

TRENTON SPECIAL SCHOOL DISTRICT
Board of Education Regular Meeting
Central Office - 6:00 PM
June 16, 2026

1. **INVOCATION:**
2. **CALL TO ORDER:**
3. **APPROVE AGENDA:**
 - 3.1. Approval of June 16th Agenda:
4. **APPROVE MINUTES:**
 - 4.1. Approval of May 5th Minutes:
5. **CONSENT AGENDA:**
 - 5.1. Approval of Central Office Financial Report:
 - 5.2. Approval of Three Schools Financial Report:
 - 5.3. Approval of Second Reading of Policy 1.404 Appeals to and Appearances Before the Board:
 - 5.4. Approval of Second Reading of Policy 1.800 School Calendar:
 - 5.5. Approval of Second Reading of Policy 1.804 Alcohol & Drugs in the Workplace:
 - 5.6. Approval of Second Reading of Policy 2.400 Revenues:
 - 5.7. Approval of Second Reading of Policy 5.114 Personnel Records:
 - 5.8. Approval of Second Reading of Policy 5.1151 Telework During Emergencies:
 - 5.9. Approval of Second Reading of Policy 5.200 Separation Practices for Tenured Teachers:
 - 5.10. Approval of Second Reading of Policy 5.201 Separation Practices for Non-Tenured Teachers:
 - 5.11. Approval of Second Reading of Policy 5.202 Separation Practices for Non-Certified Employees:
 - 5.12. Approval of Second Reading of Policy 5.302 Sick Leave:
 - 5.13. Approval of Second Reading of Policy 5.400 Personnel Health Examinations/Communicable Diseases:
 - 5.14. Approval of Second Reading of Policy 5.403 Drug & Alcohol Testing for Employees:
 - 5.15. Approval of Second Reading of Policy 5.606 Political Activities:
 - 5.16. Approval of Second Reading of Policy 5.608 Tutoring for Pay:
 - 5.17. Approval of Second Reading of Policy 5.800 Director of Schools:
 - 5.18. Approval of CTE #6 Budget Amendment:
 - 5.19. Approval of Literacy Material Implementation Support Grant Budget Amendment:
 - 5.20. Approval of General Purpose Budget Amendments:
 - 5.21. Approval of Bus Garage Budget Amendments:
 - 5.22. Approval of PreK Budget Amendments:
 - 5.23. Approval of ISM Budget Amendments:
 - 5.24. Approval of Maintenance Surplus:
 - 5.25. Approval of TES Surplus Items:
 - 5.26. Approval of 21st Century Budget Amendment:

- 5.27. Approval of Title I Budget Amendments:
- 5.28. Approval of ATSI Budget Amendments
:
- 5.29. Approval of Title VI Budget Amendments:
- 5.30. Approval of Out of School Pathways Budget Amendment:
- 5.31. Approval of Cafeteria Budget Amendments:
- 5.32. Approval of IDEA Budget Amendments:
- 5.33. Approval of Second Reading of Policy 6.411 Student Wellness:
- 6. **PUBLIC COMMENT (must sign up prior to beginning of the meeting):**
- 7. **REGULAR AGENDA:**
 - 7.1. Approval of Graduation Requirement Substitutions:
 - 7.2. Approval of 2026-2027 Consolidated Application:
 - 7.3. Approval of 2026-2027 Board Meeting Dates:
 - 7.4. Approval of New Title I Allocation:
 - 7.5. Approval of Amended 2026-2027 School Calendar:
 - 7.6. Approval of Summer Learning Camps Budget:
 - 7.7. Approval for the Sale of Land by Bell Shirt Company:
- 8. **DIRECTORS REPORT:**
 - 8.1. Bond Rating - Upgraded to A+:
 - 8.2. TSBA Conference/Convention - Thurs, Nov 5th to Sun, Nov 8th:
 - 8.3. TES New Hires - Cathryn Childress, Second Grade Teacher and Courtney Vinson, Teacher Assistant:
 - 8.4. TRMS New Hires - Amanda Brooks, Special Education Teacher; Andrew Burriss, 6th Grade Social Studies; Tina Hill, 7th Grade ELA; Krystal Hoff, Special Education Teacher; Brooke Holland, 8th Grade Science; and Jolean Spinks, Part-time Custodian:
 - 8.5. PHS New Hire - Karolyn Bonds, Cafeteria:
 - 8.6. TRMS Transfers - Myranique Ganaway, Attendance Clerk and Greg Vinson, Alternative School:
 - 8.7. TRMS Terminations - Eric Reyes, Special Education Teacher:
- 9. **ADJOURNMENT:**

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2. CALL TO ORDER

3. APPROVE AGENDA

- 3.1. Approval of June 16th Agenda

4. APPROVE MINUTES

- 4.1. Approval of May 5th Minutes

5. CONSENT AGENDA

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- 5.14. Approval of Second Reading of Policy 5.403 Drug & Alcohol Testing for Employees
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8. DIRECTORS REPORT

- 8.1. Bond Rating - Upgraded to A+
- 8.2. TSBA Conference/Convention - Thurs, Nov 5th to Sun, Nov 8th
- 8.3. TES New Hires - Cathryn Childress, Second Grade Teacher and Courtney Vinson, Teacher Assistant
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- 8.5. PHS New Hire - Karolyn Bonds, Cafeteria
- 8.6. TRMS Transfers - Myranique Ganaway, Attendance Clerk and Greg Vinson, Alternative School
- 8.7. TRMS Terminations - Eric Reyes, Special Education Teacher

9. ADJOURNMENT

TRENTON SPECIAL SCHOOL DISTRICT
Board of Trustees' Regular Meeting
Central Office – 6 p.m.
May 5, 2026

ROLL CALL: The Trenton Special School District Board of Trustees met in regular meeting on Tuesday, May 5, 2026, at 6 p.m. In attendance were the following:

Justin Weaver, Chairman
Lisa Andrews-Young
Clint Hickerson
Shannon Parra

Tim Haney, Director of Schools
Katie Dinwiddie
Ross Pope
Jacia Washington, Student Member

CALL TO ORDER: Chairman Justin Weaver called the meeting to order.

APPROVAL OF AGENDA: Chairman Weaver requested the addition of 5.5. Approval of Central Office Surplus be added to the Consent Agenda. Katie Dinwiddie made a motion to approve with a second by Ross Pope. The motion carried unanimously.

Chairman Weaver presented the amended agenda for the May 5, 2026, Regular Meeting for approval. Katie Dinwiddie made a motion to approve the amended agenda with a second by Pope. The motion carried unanimously.

APPROVAL OF MINUTES: Chairman Weaver presented the minutes of the April 7, 2026, Regular Meeting for approval. With no additions or corrections, Ross Pope made a motion to approve with a second by Katie Dinwiddie. The motion carried unanimously.

CONSENT AGENDA: The following items appeared on the “Consent Agenda”:

1. Approval of Central Office Financial Reports
2. Approval of Three Schools Financial Reports
3. Approval of Peabody Academy Status Change
4. Approval of General Purpose Budget Amendments
5. Approval of Central Office Surplus

Ross Pope made the motion to approve with a second by Katie Dinwiddie. The motion carried unanimously.

PUBLIC COMMENT: There was no public comment.

REGULAR AGENDA: The following items appeared on the “Regular Agenda”:

APPROVAL OF 2026-2027 TEXTBOOK ADOPTION: Michele Elliott requested approval of the 2026-2027 Textbook Adoption. All textbooks adopted are on the TDOE approved list. This year’s adoption was for STEM, Coding, Welding, Wellness, and Industrial Maintenance. Clint Hickerson made a motion to approve with a second by Katie Dinwiddie. The motion carried unanimously.

APPROVAL OF NEW GENERAL PURPOSE BUDGET ITEMS: Tammy Smith requested approval of adding \$10,000 to revenue 46980-CIVIC for a Civics grant. It will be expensed as follows:

71100-429-CIVIC Instructional Supplies & Materials \$500

71100-471-CIVIC Software	2,500
71100-499-CIVIC Other Supplies & Materials	900
71100-599-CIVIC Other Charges	2,600
71100-722-CIVIC Regular Instructional Equipment	3,500

Katie Dinwiddie made a motion to approve with a second by Clint Hickerson. The motion carried unanimously.

APPROVAL OF PHS FFA TRIPS: Sonya Hayman requested approval of the following FFA Trips:

June 29 to July 3 FFA Camp – Doyle, TN for 15 students and two chaperons. Katie Dinwiddie made a motion to approve with a second by Ross Pope. The motion carried unanimously.

July 24 to 20 FFA Office Retreat in McKenzie for six to ten students and two chaperons. Katie Dinwiddie made a motion to approve with a second by Clint Hickerson. The motion carried unanimously

APPROVAL OF FIRST READING OF SECTION 1 POLICIES: Anna Cobb requested approval of First Reading of Section 1 Policies:

Policy 1.404 Appeals to and Appearances Before the Board – public comment is no longer limited to actionable items on the agenda. It does have to be germane to the school board’s jurisdiction.

Policy 1.800 School Calendar – make-up days no longer have to be submitted to the State.

Policy 1.804 Alcohol & Drugs in the Workplace – employees may be required to submit to a breath and/or urine sample for drug and alcohol testing if the Director or their designee reasonably suspects that the employee is under the influence of drugs or alcohol.

Clint Hickerson made a motion to approve with a second by Ross Pope. The motion carried unanimously.

APPROVAL OF FIRST READING OF POLICY 2.400 REVENUES: Anna Cobb requested approval of First Reading of Policy 2.400 Revenues defining the rounding of change due to the elimination of pennies. Katie Dinwiddie made a motion to approve with a second by Ross Pope. The motion carried unanimously.

APPROVAL OF FIRST READING OF SECTION 5 POLICIES: Anna Cobb requested approval of First Reading of Section 5 Policies:

Policy 5.114 Personnel Records – the addition of disciplinary action, as appropriate and any response from the employee

Policy 5.1151 Telework During an Emergencies – defines that telework is only permissible due to times of emergencies

Policy 5.200 Separation Practices for Tenured Teachers addresses allegations requiring temporary removal from duty and the varying levels of removal.

Policy 5.201 Separation Practices for Non-Tenured Teachers addresses allegations requiring temporary removal from duty and the varying levels of removal.

Policy 5.202 Separation Practices for Non-Certified Employees addresses allegations requiring temporary removal from duty and the varying levels of removal.

Policy 5.302 Sick Leave defines anyone out for five (5) consecutive working days shall submit a doctor’s statement verifying illness or injury of the employee or immediate family member. Frequent use and/or suspected misuse of sick leave by an employee are sufficient grounds for requiring a physician’s certificate stating the reason for absence.

5.400 Personnel Health Examination/Communicable Diseases states that employees with communicable diseases shall be reassigned to alternative duties, placed on administrative leave with pay, or temporarily remove the employee from the school setting.

Policy 5.403 Drug & Alcohol Testing for Employees defines reasonable suspicion drug testing and when it can be required.

Policy 5.606 Political Activities state that district owned property shall not be used as a location for filming or recording content intended for political promotion or solicitation.

Policy 5.608 Tutoring for Pay defines that no private teaching or tutoring shall be done during the regular school day. Anyone entering into a private tutoring agreement with a parent/guardian does so as an independent actor and not as an agent of the school district.

Policy 5.800 Director of Schools defines that the Director of Schools is the only employee directly employed by the Board of Education. All other employees of the district are employed, supervised, and managed under the authority of the Director of Schools.

Ross Pope made a motion to approve with a second by Katie Dinwiddie. The motion carried unanimously.

APPROVAL OF FIRST READING OF POLICY 6.411 STUDENT WELLNESS; Anna Cobb requested approval of the First Reading of Policy 6.411 Student Wellness. The School Health Advisory Council will review the CSH plan and make recommendations as to procedures and programs. Each school shall have a Healthy School Team made up of principal, teachers, staff, students, parents, and community members with at least half of the team members being non-school personnel. Ross Pope made a motion to approve with a second by Katie Dinwiddie. The motion carried unanimously.

DIRECTORS REPORT: The following items were shared by Director Haney:

TES Resignations - Ashley Harrell, 2nd Grade Teacher; Sara Martin, Teacher Assistant; and Kayla Taggart, 1st Grade Teacher

TRMS Resignations — Tim Allen, Alternative School Teacher; Aleshia Cox-Dermane, 8th Grade Science Teacher; Jennifer Harsy, 6th Grade Science Teacher; and Caitlin Phillips, Special Education Teacher

TES Transfer - Zhane Box, Cafeteria to Teacher Assistant

TES New Hires — Kelton Bailey, 2nd Grade Teacher; Gabriella Bower, 3rd Grade Teacher; Chloe Hendrix, 1st Grade Teacher; and Kamryn Twilla, Bookkeeper

Transportation New Hires — Carrie Mercer, Bus Driver and John Mercer, Bus Driver

School Activities

May 4 to 8 Teacher Appreciation Week

May 6 TRMS 5th Grade Trip to Discovery Park
School Nurse Day

May 7 TRMS Band in Jr Strawberry Festival Parade

May 8 PHS Band in Strawberry Festival Parade

May 11 TRMS Final Roar Store
Senior Walk Through TES and TRMS 9:30 am

May 12 TRMS Band Banquet 6 pm
Seniors Awards Day 8:30 am
Senior Walk Through TES and TRMS 9:30 am

May 14 TRMS Honors Banquet at 6 pm
8th Grade Trip to Shiloh
Grades 9 to 11 Awards Day 8:30 am

May 15 TRMS Student of the Month Recognition
TRMS House Day
PHS Graduation 7 pm

May 18 Bears Breakfast for 5th and 6th Grade
TRMS Field Day
FFA Banquet 5 pm

May 19 Bears Breakfast for 7th and 8th Grade
Rising 5th Grade Parent Meeting 6 pm

May 20 TRMS Gold/Silver Bears Recognition
PreK Graduation at 9 am at PHS

4th Graders Visit TRMS
8th Graders Visit PHS
May 21 TRMS 8th Grade Graduation 9 am
5th, 6th, 7th Grade Awards Ceremony 1 pm
TRMS Report Cards Go Home
May 22 Retiree Luncheon
May 29 Baseball Banquet (tentative)

Athletic Activities
May 5 to 6 Tennis District Team Tournament
May 8 to 10 PHS Baseball Region 7AA Tournament
May 12 to 15 Tennis State Tournament
May 15 to 17 PHS Baseball Sectional Tournament
May 19 to 24 PHS Baseball Class AA State Tournament

ADJOURNMENT: With no further business, Clint Hickerson made the motion to adjourn. Katie Dinwiddie seconded the motion. The motion carried unanimously.

Chairman of the Board

Secretary to the Board

Trenton Special School District
Bank Account Check Listing By Date

Run At: 6/11/2026 5:53 PM
Run By: Shannon Parra
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Bank Account: Cadence Checking - Fed Proj 142

Account Number: 000000090212

GL Account: 142-011-11130

Number	Date	Description	Check Type	Status	
35774	4/16/2026	AirMedCare Network	Vendor	Reconciled	\$133.03
35778	4/16/2026	American Cancer Society Gibson Co	Vendor	Reconciled	\$0.73
35780	4/16/2026	Gibson Co Imagination Library	Vendor	Reconciled	\$0.40
35788	4/16/2026	Superior Vision Services, Inc.	Vendor	Reconciled	\$13.82
35791	4/16/2026	TASC	Vendor	Reconciled	\$8.33
35795	4/16/2026	Trustmark Voluntary Benefits	Vendor	Reconciled	\$10.41
35798	4/16/2026	TSA Consulting Group, Inc.	Vendor	Reconciled	\$119.63
35800	4/16/2026	TSSD Cell Phones	Vendor	Reconciled	\$5.00
35805	4/16/2026	TSSD Concord	Vendor	Reconciled	\$658.73
35810	4/16/2026	TSSD General Fund Payroll	Vendor	Reconciled	\$3,631.88
35820	4/16/2026	TSSD General Purpose	Vendor	Reconciled	\$1,333.12
35826	4/16/2026	TSSD Teacher Insurance System	Vendor	Reconciled	\$1,409.61
35830	4/16/2026	USABLE LIFE	Vendor	Reconciled	\$32.00
35832	4/16/2026	Usable Life - Premium Billing	Vendor	Reconciled	\$86.28

Totals for Vendor

Number of Checks:	14
Total Checks:	\$7,442.97
Reconciled Checks:	\$7,442.97
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

Run At: 6/11/2026 5:53 PM
Run By: Shannon Parra
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Bank Account: Cadence Checking - Fed Proj 142
GL Account: 142-011-11130

Account Number: 000000090212

Totals for 142-011-11130

Number of Checks:	14
Total Checks:	\$7,442.97
Reconciled Checks:	\$7,442.97
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

Run At: 6/11/2026 5:53 PM
Run By: Shannon Parra
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Bank Account: Cadence Checking - Fed Proj 142

Account Number: 000000090212

GL Account: 142-101-11130

Number	Date	Description	Check Type	Status	
35772	4/16/2026	AirMedCare Network	Vendor	Reconciled	\$340.17
35782	4/16/2026	Gibson Co Imagination Library	Vendor	Reconciled	\$4.49
35783	4/16/2026	Peabody High School General Fund	Vendor	Reconciled	\$2.86
35789	4/16/2026	Superior Vision Services, Inc.	Vendor	Reconciled	\$30.07
35793	4/16/2026	Tn Child Support	Vendor	Reconciled	\$285.55
35797	4/16/2026	TSA Consulting Group, Inc.	Vendor	Reconciled	\$100.00
35806	4/16/2026	TSSD Concord	Vendor	Reconciled	\$2,236.05
35809	4/16/2026	TSSD General Fund Payroll	Vendor	Reconciled	\$17,314.62
35816	4/16/2026	TSSD General Purpose	Vendor	Reconciled	\$4,891.60
35823	4/16/2026	TSSD Teacher Insurance System	Vendor	Reconciled	\$3,122.78
35828	4/16/2026	USABLE LIFE	Vendor	Reconciled	\$65.68
35833	4/16/2026	Usable Life - Premium Billing	Vendor	Reconciled	\$97.83
35840	4/16/2026	Amazon Capital Services, Inc.	Vendor	Reconciled	\$599.00

Totals for Vendor

Number of Checks:	13
Total Checks:	\$29,090.70
Reconciled Checks:	\$29,090.70
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

Run At: 6/11/2026 5:53 PM
Run By: Shannon Parra
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Bank Account: Cadence Checking - Fed Proj 142
GL Account: 142-101-11130

Account Number: 000000090212

Totals for 142-101-11130

Number of Checks:	13
Total Checks:	\$29,090.70
Reconciled Checks:	\$29,090.70
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

Run At: 6/11/2026 5:53 PM
Run By: Shannon Parra
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Bank Account: Cadence Checking - Fed Proj 142
GL Account: 142-170-11130

Account Number: 000000090212

Number	Date	Description	Check Type	Status	
35775	4/16/2026	AirMedCare Network	Vendor	Reconciled	\$60.00
35804	4/16/2026	TSSD Concord	Vendor	Reconciled	\$648.00
35808	4/16/2026	TSSD General Fund Payroll	Vendor	Reconciled	\$3,891.21
35818	4/16/2026	TSSD General Purpose	Vendor	Reconciled	\$930.82
35839	4/16/2026	Amazon Capital Services, Inc.	Vendor	Reconciled	\$458.73

Totals for Vendor

Number of Checks:	5
Total Checks:	\$5,988.76
Reconciled Checks:	\$5,988.76
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Cadence Checking - Fed Proj 142
GL Account: 142-170-11130

Account Number: 000000090212

Totals for 142-170-11130

Number of Checks:	5
Total Checks:	\$5,988.76
Reconciled Checks:	\$5,988.76
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Cadence Checking - Fed Proj 142
GL Account: 142-430-11130

Account Number: 000000090212

Number	Date	Description	Check Type	Status	
35803	4/16/2026	TSSD Concord	Vendor	Reconciled	\$1,824.15
35812	4/16/2026	TSSD General Fund Payroll	Vendor	Reconciled	\$12,267.67
35819	4/16/2026	TSSD General Purpose	Vendor	Reconciled	\$3,191.08
35836	4/16/2026	Wal-Mart TreviPay	Vendor	Reconciled	\$82.78
35844	4/17/2026	TreviPay	Vendor	Void	\$82.78

Totals for Vendor

Number of Checks:	5
Total Checks:	\$17,448.46
Reconciled Checks:	\$17,365.68
Outstanding Checks:	\$0.00
Void Checks:	\$82.78

Trenton Special School District
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Bank Account: Cadence Checking - Fed Proj 142
GL Account: 142-430-11130

Account Number: 000000090212

Totals for 142-430-11130

Number of Checks:	5
Total Checks:	\$17,448.46
Reconciled Checks:	\$17,365.68
Outstanding Checks:	\$0.00
Void Checks:	\$82.78

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Cadence Checking - Fed Proj 142

Account Number: 000000090212

GL Account: 142-601-11130

Number	Date	Description	Check Type	Status	
35776	4/16/2026	AirMedCare Network	Vendor	Reconciled	\$64.93
35784	4/16/2026	Peabody High School General Fund	Vendor	Reconciled	\$1.82
35792	4/16/2026	Tn Child Support	Vendor	Reconciled	\$182.05
35802	4/16/2026	TSSD Concord	Vendor	Reconciled	\$351.09
35814	4/16/2026	TSSD General Fund Payroll	Vendor	Reconciled	\$1,449.43
35817	4/16/2026	TSSD General Purpose	Vendor	Reconciled	\$492.38
35824	4/16/2026	TSSD Teacher Insurance System	Vendor	Reconciled	\$417.25
35831	4/16/2026	Usable Life - Premium Billing	Vendor	Reconciled	\$0.99

Totals for Vendor

Number of Checks:	8
Total Checks:	\$2,959.94
Reconciled Checks:	\$2,959.94
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

Run At: 6/11/2026 5:53 PM
Run By: Shannon Parra
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Bank Account: Cadence Checking - Fed Proj 142
GL Account: 142-601-11130

Account Number: 000000090212

Totals for 142-601-11130

Number of Checks:	8
Total Checks:	\$2,959.94
Reconciled Checks:	\$2,959.94
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

Run At: 6/11/2026 5:53 PM
Run By: Shannon Parra
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Bank Account: Cadence Checking - Fed Proj 142
GL Account: 142-801-11130

Account Number: 000000090212

Number	Date	Description	Check Type	Status	
35845	4/17/2026	TSSD General Purpose	Vendor	Reconciled	\$201.92
				Totals for Vendor	
				Number of Checks:	1
				Total Checks:	\$201.92
				Reconciled Checks:	\$201.92
				Outstanding Checks:	\$0.00
				Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

Run At: 6/11/2026 5:53 PM
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Bank Account: Cadence Checking - Fed Proj 142
GL Account: 142-801-11130

Account Number: 000000090212

Totals for 142-801-11130

Number of Checks:	1
Total Checks:	\$201.92
Reconciled Checks:	\$201.92
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
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Bank Account: Cadence Checking - Fed Proj 142

Account Number: 000000090212

GL Account: 142-901-11130

Number	Date	Description	Check Type	Status	
35773	4/16/2026	AirMedCare Network	Vendor	Reconciled	\$611.38
35777	4/16/2026	American Cancer Society Gibson Co	Vendor	Reconciled	\$0.78
35779	4/16/2026	Chapter 13 Trustee	Vendor	Reconciled	\$268.00
35781	4/16/2026	Gibson Co Imagination Library	Vendor	Reconciled	\$5.22
35785	4/16/2026	Peabody High School General Fund	Vendor	Reconciled	\$5.00
35786	4/16/2026	Superior Vision Services, Inc.	Vendor	Reconciled	\$42.72
35790	4/16/2026	TASC	Vendor	Reconciled	\$18.92
35796	4/16/2026	Trustmark Voluntary Benefits	Vendor	Reconciled	\$19.71
35799	4/16/2026	TSA Consulting Group, Inc.	Vendor	Reconciled	\$65.68
35807	4/16/2026	TSSD Concord	Vendor	Reconciled	\$2,261.27
35813	4/16/2026	TSSD General Fund Payroll	Vendor	Reconciled	\$12,379.71
35821	4/16/2026	TSSD General Purpose	Vendor	Reconciled	\$3,935.44
35822	4/16/2026	TSSD Teacher Insurance System	Vendor	Reconciled	\$4,123.39
35829	4/16/2026	USABLE LIFE	Vendor	Reconciled	\$171.60
35835	4/16/2026	Usable Life - Premium Billing	Vendor	Reconciled	\$74.95
35838	4/16/2026	Ymca Of Memphis And The MidSouth	Vendor	Reconciled	\$11.63

