the Code uniformly and fairly to
27 each student. **A principal who has direct knowledge of an assault and battery or an act of vandalism
28 endangering life, health, or safety committed by a student on school property, or who receives a report
29 of such action, shall immediately report such action to the Superintendent of Schools and the Kingsport
30 Police Department.**⁴

31 In order to ensure disciplinary goals are accomplished, the district shall utilize trauma-informed
32 discipline practices, including but not limited to restorative practices, RTI²B, multi-teired systems of
33 support, and behavior intervention plans.

Legal References

1. TCA 49-6-4005
2. TCA 49-6-4009
3. TCA 49-6-3024
4. Public Acts of 2024, Chapter No. 822

Cross References

Attendance 6.200
Tuition Students 6.204
Student Records 6.600
Student Discrimination/Harassment &
Bullying/Intimidation 6.304
Drug-Free Schools 6.307
Zero Tolerance Offenses 6.309
Disciplinary Hearing Authority 6.317

Click here to choose a school board.			
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 **[insert**
 4 **district practices]**. Exclusionary discipline shall only be used as a measure of last resort.² The
 5 development of each code shall involve principals and staff members of each level and shall be based
 6 on evidence-based behaviors supports and interventions.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 have the authority to enforce the code of conduct³ and shall
 12 ensure that disciplinary measures are implemented in a 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: _____ **[e.g., restorative practices, RTI²B, multi-tiered**
 26 **system of supports, behavior intervention plans]**. Principals shall use appropriate discipline
 27 management techniques when enforcing the code of conduct.

28 **MISBEHAVIORS: LEVEL I**

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

32 *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 (if applicable)
- 29 • In-school suspension
- 30 • [Insert additional trauma-informed practices]

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 • [Insert additional trauma-informed practices]

20 **MISBEHAVIORS: LEVEL III**

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

23 *Examples (not an exclusive listing)*

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

35 *Disciplinary Procedures*

- 36 • The student is referred to the principal for appropriate disciplinary action.

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

9 *Disciplinary Options*

- 10 • In-school suspension
- 11 • Detention
- 12 • Restitution from loss, damage, or stolen property
- 13 • Out-of-school suspension
- 14 • Social adjustment classes
- 15 • Transfer
- 16 • [Insert additional trauma-informed practices]

17 **MISBEHAVIORS: LEVEL IV**

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

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

25 *Examples (not an exclusive listing)⁸*

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

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

7 *Disciplinary Procedures*

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

19 *Disciplinary Options*

- 20 • Other hearing authority or Board action which results in appropriate placement
- 21 • **[Insert additional trauma-informed practices]**

22 * 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



State of Tennessee

PUBLIC CHAPTER NO. 882

SENATE BILL NO. 2931

By Powers

Substituted for: House Bill No. 2487

By Hurt, Raper, Grills, Hardaway

AN ACT to amend Tennessee Code Annotated, Title 39 and Title 49, Chapter 6, relative to threats of mass violence made by a student.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-6-3401(g), is amended by designating subdivision (5) as subdivision (6) and adding the following as a new subdivision (5):

(5) If a student threatens mass violence on school property or at a school-related activity pursuant to § 39-16-517, then the director of schools or the head of the public charter school, as applicable, shall require the student to submit to a threat assessment to determine whether the threat of mass violence made by the student was a valid threat. The student may be suspended from attendance at the school and from school-sponsored activities until the threat assessment is complete. If the director of schools or the head of the public charter school determines, based on the results of the threat assessment required in this subdivision (g)(5), that the threat of mass violence made by the student was not a valid threat, then the student shall not be expelled for committing a zero tolerance offense, but may be suspended in accordance with this section.

SECTION 2. Tennessee Code Annotated, Section 49-6-3401(g)(2), is amended by deleting subdivision (D) and substituting instead the following:

(D) Subject to subdivision (g)(5), threatens mass violence on school property or at a school-related activity pursuant to § 39-16-517.

SECTION 3. Tennessee Code Annotated, Section 49-6-4002(e), is amended by adding the following as a new subdivision:

(5) Subject to § 49-6-3401(g)(5), threatens mass violence on school property or at a school-related activity pursuant to § 39-16-517.

SECTION 4. Tennessee Code Annotated, Section 49-6-4301, is amended by deleting subsection (a) and substituting instead the following:

(a)(1) A teacher who observes or otherwise has knowledge of an assault and battery or an act of vandalism endangering life, health, or safety committed by a student on school property shall immediately report such action to the principal of the teacher's school.

(2) A principal who has direct knowledge of an assault and battery or an act of vandalism endangering life, health, or safety committed by a student on school property, or who receives a report of such action, shall immediately report such action to the director of schools and the municipal or metropolitan police department or sheriff's department having jurisdiction.

(3) A director of schools or the head of a public charter school who has knowledge of a valid threat of mass violence on school property or at a school-related activity pursuant to § 39-16-517 made by a student shall immediately report such action to the municipal or metropolitan police department or sheriff's department

having jurisdiction. A threat of mass violence is valid for purposes of this subdivision (a)(3) if such a determination is made based on the results of the threat assessment required in § 49-6-3401(g)(5).

(4) A fight not involving the use of a weapon as defined in § 39-17-1309, or a fight that does not result in serious personal injury to one (1) or more of the parties involved, must only be reported to the school administrator.

SECTION 5. This act takes effect upon becoming a law, the public welfare requiring it.

SENATE BILL NO. 2931

PASSED: April 16, 2024



RANDY McNALLY
SPEAKER OF THE SENATE



CAMERON SEXTON, SPEAKER
HOUSE OF REPRESENTATIVES

APPROVED this 1st day of May 2024



BILL LEE, GOVERNOR



State of Tennessee

PUBLIC CHAPTER NO. 915

HOUSE BILL NO. 2472

By Representatives Raper, Russell, Alexander, Hardaway

Substituted for: Senate Bill No. 2682

By Senator White

AN ACT to amend Tennessee Code Annotated, Title 37; Title 39 and Title 49, relative to school employees.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-6-3401, is amended by adding the following new subsection:

(j)

(1) Notwithstanding subsection (a), a principal, principal-teacher, or assistant principal of a public school in this state, including public charter schools, shall suspend a student who commits an assault, as defined in § 39-13-101, against an employee of the LEA or the public charter school in which the student is enrolled from attendance at school for the period of time specified by the principal, principal-teacher, or assistant principal, and from attendance at all school-sponsored events for no less than one (1) calendar year, unless modified by the director of schools or the director of the public charter school.

(2) Each LEA or public charter school shall advise an LEA or public charter school employee who is assaulted, as defined in § 39-13-101, by a student of the employee's rights as a result of the assault, including, but not limited to, the employee's right to file a report with the appropriate law enforcement agency and judicial authorities.

(3) If a student is suspended for committing an assault against an employee of the student's LEA or public charter school and attends a school-sponsored event during the period of the student's suspension, then the LEA or public charter school must report the violation as trespassing, pursuant to § 39-14-405, and the designated representative for the LEA or public charter school must notify the appropriate law enforcement agency and request the removal of the student from the school-sponsored event.

(4) Each LEA and public charter school shall support and assist an employee who is assaulted by a student in prosecuting the student who committed the assault, and shall encourage the prosecuting attorney to request that the court prohibit the defendant from attending school-sponsored events for a time the court deems appropriate as a part of the sentence for the offense.

SECTION 2. This act takes effect upon becoming a law, the public welfare requiring it.