Totals for Vendor

Number of Checks:	16
Total Checks:	\$23,995.40
Reconciled Checks:	\$23,995.40
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Cadence Checking - Fed Proj 142
GL Account: 142-901-11130

Account Number: 000000090212

Totals for 142-901-11130

Number of Checks:	16
Total Checks:	\$23,995.40
Reconciled Checks:	\$23,995.40
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Cadence Checking - Fed Proj 142

Account Number: 000000090212

GL Account: 142-911-11130

Number	Date	Description	Check Type	Status	
35787	4/16/2026	Superior Vision Services, Inc.	Vendor	Reconciled	\$1.17
35794	4/16/2026	Trustmark Voluntary Benefits	Vendor	Reconciled	\$14.52
35801	4/16/2026	TSSD Concord	Vendor	Reconciled	\$101.24
35811	4/16/2026	TSSD General Fund Payroll	Vendor	Reconciled	\$463.61
35815	4/16/2026	TSSD General Purpose	Vendor	Reconciled	\$139.80
35825	4/16/2026	TSSD Teacher Insurance System	Vendor	Reconciled	\$123.03
35827	4/16/2026	USABLE LIFE	Vendor	Reconciled	\$10.62
35834	4/16/2026	Usable Life - Premium Billing	Vendor	Reconciled	\$0.39
35837	4/16/2026	Ymca Of Memphis And The MidSouth	Vendor	Reconciled	\$7.05

Totals for Vendor

Number of Checks:	9
Total Checks:	\$861.43
Reconciled Checks:	\$861.43
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Cadence Checking - Fed Proj 142
GL Account: 142-911-11130

Account Number: 000000090212

Totals for 142-911-11130

Number of Checks:	9
Total Checks:	\$861.43
Reconciled Checks:	\$861.43
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Cadence Checking - Fed Proj 142
GL Account: 142-954-11130

Account Number: 000000090212

Number	Date	Description	Check Type	Status	
35841	4/16/2026	Apple, Inc	Vendor	Reconciled	\$1,718.00
35842	4/16/2026	Brody Temple	Vendor	Reconciled	\$1,400.00
35843	4/16/2026	Kobe Scott	Vendor	Reconciled	\$600.00

Totals for Vendor

Number of Checks:	3
Total Checks:	\$3,718.00
Reconciled Checks:	\$3,718.00
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Citizens City And County Bank Bus Garage 144
GL Account: 142-954-11130

Account Number: 000190350001

Totals for 142-954-11130

Number of Checks:	3
Total Checks:	\$3,718.00
Reconciled Checks:	\$3,718.00
Outstanding Checks:	\$0.00
Void Checks:	\$0.00

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Citizens City And County Bank Bus Garage 144

Account Number: 000190350001

GL Account: 144- -11130

Number	Date	Description	Check Type	Status	
17314	4/15/2026	AFLAC	Vendor	Reconciled	\$60.45
17315	4/15/2026	AirMedCare Network	Vendor	Reconciled	\$554.19
17316	4/15/2026	Superior Vision Services, Inc.	Vendor	Reconciled	\$12.64
17317	4/15/2026	TSA Consulting Group, Inc.	Vendor	Reconciled	\$64.00
17318	4/15/2026	TSSD Concord	Vendor	Reconciled	\$1,764.23
17319	4/15/2026	TSSD General Fund Payroll	Vendor	Reconciled	\$12,126.16
17320	4/15/2026	TSSD General Purpose	Vendor	Reconciled	\$3,491.02
17321	4/15/2026	TSSD Teacher Insurance System	Vendor	Reconciled	\$2,178.90
17322	4/15/2026	USABLE LIFE	Vendor	Reconciled	\$121.97
17323	4/15/2026	Usable Life - Premium Billing	Vendor	Reconciled	\$23.54
17324	4/15/2026	Ymca Of Memphis And The MidSouth	Vendor	Reconciled	\$18.87
17325	4/15/2026	Gibson Connect	Vendor	Reconciled	\$93.78
17326	4/30/2026	Gibson Co Utility Dist	Vendor	Reconciled	\$388.53
17327	4/30/2026	Temple Landscaping, LLC	Vendor	Reconciled	\$201.00
17328	4/30/2026	Trenton Light & Water Depts.	Vendor	Reconciled	\$410.36
17329	4/30/2026	AAA Auto Glass	Vendor	Reconciled	\$325.00
17330	4/30/2026	Ace Building Center	Vendor	Reconciled	\$81.96
17331	4/30/2026	Best One Tire Of Jackson	Vendor	Void	\$6,212.40
17332	4/30/2026	Central States Bus Sales, Inc.	Vendor	Reconciled	\$7,611.57
17333	4/30/2026	Hci Supply	Vendor	Reconciled	\$295.78
17334	4/30/2026	Hickerson Automotive Group, Inc	Vendor	Reconciled	\$858.39
17335	4/30/2026	Motor Parts Co Of Milan	Vendor	Reconciled	\$52.17
17336	4/30/2026	O'reilly Auto Part	Vendor	Reconciled	\$408.89
17337	4/30/2026	Rasberry Tire	Vendor	Reconciled	\$600.00
17338	4/30/2026	Tag Truck Center Of Jackson	Vendor	Reconciled	\$2,616.90
17339	4/30/2026	Trenton Industrial Laundry	Vendor	Reconciled	\$409.26
17340	4/30/2026	Volunteer International Inc.	Vendor	Reconciled	\$9,143.51

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Bank Account: Citizens City And County Bank Bus Garage 144
GL Account: 144- -11130

Account Number: 000190350001

Number	Date	Description	Check Type	Status	
17341	4/30/2026	Best One Tire Of Jackson	Vendor	Void	\$6,212.40
17342	4/30/2026	Best One Tire Of Jackson	Vendor	Reconciled	\$6,212.40

Totals for Vendor

Number of Checks:	29
Total Checks:	\$62,550.27
Reconciled Checks:	\$50,125.47
Outstanding Checks:	\$0.00
Void Checks:	\$12,424.80

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Regions Bank Cafeteria 143
GL Account: 144- -11130

Account Number: 0115084308

Totals for 144- -11130

Number of Checks:	29
Total Checks:	\$62,550.27
Reconciled Checks:	\$50,125.47
Outstanding Checks:	\$0.00
Void Checks:	\$12,424.80

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Regions Bank Cafeteria 143

Account Number: 0115084308

GL Account: 143- -11130

Number	Date	Description	Check Type	Status	
16995	4/9/2026	Brandon White	Vendor	Reconciled	\$1,346.16
16996	4/9/2026	Keely Spain	Vendor	Reconciled	\$1,346.16
16997	4/16/2026	AirMedCare Network	Vendor	Reconciled	\$1,005.55
16998	4/16/2026	American Cancer Society Gibson Co	Vendor	Outstanding	\$2.99
16999	4/16/2026	Gibson Co Imagination Library	Vendor	Reconciled	\$13.77
17000	4/16/2026	Superior Vision Services, Inc.	Vendor	Outstanding	\$113.39
17001	4/16/2026	TASC	Vendor	Reconciled	\$30.42
17002	4/16/2026	Trustmark Voluntary Benefits	Vendor	Outstanding	\$113.67
17003	4/16/2026	TSA Consulting Group, Inc.	Vendor	Reconciled	\$75.68
17004	4/16/2026	TSSD Concord	Vendor	Reconciled	\$3,843.49
17005	4/16/2026	TSSD General Fund Payroll	Vendor	Reconciled	\$22,830.67
17006	4/16/2026	TSSD General Purpose	Vendor	Reconciled	\$5,974.15
17007	4/16/2026	TSSD Teacher Insurance System	Vendor	Reconciled	\$10,258.30
17008	4/16/2026	USABLE LIFE	Vendor	Reconciled	\$369.48
17009	4/16/2026	Usable Life - Premium Billing	Vendor	Reconciled	\$132.59
17010	4/16/2026	Ymca Of Memphis And The MidSouth	Vendor	Outstanding	\$192.20
17011	4/16/2026	Ace Building Center	Vendor	Reconciled	\$57.77
17012	4/16/2026	Br Supply, Inc	Vendor	Reconciled	\$102.87
17013	4/16/2026	Food Rite	Vendor	Void	\$943.42
17014	4/16/2026	Hiland Dairy Foods Company LLC	Vendor	Reconciled	\$7,293.16
17015	4/16/2026	Lisa Seiber Garland	Vendor	Reconciled	\$72.50
17016	4/16/2026	Mccartney Produce Company, Inc.	Vendor	Reconciled	\$11,117.53
17017	4/16/2026	Singer H & R - Nashville	Vendor	Reconciled	\$221,199.69
17018	4/16/2026	SNA Depository	Vendor	Reconciled	\$1,064.00
17019	4/16/2026	TSSD General Purpose	Vendor	Reconciled	\$1,277.46
17020	4/16/2026	Volco	Vendor	Reconciled	\$21,422.43
17021	4/23/2026	Brandon White	Vendor	Reconciled	\$1,346.16

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Regions Bank Checking Gen Purpose 141
GL Account: 143- -11130

Account Number: 0100033708

Number	Date	Description	Check Type	Status	
17022	4/23/2026	Keely Spain	Vendor	Reconciled	\$1,346.16
Totals for Vendor					
Number of Checks:					28
Total Checks:					\$314,891.82
Reconciled Checks:					\$313,526.15
Outstanding Checks:					\$422.25
Void Checks:					\$943.42

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Regions Bank Checking Gen Purpose 141
GL Account: 143- -11130

Account Number: 0100033708

Totals for 143- -11130

Number of Checks:	28
Total Checks:	\$314,891.82
Reconciled Checks:	\$313,526.15
Outstanding Checks:	\$422.25
Void Checks:	\$943.42

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Regions Bank Checking Gen Purpose 141

Account Number: 0100033708

GL Account: 141- -11130

Number	Date	Description	Check Type	Status	
57692	4/1/2026	TSSD Federal Projects	Vendor	Reconciled	\$61,554.18
57693	4/3/2026	TSSD Federal Projects	Vendor	Reconciled	\$40,000.00
57694	4/6/2026	Abbott Services LLC	Vendor	Reconciled	\$11,500.00
57695	4/6/2026	Ace Building Center	Vendor	Reconciled	\$94.61
57696	4/6/2026	Amazon Capital Services, Inc.	Vendor	Reconciled	\$68.75
57697	4/6/2026	American Express	Vendor	Reconciled	\$90.00
57698	4/6/2026	Br Supply, Inc	Vendor	Reconciled	\$46.28
57699	4/6/2026	Brooks Billing Service	Vendor	Reconciled	\$529.92
57700	4/6/2026	Food Rite	Vendor	Reconciled	\$16.47
57701	4/6/2026	Gibson Co Imagination Library	Vendor	Reconciled	\$1,000.00
57702	4/6/2026	Invicta PCS LLC	Vendor	Reconciled	\$540.00
57703	4/6/2026	Jd Distributors	Vendor	Reconciled	\$2,332.18
57704	4/6/2026	Johnson Controls Building Solutions, LLC	Vendor	Reconciled	\$12,050.00
57705	4/6/2026	Johnson Controls Fire Protection LP	Vendor	Reconciled	\$2,734.56
57706	4/6/2026	Lewis West End Tire Co.	Vendor	Reconciled	\$49.95
57707	4/6/2026	LTC Language Solutions	Vendor	Reconciled	\$72.00
57708	4/6/2026	R J Young Company	Vendor	Reconciled	\$343.20
57709	4/6/2026	Cordale Sowell	Vendor	Reconciled	\$4,500.00
57710	4/6/2026	Temple Landscaping, LLC	Vendor	Reconciled	\$5,012.00
57711	4/6/2026	The Garland Co Inc.	Vendor	Reconciled	\$731.14
57712	4/6/2026	Tn Dept Of Labor/Workforce	Vendor	Reconciled	\$60.00
57713	4/6/2026	Trenton Gazette	Vendor	Reconciled	\$542.00
57714	4/6/2026	Trenton Light & Water Depts.	Vendor	Reconciled	\$40,141.38
57715	4/6/2026	Karla Valle	Vendor	Reconciled	\$120.00
57716	4/6/2026	Verizon	Vendor	Reconciled	\$724.14
57717	4/6/2026	Victory 93.7 Wtkb-Fm	Vendor	Reconciled	\$99.00
57718	4/6/2026	Vital Records Control	Vendor	Reconciled	\$2,629.80

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Regions Bank Checking Gen Purpose 141
GL Account: 141- -11130

Account Number: 0100033708

Number	Date	Description	Check Type	Status	
57719	4/6/2026	Words For Life Speech	Vendor	Reconciled	\$4,563.00
57720	4/7/2026	Abbott Services LLC	Vendor	Reconciled	\$600.00
57721	4/7/2026	Ace Building Center	Vendor	Reconciled	\$20.55
57722	4/7/2026	Amazon Capital Services, Inc.	Vendor	Reconciled	\$309.94
57723	4/7/2026	Edupoint Educational Systems	Vendor	Reconciled	\$182.02
57724	4/7/2026	Hickerson Automotive Group, Inc	Vendor	Reconciled	\$415.14
57725	4/7/2026	Raspberry Tire	Vendor	Reconciled	\$342.28
57726	4/7/2026	Trenton Industrial Laundry	Vendor	Reconciled	\$136.78
57727	4/7/2026	TSSD Gibson Co Bus Garage	Vendor	Reconciled	\$4,503.36
57728	4/10/2026	TSSD Federal Projects	Vendor	Reconciled	\$17,400.22
57729	4/14/2026	TSSD Cafeteria	Vendor	Reconciled	\$4,109.03
57730	4/15/2026	Ace Building Center	Vendor	Reconciled	\$19.99
57731	4/15/2026	Airgas USA, LLC	Vendor	Reconciled	\$32.24
57732	4/15/2026	Amazon Capital Services, Inc.	Vendor	Void	\$628.06
57733	4/15/2026	B & E Electronics, Inc.	Vendor	Reconciled	\$390.00
57734	4/15/2026	Br Supply, Inc	Vendor	Reconciled	\$66.40
57735	4/15/2026	Amy Van Buuren	Vendor	Reconciled	\$1,950.00
57736	4/15/2026	Cdw Government, Inc	Vendor	Reconciled	\$1,449.00
57737	4/15/2026	Central Technologies Inc	Vendor	Reconciled	\$9,667.50
57738	4/15/2026	Cook's Pest Control, Inc	Vendor	Reconciled	\$496.00
57739	4/15/2026	Copies Unlimited	Vendor	Reconciled	\$42.50
57740	4/15/2026	Cumberland Securities	Vendor	Reconciled	\$1,000.00
57741	4/15/2026	Grainger	Vendor	Reconciled	\$156.77
57742	4/15/2026	Jd Distributors	Vendor	Reconciled	\$1,480.06
57743	4/15/2026	Lowe's	Vendor	Reconciled	\$384.43
57744	4/15/2026	Majestic Steak House	Vendor	Reconciled	\$400.00
57745	4/15/2026	Nassp	Vendor	Reconciled	\$425.00
57746	4/15/2026	Premier Family Medicine	Vendor	Reconciled	\$125.00

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Bank Account Check Listing By Date

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Bank Account: Regions Bank Checking Gen Purpose 141
GL Account: 141- -11130

Account Number: 0100033708

Number	Date	Description	Check Type	Status	
57747	4/15/2026	RJ Wells LLC	Vendor	Reconciled	\$326.00
57748	4/15/2026	Superior Vision Services, Inc.	Vendor	Reconciled	\$38.05
57749	4/15/2026	Tennessee Bureau of Investigation	Vendor	Reconciled	\$300.00
57750	4/15/2026	TSSD Federal Projects	Vendor	Reconciled	\$52.52
57751	4/15/2026	Karla Valle	Vendor	Reconciled	\$120.00
57752	4/15/2026	James Young	Vendor	Reconciled	\$454.25
57753	4/15/2026	Ace Building Center	Vendor	Reconciled	\$39.98
57754	4/15/2026	Amazon Capital Services, Inc.	Vendor	Reconciled	\$588.08
57755	4/15/2026	AFLAC	Vendor	Reconciled	\$235.48
57756	4/15/2026	AirMedCare Network	Vendor	Reconciled	\$12,745.48
57757	4/15/2026	American Cancer Society Gibson Co	Vendor	Reconciled	\$10.50
57758	4/15/2026	Centennial Bank	Vendor	Reconciled	\$633,971.59
57759	4/15/2026	Gibson Co Imagination Library	Vendor	Reconciled	\$164.37
57760	4/15/2026	Peabody High School General Fund	Vendor	Reconciled	\$115.32
57761	4/15/2026	Superior Vision Services, Inc.	Vendor	Reconciled	\$1,128.81
57762	4/15/2026	TASC	Vendor	Reconciled	\$2,982.32
57763	4/15/2026	Tn Child Support	Vendor	Reconciled	\$2,148.40
57764	4/15/2026	Trustmark Voluntary Benefits	Vendor	Reconciled	\$800.10
57765	4/15/2026	TSA Consulting Group, Inc.	Vendor	Reconciled	\$4,238.34
57766	4/15/2026	TSSD Cell Phones	Vendor	Reconciled	\$20.00
57767	4/15/2026	TSSD Teacher Insurance System	Vendor	Reconciled	\$126,930.20
57768	4/15/2026	USABLE LIFE	Vendor	Reconciled	\$5,145.17
57769	4/15/2026	Usable Life - Premium Billing	Vendor	Reconciled	\$2,128.29
57770	4/15/2026	Ymca Of Memphis And The MidSouth	Vendor	Reconciled	\$804.45
57771	4/15/2026	Ace Building Center	Vendor	Reconciled	\$19.06
57772	4/15/2026	Bump Armor Mohawk, USA LLC	Vendor	Reconciled	\$12,278.25
57773	4/15/2026	Digital Technology Group	Vendor	Reconciled	\$1,860.75
57774	4/15/2026	Emma Hodges	Vendor	Reconciled	\$454.25

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Regions Bank Checking Gen Purpose 141
GL Account: 141- -11130

Account Number: 0100033708

Number	Date	Description	Check Type	Status	
57775	4/15/2026	Gibson Connect	Vendor	Reconciled	\$1,117.40
57776	4/15/2026	Jd Distributors	Vendor	Reconciled	\$1,836.38
57777	4/15/2026	Trenton Light & Water Depts.	Vendor	Reconciled	\$886.62
57778	4/15/2026	University of Florida	Vendor	Reconciled	\$1,785.00
57779	4/15/2026	Ymca Of Memphis And The MidSouth	Vendor	Reconciled	\$94.00
57780	4/15/2026	Ymca Of Memphis And The MidSouth	Vendor	Reconciled	\$164.00
57781	4/21/2026	Amy Van Buuren	Vendor	Reconciled	\$975.00
57782	4/21/2026	Greater Gibson Co. Chamber Com	Vendor	Reconciled	\$1,100.00
57783	4/21/2026	Karla Valle	Vendor	Reconciled	\$120.00
57784	4/29/2026	Amy Van Buuren	Vendor	Reconciled	\$1,950.00
57785	4/29/2026	Karla Valle	Vendor	Reconciled	\$120.00
57786	4/29/2026	Words For Life Speech	Vendor	Reconciled	\$5,967.00

Totals for Vendor

Number of Checks:	95
Total Checks:	\$1,065,092.24
Reconciled Checks:	\$1,064,464.18
Outstanding Checks:	\$0.00
Void Checks:	\$628.06

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Bank Account Check Listing By Date

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Bank Account: Regions Bank Checking Gen Purpose 141
GL Account: 141- -11130

Account Number: 0100033708

Totals for 141- -11130

Number of Checks:	95
Total Checks:	\$1,065,092.24
Reconciled Checks:	\$1,064,464.18
Outstanding Checks:	\$0.00
Void Checks:	\$628.06

Trenton Special School District
Bank Account Check Listing By Date

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Bank Account: Regions Bank Checking Gen Purpose 141

Account Number: 0100033708

Grand Totals

Number of Checks:	226
Total Checks:	\$1,534,241.91
Reconciled Checks:	\$1,519,740.60
Outstanding Checks:	\$422.25
Void Checks:	\$14,079.06

Template Name:
Created by: LGC

Trenton Special School District
Summary Financial Statement
April 2026

User: Shannon Parra
Date/Time: 6/11/2026 5:57 PM
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141 General Purpose School		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
Revenues							
40210	Local Option Sales Tax	1,300,000.00	(1,235,658.35)	95.05%	108,333.33	(120,695.03)	111.41%
40350	Interstate Telecommunications Tax	(9,000.00)	0.00	0.00%	(750.00)	0.00	0.00%
40610	Current Property Tax	2,887,340.00	(2,841,039.13)	98.40%	240,611.67	(155,332.71)	64.56%
40620	Prior Year's Property Tax	100,000.00	(80,015.53)	80.02%	8,333.33	(9,762.85)	117.15%
40630	Interest And Penalty	12,000.00	(8,348.88)	69.57%	1,000.00	(2,491.39)	249.14%
40650	Payments In Lieu Of Taxes	20,000.00	(31,192.99)	155.96%	1,666.67	(14,769.65)	886.18%
41110	Marriage Licenses	300.00	(302.31)	100.77%	25.00	(20.15)	80.60%
43531	Transportation - Other State Systems	10,000.00	0.00	0.00%	833.33	0.00	0.00%
43570	Receipts From Individual Schools	0.00	(6,647.74)	0.00%	0.00	0.00	0.00%
43990	Other Charges For Services	20,000.00	(34,356.70)	171.78%	1,666.67	0.00	0.00%
44110	Investment Income	160,000.00	(244,614.94)	152.88%	13,333.33	(22,549.99)	169.12%
44120	Lease/Rentals/PPP	19,800.00	(17,050.00)	86.11%	1,650.00	(1,775.00)	107.58%
44130	Sale Of Materials And Supplies	0.00	(150.00)	0.00%	0.00	0.00	0.00%
44170	Miscellaneous Refunds	0.00	(583.53)	0.00%	0.00	0.00	0.00%
44530	Sale Of Equipment	0.00	(2,070.00)	0.00%	0.00	0.00	0.00%
44570	Contributions & Gifts	3,165.00	(3,065.00)	96.84%	263.75	0.00	0.00%
44990	Other Local Revenues	3,000.00	(32,400.00)	1,080.00%	250.00	0.00	0.00%
46510	Tennessee Investment in Student	10,643,482.00	(9,717,739.58)	91.30%	886,956.83	(1,064,348.28)	120.00%
46513	TISA - On-behalf Payments	25,000.00	0.00	0.00%	2,083.33	0.00	0.00%
46515	Early Childhood Education	418,187.00	(310,061.50)	74.14%	34,848.92	(30,232.67)	86.75%
46550	Driver Education	0.00	(2,228.98)	0.00%	0.00	(2,228.98)	0.00%
46570	Literacy Coordination	0.00	0.00	0.00%	0.00	0.00	0.00%
46590	Other State Education Funds	303,504.00	(293,951.06)	96.85%	25,292.00	(9,682.94)	38.28%
46596	Paid Parental Leave	0.00	(20,294.98)	0.00%	0.00	0.00	0.00%
46610	Career Ladder Program	10,000.00	(11,771.65)	117.72%	833.33	(5,545.56)	665.47%
46760	Adult Vocational	6,500.00	(6,500.00)	100.00%	541.67	0.00	0.00%
46790	Other Vocational	238,290.00	(147,090.96)	61.73%	19,857.50	(6,986.84)	35.18%
46850	Mixed Drink Tax	9,000.00	(740.29)	8.23%	750.00	0.00	0.00%
46852	State Revenue Sharing -	9,000.00	(5,906.41)	65.63%	750.00	(700.83)	93.44%
46980	Other State Grants	127,351.11	(91,387.51)	71.76%	10,612.59	(22,423.82)	211.29%
49700	Insurance Recovery	91,930.29	(121,814.68)	132.51%	7,660.86	0.00	0.00%
49800	Transfers In	2,000.00	0.00	0.00%	166.67	0.00	0.00%
Total Revenues		16,410,849.40	(15,266,982.70)	93.03%	1,367,570.78	(1,469,546.69)	107.46%
Expenditures							
71100	Regular Instruction Program	(6,859,493.00)	4,813,399.03	70.17%	(571,624.42)	580,907.72	101.62%
71150	Alternative Instruction Program	(485,421.00)	347,255.07	71.54%	(40,451.75)	37,876.24	93.63%
71200	Special Education Program	(787,723.00)	680,178.56	86.35%	(65,643.58)	78,617.28	119.76%

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**Trenton Special School District
Summary Financial Statement
April 2026**

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141 General Purpose School		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
71300	Career and Technical Education	(803,484.00)	557,072.20	69.33%	(66,957.00)	101,314.48	151.31%
71400	Student Body Education Program	(57,575.00)	47,169.67	81.93%	(4,797.92)	9,154.71	190.81%
72110	Attendance	(152,609.00)	125,507.51	82.24%	(12,717.42)	13,071.85	102.79%
72120	Health Services	(171,137.00)	121,091.86	70.76%	(14,261.42)	15,374.10	107.80%
72130	Other Student Support	(483,458.00)	356,561.34	73.75%	(40,288.17)	35,279.79	87.57%
72210	Regular Instruction Program	(903,805.00)	685,354.22	75.83%	(75,317.08)	59,830.05	79.44%
72220	Special Education Program	(54,867.00)	71,130.23	129.64%	(4,572.25)	8,103.67	177.24%
72230	Career and Technical Education	(107,978.00)	90,834.02	84.12%	(8,998.17)	8,688.63	96.56%
72250	Instructional Technology	(503,831.00)	355,723.41	70.60%	(41,985.92)	35,669.13	84.95%
72310	Board Of Education	(263,255.00)	230,401.01	87.52%	(21,937.92)	6,347.63	28.93%
72320	Director Of Schools	(443,688.00)	407,213.67	91.78%	(36,974.00)	16,040.49	43.38%
72410	Office Of The Principal	(1,032,078.00)	730,942.30	70.82%	(86,006.50)	68,874.17	80.08%
72510	Fiscal Services	(120,559.00)	89,090.51	73.90%	(10,046.58)	8,770.45	87.30%
72520	Human Services/Personnel	(154,812.00)	123,846.46	80.00%	(12,901.00)	10,959.18	84.95%
72610	Operation Of Plant	(1,295,456.00)	1,035,901.27	79.96%	(107,954.67)	84,214.05	78.01%
72620	Maintenance Of Plant	(534,626.11)	395,590.97	73.99%	(44,552.18)	15,471.85	34.73%
72710	Transportation	(449,468.60)	304,772.53	67.81%	(37,455.72)	23,947.47	63.94%
72810	Central And Other	(42,000.00)	26,593.25	63.32%	(3,500.00)	180.02	5.14%
73100	Food Service	(65,000.00)	19,438.18	29.90%	(5,416.67)	0.00	0.00%
73300	Community Services	(3,000.00)	1,400.00	46.67%	(250.00)	0.00	0.00%
73400	Early Childhood Education	(424,619.00)	322,739.30	76.01%	(35,384.92)	35,118.77	99.25%
76100	Regular Capital Outlay	(2,075,070.69)	1,695,697.01	81.72%	(172,922.56)	14,056.27	8.13%
82130	Education	(720,000.00)	720,000.00	100.00%	(60,000.00)	0.00	0.00%
82230	Education	(507,419.00)	507,418.76	100.00%	(42,284.92)	0.00	0.00%
Total Expenditures		(19,502,432.40)	14,862,322.34	76.21%	(1,625,202.70)	1,267,868.00	78.01%
Total	141 General Purpose School	(3,091,583.00)	(404,660.36)	-13.09%	(257,631.92)	(201,678.69)	-78.28%

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Trenton Special School District
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April 2026

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142 School Federal Projects		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
Revenues							
44110	Investment Income	0.00	276.93	0.00%	0.00	(15.11)	0.00%
46980	Other State Grants	261,250.00	(107,337.71)	41.09%	21,770.83	(14,736.31)	67.69%
47131	Vocational Educ - Basic Grants To	51,535.52	(41,363.24)	80.26%	4,294.63	(4,626.46)	107.73%
47141	Title 1 Grants To Local Educ Agencies	731,282.47	(367,206.43)	50.21%	60,940.21	(60,047.32)	98.53%
47143	Special Education - Grants To States	352,125.01	(218,809.64)	62.14%	29,343.75	(35,942.98)	122.49%
47145	Special Education Preschool Grants	44,080.33	(8,140.49)	18.47%	3,673.36	(861.43)	23.45%
47146	English Language Acquisition Grants	7,852.55	(2,890.52)	36.81%	654.38	0.00	0.00%
47148	Rural Education	36,153.50	(22,184.38)	61.36%	3,012.79	(1,506.86)	50.02%
47309	COVID-19 Grant D	164,300.00	(113,347.98)	68.99%	13,691.67	(76,400.00)	558.00%
47310	COVID-19 Grant E	110,184.66	(59,743.48)	54.22%	9,182.06	0.00	0.00%
Total Revenues		1,758,764.04	(940,746.94)	53.49%	146,563.67	(194,136.47)	132.46%
Expenditures							
71100	Regular Instruction Program	(367,740.21)	213,116.26	57.95%	(30,645.02)	27,754.30	90.57%
71200	Special Education Program	(362,858.34)	238,821.32	65.82%	(30,238.20)	21,576.27	71.35%
71300	Career and Technical Education	(155,330.18)	125,727.53	80.94%	(12,944.18)	3,718.00	28.72%
72130	Other Student Support	(105,679.12)	69,515.13	65.78%	(8,806.59)	7,602.70	86.33%
72210	Regular Instruction Program	(441,318.19)	262,212.59	59.42%	(36,776.52)	15,354.72	41.75%
72220	Special Education Program	(61,586.00)	36,376.95	59.07%	(5,132.17)	3,280.56	63.92%
72230	Career and Technical Education	(3,000.00)	967.34	32.24%	(250.00)	201.92	80.77%
73300	Community Services	(260,388.00)	147,200.54	56.53%	(21,699.00)	18,455.80	85.05%
99100	Transfers Out	(864.00)	0.00	0.00%	(72.00)	0.00	0.00%
Total Expenditures		(1,758,764.04)	1,093,937.66	62.20%	(146,563.67)	97,944.27	66.83%
Total	142 School Federal Projects	0.00	153,190.72	100.00%	0.00	(96,192.20)	0.00%

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Trenton Special School District
Summary Financial Statement
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143 Central Cafeteria		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
Revenues							
43521	Lunch Payments - Children	2,000.00	(7,799.10)	389.96%	166.67	(1,142.00)	685.20%
43522	Lunch Payments - Adults	10,000.00	(10,460.75)	104.61%	833.33	(930.00)	111.60%
43523	Income From Breakfast	0.00	(408.00)	0.00%	0.00	0.00	0.00%
44110	Investment Income	25,839.00	(721.77)	2.79%	2,153.25	(161.88)	7.52%
46520	School Food Service	8,000.00	(9,063.56)	113.29%	666.67	0.00	0.00%
46980	Other State Grants	95,108.00	0.00	0.00%	7,925.67	0.00	0.00%
47111	USDA School Lunch Program	850,000.00	(539,723.71)	63.50%	70,833.33	(68,412.75)	96.58%
47112	USDA Commodities	80,000.00	0.00	0.00%	6,666.67	0.00	0.00%
47113	Breakfast	700,000.00	(292,926.90)	41.85%	58,333.33	(38,272.92)	65.61%
47114	USDA - Other	300,000.00	(126,722.35)	42.24%	25,000.00	(8,653.85)	34.62%
47990	Other Direct Federal Revenue	750,000.00	(292,333.51)	38.98%	62,500.00	(256,750.71)	410.80%
Total Revenues		2,820,947.00	(1,280,159.65)	45.38%	235,078.92	(374,324.11)	159.23%
Expenditures							
73100	Food Service	(2,885,947.00)	2,967,149.33	102.81%	(240,495.58)	892,842.99	371.25%
Total Expenditures		(2,885,947.00)	2,967,149.33	102.81%	(240,495.58)	892,842.99	371.25%
Total	143 Central Cafeteria	(65,000.00)	1,686,989.68	2,595.37%	(5,416.67)	518,518.88	9,572.

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Trenton Special School District
Summary Financial Statement
April 2026

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144 School Transportation		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
Revenues							
43531	Transportation - Other State Systems	628,334.00	(584,518.28)	93.03%	52,361.17	(50,125.47)	95.73%
44990	Other Local Revenues	0.00	(1,810.00)	0.00%	0.00	(471.00)	0.00%
Total Revenues		628,334.00	(586,328.28)	93.31%	52,361.17	(50,596.47)	96.63%
Expenditures							
72710	Transportation	(628,334.00)	584,518.28	93.03%	(52,361.17)	50,125.47	95.73%
Total Expenditures		(628,334.00)	584,518.28	93.03%	(52,361.17)	50,125.47	95.73%
Total	144 School Transportation	0.00	(1,810.00)	100.00%	0.00	(471.00)	0.00%

Run Date: 5/5/2026 6:04:08PM

Trenton Elementary SchoolBalance Sheet Report
Through 04/30/2026

Report Name: aaBalanceSheet.rpt

		General	Restricted	Food Service	Total
Assets					
11	Cash on hand	0.00	0.00	0.00	0.00
12	Cash in banks - checking	101,525.86	26,465.50	0.00	127,991.36
Total Assets		\$101,525.86	\$26,465.50	\$0.00	\$127,991.36
Liabilities					
91	General fund balance	-97,009.75	0.00	0.00	-97,009.75
Total Liabilities		\$-97,009.75	\$0.00	\$0.00	\$-97,009.75
Revenues					
304	Pictures	-2,185.42	0.00	0.00	-2,185.42
313	Instructional Supplies	-75.88	0.00	0.00	-75.88
320	Interest	-454.72	0.00	0.00	-454.72
321	Board Allocations	-12,659.19	0.00	0.00	-12,659.19
326	Snack Shack	-20,305.10	0.00	0.00	-20,305.10
327	Student Incentive	-35,795.70	0.00	0.00	-35,795.70
Total Revenues		\$-71,476.01	\$0.00	\$0.00	\$-71,476.01
Expenditures					
411	Folders	1,600.00	0.00	0.00	1,600.00
412	Office Supplies	1,389.45	0.00	0.00	1,389.45
418	General Supplies	549.34	0.00	0.00	549.34
421	Instructional Supplies	3,887.15	0.00	0.00	3,887.15
424	Student Incentive	34,587.93	0.00	0.00	34,587.93
429	Copy Machines	6,160.00	0.00	0.00	6,160.00
491	Do Right Store	6,876.50	0.00	0.00	6,876.50
498	Snack Shack	10,042.95	0.00	0.00	10,042.95
499	Miscellaneous	1,866.58	0.00	0.00	1,866.58
Total Expenditures		\$66,959.90	\$0.00	\$0.00	\$66,959.90
Restricted Accounts					
804	Library	0.00	-12,703.76	0.00	-12,703.76
810	Fourth Grade Field Trips	0.00	-21.01	0.00	-21.01
811	Fine Arts	0.00	-826.16	0.00	-826.16
814	Computer Lab	0.00	-2,102.54	0.00	-2,102.54
816	Physical Education	0.00	-1,305.17	0.00	-1,305.17
817	Guidance	0.00	-18.36	0.00	-18.36
819	Yearbook	0.00	-8,105.58	0.00	-8,105.58
822	Second Grade Field Trips	0.00	-209.50	0.00	-209.50
823	Third Grade Field Trips	0.00	-44.01	0.00	-44.01
827	Basketball	0.00	-991.10	0.00	-991.10
830	PreK SPED	0.00	-94.02	0.00	-94.02
831	Chrome Book Fees	0.00	-44.00	0.00	-44.00
835	STEM	0.00	-0.29	0.00	-0.29
Total Restricted Accounts		\$0.00	\$-26,465.50	\$0.00	\$-26,465.50
Grand Totals :		\$0.00	\$0.00	\$0.00	\$0.00

		General	Restricted	Food Service	Total
Assets					
11	Cash on hand	0.00	0.00	0.00	0.00
12	Cash in banks - checking	-16,694.13	53,306.66	0.00	36,612.53
21	CD#403819 - Security Bank	171.87	10,274.86	0.00	10,446.73
Total Assets		\$-16,522.26	\$63,581.52	\$0.00	\$47,059.26
Liabilities					
91	General fund balance	-7,029.34	0.00	0.00	-7,029.34
Total Liabilities		\$-7,029.34	\$0.00	\$0.00	\$-7,029.34
Revenues					
298	Cookie Dough Fundraiser	-15,018.00	0.00	0.00	-15,018.00
307	Start Up Money	-22,350.00	0.00	0.00	-22,350.00
318	Student Snacks	-3,206.00	0.00	0.00	-3,206.00
320	Interest	-257.93	0.00	0.00	-257.93
325	Board Allocations	-11,747.58	0.00	0.00	-11,747.58
557	Student Incentive	-940.15	0.00	0.00	-940.15
Total Revenues		\$-53,519.66	\$0.00	\$0.00	\$-53,519.66
Expenditures					
406	Cookie Dough Fundraiser	10,345.00	0.00	0.00	10,345.00
411	Start Up Money	21,950.00	0.00	0.00	21,950.00
412	Office Supplies	3,849.58	0.00	0.00	3,849.58
413	PBIS -ROAR STORE	6,914.90	0.00	0.00	6,914.90
414	Equipment & Repairs	8,849.65	0.00	0.00	8,849.65
419	Instructional Supplies	5,380.52	0.00	0.00	5,380.52
498	Student Snacks	5,256.14	0.00	0.00	5,256.14
500	Miscellaneous	5,377.95	0.00	0.00	5,377.95
556	Student Incentive	9,147.52	0.00	0.00	9,147.52
Total Expenditures		\$77,071.26	\$0.00	\$0.00	\$77,071.26
Restricted Accounts					
510	Student Council	0.00	-219.72	0.00	-219.72
511	Athletic Concessions	0.00	0.00	0.00	0.00
512	Book Damage Fees	0.00	-987.96	0.00	-987.96
514	Chromebook fees	0.00	-721.00	0.00	-721.00
555	FCA	0.00	-46.00	0.00	-46.00
558	Scholastic Reading Club	0.00	-8.25	0.00	-8.25
602	Cheerleader	0.00	-5,802.15	0.00	-5,802.15
610	Library	0.00	-984.97	0.00	-984.97
611	Accelerated Reader	0.00	-1,661.19	0.00	-1,661.19
613	All Athletics Interest	0.00	-430.58	0.00	-430.58
614	Baseball	0.00	-1,725.87	0.00	-1,725.87
615	Basketball	0.00	-3,509.73	0.00	-3,509.73
616	Football	0.00	-1,458.12	0.00	-1,458.12
617	Soccer	0.00	-7,723.51	0.00	-7,723.51
618	Softball	0.00	-13,213.00	0.00	-13,213.00
619	Volleyball	0.00	-7,014.70	0.00	-7,014.70
800	Coding Grant	0.00	0.00	0.00	0.00
801	Beta Club	0.00	-7,454.30	0.00	-7,454.30
802	STEM	0.00	-1,050.89	0.00	-1,050.89
803	Special Population	0.00	-263.23	0.00	-263.23
904	Band	0.00	-2,373.38	0.00	-2,373.38
906	Annual	0.00	-1,712.77	0.00	-1,712.77

Trenton Rosenwald Middle School

Balance Sheet Report
Through 04/30/2026

Report Name: aaBalanceSheet.rpt

		General	Restricted	Food Service	Total
909	Leigh Boyce Scholarship Fund	0.00	-5,220.20	0.00	-5,220.20
	Total Restricted Accounts	\$0.00	\$-63,581.52	\$0.00	\$-63,581.52
	Grand Totals :	\$0.00	\$0.00	\$0.00	\$0.00

Run Date: 5/5/2026 5:08:02PM

Peabody High SchoolBalance Sheet Report
Through 04/30/2026

Report Name: aaBalanceSheet.rpt

		General	Restricted	Food Service	Total
Assets					
11	Cash on hand	0.00	0.00	0.00	0.00
12	Cash in banks - checking	39,799.37	267,083.56	0.00	306,882.93
Total Assets		\$39,799.37	\$267,083.56	\$0.00	\$306,882.93
Liabilities					
91	General fund balance	-36,546.61	0.00	0.00	-36,546.61
Total Liabilities		\$-36,546.61	\$0.00	\$0.00	\$-36,546.61
Revenues					
300	Start-up Change	-98,600.00	0.00	0.00	-98,600.00
304.3	Pepsi Machine	-4,400.00	0.00	0.00	-4,400.00
304.4	Graham Snack Foods	-2,953.52	0.00	0.00	-2,953.52
307	Donations	-202.64	0.00	0.00	-202.64
321	Board Allocations	-16,403.59	0.00	0.00	-16,403.59
333	Safety & Security	-387.19	0.00	0.00	-387.19
355	Student Incentive	-4,294.46	0.00	0.00	-4,294.46
Total Revenues		\$-127,241.40	\$0.00	\$0.00	\$-127,241.40
Expenditures					
400	Start-up Change	99,300.00	0.00	0.00	99,300.00
411	Admin Supplies & Materials	1,152.42	0.00	0.00	1,152.42
420	Other Admin Expenditures	1,070.00	0.00	0.00	1,070.00
421	Instructional Supplies & Materials	11,484.07	0.00	0.00	11,484.07
426	Copy Machine	7,416.15	0.00	0.00	7,416.15
452	Postage	780.00	0.00	0.00	780.00
455	Student Incentive	393.58	0.00	0.00	393.58
459	Other Expenditures	2,392.42	0.00	0.00	2,392.42
Total Expenditures		\$123,988.64	\$0.00	\$0.00	\$123,988.64
Restricted Accounts					
601	All Athletics	0.00	-29,151.07	0.00	-29,151.07
701	Class of 2026	0.00	-19,237.45	0.00	-19,237.45
704	Class of 2029	0.00	-36.83	0.00	-36.83
705	Class Sign/Monument	0.00	-20,711.61	0.00	-20,711.61
801	Beta Club	0.00	-8,006.37	0.00	-8,006.37
802	FFA Club	0.00	-17,226.32	0.00	-17,226.32
803	Speech & Debate Club	0.00	-421.80	0.00	-421.80
813	History Club	0.00	-848.51	0.00	-848.51
814	Pep Club	0.00	-632.35	0.00	-632.35
821	Junior Rotary	0.00	-744.17	0.00	-744.17
822	HOSA	0.00	-53.87	0.00	-53.87
825	Girls & Boys State	0.00	-28,123.74	0.00	-28,123.74
827	Peabody Pals	0.00	-788.34	0.00	-788.34
828	STEM Club	0.00	-1,058.60	0.00	-1,058.60
829	21 Plus Club	0.00	-742.02	0.00	-742.02
831	Peabody Rock Ensemble	0.00	-215.67	0.00	-215.67
832	AP - Advance Placement	0.00	-3,015.55	0.00	-3,015.55
833	SAT Exam	0.00	-15.00	0.00	-15.00
834	Peabody Perk	0.00	-4,083.54	0.00	-4,083.54
835	Middle College	0.00	1,626.40	0.00	1,626.40
840	Prom	0.00	-12,073.43	0.00	-12,073.43
841	Graduation	0.00	-67.07	0.00	-67.07

Run Date: 5/5/2026 5:08:02PM

Peabody High SchoolBalance Sheet Report
Through 04/30/2026

Report Name: aaBalanceSheet.rpt

		General	Restricted	Food Service	Total
842	Benevolence	0.00	-805.00	0.00	-805.00
849	Altruismo	0.00	-3.00	0.00	-3.00
850	Onraka House	0.00	-192.16	0.00	-192.16
851	Homecoming	0.00	-755.65	0.00	-755.65
901	Library	0.00	-139.79	0.00	-139.79
902	Football Cheerleaders	0.00	-4,127.15	0.00	-4,127.15
903	School Annuals	0.00	-6,822.71	0.00	-6,822.71
904	Band	0.00	-4,110.96	0.00	-4,110.96
906	Student Council	0.00	-1,411.62	0.00	-1,411.62
907	Art	0.00	-1,080.89	0.00	-1,080.89
911	St. Jude	0.00	0.00	0.00	0.00
915	Project Inspire	0.00	-16.15	0.00	-16.15
916	Chromebook	0.00	-2,045.00	0.00	-2,045.00
932	Football Donations	0.00	-14,367.02	0.00	-14,367.02
933	Girls Basketball Donations	0.00	-15,330.65	0.00	-15,330.65
934	Boys Basketball Donations	0.00	-12,497.59	0.00	-12,497.59
935	Baseball Donations	0.00	-11,957.35	0.00	-11,957.35
936	Golf Donations	0.00	-313.79	0.00	-313.79
938	Soccer Donations	0.00	-2,533.67	0.00	-2,533.67
939	Softball Donations	0.00	-2,882.73	0.00	-2,882.73
940	Tennis Donations	0.00	-390.33	0.00	-390.33
941	Volleyball Donations	0.00	-5,888.86	0.00	-5,888.86
942	Track & Field	0.00	-834.25	0.00	-834.25
950	Football Donation / Quarterback	0.00	-2,349.28	0.00	-2,349.28
951	Band Pit Crew	0.00	-14,935.53	0.00	-14,935.53
952	Basketball Cheerleaders	0.00	-1,997.09	0.00	-1,997.09
989	Band Uniforms	0.00	-13,668.43	0.00	-13,668.43
	Total Restricted Accounts	\$0.00	\$-267,083.56	\$0.00	\$-267,083.56
	Grand Totals :	\$0.00	\$0.00	\$0.00	\$0.00

Trenton Special Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Appeals to and Appearances Before the Board	Descriptor Code: 1.404	Issued Date: 07/25/23
		Rescinds: 1.404	Issued: 07/13/99

APPEALS TO THE BOARD

Any matter relating to the operation of the school system may be appealed to the Board. However, the Board desires that all matters be settled at the lowest level of responsibility and will not hear complaints or concerns which have not advanced through the proper administrative procedure from the point of origin.

If all steps of the administrative procedure have been pursued and there is still a desire to appeal to the Board, the matter shall be referred in writing to the office of the director of schools and the Board shall determine whether to hear the appeal.

APPEARING BEFORE THE BOARD

Individuals desiring to appear before the Board must submit a written request with descriptive materials to the office of the director of schools seven (7) days before the meeting. If the request is approved by the Executive Committee, the item will be placed on the agenda. Individuals placed on the agenda will be recognized at the beginning of the meeting and given two (2) minutes to speak when their topic of interest is addressed on the agenda. All requests submitted will be included in the board packet.

If an individual wishes to address the Board on an item on the agenda, s/he may sign up on the form provided before the beginning of the board meeting to request time to speak. Delegations must select only one individual to speak on their behalf unless otherwise determined by the Board.

The chairman may recognize individuals not on the agenda for remarks to the Board if s/he determines that such is in the public interest. A majority vote of members present can overrule the decision of the chairman.

Individuals speaking to the Board shall address remarks to the chairman and may direct questions to individual board members or staff members only upon approval of the chairman. Each person speaking shall state his name, address, and subject of presentation. Remarks will be limited to time allotted in the agenda unless time is extended by the Board. The chairman shall have the authority to terminate the remarks of any individual who is disruptive or does not adhere to Board rules.¹

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

Guidelines for individuals who address the Board:

- 1 1. Those requesting to speak to the Board must have documented evidence that they have followed the
- 2 chain of command in addressing this issue.
- 3 2. Each person speaking shall state his/her name, address, and subject of remarks.
- 4 3. Individuals may address the Board only on items that the Board can take action on.
- 5 4. No response is necessary by the Board or any board member.
- 6 5. If appropriate, the Board or the director of schools will respond at a later date.
- 7 6. Time is not transferable to another individual.
- 8 7. Name calling, personal attacks, profanity, threats, verbal abuse, or disruption of the orderly meeting
- 9 process will result in the individual or group being asked to leave the meeting.

10 *Public Comment Period*²

11 There shall be a public comment period for each meeting with actionable items on the agenda, with the
12 exception of teacher disciplinary hearings. Comments shall be limited to topics listed on the agenda. The
13 total public comment period shall be for no more than ten (10) minutes. If an individual wishes to address
14 the Board, he/she shall sign up on the form provided before the beginning of the board meeting to request
15 time to speak. Each speaker shall be given no more than two (2) minutes. Delegations shall select only
16 one (1) individual to speak on their behalf unless otherwise determined by the Board.
17
18

Legal Reference:

1. TCA 39-17-306

Cross References:

School Board Meetings 1.400
Agendas 1.403
Complaints About School Personnel 5.502

Trenton Special Board of Education

Monitoring: Review: Annually, in July	Descriptor Term: Appeals to and Appearances Before the Board	Descriptor Code: 1.404	Issued Date:
		Rescinds:	Issued:

APPEALS TO THE BOARD

Any matter relating to the operation of the school system may be appealed to the Board. However, the parties shall attempt to settle all matters at the lowest level of responsibility, and the Board shall not hear complaints or concerns which have not advanced through the proper administrative procedure. If all steps of the administrative procedure have been pursued and there is still a desire to appeal to the Board, the matter shall be referred in writing to the office of the Director of Schools, and the Board shall determine whether to hear the appeal.