Kingsport City Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Zero Tolerance Offenses	Descriptor Code: 6.309	Issued Date: 10/10/23
		Rescinds: 6.309	Issued: 11/12/19

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

2 **WEAPONS & DANGEROUS INSTRUMENTS**

3 Students shall not possess, handle, transmit, use or attempt to use any dangerous weapon in school
4 buildings or on school grounds at any time, or in school vehicles and/or buses or off the school
5 grounds at a school-sponsored activity, function or event.¹

6 Dangerous weapons for the purposes of this policy shall include but are not limited to a firearm or
7 anything manifestly designed, made or adapted for the purpose of inflicting death or serious bodily
8 injury or anything that in the manner of its use or intended use is capable of causing death or serious
9 bodily injury.²

10 Violators of this section shall be subject to suspension and/or expulsion from school.

11 **FIREARMS** (as defined in 18 U.S.C. § 921)³

12 In accordance with state law, any student who brings or possess a firearm on school property shall be
13 expelled for a period of not less than one (1) calendar year. The Superintendent of schools shall have
14 the authority to modify this expulsion requirement on a case-by-case basis.⁴

15 **DRUGS**

16 In accordance with state law, any student who unlawfully possesses any drug including any controlled
17 substance or legend drug shall be expelled for a period of not less than one (1) calendar year. The
18 Superintendent of schools shall have the authority to modify this expulsion requirement on a case-by-
19 case basis.⁴

20 **ASSAULT**

21 In accordance with state law, any student who commits aggravated assault⁵ or commits assault that
22 results in bodily injury⁶ upon any teacher, principal administrator, any other employee of the school or
23 school resource officer shall be expelled for a period of not less than one (1) calendar year. The
24 Superintendent of schools shall have the authority to modify this expulsion requirement on a case-by-
25 case basis.⁴

26 **ELECTRONIC THREATS**

27 In accordance with state law, any student who transmits by an electronic device any communication
28 containing a credible threat to cause bodily injury or death to another student or school employee and

1 the transmission of such threat creates actual disruptive activity at the school that requires
2 administrative intervention shall be expelled for a period of not less than one (1) calendar year. The
3 Superintendent of schools shall have the authority to modify this expulsion requirement on a case-by-
4 case basis.⁴

5 **THREATS OF MASS VIOLENCE**

6 In accordance with state law, any student who threatens mass violence on school property or at a
7 school-related activity **as determined by a threat assessment team**⁹ shall be expelled for a period of not
8 less than one (1) calendar year.⁷ The Superintendent of schools shall have the authority to modify this
9 expulsion requirement on a case-by-case basis.⁴

10 **NOTIFICATION**

11 When it is determined that a student has violated this policy, the principal of the school shall notify the
12 student's parent or guardian and the criminal justice or juvenile delinquency system as required by
13 law.⁸

Legal References

1. TCA 39-17-1309(b)
2. TCA 39-11-106(a)(5)
3. 18 USCA § 921(a)(3); 20 USCA § 7961(b)(3)
4. TCA 49-6-3401(g)
5. TCA 39-13-102
6. TCA 39-13-101(a)(1)
7. TCA 39-16-517; Public Acts of 2023, Chapter No. 299
8. TCA 49-6-4209; TCA 39-17-1312
9. Public Acts of 2024, Chapter No. 882

Cross References

Code of Conduct 6.300
Drug-Free Schools 6.307
Suspension/Expulsion/Remand 6.316

Click here to choose a school board.			
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



State of Tennessee

PUBLIC CHAPTER NO. 882

SENATE BILL NO. 2931

By Powers

Substituted for: House Bill No. 2487

By Hurt, Raper, Grills, Hardaway

AN ACT to amend Tennessee Code Annotated, Title 39 and Title 49, Chapter 6, relative to threats of mass violence made by a student.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-6-3401(g), is amended by designating subdivision (5) as subdivision (6) and adding the following as a new subdivision (5):

(5) If a student threatens mass violence on school property or at a school-related activity pursuant to § 39-16-517, then the director of schools or the head of the public charter school, as applicable, shall require the student to submit to a threat assessment to determine whether the threat of mass violence made by the student was a valid threat. The student may be suspended from attendance at the school and from school-sponsored activities until the threat assessment is complete. If the director of schools or the head of the public charter school determines, based on the results of the threat assessment required in this subdivision (g)(5), that the threat of mass violence made by the student was not a valid threat, then the student shall not be expelled for committing a zero tolerance offense, but may be suspended in accordance with this section.

SECTION 2. Tennessee Code Annotated, Section 49-6-3401(g)(2), is amended by deleting subdivision (D) and substituting instead the following:

(D) Subject to subdivision (g)(5), threatens mass violence on school property or at a school-related activity pursuant to § 39-16-517.

SECTION 3. Tennessee Code Annotated, Section 49-6-4002(e), is amended by adding the following as a new subdivision:

(5) Subject to § 49-6-3401(g)(5), threatens mass violence on school property or at a school-related activity pursuant to § 39-16-517.

SECTION 4. Tennessee Code Annotated, Section 49-6-4301, is amended by deleting subsection (a) and substituting instead the following:

(a)(1) A teacher who observes or otherwise has knowledge of an assault and battery or an act of vandalism endangering life, health, or safety committed by a student on school property shall immediately report such action to the principal of the teacher's school.

(2) A principal who has direct knowledge of an assault and battery or an act of vandalism endangering life, health, or safety committed by a student on school property, or who receives a report of such action, shall immediately report such action to the director of schools and the municipal or metropolitan police department or sheriff's department having jurisdiction.

(3) A director of schools or the head of a public charter school who has knowledge of a valid threat of mass violence on school property or at a school-related activity pursuant to § 39-16-517 made by a student shall immediately report such action to the municipal or metropolitan police department or sheriff's department

having jurisdiction. A threat of mass violence is valid for purposes of this subdivision (a)(3) if such a determination is made based on the results of the threat assessment required in § 49-6-3401(g)(5).

(4) A fight not involving the use of a weapon as defined in § 39-17-1309, or a fight that does not result in serious personal injury to one (1) or more of the parties involved, must only be reported to the school administrator.

SECTION 5. This act takes effect upon becoming a law, the public welfare requiring it.

SENATE BILL NO. 2931

PASSED: April 16, 2024




RANDY McNALLY
SPEAKER OF THE SENATE



CAMERON SEXTON, SPEAKER
HOUSE OF REPRESENTATIVES

APPROVED this 1st day of May 2024



BILL LEE, GOVERNOR

Kingsport City Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Suspension/Expulsion/Remand	Descriptor Code: 6.316	Issued Date: 11/12/19
		Rescinds: 6.316	Issued: 04/03/18

1 **DEFINITIONS:**¹

2 **Suspension:** dismissed from attendance at school for any reason not more than ten (10) consecutive
3 days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to
4 avoid expulsion from school.

5 **Expulsion:** removal from attendance for more than ten (10) consecutive days or more than fifteen (15)
6 days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute
7 expulsion.

8 **Remand:** assignment to an alternative school.

9 **REASONS FOR SUSPENSION/EXPULSION:**

10 Any principal, principal-teacher or assistant principal (herein called principal) may suspend/expel any
11 student from attendance at school or any school-related activity on or off campus or from attendance at
12 a specific class or classes, or from riding a school bus, without suspending such student from
13 attendance at school (in-school suspension), for good and sufficient reasons including, but not limited
14 to:²

15 1. Willful and persistent violation of the rules of the school;

16 2. Immoral or disreputable conduct, including vulgar or profane language;

17 3. Violence or threatened violence against the person of any personnel attending or
18 assigned to any school;

19 4. Willful or malicious damage to real or personal property of the school, or the property
20 of any person attending or assigned to the school;

21 5. Inciting, advising or counseling of others to engage in any of the acts herein
22 enumerated;

23 6. Possession of a pistol, gun or firearm on school property;³

24 7. Possession of a knife or other weapons, etc., as defined in ~~TCA 39-17-1309~~ state law,
25 on school property;

26 8. Assaulting a principal, teacher, school bus driver or other school personnel with vulgar,
27 obscene or threatening language;

- 1 **9.** Unlawful use or possession of barbitol or legend drugs, as defined in TCA 53-10-101;
- 2 10. Engaging in behavior which disrupts a class or school-sponsored activity;
- 3 11. Making a threat, including a false report, to use a bomb, dynamite, or any other deadly
- 4 explosive or destructive device including chemical weapons on school property or at a
- 5 school sponsored event, **or an invalid threat of mass violence⁷**;
- 6 12. One (1) or more students initiating a physical attack on an individual student on school
- 7 property or at a school activity, including travel to and from school;
- 8 **13. Assault against a school employee as defined in state law;⁸**
- 9 14. Off-campus criminal behavior resulting in felony charges;
- 10 15. When behavior poses a danger to persons or property or disrupts the educational
- 11 process; and
- 12 16. Any other conduct prejudicial to good order or discipline in any school.

13 If as a result of an investigation, a principal or his/her designee finds that a student acted in self-
 14 defense under a reasonable belief that the student, or another to whom the student was coming to the
 15 defense, may have been facing the threat of imminent danger of death or serious bodily injury, then,
 16 the student may not face any disciplinary action.⁴

17 **IN-SCHOOL SUSPENSION:⁵**

- 18 1. Students given an in-school suspension in excess of one (1) day from classes shall attend
- 19 either special classes attended only by students guilty of misconduct or be placed in an
- 20 isolated area appropriate for study; and
- 21 2. Personnel responsible for in-school suspension will see that each student is supervised at all
- 22 times and has textbooks and classwork assignments from his/her regular teachers. Students
- 23 given in-school suspension shall be required to complete academic assignments and shall
- 24 receive credit for work completed.