APPEARING BEFORE THE BOARD

Individuals speaking to the Board shall address remarks to the Chair and may direct questions to individual board members or staff members only upon approval of the Chair. Each person speaking shall state his/her name and subject of presentation. ~~Remarks will be limited to time allotted in the agenda unless time is extended by the Board.~~ The Chair shall have the authority to terminate the remarks of any individual who violates state law or does not adhere to board rules.¹

Public Comment Period²

There shall be a public comment period for each meeting with actionable items on the agenda, with the exception of teacher disciplinary hearings. Comments shall be limited to topics listed on the agenda and matters that are germane to the school board's jurisdiction. The total public comment period shall be for no more than ten (10) minutes. If an individual wishes to address the Board, he/she shall sign up on the form provided before the beginning of the board meeting to request time to speak. Each speaker shall be given no more than two (2) minutes. Delegations shall select only one (1) individual to speak on their behalf unless otherwise determined by the Board.

Adding an Item to the Agenda

Individuals desiring to appear before the Board shall submit a written request with descriptive materials to the office of the Director of Schools seven (7) days before the meeting. If the request is approved by the executive committee, the item will be placed on the agenda. Individuals placed on the agenda will be recognized at the beginning of the meeting and given two (2) minutes to speak when their item is addressed on the agenda. All requests submitted will be included in the board packet.

~~If an individual wishes to address the Board on an item on the agenda, s/he may sign up on the form provided before the beginning of the board meeting to request time to speak. Delegations must select only one individual to speak on their behalf unless otherwise determined by the Board.~~

- 1 -
- 2 ~~The chairman may recognize individuals not on the agenda for remarks to the Board if s/he determines~~
- 3 ~~that such is in the public interest. A majority vote of members present can overrule the decision of the~~
- 4 ~~chairman.~~
- 5 ~~Individuals desiring additional information about any item on the agenda shall direct such inquiries to~~
- 6 ~~the office of the director of schools.~~
- 7 -
- 8 ~~Guidelines for individuals who address the Board:~~
- 9 ~~1. Those requesting to speak to the Board must have documented evidence that they have followed the~~
- 10 ~~chain of command in addressing this issue.~~
- 11 ~~2. Each person speaking shall state his/her name, address, and subject of remarks.~~
- 12 ~~3. Individuals may address the Board only on items that the Board can take action on.~~
- 13 ~~4. No response is necessary by the Board or any board member.~~
- 14 ~~5. If appropriate, the Board or the director of schools will respond at a later date.~~
- 15 ~~6. Time is not transferable to another individual.~~
- 16 ~~7. Name calling, personal attacks, profanity, threats, verbal abuse, or disruption of the orderly meeting~~
- 17 ~~process will result in the individual or group being asked to leave the meeting.~~
- 18

Legal References

1. [TCA 39-17-306](#)
2. [TCA 8-44-112](#)

Cross References

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

Trenton Special Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: School Calendar	Descriptor Code: 1.800	Issued Date: 01/05/16
		Rescinds: 1.800	Issued: 07/13/99

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

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

- A minimum of 180 student attendance days;
- A minimum of five (5) days in-service education for all certificated personnel;
- One (1) day for parent-teacher conferences;
- Ten (10) days paid vacation for all certificated personnel; and
- Four (4) discretionary days

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

STUDENT ATTENDANCE DAYS

When schools are closed due to emergencies or unforeseen circumstances such as epidemics or inclement weather, the time lost above five (5) days shall be made up unless otherwise approved by the State Department of Education.

IN-SERVICE EDUCATION

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

DISCRETIONARY DAYS

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

Legal References

1. TCA 49-6-3004(a)(1)-(6)
2. State Board of Education Guidelines for Planning
Approvable In-Service Education Activities

Cross References

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

Trenton Special Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: School Calendar	Descriptor Code: 1.800	Issued Date:
		Rescinds:	Issued:

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

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

- A minimum of 180 student attendance days;
- A minimum of five (5) days in-service education for all certificated personnel;
- One (1) day for parent-teacher conferences;
- Ten (10) days paid vacation for all certified personnel;
- Four (4) discretionary days; and

The director of schools shall plan each year's program accounting for a 200-day year and shall recommend it to the Board for approval.

The calendar shall be distributed to the school staff at the opening of the school term.

STUDENT ATTENDANCE DAYS

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

IN-SERVICE EDUCATION

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

DISCRETIONARY DAYS

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

Legal References

1. [TCA 49-6-3004\(a\)\(1\)-\(6\)](#)
2. [TCA 2-3-107](#)
3. [TN Dept. of Education, *Guidelines for Planning Approvable In-Service Education Activities*](#)

Cross References

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

Trenton Special Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Alcohol & Drugs in the Workplace	Descriptor Code: 1.804	Issued Date: 10/02/19
		Rescinds: 1.801	Issued: 09/05/00

1 General

2 Any employee who violates the terms of this policy shall be subject to disciplinary action, including
3 but not limited to, suspension, dismissal, and/or referral for prosecution.¹

4 The Director of Schools shall be responsible for providing a copy of this policy to all school district
5 employees.

6 DEFINITIONS

7 “Workplace” shall include any school building or any school premise; any school-owned or any other
8 school-approved vehicle used to transport students to and from school or school activities; and off-
9 school property during any school-sponsored or school approved activity, event, or function.

10 “Illegal drugs” shall include any narcotic drug, hallucinogenic drug, amphetamine, barbiturate,
11 marijuana, or any other controlled substance as defined by federal law.²

12 “Unauthorized drugs” shall include, but are not limited to, inhalants; any designer, synthetic,
13 derivative, analogous, or "look-alike" substances that are manufactured, designed, or intended to
14 resemble and/or mimic the effects of illegal drugs; any legally prescribed drugs being used in a manner
15 for which they were not intended or prescribed including, but not limited to, the use of prescription
16 drugs prescribed for another individual; and any lawful substances that could result in impairment of
17 physical or mental capacity that is threatening to the health or safety of the employee or others.³

18 “Alcohol” shall include, but is not limited to, spirits, liquor, wine, beer, and any liquid
19 containing alcohol as defined by state and federal law.⁴

20 ALCOHOL & DRUG-FREE WORKPLACE

21 No employee while on or in the workplace shall unlawfully manufacture, distribute, dispense, possess,
22 use, or be under the influence of any illegal or unauthorized drugs¹ or any alcohol.⁵

Legal References

1. Drug Free Workplace Act of 1988, 41 USCA § 8103
2. 21 USCA § 812
3. TCA 49-5-1003
4. TCA 57-4-102; 26 USCA § 5002
5. TCA 39-17-715

Cross References

Supervision 5.108
Drug & Alcohol Testing for Employees 5.403
Drug-Free Schools 6.307

Trenton Special Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Alcohol & Drugs in the Workplace	Descriptor Code: 1.804	Issued Date:
		Rescinds:	Issued:

1 General

2 Any employee who violates the terms of this policy shall be subject to disciplinary action, including
3 but not limited to, suspension, dismissal, and/or referral for prosecution.¹

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12 “Unauthorized drugs” shall include, but are not limited to, inhalants; any designer, synthetic,
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14 resemble and/or mimic the effects of illegal drugs; any legally prescribed drugs being used in a manner
15 for which they were not intended or prescribed including, but not limited to, the use of prescription
16 drugs prescribed for another individual; and any lawful substances that could result in impairment of
17 physical or mental capacity that is threatening to the health or safety of the employee or others.³

18 “Alcohol” shall include, but is not limited to, spirits, liquor, wine, beer, and any liquid
19 containing alcohol as defined by state and federal law.⁴

20 ALCOHOL & DRUG-FREE WORKPLACE

21 No employee while on or in the workplace shall unlawfully manufacture, distribute, dispense, possess,
22 use, or be under the influence of any illegal or unauthorized drugs¹ or any alcohol.⁵

23 PHYSICAL EXAMINATION/SCREENING BASED UPON REASONABLE SUSPICION

24 Whenever the Director, or his/her authorized designee reasonably suspects that an employee’s work
25 performance or on-the-job behavior may have been affected in any way by illegal drugs or alcohol or
26 that an employee has otherwise violated this policy, Alcohol & Drugs in the workplace, the employee
27 may be required to submit a breath and/or urine sample for drug and alcohol testing as detailed in
28 Policy 5.403 Drug & Alcohol Testing for Employees.

Legal References

1. [Drug Free Workplace Act of 1988, 41 USCA § 8103; 34 CFR §§ 84.205 – 84.215](#)
2. [21 USCA § 812](#)
3. [TCA 49-5-1003\(b\)\(16\), \(17\), \(18\)](#)
4. [TCA 57-4-102; 26 USCA § 5002](#)
5. [TCA 39-17-715](#)

Cross References

Supervision 5.108
Drug & Alcohol Testing for Employees 5.403
Drug-Free Schools 6.307

Trenton Special Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Revenues	Descriptor Code: 2.400	Issued Date: 12/05/23
		Rescinds: 2.400	Issued: 10/12/21

1 *General*

2 Any money collected by any school shall be documented.

3 The schools may receive funds collected from activities and for events held at or in connection with the
4 school, including contracts with other schools for interschool events. To be included in this accounting
5 are all monies collected from lunch rooms, athletics, entertainments, school clubs, fees, concessions, and
6 all fundraising activities. Each principal shall determine the reconciliation method to be used for all
7 events which require a ticket.¹

8 **FEES**

9 School fees are to be kept to a minimum and may be expended only for the purposes for which they were
10 collected. The school shall not require any student to pay a fee to the school for any purpose, except as
11 authorized by the Board. No fees shall be required of any student as a condition to attend the school or
12 use its equipment.² School fees shall be waived for students who receive free or reduced-price lunches.³
13 No student will be penalized for nonpayment of any school fee.

14 **EXTENDED SCHOOL PROGRAM**

15 Extended school funds shall be collected at the individual schools and receipted and deposited in the
16 school bank account. The principal shall report the collections and pay the Board by school check.⁴

17 **FINES**

18 A student will be held responsible for the cost of replacing any materials or property which the student
19 loses or damages,⁵ including textbooks, library books, equipment, and buildings. All money collected as
20 fines shall be placed in the system-wide school fund.

21 **TUITION INCOME**

22 Tuition collected from nonresident students shall be placed in the system-wide school fund.

23 **RENTAL INCOME**

24 The principal will collect and remit to the central office all money received for use of a particular school
25 facility or other school property.

1 GRANTS

2 Grants for educational purposes made available by the state and/or federal government may be sought
3 by the school district but only when the conditions of their availability are in harmony with the
4 purposes and policies of the Board and the laws of the state and county. Principals may apply for and
5 receive grants, but funds shall be recorded in a separate restricted fund account.⁴

6 COLLECTION OF FUNDS THROUGH ONLINE PAYMENT⁶

7 Approved district staff may utilize The Square for electronic transactions. The Director of
8 Schools/designee shall determine when this type of transaction may be utilized on a case-by-case basis.
9 At the individual school level, the principal shall oversee the collection of funds and submit a plan that
10 includes the following:

- 11 1. Adequate supporting documentation for the electronic collection method including a plan to
12 provide a total daily receipt summary;
13
- 14 2. Methods of providing receipts to payers;
15
- 16 3. Information on maintaining and inspecting any voided receipts; and
17
- 18 4. How daily electronic collections shall be reconciled with the total daily receipt summary and
19 who will be assigned to complete this task.

20 Processing fees for these transactions shall be charged if excessive.

21 The Director of School/designee shall establish adequate internal controls to ensure compliance with
22 the *Tennessee Internal School Funds Manual*.

Legal References

1. TCA 49-2-110(a); *Internal School Funds Manual*, Section 5-4
2. TCA 49-6-3001(a); TCA 49-2-110(c)
3. TCA 49-2-114
4. *Internal School Funds Manual*, Section 4-37
5. TCA 37-10-101, 102
6. *Internal School Funds Manual*, Section 5-8

Cross References

Fundraising Activities 2.601
Student Activity Funds Management 2.900
Food Service Management 3.500
Textbooks and Instructional Materials 4.400
Compensation Guides & Contracts 5.110
Attendance of Non-Resident Students 6.204
Student Fees and Fines 6.709

Click here to choose a school board.

Monitoring: Review: Annually, in September	Descriptor Term: Revenues	Descriptor Code: 2.400	Issued Date:
		Rescinds:	Issued:

1 *General*

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

3 The schools may receive funds collected from activities and for events held at or in connection with the
4 school, including contracts with other schools for interschool events. To be included in this accounting
5 are all monies collected from lunch rooms, athletics, entertainments, school clubs, fees, concessions, and
6 all fundraising activities. Each principal shall determine the reconciliation method to be used for all
7 events which require a ticket.¹

8 **FEES**

9 School fees are to be kept to a minimum and may be expended only for the purposes for which they were
10 collected. The school shall not require any student to pay a fee to the school for any purpose, except as
11 authorized by the Board. No fees shall be required of any student as a condition to attend the school or
12 use its equipment.² School fees shall be waived for students who receive free or reduced-price lunches.³
13 No student will be penalized for nonpayment of any school fee.

14 **EXTENDED SCHOOL PROGRAM**

15 Extended school funds shall be collected at the individual schools and receipted and deposited in the
16 school bank account. The principal shall report the collections and pay the Board by school check.⁴

17 **FINES**

18 A student will be held responsible for the cost of replacing any materials or property which the student
19 loses or damages,⁵ including textbooks, library books, equipment, and buildings. All money collected as
20 fines shall be placed in the system-wide school fund.

21 **TUITION INCOME**

22 Tuition collected from nonresident students shall be placed in the system-wide school fund.

23 **RENTAL INCOME**

24 The principal will collect and remit to the central office all money received for use of a particular school
25 facility or other school property.

1 GRANTS

2 Grants for educational purposes made available by the state and/or federal government may be sought
3 by the school district but only when the conditions of their availability are in harmony with the
4 purposes and policies of the Board and the laws of the state and county. Principals may apply for and
5 receive grants, but funds shall be recorded in a separate restricted fund account.⁴

6 COLLECTION OF FUNDS THROUGH ONLINE PAYMENT⁶

7 Approved district staff may utilize [insert title of vendor for electronic collection method] for
8 electronic transactions. The Director of Schools/designee shall determine when this type of transaction
9 may be utilized on a case-by-case basis. At the individual school level, the principal shall oversee the
10 collection of funds and submit a plan that includes the following:

- 11 1. Adequate supporting documentation for the electronic collection method including a plan to
12 provide a total daily receipt summary;
13
- 14 2. Methods of providing receipts to payers;
15
- 16 3. Information on maintaining and inspecting any voided receipts; and
17
- 18 4. How daily electronic collections shall be reconciled with the total daily receipt summary and
19 who will be assigned to complete this task.

20 Processing fees for these transactions [select “shall” or “shall not”] be charged.

21 The Director of School/designee shall establish adequate internal controls to ensure compliance with
22 the *Tennessee Internal School Funds Manual*.

23 ROUNDING IN CASH TRANSACTIONS

24 Due to the discontinuance of the penny, rounding procedures shall be utilized in cash transactions.
25 This applies to collections of all cash funds received by the district.

26 Cash transactions shall be rounded to the nearest \$0.05. The following rounding method shall be
27 utilized:

- 28 • Amounts ending in \$0.01 or \$0.02 shall be rounded down
- 29 • Amounts ending in \$0.03 or \$0.04 shall be rounded up
- 30 • Amounts ending in \$0.06 or \$0.07 shall be rounded down
- 31 • Amounts ending in \$0.08 or \$0.09 shall be rounded up

32 The Director of Schools/designee shall monitor implementation to ensure compliance with accounting
33 standards and state law.

Legal References

1. [TCA 49-2-110\(a\); *Internal School Funds Manual*, Section 5-4](#)
2. [TCA 49-6-3001\(a\); TCA 49-2-110\(c\)](#)
3. [TCA 49-2-114](#)
4. [Internal School Funds Manual, Section 4-32, 4-33](#)
5. [TCA 37-10-101, 102](#)
6. [Internal School Funds Manual, Section 5-8](#)

Cross References

Fundraising Activities 2.601
Student Activity Funds Management 2.900
Food Service Management 3.500
Textbooks and Instructional Materials 4.400
Compensation Guides & Contracts 5.110
Attendance of Non-Resident Students 6.204
Student Fees and Fines 6.709

Trenton Special Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Personnel Records	Descriptor Code: 5.114	Issued Date: 04/07/16
		Rescinds: 5.114	Issued: 03/04/03

The director of schools or his/her designee(s) shall be authorized to maintain personnel records and to permit inspection of the same. The following personnel records shall be maintained for all employees as appropriate:

1. Employee applications and contracts;
2. Professional certificates and other documents required by state and federal laws and regulations;¹
3. Evaluations;
4. Cumulative information files; and
5. INS Form I-9.²

The following guidelines shall be followed:

1. Information contained in personnel records shall be limited to job-related matters;
2. The director of schools shall be responsible for notifying all employees of the types of records kept and uses made of such records;
3. Employees shall be granted an opportunity to respond in writing to material placed in records;
4. Employee records are public records, except medical records, and shall be open for inspection during regular business hours;³
5. In accordance with federal law, the district shall release information regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals to parents upon request for any teacher or paraprofessional who is employed by a school receiving Title I funds⁴ and who provides instruction to their child at that school.
6. Members of the public may not obtain an employee's unpublished telephone number, bank account information, social security number or driver's license information except where driving or operating a vehicle is considered to be a part of the employee's duties, unless release of this information is expressly authorized by the employee.⁵
7. A record of the person inspecting and the date of inspection shall be recorded; and
8. Copies of records may be made under rules determined by the director of schools.⁶

Legal References

1. TCA 49-2-301(b)(1)(M)
2. Immigration Reform and Control Act of 1986, Pub. L. No. 99-603, 100 Stat. 3359
3. TCA 10-7-503, 504
4. 20 USCS 6311 § 1111 (6)(A)
5. TCA 10-7-504 (f)(1)
6. TCA 10-7-506; TCA 49-2-301(b)(1)(CC); TCA 8-50-108

Cross References

School Board Records 1.407
Retention of Employment Records 5.114.1 (AP)

Trenton Special Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Personnel Records	Descriptor Code: 5.114	Issued Date:
		Rescinds:	Issued:

The Director of Schools/designee(s) shall be authorized to maintain personnel records and to permit inspection of the same, except for matters deemed confidential by law. The following personnel records shall be maintained for all employees as appropriate:

1. Employee applications and contracts;
2. Professional certificates and other documents required by state and federal laws and regulations;¹
3. Evaluations;
4. Cumulative information files;
5. INS Form I-9²; and
6. Disciplinary action, as appropriate and any response from the employee.

The following guidelines shall be followed:

1. Information contained in personnel records shall be limited to job-related matters;
2. The Director of Schools shall be responsible for notifying all employees of the types of records kept and uses made of such records;
3. Employees shall be granted an opportunity to respond in writing to material placed in records;
4. Employee records are public records, except for matters deemed confidential by law, and shall be open for inspection during regular business hours;³
5. In accordance with federal law, the district shall release information regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals to parent(s)/guardian(s) upon request for any teacher or paraprofessional who is employed by a school receiving Title I funds and who provides instruction to their child at that school;⁴
6. Members of the public may not obtain the home telephone number, personal cell phone number, bank account information, social security number, residential street address, driver license information (except where driving or operating a vehicle is considered to be a part of the employee's duties), or the results of individual teacher evaluations of an employee or of the immediate family members or household members of an employee, unless release of this

information is expressly authorized by the employee;⁵

7. A record of the person inspecting and the date of inspection shall be recorded; and

8. Copies of records may be made under rules determined by the Director of Schools.⁶

Legal References

1. [TCA 49-2-301\(b\)\(1\)\(M\)](#)
2. [Immigration Reform and Control Act of 1986, Pub. L. No. 99-603, 100 Stat. 3359](#)
3. [TCA 10-7-503, 504](#)
4. [20 USCA § 6312\(e\)\(1\)](#)
5. [TCA 10-7-504\(f\)\(1\); TCA 10-7-504\(a\)\(23\)](#)
6. [TCA 10-7-506; TCA 49-2-301\(b\)\(1\)\(AA\)](#)

Cross References

Teacher Effect Data 5.1141

Trenton Special Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Telework During Emergencies	Descriptor Code: 5.1151	Issued Date: 06/30/20
		Rescinds:	Issued:

1 *General*

2 Teleworking is a work arrangement where designated employees are allowed to perform their normal
3 duties and responsibilities through the use of hardware and software at an alternate location from their
4 normal work site.

5 The Director of Schools may require an employee to telework if the duties and responsibilities of the
6 position are required during times of emergency. An employee's participation in the program will be
7 determined by the length and duration of the emergency and will be both initiated and ended at the
8 discretion of the supervisor and/or the Director of Schools.

9 **WORK ENVIRONMENT**

10 Employees approved for telework shall maintain a dedicated and safe work environment.

11 An employee who teleworks shall not allow anyone other than district employees to utilize district
12 provided services or equipment. Employees shall keep remote work and information confidential, in
13 accordance with district policies, procedures, and applicable privacy laws.
14

Cross References

Emergency Closings 1.8011

Trenton Special Board of Education

Monitoring:

Review: Annually, in
January

Descriptor Term:

Telework During Emergencies

Descriptor Code:

5.1151

Issued Date:

Rescinds:

Issued:

1 *General*

2 Teleworking is a work arrangement where designated employees are allowed to perform their normal
3 duties and responsibilities through the use of hardware and software at an alternate location from their
4 normal work site.

5 The Director of Schools may require an employee to telework if the duties and responsibilities of the
6 position are required during times of emergency. An employee's participation in the program will be
7 determined by the length and duration of the emergency and will be both initiated and ended at the
8 discretion of the supervisor and/or the Director of Schools. **Telework outside of times of emergency is**
9 **not permitted.**

10 **WORK ENVIRONMENT**

11 Employees approved for telework shall maintain a dedicated and safe work environment.

12 An employee who teleworks shall not allow anyone other than district employees to utilize district
13 provided services or equipment. Employees shall keep remote work and information confidential, in
14 accordance with district policies, procedures, and applicable privacy laws.

Cross References

Emergency Closings 1.8011

Trenton Special Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Separation Practices for Tenured Teachers	Descriptor Code: 5.200	Issued Date: 09/06/22
		Rescinds: 5.200	Issued: 10/02/19

1 SUSPENSION PENDING AN INVESTIGATION¹

2 The Director of Schools may suspend a teacher at any time that may seem necessary, pending
3 investigation, or final disposition of a case before the Board or an appeal. If the matter under investigation
4 is not the subject of an ongoing criminal investigation or a Department of Children's Services
5 investigation, and if no charges for dismissal have been made, a suspension pending investigation shall
6 not exceed ninety (90) days in duration. Under no circumstances shall the Director of Schools suspend
7 a teacher with pay. If vindicated or reinstated, the teacher shall be paid full salary for the period of
8 suspension.

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

10 The Director of Schools/designee may suspend a teacher for incompetence, inefficiency, neglect of duty,
11 unprofessional conduct, and insubordination. Before a teacher is suspended, he/she shall be: (1) provided
12 with written notice, including the reasons for the suspension along with an explanation of the evidence;
13 (2) given an opportunity to respond to the Director of Schools at a conference, if requested within five
14 (5) days; and (3) given a written decision of the suspension within ten (10) days. Both parties may be
15 represented by counsel at the conference, which shall be recorded.

16 Under no circumstances shall a Director of Schools suspend a tenured teacher with pay. If reinstated, the
17 tenured teacher shall be paid full salary for the period of suspension unless suspension without pay is
18 deemed to be an appropriate penalty.

19 DISMISSAL OR SUSPENSION GREATER THAN THREE DAYS⁴

20 When a tenured teacher is charged with offenses that may justify dismissal or a suspension greater than
21 three (3) days, the charges shall be made in writing, specifically stating the offenses that are charged,
22 and shall be signed by the party or parties making the charges.

23 If, in the opinion of the Board, the charges are of such nature as to warrant the dismissal or a suspension
24 greater than three (3) days of the teacher, the Director of Schools shall give the teacher a written notice
25 of this decision, a copy of the charges against the teacher, and a copy of a form provided by the
26 Commissioner of Education advising the teacher of his/her legal duties, rights, and recourse.

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

29 The Director of Schools shall, within five (5) days after receipt of request, assign a hearing officer from
30 the list maintained by the Board.

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

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

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

The Board shall hear the appeal on the record, and no new evidence may be submitted by either party. The appealing party may appear before the Board to argue why the adverse ruling should be overturned. In no event should such argument last more than fifteen (15) minutes unless the Board votes to extend additional time. At the conclusion of the hearing, any member of the Board may vote to sustain the decision of the hearing officer, send the record back for additional evidence, revise the penalty, or reverse the decision. The Board shall render its decision within ten (10) working days after the conclusion of the hearing. In the event that the decision of the Board is appealed to the chancery court, the Board shall transmit the entire record prepared by the Director of Schools and reviewed by the Board to the chancery court for its review.

RESIGNATION

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

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

1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified statement of a physician approved by the Board; or
2. The release by the Board of the teacher from the contract that the teacher has entered into with the Board.

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

Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with the State Board of Education and request the suspension of a teacher's license. After the State Board of

1 Education has provided the teacher an opportunity for defense during a hearing, the State Board of
2 Education may suspend the license for no less than thirty (30) days and no more than three hundred
3 sixty-five (365) days.⁸

4 **RETIREMENT**

5 Retirement is a termination of services under conditions that will allow the teacher to draw benefits from
6 retirement plans and/or Social Security benefits. Teachers eligible for retirement benefits may elect to
7 retire at any age according to the provisions of the retirement system.

8 Central office personnel shall assist teachers in securing retirement benefits; however, it shall be the
9 responsibility of the retiring teacher to provide verification of eligibility in writing from the Tennessee
10 Consolidated Retirement System (TCRS) to the central office. It shall be the responsibility of the retiring
11 teacher to file for benefits.

Legal References

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

Cross References

Public Hearings 1.401
Teacher Tenure 5.117
Recommendations and File Transfers 5.203

Trenton Special Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Separation Practices for Tenured Teachers	Descriptor Code: 5.200	Issued Date:
		Rescinds:	Issued:

ALLEGATIONS REQUIRING TEMPORARY REMOVAL FROM DUTY

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

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

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

SUSPENSION PENDING AN INVESTIGATION¹

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

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

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

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

1 DISMISSAL OR SUSPENSION GREATER THAN THREE DAYS⁴

2 When a tenured teacher is charged with offenses that may justify dismissal or a suspension greater than
3 three (3) days, the charges shall be made in writing, specifically stating the offenses that are charged,
4 and shall be signed by the party or parties making the charges.

5 If, in the opinion of the Board, the charges are of such nature as to warrant the dismissal or a suspension
6 greater than three (3) days of the teacher, the Director of Schools shall give the teacher a written notice
7 of this decision, a copy of the charges against the teacher, and a copy of a form provided by the
8 Commissioner of Education advising the teacher of his/her legal duties, rights, and recourse.

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

11 The Director of Schools shall, within five (5) days after receipt of request, assign a hearing officer from
12 the list maintained by the Board.

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

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

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

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

36 RESIGNATION

37 A teacher shall give the Director of Schools notice of resignation at least thirty (30) days before the
38 effective date of the resignation. A teacher who fails to give such notice, in the absence of justifiable

extenuating circumstances, shall forfeit all tenure status. The Board may waive the thirty (30) days' notice requirement and permit a teacher to resign in good standing.⁵

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

1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified statement of a physician approved by the Board; or
2. The release by the Board of the teacher from the contract that the teacher has entered into with the Board.

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

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

RETIREMENT

Retirement is a termination of services under conditions that will allow the teacher to draw benefits from retirement plans and/or Social Security benefits. Teachers eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system.

Central office personnel shall assist teachers in securing retirement benefits; however, it shall be the responsibility of the retiring teacher to provide verification of eligibility in writing from the Tennessee Consolidated Retirement System (TCRS) to the central office. It shall be the responsibility of the retiring teacher to file for benefits.

Legal References

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

Cross References

Public Hearings 1.401
Teacher Tenure 5.117
Recommendations and File Transfers 5.203

Trenton Special Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Separation Practices for Non- Tenured Teachers	Descriptor Code: 5.201	Issued Date:
		Rescinds:	Issued:

ALLEGATIONS REQUIRING TEMPORARY REMOVAL FROM DUTY

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

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

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

SUSPENSION PENDING AN INVESTIGATION¹

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

SUSPENSION OF THREE DAYS OR LESS²

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

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

1 DISMISSAL OR SUSPENSION GREATER THAN THREE DAYS²

2 The Director of Schools may dismiss or suspend for more than three (3) days any non-tenured teacher
3 during the contract year for incompetence, inefficiency, insubordination, improper conduct, or neglect
4 of duty after giving the non-tenured teacher, in writing, due notice of the charges.

5 The Director of Schools shall give the non-tenured teacher an opportunity for a full and complete hearing
6 before an impartial hearing officer.

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

- 9 1. Be represented by counsel;
- 10
- 11 2. Call and subpoena witnesses;
- 12
- 13 3. Examine all witnesses; and
- 14
- 15 4. Require that all testimony be given under oath.

16 Factual findings and decisions in all dismissal cases shall be reduced to written form and delivered to the
17 affected teacher within ten (10) working days following the close of the hearing. The teacher may appeal
18 the decision to the Board within ten (10) working days of the hearing officer rendering the written
19 decision to the teacher. Written notice of appeal to the Board shall be given to the Director of Schools.
20 Within twenty (20) working days of receipt of notice, the Director of Schools shall prepare a copy of the
21 proceedings, including all transcripts and evidence, documentary or otherwise, and provide a copy to the
22 Board.

23 The Director of Schools shall also have the right to appeal any adverse ruling by the hearing officer in
24 the same manner as the non-tenured teacher.

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

- 28 1. Sustain the decision;
- 29
- 30 2. Send the record back if additional evidence is necessary; or
- 31
- 32 3. Revise the penalty or reverse the decision.

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

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

1 NONRENEWAL

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

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

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

- 10 1. The Board shall be notified at the next regular board meeting; and
- 11 2. Written notice of non-renewal shall be sent to the teacher by certified mail, overnight carrier, or
12 by email within five (5) business days following the last instructional day for the school year.³ If
13 the reason for nonrenewal is due only to a loss of funding for the position, then the notice shall
14 include a statement listing it as the cause for nonrenewal.⁴

15 RESIGNATION

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

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

- 20 1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified
21 statement of a physician approved by the Board; or
- 22 2. The release by the Board of the teacher from the contract which the teacher has entered into with
23 the Board.
24

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

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

33 RETIREMENT

34 Retirement is a termination of services under conditions which will allow the teacher to draw benefits
35 from retirement plans and/or Social Security benefits.

Teachers eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system. Central office personnel shall assist teachers in securing retirement benefits; however, it shall be the responsibility of the retiring teacher to provide verification of eligibility in writing from the Tennessee Consolidated Retirement System (TCRS) to the central office. It shall be the responsibility of the retiring teacher to file for benefits.

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

Legal References

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

Cross References

Public Hearings 1.401
Teacher Tenure 5.117
Recommendations and File Transfers 5.203

Trenton Special Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Separation Practices for Non- Tenured Teachers	Descriptor Code: 5.201	Issued Date: 09/06/22
		Rescinds: 5.201	Issued: 11/02/21

1 SUSPENSION PENDING AN INVESTIGATION¹

2 The Director of Schools may suspend a teacher at any time that may seem necessary, pending
3 investigation, or final disposition of a case before the Board or an appeal. If the matter under investigation
4 is not the subject of an ongoing criminal investigation or a Department of Children's Services
5 investigation, and if no charges for dismissal have been made, a suspension pending investigation shall
6 not exceed ninety (90) days in duration. Under no circumstances shall the Director of Schools suspend
7 a non-tenured teacher with pay. If vindicated or reinstated, the non-tenured teacher shall be paid full
8 salary for the period of suspension.

9 SUSPENSION OF THREE DAYS OR LESS²

10 The Director of Schools/designee may suspend a teacher for incompetence, inefficiency, neglect of duty,
11 unprofessional conduct, and insubordination. Before a teacher is suspended, he/she shall be: (1) provided
12 with written notice, including the reasons for the suspension along with an explanation of the evidence;
13 (2) given an opportunity to respond to the Director of Schools at a recorded conference, if requested
14 within five (5) days; and (3) given a written decision of the suspension within ten (10) days. Both parties
15 may be represented by counsel at the conference, which shall be recorded.

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

19 DISMISSAL OR SUSPENSION GREATER THAN THREE DAYS²

20 The Director of Schools may dismiss or suspend for more than three (3) days any non-tenured teacher
21 during the contract year for incompetence, inefficiency, insubordination, improper conduct, or neglect
22 of duty after giving the non-tenured teacher, in writing, due notice of the charges.

23 The Director of Schools shall give the non-tenured teacher an opportunity for a full and complete hearing
24 before an impartial hearing officer.

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

- 27 1. Be represented by counsel;
- 28
- 29 2. Call and subpoena witnesses;
- 30

3. Examine all witnesses; and

4. Require that all testimony be given under oath.

Factual findings and decisions in all dismissal cases shall be reduced to written form and delivered to the affected teacher within ten (10) working days following the close of the hearing. The teacher may appeal the decision to the Board within ten (10) working days of the hearing officer rendering the written decision to the teacher. Written notice of appeal to the Board shall be given to the Director of Schools. Within twenty (20) working days of receipt of notice, the Director of Schools shall prepare a copy of the proceedings, including all transcripts and evidence, documentary or otherwise, and provide a copy to the Board.

The Director of Schools shall also have the right to appeal any adverse ruling by the hearing officer in the same manner as the non-tenured teacher.

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

1. Sustain the decision;

2. Send the record back if additional evidence is necessary; or

3. Revise the penalty or reverse the decision.

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

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

NONRENEWAL

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

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

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

1. The Board shall be notified at the next regular board meeting; and

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

RESIGNATION

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

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

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

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

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

RETIREMENT

Retirement is a termination of services under conditions which will allow the teacher to draw benefits from retirement plans and/or Social Security benefits.

Teachers eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system. Central office personnel shall assist teachers in securing retirement benefits; however, it shall be the responsibility of the retiring teacher to provide verification of eligibility in writing from the Tennessee Consolidated Retirement System (TCRS) to the central office. It shall be the responsibility of the retiring teacher to file for benefits.

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

Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-2-301(b)(1)(EE); TCA 49-5-512
3. TCA 49-5-409
4. Public Acts of 2022, Chapter No, 678
5. TCA 49-5-508
6. TCA 49-5-411(a)
7. TCA 49-5-706
8. TCA 49-5-411(b)

Cross References

Public Hearings 1.401
Teacher Tenure 5.117
Recommendations and File Transfers 5.203

Trenton Special Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Separation Practices for Non-Certified Employees	Descriptor Code: 5.202	Issued Date: 04/07/16
		Rescinds: 5.202	Issued: 06/05/12

SUSPENSION

A director of schools/designee may suspend an employee at any time when deemed necessary. ¹

Under no circumstances shall a director of schools suspend an employee with pay. If reinstated, the employee shall be paid full salary for the period of suspension, unless suspension without pay is deemed to be an appropriate penalty.

DISMISSAL

All non-certified (classified) employees are employed at the will of the director. The director of schools may dismiss any non-certified employee during the contract year for any lawful reason.

RESIGNATION

Support personnel shall give the immediate supervisor written notice of resignation at least two (2) weeks (ten (10) working days) in advance of the effective date of voluntary termination. The ten (10) working days may be waived by the director of schools for justifiable reason.

The immediate supervisor shall forward copies the day received to the director of schools' office. The payroll office will prepare final payment for the next appropriate scheduled pay day.

RETIREMENT

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

Employees eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system.

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

1 Employees who retire under TCRS may be employed up to one-hundred-twenty (120) days per year
2 without loss of retirement benefits.
3

Legal References

1. TCA 49-2-301(b)(1)(EE)—(FF)

Trenton Special Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Separation Practices for Non- Certified Employees	Descriptor Code: 5.202	Issued Date:
		Rescinds:	Issued:

ALLEGATIONS REQUIRING TEMPORARY REMOVAL FROM DUTY

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

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

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

SUSPENSION

The Director of Schools/designee may suspend an employee at any time when deemed necessary.¹

Under no circumstances shall a Director of Schools suspend an employee with pay if a Department of Children's services or criminal investigation is pending. If reinstated, the employee shall be paid full salary for the period of suspension unless suspension without pay is deemed to be an appropriate penalty.

DISMISSAL

All non-certified employees are employed at the will of the Director of Schools. The Director of Schools may dismiss any non-certified employee during the year for any lawful reason.

RESIGNATION

Support personnel shall give the immediate supervisor written notice of resignation ten (10) working days in advance of the effective date of voluntary termination. The ten (10) working days may be waived by the Director of Schools for justifiable reason.

The immediate supervisor shall forward copies the day received to the Director of Schools' office. The payroll office will prepare final payment for the next appropriate scheduled pay day.

1 RETIREMENT

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

5 Central office personnel shall assist employees in securing retirement benefits; however, it shall be the
6 responsibility of the retiring employee to obtain verification of eligibility in writing from the Tennessee
7 Consolidated Retirement System (TCRS) to the central office. It shall be the responsibility of the retiring
8 employee to file for eligible benefits. Employees who retire under TCRS may be employed up to one
9 hundred twenty (120) days per year without loss of retirement benefits.²

Legal References

1. [TCA 49-2-301\(b\)\(1\)\(EE\), \(FF\)](#)
2. [TCA 8-36-805](#)

Cross References

Recommendations and File Transfers 5.203

Trenton Special Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Sick Leave	Descriptor Code: 5.302	Issued Date: 12/02/25
		Rescinds: 5.302	Issued: 02/09/21

PROFESSIONAL PERSONNEL

Professional personnel shall earn one (1) day of sick leave for each month employed during the school year, and these days shall accumulate for an unlimited number of days.¹

Sick leave shall be defined as: illness of a teacher from natural causes or accident, quarantine, or illness or death of a member of the immediate family of a teacher, including the teacher's wife or husband, parents, grandparents, children, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, and sister-in-law.²

A signed statement listing the cause of absence shall be provided by the employee on forms furnished by the Director of Schools and shall promptly be given to the immediate supervisor in support of all claims for sick leave pay. A falsified statement shall be grounds for dismissal.

Documentation from a physician may be required in support of any claim for sick leave pay.

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

Permanent, cumulative sick leave records for each active professional employee shall be kept in the Director of Schools' office.

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

ADVANCE OF UNEARNED SICK LEAVE

A teacher in need of sick leave shall be allowed to use unearned sick leave up to the amount of days which such teacher may accumulate during the remainder of the school year in which the teacher is employed. Such advance of sick leave shall be charged to sick leave accumulated in the same school year.

Upon the termination of the employment or at the end of the school year, any teacher using advance sick leave and not having earned sufficient days to cover any excess sick leave days used shall have deducted from the final salary payment an amount based on the daily rate of pay sufficient to cover the excess days used. If such salary is not sufficient for this purpose, the teacher shall be liable for reimbursement of any amount in excess of the final salary.

1 TEN-MONTH CLASSIFIED EMPLOYEES

2 All full-time ten-month employees earn one (1) sick leave day per month or ten (10) days per year and
3 two (2) personal days are earned one per half year. Any unused leave shall be carried over to the next
4 school year. Upon retirement, any unused leave will be reported to TCRS for service credit. If
5 separation from employment is due to anything other than retirement, any unused leave will be paid at
6 the current sick leave rate.

7 BUS DRIVERS

8 Bus drivers earn one day of sick leave per month or ten (10) per year. Any unused sick leave is paid in
9 June, at the employee's current daily rate.

10 CLASSIFIED SUPPORT PERSONNEL

11 Sick leave is available to eligible employees at the rate of (1) day per month, or 12 days annually. If
12 the employee does not use all of this sick leave, it will be carried over to the following year. Sick leave
13 is cumulative. In case of illness, the employee shall inform his/her supervisor as soon as possible that
14 s/he will not be able to report to work.

15 SICK LEAVE BANK

16 The purpose of the sick leave bank is to provide sick leave to all employees⁴ who have suffered an
17 unplanned personal illness, injury, disability, or quarantine and whose personal sick leave is exhausted.

18 To form a sick leave bank, a minimum of twenty (20) employees from the school district shall petition
19 the Board for permission to establish a sick leave bank.⁵ Upon approval, sick leave bank trustees shall
20 be appointed and shall operate as the governing body of the sick leave bank and shall enact rules and
21 regulations consistent with state law.⁶ Employees wishing to participate shall initially give a maximum
22 of three (3) days of sick leave. These days are to be deducted from the employee's personal
23 accumulation and donated to the sick leave bank. Donations of sick leave to the bank are
24 nonrefundable and nontransferable.⁷

25 At any time the number of days in the sick leave bank is less than twenty (20), or one (1) per employee
26 if there are more than twenty (20) members, or at any time deemed advisable, the trustees shall assess
27 each member one (1) or more days of accumulated sick leave. If an employee has no accumulated sick
28 leave at the time of assessment, the first earned days shall be donated as they are accrued by the
29 employee.⁷

30 An employee who is a member of the sick leave bank may request an allotment of days (for the
31 employee's personal illness or on account of an illness of his/her minor child) in the manner designated
32 by the trustees. The need for these days shall be verified by a statement from a physician.⁸

33 By written notice to the trustees, an employee may withdraw from bank participation on June 30th of
34 any year.⁹ Membership withdrawal results in forfeiture of all days contributed.

35 The sick leave bank shall be operated in accordance with state law.¹⁰

Legal References

1. [TCA 49-5-710\(a\)\(1\)](#)
2. [TRR/MS 0520-01-02-.04\(2\)](#)
3. [TCA 49-5-710\(a\)\(5\)](#)
4. [TCA 49-5-811](#)
5. [TCA 49-5-803](#)
6. [TCA 49-5-804](#); [TCA 49-5-805](#)
7. [TCA 49-5-807](#)
8. [TCA 49-5-808\(j\), \(m\)](#)
9. [TCA 49-5-806\(d\)](#)
10. [TCA 49-5-801 et seq.](#)

Cross References

Workers' Compensation 3.602
Orientation and Probation 5.107
Short Term Leaves of Absence 5.300
Family and Medical Leave 5.305
Physical Assault Leave 5.307

Click here to choose a school board.

Monitoring: Review: Annually, in January	Descriptor Term: Sick Leave	Descriptor Code: 5.302	Issued Date:
		Rescinds:	Issued:

1 **PROFESSIONAL PERSONNEL**

2 Professional personnel shall earn one (1) day of sick leave for each month employed during the school
3 year, and these days shall accumulate for an unlimited number of days.¹

4 Sick leave shall be defined as: illness of a teacher from natural causes or accident, quarantine, or illness
5 or death of a member of the immediate family of a teacher, including the teacher's wife or husband,
6 parents, grandparents, children, grandchildren, brothers, sisters, mother-in-law, father-in-law,
7 daughter-in-law, son-in-law, brother-in-law, and sister-in-law.²

8 A signed statement listing the cause of absence shall be provided by the employee on forms furnished
9 by the Director of Schools and shall promptly be given to the immediate supervisor in support of all
10 claims for sick leave pay. A falsified statement shall be grounds for dismissal. An employee absent for
11 five (5) consecutive working days shall submit a doctor's statement verifying illness or injury of the
12 employee or immediate family member.

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

15 Documentation from a physician may be required in support of any claim for sick leave pay.

16 The principal shall notify the Director of Schools' office at once if an employee is sick beyond the limit
17 of his/her sick leave accumulation.

18 Permanent, cumulative sick leave records for each active professional employee shall be kept in the
19 Director of Schools' office.

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

23 **SUPPORT PERSONNEL**

24 Support personnel shall earn one (1) day of sick leave for each month an employee is employed.

25 At the termination of the employment of any employee, all unused sick leave accumulated by the
26 employee shall be forfeited.

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

1 SICK LEAVE BANK

2 The purpose of the sick leave bank is to provide sick leave to all employees⁴ who have suffered an
3 unplanned personal illness, injury, disability, or quarantine and whose personal sick leave is exhausted.

4 To form a sick leave bank, a minimum of twenty (20) employees from the school district shall petition
5 the Board for permission to establish a sick leave bank.⁵ Upon approval, sick leave bank trustees shall
6 be appointed and shall operate as the governing body of the sick leave bank and shall enact rules and
7 regulations consistent with state law.⁶ Employees wishing to participate shall initially give a maximum
8 of three (3) days of sick leave. These days are to be deducted from the employee's personal
9 accumulation and donated to the sick leave bank. Donations of sick leave to the bank are
10 nonrefundable and nontransferable.⁷

11 At any time the number of days in the sick leave bank is less than twenty (20), or one (1) per employee
12 if there are more than twenty (20) members, or at any time deemed advisable, the trustees shall assess
13 each member one (1) or more days of accumulated sick leave. If an employee has no accumulated sick
14 leave at the time of assessment, the first earned days shall be donated as they are accrued by the
15 employee.⁷

16 An employee who is a member of the sick leave bank may request an allotment of days (for the
17 employee's personal illness or on account of an illness of his/her minor child) in the manner designated
18 by the trustees. The need for these days shall be verified by a statement from a physician.⁸

19 By written notice to the trustees, an employee may withdraw from bank participation on June 30th of
20 any year.⁹ Membership withdrawal results in forfeiture of all days contributed.

21 The sick leave bank shall be operated in accordance with state law.¹⁰

Legal References

1. [TCA 49-5-710\(a\)\(1\)](#)
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3. [TCA 49-5-710\(a\)\(5\)](#)
4. [TCA 49-5-811](#)
5. [TCA 49-5-803](#)
6. [TCA 49-5-804](#); [TCA 49-5-805](#)
7. [TCA 49-5-807](#)
8. [TCA 49-5-808\(j\)](#), [\(m\)](#)
9. [TCA 49-5-806\(d\)](#)
10. [TCA 49-5-801 et seq.](#)

Cross References

Workers' Compensation 3.602
Orientation and Probation 5.107
Short Term Leaves of Absence 5.300
Family and Medical Leave 5.305
Physical Assault Leave 5.307

Trenton Special Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Drug & Alcohol Testing for Employees	Descriptor Code: 5.403	Issued Date: 04/07/16
		Rescinds: 5.403	Issued: 07/15/10

1 REASONABLE SUSPICION DRUG TESTING

2 Trained supervisors have the responsibility to observe and document the cause for reasonable
3 suspicion and when appropriate, refer the matter to the director of schools/designee. It is not the
4 supervisor's responsibility to attempt diagnosis. All information, facts and circumstances leading to and
5 supporting this suspicion should be included in a written report detailing the basis for the suspicion.
6 After the report is filed, the employee should be notified.

7 Any employee may be required to submit to substance screening if the following conditions exist: (list
8 is not inclusive)

- 9 1. Observed use, possession or sale of illegal drugs and/or use, possession, sale, or abuse of
10 alcohol and/or prescription drugs.
- 11 2. Apparent physical state of impairment of motor functions.
- 12 3. Marked changes in personal behavior not attributed to other factors.
- 13 4. Employee involvement in or contribution to an accident where the use of alcohol or drugs is
14 reasonably suspected or employee involvement in a pattern of repetitive accidents whether or
15 not they involve actual or potential injury.
- 16 5. Violation of criminal statutes involving the use of illegal drugs, alcohol or prescription drugs
17 and/ or violations of drug statutes.

18 TESTING FOR CDL EMPLOYEES

19 All drivers and applicants for driver positions who are required to hold a Commercial Drivers License
20 (CDL) to perform their job function must adhere to the requirements of this policy and all procedures
21 relating to this policy.¹

22 The use, possession, sale, purchase or transfer of any controlled substances except medically
23 prescribed drugs on school property, while on school business or while operating school vehicles and
24 equipment is prohibited. Drinking alcoholic beverages during working hours, four (4) hours before
25 reporting to work or having any measurable amount of alcohol in his/her system during working hours
26 is prohibited, whether on or off school property. Working hours include all breaks. Off-duty use of
27 drugs and alcohol is prohibited to the extent that it affects driver's attendance or performance and
28 his/her ability to pass required DOT alcohol and controlled substance tests. Any violation of this policy
29 is grounds for termination as employee of the Board and possible legal prosecution.