25 **PROCEDURES FOR OUT OF SCHOOL SUSPENSION AND EXPULSION:⁶**

- 26 1. Unless the student's continued presence in the school, class or school-related activity
- 27 presents an immediate danger to the student or other persons or property, no principal shall
- 28 suspend/expel any student until that student has been advised of the nature of his/her
- 29 misconduct, questioned about it, and allowed to give an explanation.
- 30 2. Upon suspension/expulsion of any student (in-school suspension in excess of one (1) day),
- 31 the principal shall make an immediate attempt to contact the parent or guardian to inform
- 32 them of the suspension/expulsion. The student shall not be sent home before the end of the
- 33 school day unless the parent or guardian has been contacted.

- 1 3. The principal shall notify the parent or guardian and the director of schools or designee in
2 writing:
- 3 a. Of the suspension/expulsion and the cause for it; and
4 b. A request for a meeting with the parent or guardian, student and principal, to be held as
5 soon as possible, but no later than five (5) days following the suspension/expulsion.
- 6 4. Immediately following the scheduled meeting, whether or not attended by the parent or
7 guardian or student, the principal shall determine the length of the suspension/expulsion
8 and set conditions for readmission. If the principal determines the length of the suspension
9 to be between six (6) and the maximum of ten (10) days, the principal shall develop and
10 implement a plan for correcting the behavior when the student returns to school.
- 11 5. If at the time of the suspension the principal determines that an offense has been committed
12 which, in the judgment of the principal would justify a suspension/expulsion for more than
13 ten (10) days, he/she may suspend/expel/remand the student unconditionally for a specified
14 period of time or upon such terms and conditions as are deemed reasonable.
- 15 6. The principal shall immediately give written or actual notice to the parent or guardian and
16 the student of the right to appeal the decision to suspend/expel/remand for more than ten
17 (10) days. The notice shall include a statement that, unless the student's parent or guardian
18 requests an open hearing in writing within five (5) days of receipt of the notice, any hearing
19 will be closed to the public. All appeals must be filed, orally or in writing, within five (5)
20 days after receipt of the notice and may be filed by the parent or guardian, the student or
21 any person holding a teaching license who is employed by the school system if requested
22 by the student.
- 23 7. The appeal from this decision shall be to the Board or to a disciplinary hearing authority
24 appointed by the Board.
- 25 8. If the suspension/expulsion occurs during the last ten (10) days of any term or semester, the
26 student shall be permitted to take such final examinations or submit such required work as
27 necessary to complete the course of instruction for that semester, subject to conditions
28 prescribed by the principal.

29 **SCHOOL-SPONSORED EVENTS⁸**

30 **If a student assaults an employee, he/she shall be suspended from school-sponsored events for one (1)**
31 **calendar year unless modified by the Superintendent of Schools. A school-sponsored event is an**
32 **activity that is not directly related to a student's grade in a course of instruction.**
33

Legal References

1. TCA 49-6-3007(h)
2. TCA 49-2-203(a)(7); TCA 49-6-3401(a)
3. TCA 39-17-1309(b)
4. TCA 49-6-3401(i)
5. TCA 49-6-3401(b)(1)
6. TCA 49-6-3401(a)-(c); *Goss v. Lopez*, 419 U.S. 565 (1975); 20 USCA § 1415; Individuals with Disabilities Act Amendments of 1997 § 615
7. Public Acts of 2024, Chapter No. 882
8. Public Acts of 2024, Chapter No. 915; TCA 39-13-101

Cross References

Traffic and Parking Controls 3.403
Code of Behavior and Discipline 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
Disciplinary Hearing Authority 6.317
Alternative School Programs 6.319

Click here to choose a school board.

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



State of Tennessee

PUBLIC CHAPTER NO. 882

SENATE BILL NO. 2931

By Powers

Substituted for: House Bill No. 2487

By Hurt, Raper, Grills, Hardaway

AN ACT to amend Tennessee Code Annotated, Title 39 and Title 49, Chapter 6, relative to threats of mass violence made by a student.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-6-3401(g), is amended by designating subdivision (5) as subdivision (6) and adding the following as a new subdivision (5):

(5) If a student threatens mass violence on school property or at a school-related activity pursuant to § 39-16-517, then the director of schools or the head of the public charter school, as applicable, shall require the student to submit to a threat assessment to determine whether the threat of mass violence made by the student was a valid threat. The student may be suspended from attendance at the school and from school-sponsored activities until the threat assessment is complete. If the director of schools or the head of the public charter school determines, based on the results of the threat assessment required in this subdivision (g)(5), that the threat of mass violence made by the student was not a valid threat, then the student shall not be expelled for committing a zero tolerance offense, but may be suspended in accordance with this section.

SECTION 2. Tennessee Code Annotated, Section 49-6-3401(g)(2), is amended by deleting subdivision (D) and substituting instead the following:

(D) Subject to subdivision (g)(5), threatens mass violence on school property or at a school-related activity pursuant to § 39-16-517.

SECTION 3. Tennessee Code Annotated, Section 49-6-4002(e), is amended by adding the following as a new subdivision:

(5) Subject to § 49-6-3401(g)(5), threatens mass violence on school property or at a school-related activity pursuant to § 39-16-517.

SECTION 4. Tennessee Code Annotated, Section 49-6-4301, is amended by deleting subsection (a) and substituting instead the following:

(a)(1) A teacher who observes or otherwise has knowledge of an assault and battery or an act of vandalism endangering life, health, or safety committed by a student on school property shall immediately report such action to the principal of the teacher's school.

(2) A principal who has direct knowledge of an assault and battery or an act of vandalism endangering life, health, or safety committed by a student on school property, or who receives a report of such action, shall immediately report such action to the director of schools and the municipal or metropolitan police department or sheriff's department having jurisdiction.

(3) A director of schools or the head of a public charter school who has knowledge of a valid threat of mass violence on school property or at a school-related activity pursuant to § 39-16-517 made by a student shall immediately report such action to the municipal or metropolitan police department or sheriff's department

having jurisdiction. A threat of mass violence is valid for purposes of this subdivision (a)(3) if such a determination is made based on the results of the threat assessment required in § 49-6-3401(g)(5).

(4) A fight not involving the use of a weapon as defined in § 39-17-1309, or a fight that does not result in serious personal injury to one (1) or more of the parties involved, must only be reported to the school administrator.

SECTION 5. This act takes effect upon becoming a law, the public welfare requiring it.

SENATE BILL NO. 2931

PASSED: April 16, 2024



RANDY McNALLY
SPEAKER OF THE SENATE



CAMERON SEXTON, SPEAKER
HOUSE OF REPRESENTATIVES

APPROVED this 1st day of May 2024



BILL LEE, GOVERNOR



State of Tennessee

PUBLIC CHAPTER NO. 915

HOUSE BILL NO. 2472

By Representatives Raper, Russell, Alexander, Hardaway

Substituted for: Senate Bill No. 2682

By Senator White

AN ACT to amend Tennessee Code Annotated, Title 37; Title 39 and Title 49, relative to school employees.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-6-3401, is amended by adding the following new subsection:

(j)

(1) Notwithstanding subsection (a), a principal, principal-teacher, or assistant principal of a public school in this state, including public charter schools, shall suspend a student who commits an assault, as defined in § 39-13-101, against an employee of the LEA or the public charter school in which the student is enrolled from attendance at school for the period of time specified by the principal, principal-teacher, or assistant principal, and from attendance at all school-sponsored events for no less than one (1) calendar year, unless modified by the director of schools or the director of the public charter school.

(2) Each LEA or public charter school shall advise an LEA or public charter school employee who is assaulted, as defined in § 39-13-101, by a student of the employee's rights as a result of the assault, including, but not limited to, the employee's right to file a report with the appropriate law enforcement agency and judicial authorities.

(3) If a student is suspended for committing an assault against an employee of the student's LEA or public charter school and attends a school-sponsored event during the period of the student's suspension, then the LEA or public charter school must report the violation as trespassing, pursuant to § 39-14-405, and the designated representative for the LEA or public charter school must notify the appropriate law enforcement agency and request the removal of the student from the school-sponsored event.

(4) Each LEA and public charter school shall support and assist an employee who is assaulted by a student in prosecuting the student who committed the assault, and shall encourage the prosecuting attorney to request that the court prohibit the defendant from attending school-sponsored events for a time the court deems appropriate as a part of the sentence for the offense.