The use of any prescription drug that could affect the central nervous system or one that would impair reaction time shall be reported to the director of schools/director of transportation. Notice shall be given of non-prescription (over-the-counter) drugs being taken on a regular basis. The notice shall include the duration of ingestion and the possible side effects.

Procedures

The execution and enforcement of this policy will follow set procedures to screen bodily fluids, conduct breath testing, and/or search all employee/applicants for alcohol and drug use, and those employees suspected of violating this policy who are involved in a reportable accident or who are periodically or randomly selected. The procedures are designed not only to detect violations of this policy, but also to ensure fairness to each employee. Disciplinary action will be taken as necessary.

Implementation

The director of schools/director of transportation is authorized to implement this policy and procedures for the drug testing program, including a periodic review of the program to address any problems, changes and/or revisions of it, maintenance of all records required by the federal regulations, and determination upon Board approval of how the program will be accomplished, whether in-house, contracted or by consortium.

Dissemination

The director of schools/director of transportation shall be responsible for communicating this policy and the procedures to all employees affected by this policy and shall be accountable for its consistent enforcement.² The director of schools/director of transportation is designated to answer questions about this policy, procedures and all other matters involved in alcohol and controlled substance testing of CDL drivers and the reasonable suspicion testing of all other employees.

Work Related Accidents

All work related accidents requiring medical treatment beyond first aid shall require a drug test. Any positive test results will result in non-payment of claim, disciplinary action up to and including possible dismissal.

Legal References:

1. 49 U.S.C. § 2717, Alcohol and Controlled Substances Testing (Omnibus Transportation Employee Testing Act of 1991).
2. 49 CFR §382.601

Click here to choose a school board.

Monitoring: Review: Annually, in February	Descriptor Term: Drug & Alcohol Testing for Employees	Descriptor Code: 5.403	Issued Date:
		Rescinds:	Issued:

1 REASONABLE SUSPICION DRUG TESTING

2 If a supervisor observes or receives a report of conduct suggesting a potential violation of Policy 1.804,
3 Alcohol & Drugs in the Workplace, the supervisor shall promptly inform the Director/designee. Upon
4 reasonable suspicion that an employee's job performance or behavior may be impaired by illegal
5 drugs, including improper use of prescribed drugs, or alcohol, the Director/designee may require the
6 employee to undergo drug or alcohol testing.

7 An employee who is required to submit to drug or alcohol testing based upon reasonable suspicion and
8 refuses shall be charged with insubordination, and necessary procedures will be taken to terminate the
9 employee in accordance with board policy, and state law, where applicable.

10 An employee who tests positive on a reasonable suspicion test will be in violation of this policy and
11 subject to termination.

12 The Director or his/her authorized designee are the only individuals in the district authorized to make
13 the determination that reasonable suspicion or cause exists to order a drug screen and are the only
14 individuals who may order an employee to submit to a drug screen.

15 Two types of cases for which reasonable suspicion procedures may be invoked are:

16 1. Chronic Case: Deteriorating job performance or changes in personal traits characteristics where
17 the use of alcohol or drugs may be reasonably suspected as the cause.

18
19 2. Acute Case: Appearing in a specific incident or observation to then be under the present
20 influence of alcohol or drugs, or investigation of an accident where the use of alcohol or drugs
21 is reasonably suspected to be a contributing cause.

22 Circumstances under which substance screening may be considered, in either the chronic or acute
23 cases, include, but are not limited to, the following:

24
25 ~~Trained supervisors have the responsibility to observe and document the cause for reasonable~~
26 ~~suspicion and when appropriate, refer the matter to the director of schools/designee. It is not the~~
27 ~~supervisor's responsibility to attempt diagnosis. All information, facts and circumstances leading to and~~
28 ~~supporting this suspicion should be included in a written report detailing the basis for the suspicion.~~
29 ~~After the report is filed, the employee should be notified.~~
30 -

~~Any employee may be required to submit to substance screening if the following conditions exist: (list is not inclusive)~~

1. Observed use, possession, or sale of illegal drugs and/or use, possession, sale, or abuse of alcohol and/or the illegal use or sale of prescription drugs.
2. Apparent physical state of impairment of motor functions.
3. Marked changes in personal behavior not attributable to other factors.
4. Employee involvement in or contribution to an accident where the use of alcohol or drugs is reasonably suspected or employee involvement in a pattern of repetitive accidents, whether or not they involve actual or potential injury.
5. Violations of criminal drug law statutes involving the use of illegal drugs, alcohol, or prescription drugs and/or violations of drug statutes.

The circumstances, under which substance screening may be considered, as outlined above, are strictly limited in time and place to employee conduct on duty or during work hours, or on or in Board of Education property, or at school system-approved or school-related functions.

Prior to substance screening, employees must sign an acknowledgment that the summary result will be transmitted to the Medical Review Officer and the Director/designee.

Drug and alcohol screening shall be conducted by Board approved, independent, certified laboratories utilizing recognized techniques and procedures. A breath analysis test will be performed by a certified Breath Alcohol Technician.

TESTING FOR CDL EMPLOYEES

All drivers and applicants for driver positions who are required to hold a Commercial Driver's License (CDL) to perform their job function shall adhere to the requirements of this policy and all procedures relating to this policy.¹

The use, possession, sale, purchase, or transfer of any controlled substances, except medically prescribed drugs on school property, while on school business, or while operating school vehicles and equipment, is prohibited. Drinking alcoholic beverages during working hours, four (4) hours before reporting to work, or having any measurable amount of alcohol in the employee's system during working hours is prohibited, whether on or off school property. Working hours include all breaks. Off-duty use of drugs and alcohol is prohibited to the extent that it affects the driver's attendance or performance and his/her ability to pass required Department of Transportation alcohol and controlled substance tests. Any violation of this policy is grounds for termination and possible legal prosecution.

The use of any prescription drug that could affect the central nervous system or one that would impair reaction time shall be reported to the Director of Schools/designee. Notice shall be given of non-

prescription (over-the-counter) drugs being taken on a regular basis. The notice shall include the duration of ingestion and the possible side effects.

Procedures

The execution and enforcement of this policy will follow set procedures to screen bodily fluids, conduct breath testing, and/or search all employees/applicants for alcohol and drug use and those employees suspected of violating this policy who are involved in a reportable accident or who are periodically or randomly selected. The procedures are designed not only to detect violations of this policy but also to ensure fairness to each employee. Disciplinary action will be taken as necessary.

Implementation

The Director of Schools/designee is authorized to implement this policy and procedures for the drug testing program, including a periodic review of the program to address any problems, changes, and/or revisions of it, maintenance of all records required by the federal regulations, and determination upon board approval of how the program will be accomplished, whether in-house, contracted, or by consortium.

Dissemination

The Director of Schools/designee shall be responsible for communicating this policy and the procedures to all employees affected by this policy and shall be accountable for its consistent enforcement.² The Director of Schools/designee is designated to answer questions about this policy, procedures, and all other matters involved in alcohol and controlled substance testing of CDL drivers and the reasonable suspicion testing of all other employees.

Legal References

1. [Omnibus Transportation Employee Testing Act of 1991, 49 USCA § 5331](#)
2. [49 CFR § 382.601](#)

Cross References

Alcohol & Drugs in the Workplace 1.804

Trenton Special Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Political Activities	Descriptor Code: 5.606	Issued Date: 04/07/16
		Rescinds: 5.606	Issued: 07/13/99

- 1 Employees have a right to express their views on any issue, but must in each case make clear that the
2 view expressed is not the official view of the Board or school system.
- 3 Employees may, on their own time, campaign for or against any candidate or referendum, but are
4 prohibited from using system owned property to engage in political activity. System owned property
5 includes, but are not limited to: all buildings, signage, message boards, telephonic equipment, electronic
6 equipment and email accounts. Employees shall not use audio or video messages to engage in any
7 political promotion or solicitation during school hours.¹
- 8 Any employee who intends to campaign for an elective public office which infringes upon a contracted
9 agreement shall present a proposed solution to the Board for consideration. The essential element to be
10 determined by the Board is whether the activities proposed by the employee are consistent with his
11 services to the school system and the best interest of education.

Legal References

1. TCA 49-6-2009

Cross References

Board-Community Relations 1.500
News Releases, News Conferences & Interviews 1.503
Advertising & Distribution of Materials in Schools 1.806

Trenton Special Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Political Activities	Descriptor Code: 5.606	Issued Date:
		Rescinds:	Issued:

1 Employees have a right to express their views on any issue, but shall in each case, make clear that the
2 view expressed is not the official view of the Board or school district.

3 Employees may, on their own time, campaign for or against any candidate or referendum but are
4 prohibited from using district owned property to engage in political activity. District owned property
5 includes, but is not limited to: all buildings, signage, message boards, telephonic equipment, electronic
6 equipment, and email accounts. District-owned property, including school buildings, district offices, and
7 other facilities, shall not be used as a location for filming or recording content intended for political
8 promotion or solicitation. Employees shall not use audio or video messages to engage in any political
9 promotion or solicitation during school hours.¹

~~Any employee who intends to campaign for an elective public office which infringes upon a contracted
agreement shall present a proposed solution to the Board for consideration. The essential element to be
determined by the Board is whether the activities proposed by the employee are consistent with his services to
the school system and the best interest of education.~~

Legal References

1. [TCA 49-6-2009](#)

Cross References

Board-Community Relations 1.500
Advertising and Distribution of Materials in Schools
1.806

Trenton Special Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Tutoring for Pay	Descriptor Code: 5.608	Issued Date: 04/07/16
		Rescinds: 5.608	Issued: 07/13/99

- 1 Any teacher may enter into an agreement with parents for tutoring children for a fee, but this practice
- 2 must be limited to those children who the teacher is not currently exercising teaching, administrative or
- 3 supervisory responsibility.¹
- 4 School facilities may not be used for private profit.

Legal References

1. TCA 49-5-1003

Trenton Special Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Tutoring for Pay	Descriptor Code: 5.608	Issued Date:
		Rescinds:	Issued:

- 1 Any teacher may enter into an agreement with parent(s)/guardian(s) for tutoring children for a fee, but
2 this practice shall be limited to those children whom the teacher is not currently exercising teaching,
3 administrative, or supervisory responsibility.¹ No private teaching or tutoring shall be done during the
4 hours of the regular school day.
- 5 Any teacher who enters into a private tutoring agreement with a parent/guardian does so as an
6 independent actor and not as an agent of the school district. The school district shall not be liable for any
7 claims, damages, or liabilities arising from or related to private tutoring services provided by a school
8 employee. The teacher providing such tutoring services shall assume full responsibility and liability, and
9 agrees to indemnify and hold harmless the school district, its board members, administrators, and
10 employees from any and all claims, demands, actions, or causes of action arising out of or in connection
11 with such services.
- 12
- 13 ~~School facilities may not be used for private profit.~~

Legal References

1. [TCA 49-5-1003\(b\)\(11\)](#)

Cross Reference

Community Use of School Facilities 3.206
Non-School Employment 5.607

Trenton Special Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Director of Schools	Descriptor Code: 5.800	Issued Date: 07/13/99
		Rescinds:	Issued:

1 The director of schools shall be the chief executive officer of the school system and shall have, under
2 the direction of the Board, general supervision of all the public schools, personnel and departments of
3 the school system. The director of schools is responsible for the management of the schools under the
4 Board's policies and is accountable to the Board.¹

5 The director of schools, at his/her discretion, may delegate any of his/her duties to other school
6 personnel.

Legal Reference:

1. TCA 49-2-301(a)

Trenton Special Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Director of Schools	Descriptor Code: 5.800	Issued Date:
		Rescinds:	Issued:

- 1 The Director of Schools shall be the chief executive officer of the school district and shall have, under
2 the direction of the Board, general supervision of all the public schools, personnel, and departments of
3 the school district. The Director of Schools is the only employee directly employed by the Board of
4 Education. All other employees of the district are employed, supervised, and managed under the
5 authority of the Director of Schools.¹ ~~The director of schools is responsible for the management of the~~
6 ~~schools under the Board's policies and is accountable to the Board.~~¹
- 7 The Director of Schools is charged by the Board with the responsibility to oversee and manage all
8 personnel matters within the district, consistent with applicable laws, regulations, and Board policies.
9 This includes hiring, assignment, evaluation, discipline, and dismissal of employees, as well as the
10 delegation of such duties as appropriate.²
- 11 ~~The director of schools, at his/her discretion, may delegate any of his/her duties to other school~~
12 ~~personnel.~~

Legal References

1. [TCA 49-2-301\(a\)](#)
2. [TCA 49-2-301\(e\)](#)

6/11/2026

CTE Amendment #6

Amend

	<u>Original</u>	<u>Increase</u>	<u>Decrease</u>	<u>Amended</u>
<u>71300</u>				
429 Instructional Supplies	2,865.39	73.71		2,939.10
499 Other Supplies and Materials	4,615.71		\$ 73.71	4,542.00
730 Vocational Instruction Equipment	12,664.42			12,664.42
Subtotal	<u>20,145.52</u>	<u>73.71</u>	<u>73.71</u>	<u>20,145.52</u>
<u>72130</u>				
524 In-Service/Staff Development	3,000.00			3,000.00
599 Other Charges	<u>390.00</u>			<u>390.00</u>
	3,390.00	-	-	3,390.00
<u>72230</u>				-
524 In-Service/Staff Development	<u>3,000.00</u>			<u>3,000.00</u>
	3,000.00	-	-	3,000.00
Revenue Code 47131				
	26,535.52	73.71	73.71	26,535.52

Justification: Amended due to match needed expenditures.

6/11/2026

#1

Literacy Material Implentation Support Grant (CLSD)
2025-2026

	<u>Original</u>	<u>Increase</u>	<u>Decrease</u>	<u>Amended</u>
<u>71100 Regular Instruction</u>				
195 Certified Subs	1,000.00		1,000.00	-
198 Non-certified Subs	500.00		500.00	-
201 Social Security	93.00		93.00	-
212 Medicare	22.00		22.00	-
429 Instructional Supplies	8,385.00	1615		10,000.00
Subtotal	10,000.00	1615	1,615.00	10,000.00
 <u>72210 - Support Services</u>				
399 Other Contracted Services	80,000.00			
Subtotal	80,000.00			
 Total	90,000.00			

Amendment made to allow for additional literacy supplies.

47309 Revenue Account

Date: _____

June Budget Amendments
Year End 2024-2025

Journal Entry: _____

Expenditures		Credit Increase	Debit Decrease
Regular Instruction Program			
141-71100-117	Career Ladder	2300	
141-71100-449	Bound Textbooks	4000	
		6300	
141-71100-207	Medical Insurance		6300
			6300
Alternative Instruction Program			
71150-116	Teachers	500	
		500	
71150-207	Medical Insurance		500
			500
Special Education Program			
71200-163	Educational Assistants	31000	
71200-189	Other Salaries & Wages	19000	
71200-212	Employer Medicare	400	
71200-217	Retirement - Hybrid Stabilization	2400	
71200-312	Contracts with Private Agencies	40000	
		92800	
71200-207	Medical Insurance		5800
71100-207	Medical Insurance		87000
			92800
Career and Technical Education Program			
71300-355	Travel	221	
		221	
71300-422	Food Supplies		221
			221

Recorder _____

Date: _____

June Budget Amendments
Year End 2024-2025

Journal Entry: _____

Student Body Education Program				
71400-207	Medical Insurance		350	
71400-217	Retirement -Hybrid Stabilization		4	
			354	
71400-204	State Retirement			354
				354
Attendance				
72110-105	Supervisor/Director		4000	
72110-204	State Retirement		200	
72110-207	Medical Insurance		1	
72110-499	Other Supplies and Materials		170	
			4371	
72110-162	Clerical Personnel			4000
72110-524	In Service/Staff Development			371
				4371
Health Services				
72120-131	Medical Personnel		10	
72120-189	other Salaries & Wages		1200	
72120-204	State Retirement		100	
72120-207	Medical Insurance		1400	
			2710	
72120-499	Other Supplies and Materials			2710
				2710

Recorder _____

June Budget Amendments
Year End 2024-2025

Journal Entry:

[illegible]

Recorder

June Budget Amendments
Year End 2024-2025

Journal Entry: _____

[illegible]

Recorder

June Budget Amendments
Year End 2024-2025

Date: _____

[illegible]

Recorder

Date: _____

June Budget Amendments
Year End 2024-2025

Journal Entry: _____

Office of Principals					
72410-119	Accountants/Bookkeepers		100		
72410-139	Assistant Principals		8000		
72410-204	State Retirement		2000		
72410-207	Medical Insurance		3100		
			13200		
72410-189	Other Salaries & Wages				13200
					13200
Fiscal Services					
72510-105	Supervisor/Director		1		
72510-119	Accountants/Bookkeepers		1		
72510-162	Clerical Personnel		30		
72510-207	Medical Insurance		150		
72510-348	Postal Charges		200		
			382		
72510-320	Dues and Memberships				382
					382
Operation of Plant					
72610-207	Medical Insurance		100		
72610-336	Maintenance and Repair Services Eqt		2000		
72610-359	Disposal Fees		4000		
72610-399	Other Contracted Services		14000		
72610-415	Electricity		60000		
			80100		
72610-166	Custodial Personnel				50000
72210-207	Medical Insurance				10100
72210-355	Travel				20000
					80100

Recorder _____

Date: _____

June Budget Amendments
Year End 2024-2025

Journal Entry: _____

Maintenance of Plant			
72620-307	Communication	100	
72620-599	Other Charges	2000	
		2100	
72620-335	Maintenance and Repair Services - Bldgs		2100
			2100
Transportation			
72710-105	Supervisor/Director	1000	
72710-162	Clerical Personnel	10	
72710-189	Other Salaries & Wages	20	
72710-204	State Retirement	1000	
72710-299	Other Fringe Benefits	400	
72710-329	Laundry Services	300	
72710-338	Maintenance and Repair	750	
72710-399	Other Contracted Services	3300	
72710-453	Vehicle Parts	4300	
72710-511	Vehicle and Equipment Insurance	300	
		11380	
72710-146	Bus Drivers		10000
72710-340	Medical and Dental Services		340
72710-450	Tires and Tubes		1040
			11380
Central and Other			
72810-499	Other Supplies and Materials	20	
		20	
72810-599	Other Charges		20
			20

Recorder _____

June Budget Amendments
Year End 2024-2025

Journal Entry: _____

Community Services			
7300-499	Other Supplies and Materials	1250	
		1250	
7100-212	Employer Medicare		1250
			1250
BA #1	Total for BA #1	321400	321400
	Credit	Debit	
	Increase	Decrease	
Attendane			
72110-207	Medical Insurance	10284	
		10284	
71150-207	Medical Insurance		10284
			10284
BA #2	Total for BA #2	10284	10284
	Combined Total Amendments	331684	331684

Recorder

Date: _____

June Budget Amendments Year End 2025-2026

Journal Entry: _____

Bus Garage					
Additional Funds needed					
			Increase Credit		Decrease Debit
144-72710-329	Laundry		1600.00		
144-72710-399	Other Contracted Services		48000.00		
144-72710-424	Garage Supplies		13000.00		
144-72710-453	Vehicle Parts		60102.97		
144-72710-729	Transportation Equipment		2710.00		
			125412.97		
144-43531	Transportation - Other Systems				79427.97
144-72710-142	Mechanics				12200.00
144-72710-201	Social Security				1900.00
144-72710-204	State Retirement				860.00
144-72710-207	Medical Insurance				4900.00
144-72710-212	Employer Medicare				330.00
144-72710-299	Other Fringe Benefits				1550.00
144-72710-307	Communication				990.00
144-72710-340	Medical and Dental Services				225.00
144-72710-348	Postal Charges				250.00
144-72710-355	Travel				680.00
144-72710-433	Lubricants				8750.00
144-72710-450	Tires and Tubes				5200.00
144-72710-499	Other Supplies and Materials				3700.00
144-72710-599	Other Charges				4450.00
					125412.97

Recorder: _____

Date: _____

June Budget amendments Year End 2025-2026

Journal Entry: _____

		Increase Credit	Decrease Debit
Early Childhood Education - PreK			
Additional funds needed for PreK			
73400-162	Clerical	30	
73400-163	Educational Assistants	400	
73400-195	Certified Subs	4270	
73400-207	Medical Insurance	11000	
73400-336	Maintenance and Repair	170	
73400-355	Travel	470	
		16340	
73400-116	Teachers		10270
73400-201	Social Security		1000
73400-204	State Retirement		800
73400-429	Instructional Supplies		4270
			16340

Recorder: _____

Date: _____

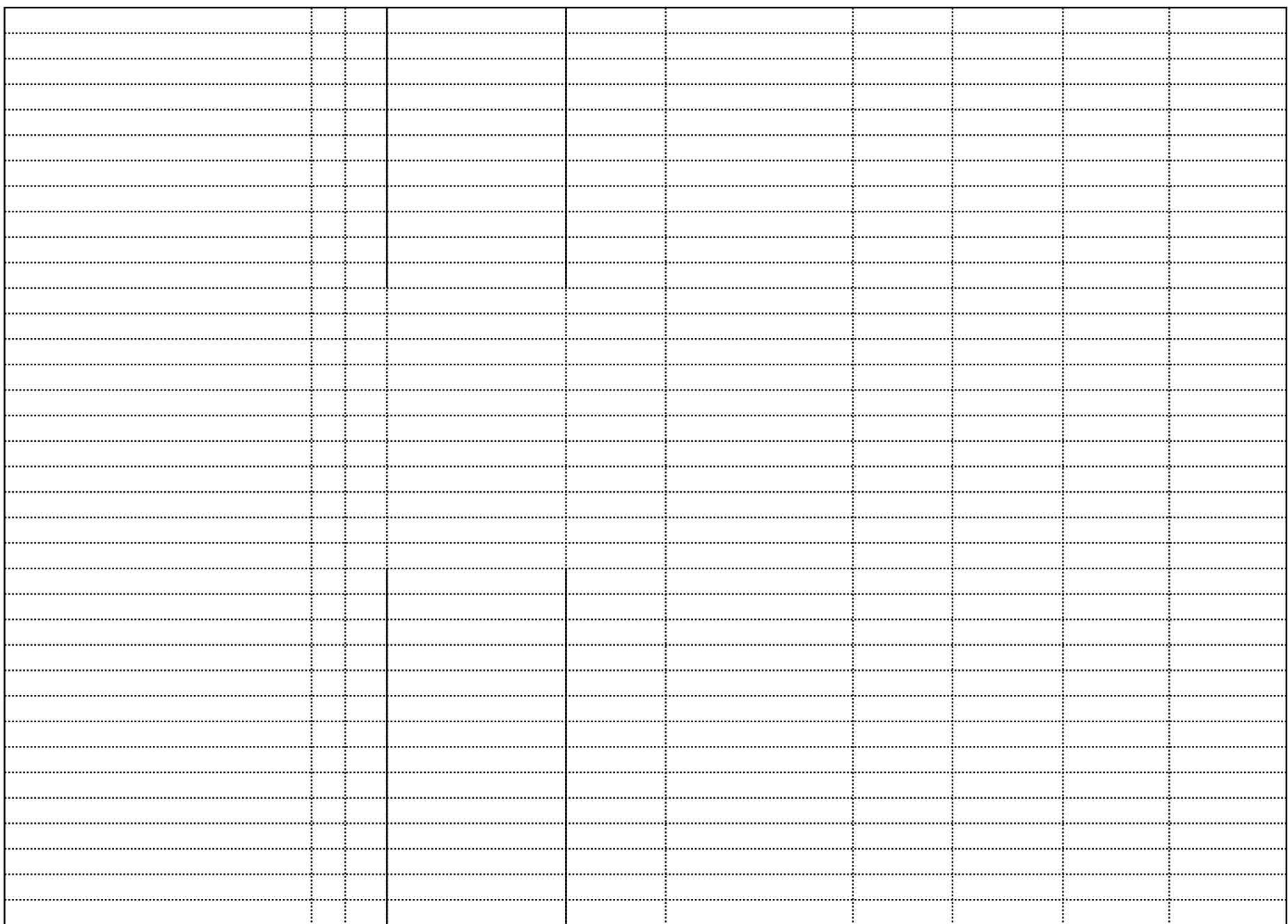
June Budget Amendments
Year End 2025-2026

Journal Entry: _____

		Increase	Decrease
		Credit	Debit
Innovative School Models Grant (955)			
Career and Technical Educational Program			
Additional funds needed for Teachers, Other Salaries & Wages			
71300-116-955-005	Teachers	2100	
71300-116-955-010	Teachers	700	
71300-204-955-010	State Retirement	50	
		2850	
71300-189-955-005	Other Salaries & Wages		1100
71300-204-955-005	State Retirement		1000
71300-471-955-010	Software		750
			2850

Recorder _____

[illegible]



[illegible]

6/12/2026

Amend _____

**21st Century Grant
25-26**

	<u>Original</u>	<u>Increase</u>	<u>Decrease</u>	<u>Amended</u>
<u>73300-Community Services</u>				
105 Supervisor/Director	26,640.00	\$ 2,750.00		29,390.00
116 Teachers	166,520.00		\$24,230.00	142,290.00
163 Educational Assistants	20,780.00	11,400.00		32,180.00
189 Other Salaries and Wages	-	580.00		580.00
201 Social Security 6.2%	13,264.00		589.00	12,675.00
204 State Retirement	13,150.00			13,150.00
212 Medicare 1.45%	3,102.00		137.00	2,965.00
299 Other Fringe Benefits	450.00			450.00
355 Travel	938.00			938.00
422 Food Supplies	2,200.00	900.00		3,100.00
429 Inst. Materials and Supplies	8,528.00	6,000.00		14,528.00
499 Other Supplies and Materials	300.00			300.00
524 In-Service Staff Development	2,300.00		416.00	1,884.00
599 Other Charges	<u>2,216.00</u>		<u>2215.00</u>	<u>1.00</u>
Subtotal	260,388.00	21,630.00	27,587.00	254,431.00
<u>99100 Tranfers Out</u>				
504 Indirect Cost	862.00	<u>5,957.00</u>		<u>6,819.00</u>
46980 Revenue Account				
Total	\$ 261,250.00	27,587.00	\$ 27,587.00	\$ 261,250.00

Justification: Amendment needed to match year to date expenditures.