SECTION 2. This act takes effect upon becoming a law, the public welfare requiring it.

Kingsport City Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Admission of Suspended or Expelled Students	Descriptor Code: 6.318	Issued Date: 09/13/22
		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 Superintendent of Schools shall investigate the facts
 5 surrounding the suspension/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 Superintendent of Schools.² Based on the results of the**
 8 **investigation, the Superintendent of Schools shall ~~and~~ make a recommendation to the Board to approve**
 9 **or deny the request.**

10 The Board shall not deny enrollment beyond the length of the imposed suspension/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.¹

Legal References

1. TCA 49-6-3401(f); Public Acts of 2022, Chapter No. 868; 20 USCA § 1232g(b)(4), (h)
2. Public Acts of 2024, Chapter No. 721

Cross References

School Admissions 6.203
 Student Records 6.600

Click here to choose a school board.

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



State of Tennessee

PUBLIC CHAPTER NO. 721

HOUSE BILL NO. 2142

By Representatives Greg Martin, Mr. Speaker Sexton, Haston, Chism, Gary Hicks, Richey, Zachary, White, Williams

Substituted for: Senate Bill No. 2365

By Senator Watson

AN ACT to amend Tennessee Code Annotated, Title 37, Chapter 1, Part 1 and Title 49, Chapter 6, relative to students who have been adjudicated delinquent.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-6-3051(a), is amended by deleting the subsection and substituting the following:

(a) Notwithstanding any law to the contrary, if a student has at any time been adjudicated delinquent for any offense listed in subsection (b), then the parent, guardian, or legal custodian of the student, including the department of children's services acting in any capacity and a school administrator of any school having previously received the same or similar notice from the juvenile court or another source, shall provide to the student's school principal, or the principal's designee, the abstract provided under § 37-1-153 or § 37-1-154 or other similar written information:

(1) Upon request of the school principal, or the principal's designee. The school principal, or the principal's designee, shall ask in writing, which may be provided in a printed or digital format, a student's parent, guardian, or legal custodian whether the student has been adjudicated delinquent for any offense listed in subsection (b) no later than thirty (30) days from the date on which the student first enrolled in the respective school; and

(2) When any such student:

(A) Initially enrolls in an LEA;

(B) Resumes school attendance after suspension, expulsion, or adjudication of delinquency; or

(C) Changes schools within this state.

SECTION 2. Tennessee Code Annotated, Section 49-6-3051(g), is amended by deleting the language "Class C misdemeanor" and substituting "Class B misdemeanor".

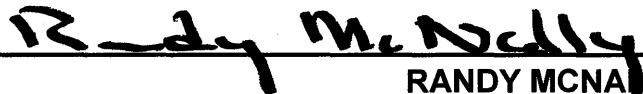
SECTION 3. This act takes effect July 1, 2024, the public welfare requiring it.

HOUSE BILL NO. 2142

PASSED: March 25, 2024



CAMERON SEXTON, SPEAKER
HOUSE OF REPRESENTATIVES



RANDY MCNALLY
SPEAKER OF THE SENATE

APPROVED this 16th day of April 2024



BILL LEE, GOVERNOR

Kingsport City Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Opioid Antagonist	Descriptor Code: 6.4052	Issued Date: 11/14/23
		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
7 protocol from a physician.

8 **School district staff shall not prohibit a student, employee, or visitor from possessing an opioid**
9 **antagonist while the person is on school property or attending a school-sponsored activity held at a**
10 **location that is not school property.²**

11 **PARENTAL NOTIFICATION**

12 The school system shall notify the parent(s)/guardian(s) of any student to whom an opioid antagonist
13 has been administered.

14 **PROCEDURES**

15 The Superintendent of schools shall develop procedures for the maintenance and usage of opioid
16 antagonists as well as procedures regarding record keeping and reporting after any incident.

Legal References

1. State Board of Education Policy 4.205; TCA 29-50-1604
2. Public Acts of 2024, Chapter No. 629

Click here to choose a school board.

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](#)



State of Tennessee

PUBLIC CHAPTER NO. 629

HOUSE BILL NO. 2311

By Representatives Baum, Towns, Burkhart

Substituted for: Senate Bill No. 2141

By Senators Reeves, Campbell

AN ACT to amend Tennessee Code Annotated, Title 49, relative to the availability of opioid antagonists in schools.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-50-1604(c)(2), is amended by adding the following at the end of the subdivision:

The principal or head of a school that maintains an opioid antagonist pursuant to this subdivision (c)(2) shall ensure that the opioid antagonist is stored in accordance with the manufacturer's instructions.

SECTION 2. Tennessee Code Annotated, Section 49-50-1604, is amended by adding the following as a new subsection:

() A school within an LEA or a nonpublic school shall not prohibit a student, employee, or visitor from possessing an opioid antagonist while the person is on school property or attending a school-sponsored activity held at a location that is not school property.

SECTION 3. This act takes effect upon becoming a law, the public welfare requiring it.

HOUSE BILL NO. 2311

PASSED: March 7, 2024



CAMERON SEXTON, SPEAKER
HOUSE OF REPRESENTATIVES



RANDY MCNALLY
SPEAKER OF THE SENATE

APPROVED this 27th day of March 2024



BILL LEE, GOVERNOR



Board of Education

400 Clinchfield Street, Ste. 200
Kingsport, TN 37660

p: (423) 378.2102
f: (423) 378.2120

FB: KptSchools
TW: @KCS_District
www.k12k.com

RESOLUTION REQUESTING GENERAL ASSEMBLY TO AMEND TENNESSEE CODE ANNOTATED TO PROHIBIT MOBILE PHONE USE IN TENNESSEE PUBLIC SCHOOLS

WHEREAS, the role of the Kingsport City Schools Board of Education is defined in Board Policy 1.101, which describes the actions taken by the Board to provide the best possible educational environment for all children; and

WHEREAS, the Kingsport City Schools Board of Education believes mobile phone use in KCS schools can be detrimental to the educational process and the health, safety, and welfare of students and staff; and

WHEREAS, mobile phones can impede meaningful in-person interaction, create unnecessary classroom distractions, and enable cyber-bullying; and

WHEREAS, research indicates excessive mobile phone usage impacts adolescents' mental health and well-being and is associated with increased stress, anxiety, depression, sleep issues, feelings of aggression, and suicidal thoughts; and

WHEREAS, research indicates limiting mobile phone usage and social media access during the school day increases academic performance and assessment results, and also has positive effects on student mental health; and,

WHEREAS, school safety experts indicate the use of mobile phones by students could potentially decrease school safety during emergencies by spreading misinformation and interfering with official communications and directions to students; and,

WHEREAS, the Kingsport City Schools Board of Education believes it is in the best interest of students, administrators, teachers, and employees to minimize distractions and disruptions during instructional time, which is important to increasing academic proficiency;

NOW, THEREFORE, BE IT RESOLVED, the Kingsport City Schools Board of Education expresses its support and urges the General Assembly to amend Tennessee Code Annotated to prohibit mobile phone use in Tennessee public schools and requires Local Education Authorities (LEAs) and public charter schools to prohibit students from displaying, using, or accessing an electronic device during instructional time unless the electronic device is authorized or provided to the student, by the LEA or public charter schools, for instructional purposes and requires local Boards of Education to develop and adopt a policy to implement that prohibition.

Passed and approved on this Xth day of X, 2024.

WWW.K12K.COM

Mrs. Melissa Woods – President Dr. Brandon Fletcher – Vice President
Mr. Todd Golden Mrs. Jamie Jackson Dr. Phillip Marshall
Superintendent Dr. Chris Hampton



Board of Education

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Board Member

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Mr. Todd Golden Mrs. Jamie Jackson Dr. Phillip Marshall
Superintendent Dr. Chris Hampton

Social Media Litigation



Wagstaff & Cartmell

Jon Kieffer

jpkieffer@wcllp.com

THE
MAHER
LAW FIRM

Steven Maher

smaher@maherlawfirm.com

Juul Labs Litigation

- December 2022 Settlement with Juul Labs Defendants
 - Brevard Schools Gross Recovery: \$2,468,305
- May 2023 Settlement with Altria Defendants
 - Brevard Schools Estimated Gross Recovery: \$780,000

Juul Labs Litigation

- Florida School Districts Represented by Wagstaff Cartmell:

PALM BEACH

HILLSBOROUGH

ORANGE

PINELLAS

LEE

DUVAL

POLK

BREVARD

SEMINOLE

ALACHUA

MANATEE

HERNANDO

LEON

OKALOOSA

SANTA ROSA

BAY

HIGHLANDS

HENDRY

PUTNAM

OKEECHOBEE

GILCHRIST

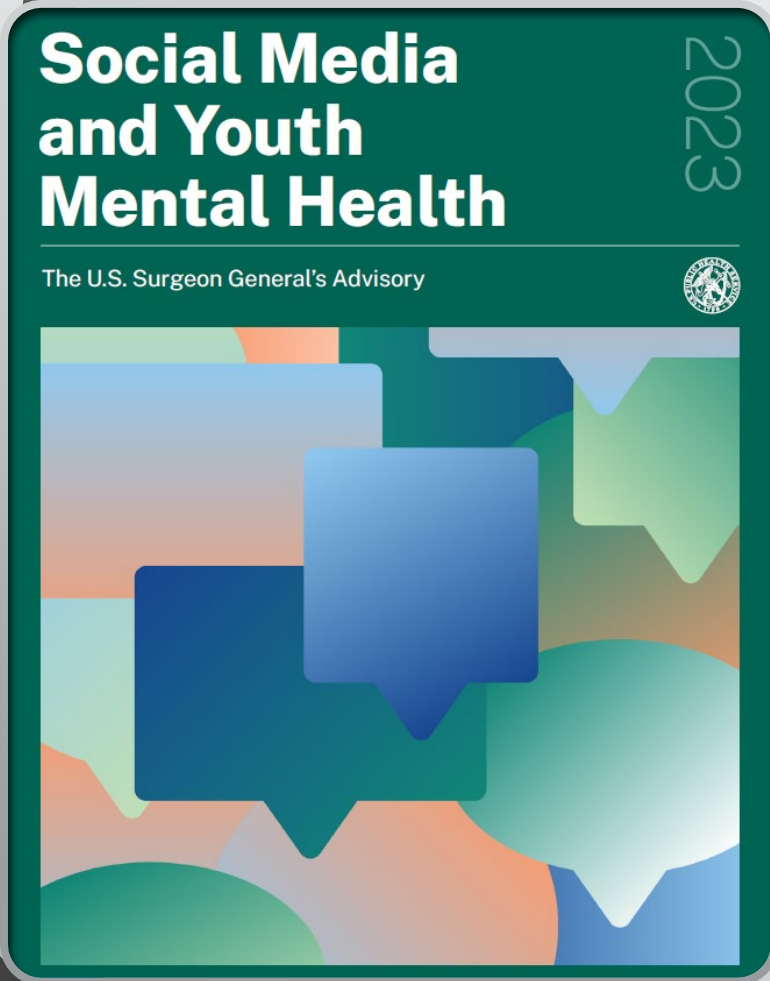
Juul Labs Litigation

Additional Large School Districts Represented by Wagstaff & Cartmell:

CA	LOS ANGELES COUNTY OFFICE OF EDUCATION	1,382,191	MD	PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS	131,646
NY	NEWYORK CITY PUBLIC SCHOOLS	892,651	PA	PHILADELPHIA CITY SD	124,111
CA	SAN DIEGO COUNTY OFFICE OF EDUCATION	482,789	MD	BALTIMORE COUNTY PUBLIC SCHOOLS	111,084
CA	LOS ANGELES UNIFIED	460,633	CA	SAN DIEGO UNIFIED	97,968
IL	CITY OF CHICAGO SD 299	341,382	GA	DEKALB COUNTY	93,470
NV	CLARK COUNTY SCHOOL DISTRICT	314,760	CA	SAN MATEO COUNTY OFFICE OF EDUCATION	90,078
VA	FAIRFAX CO PBLC SCHS	180,028	VA	PRINCE WILLIAM CO PBLC SCHS	89,548
NC	WAKE COUNTY SCHOOLS	159,721	MD	ANNE ARUNDEL COUNTY PUBLIC SCHOOLS	83,044
CA	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	149,800	VA	LOUDOUN CO PBLC SCHS	81,066
			CO	JEFFERSON COUNTY SCHOOL DISTRICT NO. R-1	80,099

Gross Recovery for Wagstaff & Cartmell Represented School Districts: \$370 million

May 2023 Surgeon General's Advisory



- “Given the mounting evidence for the risk of harm to some children and adolescents from social media use, a safety-first approach should be applied in the context of social media products.”
- “Extreme, inappropriate, and harmful content continues to be easily and widely accessible by children and adolescents. This can be spread through direct pushes, unwanted content exchanges, and algorithmic designs. In certain tragic cases, childhood deaths have been linked to suicide- and self-harm-related content and risk-taking challenges on social media platforms.”
- “algorithms that leverage user data to serve content recommendations are some examples of these features that maximize engagement”

Social media presents ‘profound risk of harm’ for kids, surgeon general says, calling attention to lack of research

By Meg Tirrell, CNN

Updated 3:01 PM EDT, Wed May 24, 2023



CNN health



- “We’ve set safety standards [for other products] and required manufacturers to implement and abide by those standards, we’ve got to do the same here.”
- “Tech companies certainly need to design their platforms with health and safety in mind.”
- “urgent that we take action”

Social Media Boom

- 45% of high school students report using social media daily
- 24% of teens report being online “almost constantly”

Facebook Overtakes the Market

- Largest family of social networking sites
- 100 million users in 2008.
- 2.91 billion users in 2021
- Free to create an account
- Sale of ad placements made it one of the world's most valuable companies:
 - "We don't sell your personal data to advertisers Instead, advertisers can tell us things like the kind of audience they want to see their ads, and we show those ads to [those] people"
 - \$69.7 billion from advertising in 2019 (98% of its total revenue for the year)
 - \$115 billion in ad revenue in 2021
- The more users, the more time spent online, the more data, the more money Facebook makes

Meta Whistleblower:



Frances Haugen

Testified before Congress Oct. 5, 2021

What Ms. Haugen revealed:

- Several years ago, Meta identified psychological vulnerabilities
- Hired teams to exploit vulnerabilities through technology-driven behavioral manipulation
- Internal 2018 presentation: “Our algorithms exploit the human brain’s attraction to divisiveness.” “If left unchecked,” [Facebook would feed users] “more and more divisive content in an effort to gain user attention & increase time on the platform.”
- Long known of impact on teens, especially teen girls; still intends to find a way to get preteens to use products “during playdates”
- Did not warn public; did not alter platforms to mitigate harm

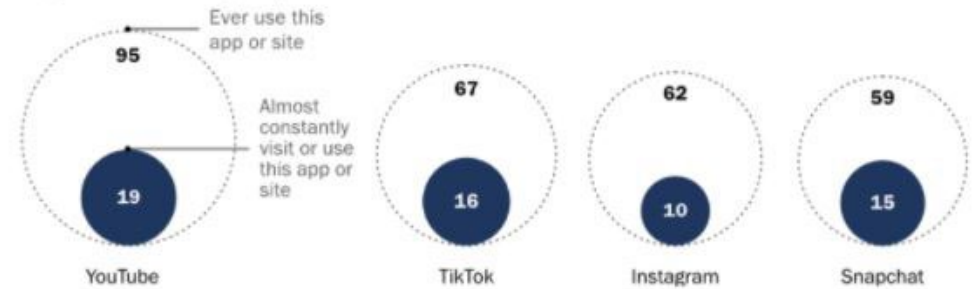
“Facebook Files”

- Internal documents show that, since at least 2019, Meta has known:
 - 13.5% of teen girls on Instagram say the platform makes thoughts of "Suicide and Self Injury" worse
 - 17% of teen girl Instagram users say the platform makes "Eating Issues" (e.g. anorexia and bulimia) worse
 - "We make body image issues worse for 1 in 3 teen girls."
- Knowing this, set a three-year goal to create more products for preteens.
- 2020 document: "Why do we care about tweens?" "They are a valuable but untapped audience."

YouTube, TikTok, & Snapchat

- 95% of children use YouTube
- 67% of children use TikTok
- 59% percent of children use Snapchat

% of U.S. teens who say they ...



Note: Teens refer to those ages 13 to 17. Those who did not give an answer or gave other responses are not shown.

Source: Survey conducted April 14-May 4, 2022.

"Teens, Social Media and Technology 2022"

PEW RESEARCH CENTER

Litigation Consolidated in California

- MDL consolidation ordered on October 6, 2022
 - Northern District of California
 - Judge Yvonne Gonzalez Rogers
- JCCP consolidation ordered on December 16, 2022
 - Los Angeles County Superior Court
 - Judge Carolyn Kuhl



Defendants

- Meta
 - Facebook
 - Instagram
 - Top Social Media app for Gen Z users between ages 16 and 24
- Snapchat
- TikTok (Bytedance)
- Google (YouTube)

Social Media Addiction

- Social media “addiction” is a term coined by researchers that is applied to individuals who engage in excessive, compulsive Facebook use for the purposes of mood alteration, with negative personal outcomes.