Amend

Title I 101 Budget Amendment 25-01 #3

6/11/2026

	<u>Original</u>	<u>Increase</u>	<u>Decrease</u>	<u>Amended</u>
<u>71100 - Regular Instruction</u>				
163 Educational Assistants	25,347.00			25,347.00
189 Other Salaries and Wages	105,369.12			105,369.12
195 Certified Substitute Teachers	500.00			500.00
198 Non-Cert. Substitute Teachers	500.00			500.00
201 Social Security 6.2%	5,755.21			5,755.21
204 State Retirement	5,794.56			5,794.56
207 Medical Insurance	10,373.30			10,373.30
212 Medicare 1.45%	1,895.38			1,895.38
299 Other Fringe Benefits .45%	614.37			614.37
429 Inst. Materials and Supplies	66,808.37			66,808.37
722 Equipment	61,729.22			61,729.22
Subtotal	284,686.53	-	-	284,686.53
<u>72130 - Other Student Support</u>				
189 Other Salaries and Wages	44,038.00			44,038.00
201 Social Security 6.2%	3,964.00			3,964.00
204 State Retirement 6.42%	4,076.00			4,076.00
207 Medical Insurance	4,009.07			4,009.07
212 Medicare 1.45%	639.00			639.00
299 Other Fringe Benefits .45%	207.00			207.00
499 Other Supplier and Materials	1,350.00			1,350.00
Subtotal	58,283.07	-	\$0.00	58,283.07
<u>72210 - Support Services</u>				
189 Other Salaries and Wages	115,485.00			115,485.00
201 Social Security 6.2%	7,160.07			7,160.07
204 State Retirement 6.42%	6,663.48			6,663.48
207 Medical Insurance	9,226.89			9,226.89
212 Medicare 1.45%	1,674.53			1,674.53
299 Other Fringe Benefits .45%	542.78			542.78
524 In-Service Staff Development	54,315.37			54,315.37
Subtotal	195,068.12	-	-	195,068.12
99100 504 Indirect Cost	-	3,462.37		3,462.37
590 Indirect Cost	3,462.37		\$ 3,462.37	-
				-
47141 Revenue Account				
Total	\$ 541,500.09	\$ 3,462.37	\$ 3,462.37	\$ 541,500.09

Justification: Correct error

		Amend		
Title I 101 Budget Amendment 25-01 #3				
6/11/2026	Original	Increase	Decrease	Amended
71100 - Regular Instruction				
163 Educational Assistants	25,347.00			25,347.00
189 Other Salaries and Wages	105,369.12	\$ 40,092.03		145,461.15
195 Certified Substitute Teachers	500.00			500.00
198 Non-Cert. Substitute Teachers	500.00			500.00
201 Social Security 6.2%	5,755.21			5,755.21
204 State Retirement	5,794.56	0.04		5,794.60
207 Medical Insurance	10,373.30	442.30		10,815.60
212 Medicare 1.45%	1,895.38	446.27		2,341.65
299 Other Fringe Benefits .45%	614.37			614.37
429 Inst. Materials and Supplies	66,808.37			66,808.37
722 Equipment	61,729.22		41462.37	20,266.85
Subtotal	284,686.53	40,980.64	41,462.37	284,204.80
72130 - Other Student Support				
189 Other Salaries and Wages	44,038.00			44,038.00
201 Social Security 6.2%	3,964.00			3,964.00
204 State Retirement 6.42%	4,076.00			4,076.00
207 Medical Insurance	4,009.07	481.73		4,490.80
212 Medicare 1.45%	639.00			639.00
299 Other Fringe Benefits .45%	207.00			207.00
499 Other Supplier and Materials	1,350.00			1,350.00
Subtotal	58,283.07	481.73	\$0.00	58,764.80
72210 - Support Services				
172 Instructional Coaches	-	115,485.00		115,485.00
189 Other Salaries and Wages	115,485.00		115,485.00	-
201 Social Security 6.2%	7,160.07			7,160.07
204 State Retirement 6.42%	6,663.48			6,663.48
207 Medical Insurance	9,226.89			9,226.89
212 Medicare 1.45%	1,674.53			1,674.53
299 Other Fringe Benefits .45%	542.78			542.78
524 In-Service Staff Development	54,315.37			54,315.37
Subtotal	195,068.12	115,485.00	115,485.00	195,068.12
99100 590 Indirect Cost	3,462.37			3,462.37
47141 Revenue Account				-
Total	\$ 541,500.09	\$ 156,947.37	\$ 156,947.37	\$ 541,500.09

Justification: Revision was needed for final payroll expenditures.

€\$

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6/11/2026

Amend _____

ATSI 24 Grant

	<u>Original</u>	<u>Increase</u>	<u>Decrease</u>	<u>Amended</u>
<u>71100 Regular Instruction Program</u>				
189 Other Salaries and Wages	43,200.00		32,588.42	10,611.58
201 Social Security	2,679.00		2,040.70	638.30
204 State Retirement	3,888.00		3,113.84	774.16
212 Medicare	627.00		477.70	149.30
299 Other Fringe	203.00		135.32	67.68
429 Instructional Supplies and Materials	<u>21,163.00</u>	<u>21,630.38</u>		<u>42,793.38</u>
	71,760.00	21,630.38	38,355.98	55,034.40
<u>71200 SPED Regular Instruction Program</u>				
163 Instructional Assistants	24,600.00			24,600.00
189 Other Salaries and Wages		14,400.00		14,400.00
201 Social Security	1,526.00	892.80		2,418.80
204 State Retirement	1,641.00	1,224.00		2,865.00
212 Medicare	357.00	208.80		565.80
299 Other Fringe	<u>116.00</u>			<u>116.00</u>
	28,240.00	16,725.60	-	44,965.60
<u>Total</u>	100,000.00	38,355.98	38,355.98	100,000.00

47141 Revenue Account

6/12/2026

Budget _____

Title VI Amendment 2

<u>72130 - Other Student Support</u>	<u>Original</u>	<u>Increase</u>	<u>Decrease</u>	<u>Amended</u>
189 Other Salaries and Wages	28,155.27			28,155.27
201 Social Security	1,746.00			1,746.00
204 Retirement	2,534.00			2,534.00
207 Insurance	2,606.00	267.51		2,873.51
212 Medicare	409.00			409.00
299 Other Frings Benefits	-			-
499 Other Supplies and Materials	703.23		267.51	435.72
Total	36,153.50	267.51	267.51	36,153.50
47148 Revenue Account				
	36,153.50			36,153.50

Amendment: Revision was needed for final payroll expenditures.

6/10/2026

Out of School Time Career Pathways Grant (TEC) #4

Consent

	<u>Original</u>	<u>Increase</u>	<u>Decrease</u>	<u>Amended</u>
<u>71300</u>				
189 Other Salaries and Wages	7,000.00			7,000.00
201 Social Security	434.00		\$ 16.63	417.37
204 State Retirement	404.00	155.30		559.30
212 Employee Medicare	1,020.00		\$ 922.38	97.62
299 Other Fringe Benefits	-			-
429 Supplies and Materials	80,439.56	20.00		80,459.56
599 Other Charges	2,000.00			2,000.00
730 Vocational Instruction Equipment	<u>18,201.73</u>	<u>763.71</u>		<u>18,965.44</u>
	109,499.29	939.01	939.01	109,499.29
Revenue Code 47310				
Total	109,499.29	939.01	939.01	109,499.29

Justification: Amended to match needed expenditures.

School Nutrition Budget Amendment 25-26

BG

73100 Title	Original	Increase	Decrease	Amended
105 Supervisor/Director	39,284.00			39,284.00
162 Clerical Personnel	4,154.00	0.39		4,154.39
165 Cafeteria Personnel	358,670.00			358,670.00
189 Other Salaries and Wages	37,000.00	7,126.75		44,126.75
201 Social Security	25,675.00			25,675.00
204 Retirement	29,190.00	1,771.69		30,961.69
207 Medical Insurance	81,387.00	1,864.23		83,251.23
212 Employer Medicare	6,008.00			6,008.00
299 Other Fringe Benefits	12,403.00			12,403.00
336 Maintenance & Repair Services-Equipment	22,000.00			22,000.00
355 Travel	3,250.00			3,250.00
399 Other Contracted Services	409,366.00			409,366.00
422 Food Supplies	960,624.00			960,624.00
451 Uniforms	3,000.00	267.10		3,267.10
452 Utilities	30,000.00			30,000.00
469 Commodities	87,000.00			87,000.00
499 Other Supplies and Materials	84,745.00			84,745.00
524 In Service/Staff Development	40,750.00	1,077.44		41,827.44
599 Other Charges	20,000.00			20,000.00
710 Food Service Equipment	631,441.00		12,107.60	619,333.40
	2,885,947.00	12,107.60	12,107.60	2,885,947.00
Total	2,885,947.00	12,107.60	12,107.60	2,885,947.00

Justification: Amendment was made to match YTD expenditures in payroll and staff development.

IDEA 901 Budget

6/12/2026

BG

	<u>26-01</u>	<u>Increase</u>	<u>Decrease</u>	<u>Amended</u>
<u>71200 - Special Education Program</u>				
116 Teachers	\$ 126,280.00		3,990.00	\$ 122,290.00
163 Educational Assistants	124,655.00		2,000.62	\$ 122,654.38
201 Social Security 6.2%	15,558.00		3,350.65	\$ 12,207.35
204 State Retirement	20,714.00		5,451.46	\$ 15,262.54
207 Medical Insurance	12,968.00	16,692.33		\$ 29,660.33
212 Medicare 1.45%	3,638.00		783.06	\$ 2,854.94
299 Other Fringe Benefits .45%	2,158.00		2,018.44	\$ 139.56
499 Other Supplies and Materials	3,000.00	56.85		\$ 3,056.85
725 SPED Equipment	337.01		337.01	\$ -
Subtotal	309,308.01	16,749.18	17,931.24	\$ 308,125.95
				\$ -
<u>72220 - Special Education Program Staff</u>				
				\$ -
105 Supervisor/Director	11,150.00	1.39		\$ 11,151.39
161 Secretary	9,578.00	17.09		\$ 9,595.09
189 Other Salaries & Wages	10,476.00			\$ 10,476.00
201 Social Security 6.2%	1,935.00			\$ 1,935.00
204 State Retirement	2,508.00			\$ 2,508.00
207 Medical Insurance	3,273.00	245.06		\$ 3,518.06
212 Medicare 1.45%	452.00			\$ 452.00
299 Other Fringe Benefits .45%	741.00		741.00	\$ -
336 Maintenance & Repair Equipment	702.00	60.48		\$ 762.48
524-In Service/Staff Development	<u>2,001.00</u>	<u>1,600.04</u>		<u>\$ 3,601.04</u>
Subtotal	42,816.00	1,924.06	741.00	\$ 43,999.06
99100 504 Indirect Cost	1.00		1.00	\$ -
47143 Revenue Account				
Total	\$ 352,125.01	\$ 18,673.24	\$ 18,673.24	\$ 352,125.01

Justification: Budget was amended for needed year end payroll expenditures.

Trenton Special Board of Education

Monitoring:

Review: Annually, in
April

Descriptor Term:

Student Wellness

Descriptor Code:

6.411

Issued Date:

07/22/25

Rescinds:

6.411

Issued:

12/03/19

The Board recognizes the value of proper nutrition, physical activity, and other health conscious practices and the impact that such practices have on student academic achievement, health, and well-being. In order to provide an environment conducive to overall student wellness, this policy shall be followed by all schools in the district.¹

COMMITMENT TO COORDINATED SCHOOL HEALTH

All schools shall implement the Centers of Disease Control and Prevention's (CDC) Coordinated School Health (CSH) approach to managing new and existing wellness related programs and services in schools and the surrounding community based on state law and State Board of Education CSH standards and guidelines. The school district's Coordinated School Health Coordinator shall be responsible for overseeing compliance with State Board of Education CSH standards and guidelines in the school district.

SCHOOL HEALTH ADVISORY COUNCIL^{2,3}

A school district health advisory council shall be established to serve as a resource to schools for implementing policies and programs and develop an active working relationship with the county health council. The council shall consist of individuals representing the school and community, including parents, students, teachers, school administrators, health professionals, school food service representatives, and members of the public. The primary responsibilities of the council include, but are not limited to:

1. Developing, implementing, monitoring, reviewing, and as necessary, making recommendations as to physical activity and nutrition policies;
2. Ensuring all schools within the school district create and implement an action plan related to all School Health Index modules;
3. Ensuring that the results of the action plan are annually reported to the council; and
4. Ensuring that school level results include measures of progress on each indicator of the School Health Index.

The State Board of Education's Coordinated School Health and Physical Activity policies shall be used as guidance by the council to make recommendations. The Board will consider recommendations of the council in making policy changes or revisions.

1 Additionally, each school will have a Healthy School Team consisting of teachers, students, parents,
2 community members, and administrators.² The Team will hold Healthy School Team meetings during
3 the school year to assess needs and oversee planning and implementation of school health efforts. The
4 Director of Schools/designee will ensure compliance with the school wellness policy, to include an
5 assessment of the implementation of the wellness policy and the progress made in attaining the policy
6 goals. The assessment will be made available to the public.

7 **COMMITMENT TO NUTRITION**

8 All schools within the district shall participate in the USDA child nutrition programs, which may
9 include but not be limited to, the National School Lunch Program, the School Breakfast Program, the
10 Summer Food Service Program, and the After School Snack Program.^{4,5,6}

11 Meals shall be accessible to all students in a non-stigmatizing manner. Students will be given adequate
12 time to enjoy healthy meals and relax in a pleasant environment. Good nutritional habits shall be
13 encouraged. All foods and beverages including vending machines, fundraising items, and concessions
14 shall meet guidelines set forth by the Healthy, Hunger-free Kids Act of 2010 and Smart Snacks in
15 Schools.^{4,5,6} The principal/designee shall be responsible for overseeing the school district's compliance
16 with the State Board of Education rules and regulations for sale of food items in the school district.^{2,5,6}

17 **[Include any special exemptions for infrequent school-sponsored fundraisers here.]**

18 ***Fundraising***

19 Food-and beverages sold that can be consumed on campus during the school day must meet or exceed
20 the USDA Smart Snacks guidelines in school nutrition standards. Schools shall follow the limit on
21 days per semester in which non-healthy foods may be used for fundraisers.⁵

22 **DISTRICT GOALS**

23 The school district will promote healthy nutrition through various activities, including nutrition related
24 newsletters, informational links on the school district website, healthy eating posters and bulletin
25 boards in dining areas, and informational booths at various community functions. Nutrition education
26 will be offered as part of a standards based program designed to provide students with the
27 knowledge and skills needed to promote and protect their health as outlined in the State Board of
28 Education Health Education and Lifetime Wellness Standards. Nutrition education will discourage
29 teachers from using high fat, sugar, and sodium foods as rewards and encourage students to start each
30 day with a healthy breakfast. If a district engages in food or beverage marketing, all marketing shall
31 comply with the Smart Snacks in School nutrition standards.⁷

32 **COMMITMENT TO PHYSICAL ACTIVITY AND PHYSICAL EDUCATION⁸**

33 The Board recognizes that physical activity is extremely important to the overall health of a child.
34 Schools shall support and promote physical activity. Physical activity may be integrated into any areas
35 of the school program.

36 Physical education classes shall be offered as part of a standards based program designed to provide
37 developmentally appropriate moderate to vigorous physical activity as an integral part of the class. All

physical education classes shall comply with the State Board of Education's Physical Education Standards.

Unstructured physical activity periods shall be offered in addition to the school district's physical education program. Elementary school students shall receive a minimum of forty (40) minutes of physical activity each full school day. Middle and high school students shall receive a minimum of ninety (90) minutes of physical activity each full school week.

Physical activity will be conducted outside if weather permits. The following activities shall not be considered physical activity: walking to and from class, time spent on an electronic device, and time spent in a physical education class.

Schools shall continue to offer after school sports and activities. Physical activity shall not be employed as a form of discipline. Physical activity shall not be withheld from a student as a form of punishment.

COMMITMENT TO CURRICULUM³

All applicable courses of study shall be based on State-approved curriculum standards.

SCHOOL HEALTH INDEX³

All schools within the district shall annually administer a baseline assessment on each of the recommended School Health Index modules. Results shall be submitted to the School Health Advisory Council and reported to the Tennessee Department of Education.

RECORD KEEPING COMPLIANCE

The school district's Coordinated School Health Coordinator shall ensure that records demonstrating compliance with community involvement requirements are maintained. The Coordinated School Health Coordinator shall additionally document that the school wellness policy and triennial assessments are made available to the public.⁹

Legal References

1. [TCA 49-6-1022](#)
2. [State Board of Education Policy 4.204](#)
3. [State Board of Education Policy 4.206](#)
4. [42 USCA § 1758b; TRR/MS 0520-01-06-.04](#)
5. [TRR/MS 0520-01-06](#)
6. [7 CFR § 210; 7 CFR § 220](#)
7. [7 CFR 210.31\(c\)\(3\)\(iii\)](#)
8. [TCA 49-6-1021; Public Acts of 2025, Chapter No. 306](#)
9. [7 CFR § 210.31\(f\)](#)

Cross References

Student Suicide Prevention 6.415

Trenton Special Board of Education

Monitoring:

Review: Annually, in April

Descriptor Term:

Student Wellness

Descriptor Code:

6.411

Issued Date:

Rescinds:

Issued:

The Board recognizes the value of proper nutrition, physical activity, and other health conscious practices and the impact that such practices have on student academic achievement, health, and well-being. In order to provide an environment conducive to overall student wellness, this policy shall be followed by all schools in the district.¹

COMMITMENT TO COORDINATED SCHOOL HEALTH

All schools shall implement the Centers of Disease Control and Prevention's (CDC) Coordinated School Health (CSH) program for wellness related programs and services in schools and the surrounding community based on state law and State Board of Education CSH standards and guidelines. The school district's Coordinated School Health Coordinator or Supervisor shall be responsible for overseeing compliance with State Board of Education CSH standards and guidelines in the school district.

SCHOOL HEALTH ADVISORY COUNCIL²

A school district health advisory council shall be established to serve as a resource to schools for implementing policies and programs and develop an active working relationship with the county health council. The council shall consist of individuals representing the school and community, including parents, students, teachers, school administrators, health professionals, school food service representatives, and other stakeholders concerned with the health and wellness of students. The primary responsibilities of the council include, but are not limited to reviewing the CSH plan, and as necessary, making recommendations as to procedures and programs.

~~1. Developing, implementing, monitoring, reviewing, and as necessary, making recommendations as to physical activity and nutrition policies;~~

~~-~~

~~2. Ensuring all schools within the school district create and implement an action plan related to all School Health Index modules;~~

~~-~~

~~3. Ensuring that the results of the action plan are annually reported to the council; and~~

~~-~~

~~4. Ensuring that school level results include measures of progress on each indicator of the School Health Index.~~

The State Board of Education's Coordinated School Health and Physical Activity policies shall be used as guidance by the council to make recommendations. The Board will consider recommendations of the council in making policy changes or revisions.

Additionally, each school shall have a Healthy School Team that is representative of all eight (8) components of the CSH program. The team members shall consist of the principal, teachers, staff, students, parents, and community members with at least half of the team members being non-school personnel.² The Team will hold Healthy School Team meetings during the school year to assess needs and oversee planning and implementation of school health efforts. The Director of Schools/designee will ensure compliance with the school wellness policy, to include an assessment of the implementation of the wellness policy and the progress made in attaining the policy goals. The assessment will be made available to the public.

COMMITMENT TO NUTRITION

All schools within the district shall participate in the USDA child nutrition programs, which may include but not be limited to, the National School Lunch Program, the School Breakfast Program, the Summer Food Service Program, and the After School Snack Program.^{3,4,5}

Meals shall be accessible to all students in a non-stigmatizing manner. Students will be given adequate time to enjoy healthy meals and relax in a pleasant environment. Good nutritional habits shall be encouraged. All foods and beverages including vending machines, fundraising items, and concessions shall meet guidelines set forth by the Healthy, Hunger-free Kids Act of 2010 and Smart Snacks in Schools.^{4,5,6} The principal/designee shall be responsible for overseeing the school district's compliance with the State Board of Education rules and regulations for sale of food items in the school district.^{2,4,5}

Fundraising

Food-and beverages sold that can be consumed on campus during the school day must meet or exceed the USDA Smart Snacks guidelines in school nutrition standards. Schools shall follow the limit on days per semester in which non-healthy foods may be used for fundraisers.⁴

DISTRICT GOALS

The school district will promote healthy nutrition through various activities, including nutrition related newsletters, informational links on the school district website, healthy eating posters and bulletin boards in dining areas, and informational booths at various community functions. Nutrition education will be offered as part of a standards based program designed to provide students with the knowledge and skills needed to promote and protect their health as outlined in the State Board of Education Health Education and Lifetime Wellness Standards. Nutrition education will discourage teachers from using high fat, sugar, and sodium foods as rewards and encourage students to start each day with a healthy breakfast. If a district engages in food or beverage marketing, all marketing shall comply with the Smart Snacks in School nutrition standards.⁶

COMMITMENT TO PHYSICAL ACTIVITY AND PHYSICAL EDUCATION⁷

The Board recognizes that physical activity is extremely important to the overall health of a child. Schools shall support and promote physical activity. Physical activity may be integrated into any areas of the school program.

Physical education classes shall be offered as part of a standards based program designed to provide developmentally appropriate moderate to vigorous physical activity as an integral part of the class. All physical education classes shall comply with the State Board of Education's Physical Education Standards.

Unstructured physical activity periods shall be offered in addition to the school district's physical education program. Elementary school students shall receive a minimum of forty (40) minutes of physical activity each full school day. Middle and high school students shall receive a minimum of ninety (90) minutes of physical activity each full school week.

Physical activity will be conducted outside if weather permits. The following activities shall not be considered physical activity: walking to and from class, time spent on an electronic device, and time spent in a physical education class.

Schools shall continue to offer after school sports and activities. Physical activity shall not be employed as a form of discipline. Physical activity shall not be withheld from a student as a form of punishment.

COMMITMENT TO CURRICULUM²

All applicable courses of study shall be based on State-approved curriculum standards.

SCHOOL HEALTH INDEX²

All schools within the district shall annually administer a baseline assessment on each of the recommended School Health Index modules. Results shall be submitted to the School Health Advisory Council and reported to the Tennessee Department of Education.