(Facebook Addiction: An Emerging Problem, Anindita Chakraborty, American Journal of Psychiatry Residents' Journal 2016 11:12, 7-9)

Exploitation

Because of their business model, it is imperative for social media apps to be designed in such a way that users remain hooked to their screens

Social media platforms leveraged design techniques and exploit fundamental psychological and neurological principles to turn vulnerable users into addicts or junkies.

Many social media companies design their platforms to be addictive to keep users engaged and to increase advertising revenue

Facebook Conditioning

When minors use design features such as “likes” it causes their brains to release euphoria-causing dopamine

The brain adapts to excess stimulation by reducing or “downregulating” the number of dopamine receptors that are stimulated

Algorithms are designed to exploit users’ natural tendency to counteract dejection by going back to the source of pleasure for another dose of euphoria

As this pattern continues over a period of days, weeks, and months, the neurological baseline to trigger minor users’ dopamine responses increases. Minors then continue to use Facebook and Instagram, not for enjoyment, but simply to feel normal

When minor users attempt to stop using Defendants’ social media products, they experience the universal symptoms of withdrawal from any addictive substance including anxiety, irritability, insomnia, and craving

Facebook's "People You May Know" Feature Targets Kids

This was for a note that I was going to call "PYMK Considered Harmful." I had been collecting instances of friending contributing to harms. The most interesting ones I had found were:

- IIC / Grooming - In the past, PYMK contributed up to 75% of all inappropriate adult-minor contact.
- AutoLikers - In Vietnam, PYMK was a key channel for Autoliker Agents to find targets
- For High-Profile Impersonation, PYMK was a common method to connect users and HPIs

Like · Reply · 14w · Edited



naive question: how on earth have we not just turned off PYMK between adults and children? at least for most possibilities? Is there any way i can help campaign for this? it's really, really upsetting : (((((

Like · Reply · 14w



What Did Meta Know And When Did They Know It?

Proactive Incident Response

- Proactive Incident Response experiment began in 2019, which included researching the effect of Meta on the mental health of today's youth
- Meta's own in-depth analyses show significant mental-health issues stemming from the use of Instagram among teenage girls, many of whom linked suicidal thoughts and eating disorders to their experiences on the app
- Meta's researchers have repeatedly found that Instagram is harmful for a sizable percentage of teens that use the platform
 - In an internal presentation from 2019, Meta researchers concluded that "[w]e make body issues worse for one in three teen girls," and "[t]eens blame Instagram for increases in the rate of anxiety and depression"
- Meta learned that 5-6% of 14-year-olds admit to "problematic use," Facebook's term for addiction to the platform

Mental health outcomes related to this can be severe

Eating Disorders

"I keep looking at these images (spiralling). (After getting off IG) I don't know, sometimes I just don't eat or try to eat less."

Body Dysmorphia

"I wish I had the money to get my nose/(other body parts) fixed."

Body Dissatisfaction

*"(when I keep looking at these pictures) I feel like I am too big and not pretty enough"
"It makes me feel insecure about my body even though I know I am skinny."*

Depression

*"The constant judgement and jealousy can take you to a dark place."
"Some times (after spiralling) I just close my phone and lie on the bed."*

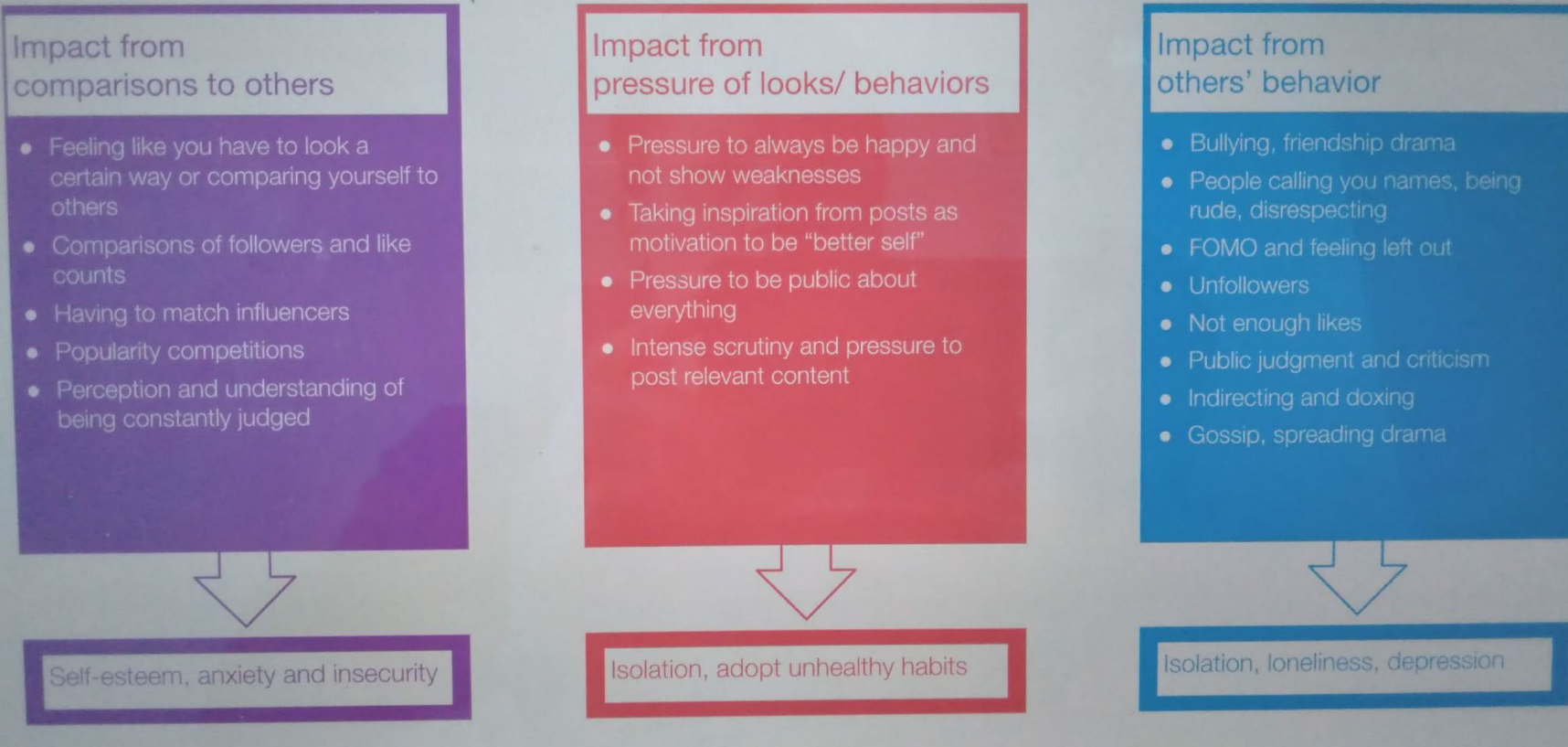
Loneliness

*"I feel like maybe (because I look like this) I don't have a boyfriend."
"I saw this kid with acne and he had friends! I didn't realize that was possible."*

Resulting Harms

Instagram Acknowledges Harms

Harm on Instagram falls into three categories



Anxiety and Depression

Teens blame Instagram for increases in the rates of anxiety and depression among teens

- This reaction was unprompted and consistent across all groups
- Constant comparison on Instagram is “the reason” why there are higher levels of anxiety and depression in young people
- Social comparison and perfectionism are nothing new, but young people are dealing with this on an unprecedented scale.
- The proliferation of new and different ways to compare themselves to others, combined with constant access to means that there is no way to escape social comparison on IG.
- For both boys and girls, this was called out as being the number one reason why IG is worse than other platforms for mental health. And, young people openly attribute their increased level of anxiety and depression to Instagram.

“The reason why our generation is so messed up and has higher anxiety and depression than our parents is because we have to deal with social media. Everyone feels like they have to be perfect.”

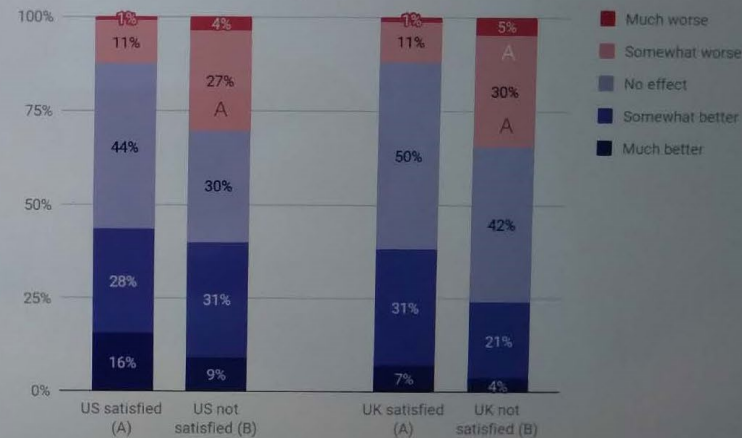
- UK Female

“Compelled To Spend Time”

Teens who struggle with mental health say Instagram makes it worse

- Young people are acutely aware that Instagram can be bad for their mental health, yet are compelled to spend time on the app for fear of missing out on cultural and social trends.
- Teens specifically call out the following as ways that Instagram harms their mental health:
 - pressure to conform to social stereotypes
 - pressure to match the money and body shapes of influencers
 - the need for validation -- views, likes, followers
 - friendship conflicts, bullying, and hate speech
 - over-sexualization of girls
 - inappropriate advertisements targeted to vulnerable groups

Stated effect of Instagram



Q: In general, how has Instagram affected [the way you feel about yourself/your mental health]?

There were no statistically significant differences among those who answered for "the way you feel about yourself" and those who answered for "your mental health"
US n = 1,296, UK n = 1,308

Social Comparison

Why? Frequent social comparison is a **key driver of subjective well-being** and teens say **IG makes this problem worse**.

66%

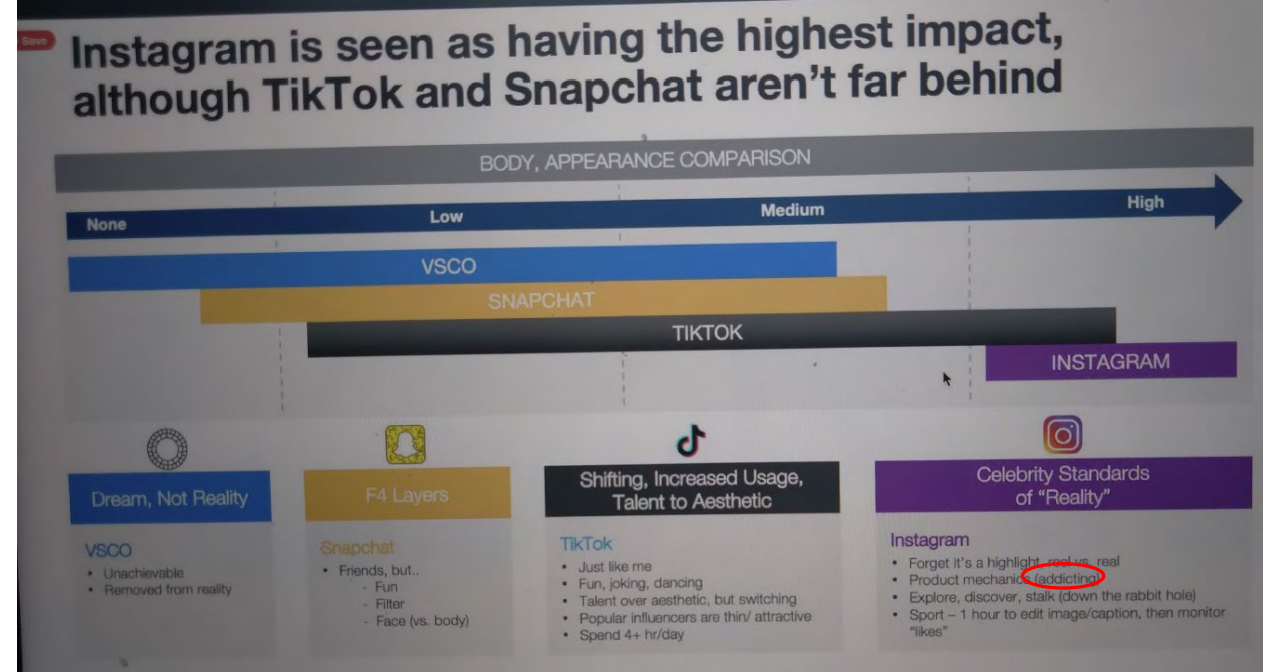
of teen girls on IG experience negative social comparison (compared to 40% of teen boys)

52%

Of teen girls who experienced negative social comparison on Instagram, said it was caused by images related to beauty

32%

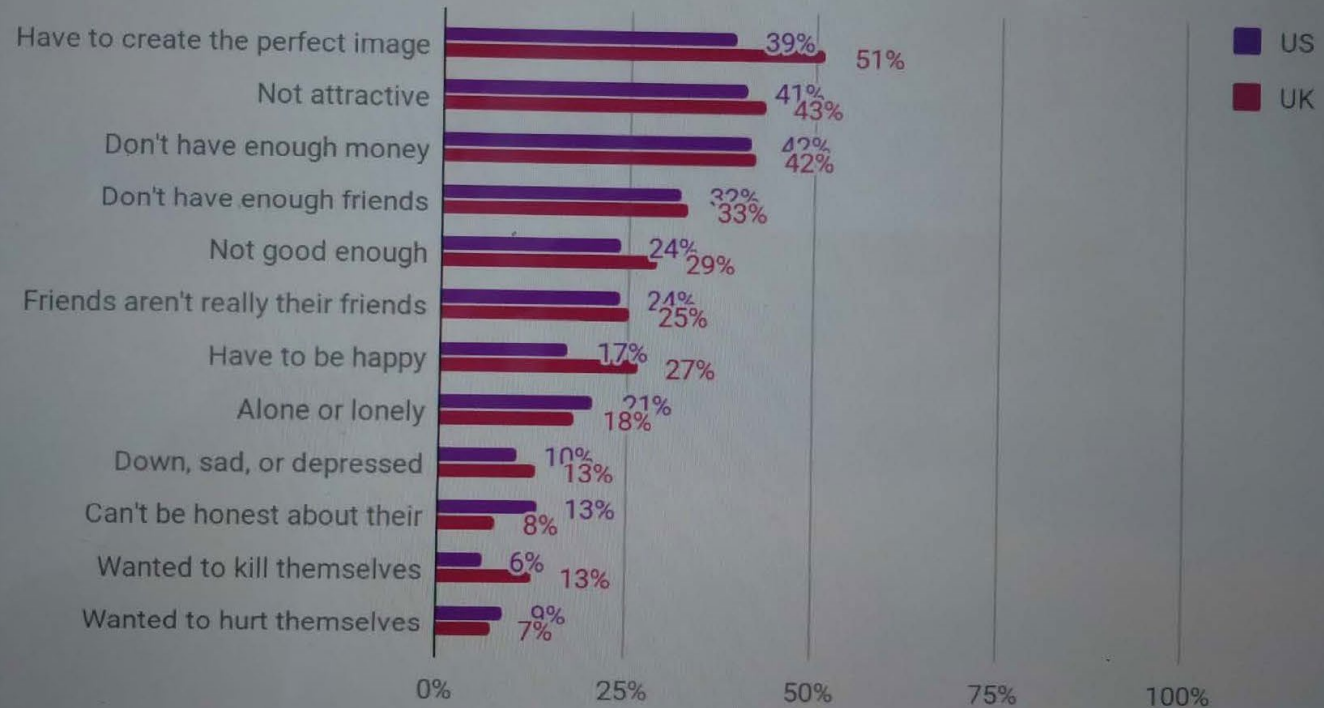
of teen girls said that when they felt bad about their bodies, Instagram made them feel worse



Where Does It Start?

The perfect image, feeling attractive, and having enough money are the most likely to have started on Instagram

Started on Instagram

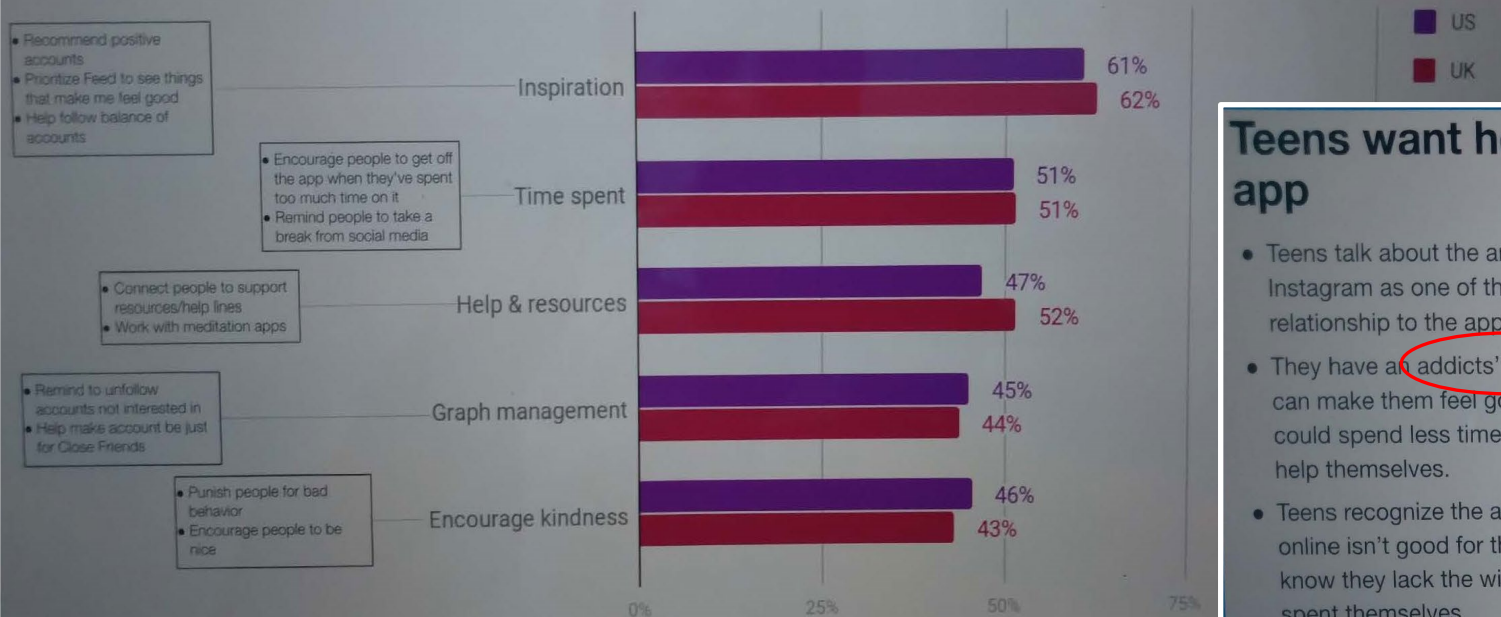


Q: Of the things you've felt in the past month, did any of them start on Instagram? Please select all that apply
US n = 565; UK n = 557

Mitigating Harm

There is an opportunity for Instagram to help teens with the issues they face

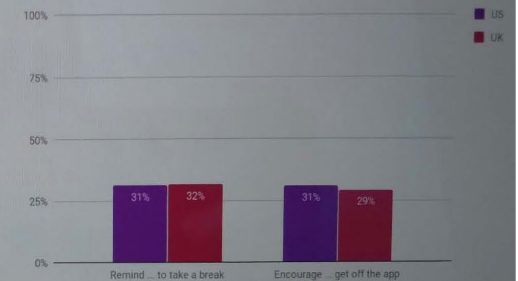
Things Instagram should do to help



Teens want help controlling the time they spend on the app

- Teens talk about the amount of time they spend on Instagram as one of the “worst” aspects of their relationship to the app.
- They have an **addicts’ narrative** about their use -- it can make them feel good, feel bad. They wish they could spend less time caring about it, but they can’t help themselves.
- Teens recognize the amount of time they spend online isn’t good for them but at the same time know they lack the willpower to control the time spent themselves

Time spent tools



Q: Now you're going to see some things that Instagram could do to help teens. Please select your top 3 for what Instagram should do.
US n = 1296; UK n = 1308

Q: Now you're going to see some things that Instagram could do to help teens. Please select your top 3 for what Instagram should do.
US n = 1296; UK n = 1308



Symptoms of Social Media Addiction

Addictive social media use will look much like any other substance use disorder and may include:

- **Mood modification** (i.e., engagement in social media leads to a favorable change in emotional states)
- **Salience** (i.e., behavioral, cognitive, and emotional preoccupation with social media)
- **Tolerance** (i.e., ever-increasing use of social media over time)
- **Withdrawal symptoms** (i.e., experiencing unpleasant physical and emotional symptoms when social media use is restricted or stopped)
- **Conflict** (i.e., interpersonal problems ensue because of social media usage)
- **Relapse** (i.e., addicted individuals quickly revert to their excessive social media usage after an abstinence period)



Consequences of Addiction

- Declined academic performance
- Sleep disruption
- Anxiety
- Depression
- Negative impact on real-life relationships
- Social anxiety disorder

What Could Platforms Have Done Differently to Protect Youth?



LIMIT HOURS
NOTIFICATIONS ARE SENT
TO MINORS



LIMIT HOURS MINORS CAN
ACCESS THE SOCIAL
MEDIA PLATFORM



LIMIT TARGETED
MARKETING TO MINORS



LIMIT FEATURES AND
ALGORITHM USE ON
MINORS



REQUIRE IMAGES BY
SOCIAL MEDIA
INFLUENCERS BE
IDENTIFIED WHEN
ENHANCED



Schools: On the Front Line

Impact on Schools

- **Negatively impacts the educational process**
- **Distraction.** Major distraction for students, teachers, and administrators.
- **Drain of resources.** Teachers and administrators spend a significant amount of time developing lesson plans and training for staff and educating students. Time and energy that could and should be spent elsewhere.
- **Student support services.** Demand for counseling services has increased dramatically. Many districts have hired additional counselors or paid to outsource counseling services.
- **Policing.** Requires investigation and intervention in potentially harmful or destructive conduct and confiscating devices.

Economic Impact on Schools

- Some schools have spent hundreds of thousands or millions of dollars to deal with this problem
- Re-appropriation of funds from other areas/programs to deal with this problem
- Hiring extra personnel to investigate, intervene, and provide support
- Hiring outside firms to provide education/training or counseling services
- Purchasing internet and email monitoring software for red flags
- **Future costs of dealing with the health crisis**



• Schools Fighting Back:

- Clark County School District (Las Vegas, NV) (314,000 students)
 - School Board of Orange County (Orland, FL) (199,000)
- San Diego Unified School District (San Diego, CA) (98,000 students)
 - Mobile County Board of Education (Mobile, AL) (52,000)
 - Montgomery Public Schools (Montgomery, AL) (36,000 students)
- School Board of Okaloosa County (Fort Walton Beach, FL) (31,000 students)
 - Baldwin County Public Schools (Bay Minette, AL) (30,000 students)
- School Board of Bay County (Panama City, FL) (25,000 students)
 - Eugene School District J4 (Eugene, OR) (17,000 students)
- School Board of Liberty County (Bristol, FL) (10,000 students)
- School Board of Suwanee County (Live Oak, FL) (5,000 students)

Public Nuisance Litigation Model

- Public Nuisance – Legal theory that allows public entities to hold companies responsible for creating a widespread public nuisance
- Utilized by governmental and public entities to recover economic damages related to the opioid epidemic
- Successfully utilized in the 1990's to fight original tobacco epidemic
- Successfully used by school districts to fight the youth vaping epidemic

Public Nuisance Litigation Model for Social Media

- School districts are the primary entities affected by the Social Media crisis.
- Public nuisance legal theory is the vehicle for recovery of:
 - **Past and future expenses** - for schools dealing with Social Media use on campus and student mental health problems that schools must provide support for.
 - **Injunctive relief** – require Social Media Companies to take affirmative steps to combat teen use.
 - **Punitive damages** – steep financial penalties to punish Social Media companies for their conduct and deter future conduct. We must show the company that their business model built on the backs of minors is NOT financially feasible.

Details of School District Representation

Expertise

- Schools benefit from a team of national law firms working on their behalf, along with local counsel sensitive to local issues important to each school district.

No upfront costs or expenses

- **Expenses:** Our firms will front all expenses involved in this litigation. School districts would only be required to pay expenses if we obtain recovery on the school district's behalf. Expenses would be paid out of the any recovery.
- **Attorneys' Fees:** We work on a contingency fee basis. We get paid if and only if we obtain recovery on a school district's behalf. If the action is not successful, no legal fees are owed.

Other Resources

- **Media consultants:** Our firms' retained media consultants can assist in handling media inquires related to litigation.

Questions?

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