RECORD KEEPING COMPLIANCE

Legal References

1. [TCA 49-6-1022](#)
2. [State Board of Education Policy 4.204](#)
3. [42 USCA § 1758b; TRR/MS 0520-01-06-.04](#)
4. [TRR/MS 0520-01-06](#)

Cross References

Student Suicide Prevention 6.415

5. [7 CFR § 210; 7 CFR § 220](#)
6. [7 CFR 210.31\(c\)\(3\)\(iii\)](#)
7. [TCA 49-6-1021; State Board of Education Policy 4.206](#)
8. [7 CFR § 210.31\(f\)](#)

1 The school district's Coordinated School Health Coordinator shall ensure that records demonstrating
2 compliance with community involvement requirements are maintained. The Coordinated School
3 Health Coordinator shall additionally document that the school wellness policy and triennial
4 assessments are made available to the public.⁸

Proposal to Approve Tennessee Department of Education Graduation Requirement Course Substitutions

Purpose

The purpose of this proposal is to request approval from the Trenton Special School District Board of Education to allow students at Peabody High School to utilize Tennessee Department of Education-approved CTE course substitutions to satisfy specific graduation requirements.

These substitutions have already been approved by the Tennessee Department of Education and are listed within the Tennessee Course Catalog. Local board approval is required before students may utilize these options for graduation credit.

Approving these substitutions will expand student access to career-focused coursework, increase opportunities for industry credential attainment, strengthen college and career readiness, and generate additional Career and Technical Education funding through Tennessee's Investment in Student Achievement (TISA) formula.

Requested Graduation Requirement Substitutions

Fourth Mathematics Credit

Students may substitute:

- Coding I
- Coding II
- Computer Science Foundations

Third Laboratory Science Credit

Students may substitute:

- STEM I
- STEM II
- STEM III
- Computer Science Foundations
- Coding I
- Coding II
- Agriscience
- BioSTEM I
- BioSTEM II

- Anatomy & Physiology

Economics Requirement

Students may substitute:

- Business Economics
- Marketing & Management I: Principles

Fine Arts Requirement

Students may substitute:

- Digital Arts & Design I

Personal Finance Requirement

Students may substitute:

- Business Management

U.S. Government and Civics Requirement

Students may substitute:

- Pre-Law I
- American Business Legal Systems

Rationale

Expanding College and Career Readiness

The Tennessee Department of Education has recognized that many CTE courses provide academic content that is equivalent to or exceeds traditional graduation requirements while simultaneously developing workforce skills.

These substitutions allow students to:

- Explore career pathways aligned to their interests.
- Earn industry-recognized credentials.
- Develop technical and employability skills.
- Increase postsecondary readiness.

- Strengthen readiness for employment, military service, TCAT, community college, and university pathways.

For many students, these courses provide a more engaging and relevant learning experience while maintaining academic rigor.

Increasing Student Access to High-Demand Career Pathways

Peabody High School currently offers Programs of Study in:

- Agriculture
- STEM
- Diagnostic Medicine
- HVAC
- Industrial Maintenance
- Business and Marketing

Allowing graduation substitutions removes barriers that often prevent students from enrolling in pathway courses due to limited room in their schedules. Students can simultaneously satisfy graduation requirements while progressing through a Program of Study. These substitutions also allow for students to sample programs we do not currently offer. Through piloting this programs, we can gauge student interest to better serve students through our programs of study.

Supporting District Strategic Goals

This proposal directly supports district goals related to:

- College and Career Readiness
- Industry Credential Attainment
- Postsecondary Enrollment
- Workforce Development
- Student Engagement
- Career Exploration

Financial Impact Through TISA

The Tennessee Investment in Student Achievement (TISA) formula includes direct state funding for student participation in approved Career and Technical Education Programs of Study.

TISA provides additional funding based on:

- Program of Study level

- Student enrollment
- Student progression within a Program of Study
- Concentrator and completer status

As more students enroll in CTE courses and progress through Programs of Study, the district generates additional state funding that can be reinvested into student opportunities, instructional materials, equipment, industry certifications, and workforce development initiatives.

Estimated Revenue Potential

The direct funding for each CTE level and progression year is subject to annual appropriations by the Tennessee General Assembly. For the 2025-26 TISA allocations, the funding levels are detailed below:

Program of Study Level	Progression Year			
	Year 1	Year 2	Year 3	Year 4
Level 1	\$5,000	\$5,050	\$5,150	\$5,300
Level 2	\$5,200	\$5,250	\$5,350	\$5,500
Level 3	\$5,400	\$5,450	\$5,550	\$5,700

Substituting one Art in the fall and spring will generate an additional **\$51,840** based on last year's roster estimates and funding chart.

Substituting one Government in the fall and spring for Noah Allen and one Government in the fall for Sandy Hodges will generate an additional **\$54,080** based on last year's roster estimates and funding chart.

Additional Benefits

Increased enrollment may also result in:

- Higher industry credential attainment
- Improved Ready Graduate rates
- Increased work-based learning participation
- Stronger justification for future program expansion

Expected Outcomes

Upon approval, Peabody High School anticipates:

- Increased enrollment in CTE Programs of Study.
- Increased concentrator and completer rates.

- Higher industry credential attainment.
- Increased work-based learning participation.
- Improved college and career readiness indicators.
- Additional TISA funding generated through student participation in approved CTE pathways.
- Greater alignment between student interests and coursework.

Recommendation

It is recommended that the Trenton Special School District Board of Education approve the Tennessee Department of Education-approved graduation requirement substitutions listed in this proposal beginning with the 2026–2027 school year.

Approval will expand opportunities for students, strengthen workforce readiness, support district college and career readiness goals, and maximize available state funding through Tennessee's TISA funding model.

TENNESSEE STATE BOARD OF EDUCATION	
GRADUATION PERMISSIONS AND SUBSTITUTIONS POLICY	3.103

POLICY SECTIONS:

- I. Purpose
- II. Approved Course Permissions for Specific Graduation Requirements
- III. Approved Course Substitutions for Specific Graduation Requirements

I. Purpose

- (1) Students may substitute the courses listed in this policy (e.g., AP Computer Science A) for certain graduation credit requirements listed in this policy (e.g., Fourth Credit Math). Substitution decisions must be made on a student-by-student basis based on their High School and Beyond Plan and elective focus in accordance with State Board of Education High School Policy 2.103. The State Board of Education Graduation Requirements Rule 0520-01-03-.06 and High School Policy 2.103 outline graduation requirements overall.
- (2) In addition to the specific courses listed in this policy, pursuant to State Board of Education Academic Program Requirements Rule 0520-01-03-.03(7), local education agencies (LEAs) shall accept postsecondary credits as a substitution for an aligned graduation credit requirement, including general education and elective focus courses, for students who pass dual enrollment courses at an accredited postsecondary institution for credit. The decision to permit a postsecondary course at an accredited postsecondary institution not contained in this policy to count as a substitution for a graduation credit requirement listed in this policy is to be determined at the local level based on a review of whether the postsecondary course covers the state standards for the graduation credit requirement.
- (3) Pursuant to State Board of Education Middle Grades Policy 2.102, students in middle school may take coursework for high school credit. Students who successfully complete any State Board-required high school credits before grade nine (9) shall receive graduation credit for that coursework.
- (4) Any course listed in this policy as approved to substitute for more than one (1) graduation requirement can only be used by a student to substitute for one (1) graduation requirement course, with the following exceptions:
 - (a) One (1) full-credit course may substitute for two (2) half-credit courses.
 - (b) A course used to substitute for a graduation requirement course may also fulfill the requirements toward the student's elective focus, provided that the student meets all other requirements for the student's diploma type.
 - (c) Pursuant to T.C.A. § 49-6-1209, if, during high school, a student enlists in a branch of the United States military or in the national guard through the military delayed entry program, the national guard split training option or other similar early entry program and completes basic training before graduation from high school, the

TENNESSEE STATE BOARD OF EDUCATION

GRADUATION PERMISSIONS AND SUBSTITUTIONS POLICY

3.103

student shall receive high school credit towards graduation for basic training. Credit for basic training may be substituted, upon the choice of the student, for the required credit in lifetime wellness and credit in one (1) elective course or for credit in two (2) elective courses. A student who completes basic training and chooses basic training to substitute for the required credit in lifetime wellness shall be given credit for JROTC I.

- (5) The State Board of Education Approved High School Courses Policy 3.205 outlines courses that may be offered for credit in grades 9-12.

II. Approved Course Permissions for Specific Graduation Requirements

(1) Fourth Math

Students pursuing a traditional high school diploma are required to complete four (4) credits of math. Three (3) of the required four (4) credits of mathematics must include Algebra I, Algebra II, and Geometry, or the equivalent Integrated Math I, II, and III. Students may complete the fourth (4th) math credit at any point before, in between, or following the sequence, provided they meet the requirements in State Board of Education High School Policy 2.103 and Graduation Requirements Rule 0520-01-03-.06 and take all three (3) required courses. The fourth (4th) credit shall be in another mathematics course that extends the student's knowledge in mathematics. The following list includes allowable course substitutions for the fourth (4th) math credit.

Programs of Study

International Baccalaureate Mathematics Program
Cambridge Mathematics Program
Advanced Placement Mathematics Program

Statewide Programs

Dual Enrollment Mathematics Program
Statewide Dual Credit Pre-Calculus¹
Statewide Dual Credit Statistics

Math

Calculus
Mathematical Reasoning for Decision Making
Precalculus
Statistic

¹ Beginning in the 2025-26 school year, Statewide Dual Credit will be phased out over a three-year period. Courses listed in this policy that are set to be phased out are noted in italics.

TENNESSEE STATE BOARD OF EDUCATION

GRADUATION PERMISSIONS AND SUBSTITUTIONS POLICY

3.103

Science

Physics
AP Physics C: Electricity & Magnetism
AP Physics C: Mechanics
AP Physics I: Algebra-Based
AP Physics II: Algebra-Based
AP Computer Science Principles
AP Computer Science A

Computer Science²

International Baccalaureate Computer Science Program
Cambridge International Computer Science Program
Dual Enrollment Computer Science Program
Computer Science
AP Computer Science Principles
AP Computer Science A
Computer Science Foundations
Coding I
Coding II
Coding Practicum
Cybersecurity I
Cybersecurity II
Cybersecurity Practicum
Data Science I
Data Science II
Mobile App Development

CTE Course Substitutions

Agricultural Fabrication & Biosystems Engineering
Principles of Farm and Agribusiness Management

Work-Based Learning Courses³

Coding Practicum
IT (Information Technology) Clinical Internship
Web Design Practicum
Cybersecurity Practicum
Manufacturing Practicum
Engineering Practicum

² Pursuant to State Board of Education Graduation Requirements Rule 0520-01-03-.06, students may fulfill their required computer science graduation requirement by substituting a computer science course for the 4th credit of math.

³ Pursuant to State Board of Education Graduation Requirements Rule 0520-01-03-.06, a student pursuing an Industry 4.0 Diploma Distinction may substitute their 4th credit of math with a work-based learning course.

TENNESSEE STATE BOARD OF EDUCATION

GRADUATION PERMISSIONS AND SUBSTITUTIONS POLICY

3.103

STEM IV: Practicum
Supply Chain Management Practicum
Teaching as a Profession Practicum (Math Placement)

(2) Third Lab Science

Students pursuing a traditional high school diploma are required to complete three (3) credits of science. Two (2) of the three (3) credits of science must include Biology and Chemistry or Physics. The third (3rd) science credit must be a lab science. Students may complete the third (3rd) lab science credit at any point before, in between, or following the required Biology and Chemistry or Physics courses. The third (3rd) lab science must be in another course that extends the student's knowledge in science. The following list includes allowable course substitutions for the third (3rd) lab science.

Programs of Study

International Baccalaureate Science Program
Cambridge Science Program
Advanced Placement Science Program

Statewide Programs

Dual Enrollment Science Program

Science

Biology II
Chemistry I
Chemistry II
Earth and Space Science
Ecology
Environmental Science
Geology
Human Anatomy and Physiology
Physical Science
Physical World Concepts
Physics I
Physics II
Scientific Research

Computer Science⁴

International Baccalaureate Computer Science Program
Cambridge International Computer Science Program
Dual Enrollment Computer Science Program

⁴ Pursuant to State Board of Education Graduation Requirements Rule 0520-01-03-.06, students may fulfill their required computer science graduation requirement by substituting a computer science course for the 3rd lab science.

TENNESSEE STATE BOARD OF EDUCATION

GRADUATION PERMISSIONS AND SUBSTITUTIONS POLICY

3.103

Computer Science
AP Computer Science Principles
AP Computer Science A
Computer Science Foundations
Coding I
Coding II
Coding Practicum
Cybersecurity I
Cybersecurity II
Cybersecurity Practicum
Mobile App Development

CTE Course Substitutions

Advanced Food
Science
Agriscience
Applied Environmental Science
BioSTEM I
BioSTEM II
BioSTEM III
Engineering Design I
Engineering Design II
Food Science & Safety
Anatomy & Physiology
Natural Resources Management
Nutrition Science & Diet Therapy
Plant & Soil Science
Principles of Engineering & Technology (PLTW)
STEM I: Foundations
STEM II: Applications
STEM III: STEM in Context
Veterinary Science Technologies

Work-Based Learning Courses⁵

Coding Practicum
IT (Information Technology) Clinical Internship
Web Design Practicum
Cybersecurity Practicum
Clinical Internship
Nursing Education

⁵ Pursuant to State Board of Education Graduation Requirements Rule 0520-01-03-.06, a student pursuing an Industry 4.0 diploma distinction may substitute their 3rd lab science with work-based learning courses.

TENNESSEE STATE BOARD OF EDUCATION	
GRADUATION PERMISSIONS AND SUBSTITUTIONS POLICY	3.103

Emergency Medical Services Practicum
 BioStem Practicum
 STEM IV: Practicum

III. Approved Course Substitutions for Specific Graduation Requirements

(1) Economics

Courses substituting for an Economics course must contain economics content that extends the student's knowledge in economics. The following list includes allowable course substitutions for the Economics course.

Programs of Study

AP Microeconomics
 AP Macroeconomics

Statewide Programs

Dual Enrollment Business Program
 Dual Enrollment Economics Program

CTE Course Substitutions

Agricultural Business & Finance
 Business Economics
 Entrepreneurship
 Marketing & Management I:
 Principles
 Retail Operations

(2) English III or IV

Students pursuing a traditional high school diploma are required to complete four (4) credits of English. Two (2) of the four (4) credits of English must include English I and English II. Courses substituting for a third (3rd) or fourth (4th) English course must contain English content that extends the student's English knowledge beyond English II or English III content. Therefore, substitute course credit for English III or IV must be earned after completing English II or English III credit, respectively, unless the substitution is taken concurrently with required English I and II courses (i.e., taking AP Research and AP Seminar towards the AP Capstone Diploma Program). The following list includes allowable course substitutions for the third (3rd) or fourth (4th) credit of English.⁶

⁶ Pursuant to State Board of Education English as a Second Language Programs Rule 0520-01-19-.03, for students who are English learners, two (2) high school English as a Second Language (ESL) courses must be counted toward the four (4) required English credits required for graduation. At least one (1) of the ESL courses counted toward graduation credit must be counted toward credit in an English course with an end-of-course assessment.

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Programs of Study

AP English Language & Composition
AP English Literature & Composition
AP Research
AP Seminar
Cambridge International English Program
International Baccalaureate English Program

Statewide Programs

Dual Enrollment English Program

(3) Fine Arts

Courses substituting for a Fine Arts course must contain content that extends the student's knowledge in Fine Arts. The following list includes allowable course substitutions for the Fine Arts course. The State Board of Education Approved High School Courses Policy 3.205 lists Fine Arts courses that fulfill the graduation requirement.

CTE Course Substitutions

Digital Arts & Design I
Floral Design and Operations
Foundations of Fashion Design
Foundations of Interior Design
Landscaping & Turf Science
Web Design Foundations

(4) Lifetime Wellness

Courses substituting for a Lifetime Wellness course must contain wellness content that extends the student's knowledge in lifetime wellness. The following list includes allowable course substitutions for the Lifetime Wellness course.

JROTC I

Basic Training (JROTC I)⁷

(5) Personal Finance

Courses substituting for a Personal Finance course must contain personal finance content that extends the student's knowledge of business or finance. The following list includes allowable course substitutions for the Personal Finance course.

Statewide Programs

Dual Enrollment Business Program

⁷ See I.(4)(c) above for further clarification.

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CTE Course Substitutions

Agricultural Business and Finance
Business Management
Entrepreneurship

Other Course Substitutions

JROTC III⁸

(6) Physical Education⁹

Courses substituting for a Physical Education course must contain physical education content that extends the student's knowledge in physical education. The following list includes allowable course substitutions for the Physical Education course.

JROTC II

(7) U.S. Government and Civics

Courses substituting for a U.S. Government and Civics course must contain U.S. Government and Civics content that extends the student's knowledge in U.S. Government and Civics. The following list includes allowable course substitutions for the U.S. Government and Civics course.

Programs of Study

AP United States Government and
Politics
AP United States History

Statewide Programs

Dual Enrollment U.S. or American History Program
*Statewide Dual Credit American
History*

CTE Course Substitutions

Pre-Law I, Pre-Law II, and Pre-Law III
American Business Legal Systems

⁸ JROTC III may substitute for one-half (½) credit of U.S. Government and Civics and one-half (½) credit of Personal Finance if the JROTC instructor attends the Personal Finance training as stipulated in State Board Employment Standards Rule 0520-02-06-.02.

⁹ The Physical Education requirement may be met by substituting a documented and equivalent time of physical activity in marching band, JROTC, cheerleading, interscholastic athletics, school sponsored intramural athletics, and other areas approved by the local board of education.

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Other Course Substitutions
JROTC III¹⁰

¹⁰ Students who complete JROTC III may substitute that course for one-half (½) credit of Personal Finance and one-half (½) credit of U.S. Government and Civics.

Agriscience

Primary Career Cluster:	Agriculture, Food, & Natural Resources
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C18H19
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Elective Focus - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Agriculture, Food, & Natural Resources courses. In addition, this course satisfies the third lab science credit requirement for graduation.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>Agribusiness, Agricultural Engineering, Industrial, and Mechanical Systems, Environmental and Natural Resources Management, Food Science, Horticulture Science, Veterinary and Animal Science, and Meat Science</i> programs of study.
Aligned Student Organization(s):	FFA: http://www.tnffa.org
Coordinating Work-Based Learning:	All Agriculture students are encouraged to participate in a Supervised Agricultural Experience (SAE) program. In addition, teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	(048 and 015), (048 and 016), (048 and 017), (048 and 081), (048 and 126), (048 and 127), (048 and 128), (048 and 129), (048 and 151), (048 and 211), (048 and 212), (048 and 213), (048 and 214), (048 and 414), (048 and 415), (048 and 416), (048 and 417), (048 and 418), (048 and 449), (048 and 951) (150 and 015), (150 and 016), (150 and 017), (150 and 081), (150 and 126), (150 and 127), (150 and 128), (150 and 129), (150 and 151), (150 and 211), (150 and 212), (150 and 213), (150 and 214), (150 and 414), (150 and 415), (150 and 416), (150 and 417), (150 and 418), (150 and 449), (150 and 951), (448 and 015), (448 and 016), (448 and 017), (448 and 081), (448 and 126), (448 and 127), (448 and 128), (448 and 129), (448 and 151), (448 and 211), (448 and 212), (448 and 213), (448 and 214), (448 and 414), (448 and 415), (448 and 416), (448 and 417), (448 and 418), (448 and 449), (448 and 951), (950 and 015), (950 and 016), (950 and 017), (950 and 081), (950 and 126), (950 and 127), (950 and 128), (950 and 129), (950 and 151), (950 and 211), (950 and 212), (950 and 213), (950 and 214), (950 and 414), (950 and 415), (950 and 416), (950 and 417), (950 and 418), (950 and 449), (950 and 951)
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-agriculture-food-natural-resources.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course. This is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in FFA career and leadership events (CDE/LDE) that align with this course including Agriscience Fair, Agricultural Issues, Agricultural Technology & Mechanicals Systems, Agronomy, Conduct of Meetings, Creed Speaking, Employment Skills, Environmental & Natural Resources, and TN FFA Quiz Bowl.

For more ideas and information, visit Tennessee FFA at <https://tnffa.org/>.

Using a Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.2** | During a visit to an agriculture production facility or agribusiness facility, have the manager talk about safety in the workplace.
- **Standards 2.1-2.3** | Invite a guest speaker to talk about the impact agriculture has on society at the local, regional, state, national, and global levels.
- **Standards 3.1-3.3** | Have the students do a project that is supervised or evaluated by an environmental scientist or wildlife biologist.
- **Standards 4.1-6.2** | Contact an animal geneticist to talk with the class about the positive uses of genetics and genomics have on animal health, and producing safe and high quality food.
- **Standards 7.1-7.2 and 9.1-9.3** | Have a local veterinarian speak to the class about the importance of knowing the function of an animal's body systems to properly care for animals.
- **Standards 8.1-8.2** | Contact an agricultural extension agent to work with students to interpret basic soil analysis.
- **Standards 11.1-11.3** | Have the students do a project that is supervised or evaluated by a local electrician.
- **Standards 12.1-12.2** | Invite a small engine technician to the classroom to explain the chemical reactions that convert fuel energy into kinetic and heat energy in gas and diesel engines.

Course Description

Agriscience is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology plays in the 21st century. In addition, it serves as the first course for all programs of study in the Agriculture, Food, & Natural Resources cluster. Upon completion of this course, proficient students will be prepared for success in more advanced agriculture and science coursework. This course counts as a lab science credit toward graduation requirements.

Course Standards

1. Agriscience Safety and Careers

- 1.1 Safety: Identify and explain **general laboratory safety procedures, equipment, and tools** including, but not limited to, prevention and control procedures in agriscience laboratories. Demonstrate safety procedures and complete safety test with 100 percent accuracy.
- 1.2 Careers: Explore and compare **local, regional, state, national, and global career opportunities** in the agriscience industry. Use multiple print, online, and/or personal interview sources, to capture at minimum the following:
 - a. job description;
 - b. essential knowledge and skills;
 - c. program or path of study to reach occupational goals, starting with high school through postsecondary and/or military options;
 - d. credentialing and/or licensure requirements;
 - e. non-educational job requirements such as minimum age, experience in the field, physical fitness tests, background checks, or other notable evaluations; and
 - f. resume writing.

2. Agriscience Investigation and Overview

- 2.1 Overview: Articulate important **historical and current events** impacting the **agricultural industry and agricultural youth development**. Include landmark laws, theories, and practices such as, but not limited to, the Morrill Act, the Smith-Lever Act, the Smith-Hughes Act, and influential figures such as John Deere, Henry Groseclose, Booker T. Washington, and important government agencies in the promotion of knowledge and technology of agricultural science, biotechnology, and key technological developments.
- 2.2 Economic Impact: Analyze information to summarize the **agricultural industry's economic impact**. Explain the **major agriculture commodity** trends and its importance to Tennessee, the United States, and the global economy. Develop a **foundational Supervised Agricultural Experience program** that provides growth into an immersion SAE with an opportunity to implement multiple science and engineering practices:
 - a. AQDP – asking questions and developing problems;
 - b. MOD – developing and using models;
 - c. PCI – planning and carrying out investigations;
 - d. AID – analyzing and interpreting data;

- e. UMCT – using mathematics and computational thinking;
- f. CEDS – constructing explanations (for science) and designing solutions (for engineering);
- g. EAE – engaging in argument from evidence; and
- h. OEI – obtaining, evaluating, and communicating information.

2.3 **Solutions**: Define the criteria for successful **solutions** to common agricultural problems and identify **relevant constraints** (including social and political constraints). Include problems at the local, state, national, and global level. Evaluate solutions to these problems and how the solutions meet the defined **criteria** and **constraints**. For example, how to grow larger quantities of safe high-quality food on less land to feed the growing population.

3. Fundamentals of Environmental Systems

3.1 **Systems**: Research a variety of **controlled environment systems** including, but not limited to, aquaponic systems, from recycled bottles, hydroponic setups, wildlife habitats, greenhouses, etc. Design a controlled environment that accounts **for the inputs, outputs, and stability of flows of matter** from the major biogeochemical cycles – such as carbon, nitrogen, phosphorus, and water.

3.2 **Models**: Develop **models for the flow of energy and matter** (inorganic forms and overall biomass) in various ecosystems impacting agricultural and environmental systems. Using these models, calculate rates of productivity by analyzing the major components of a food chain. Employ **mathematical models** to explain growth patterns and rates, both density-dependent and density-independent **factors, observed in ecosystems energy and nutrients flow**.

3.3 **Biodiversity**: Evaluate the impact of **habitat fragmentation, destruction, and other environmental pressures**, such as invasive species, overharvesting, pollution, and climate change on local and global biodiversity (genetic, species, and ecosystems.) Distinguish between **types of pollution (point and nonpoint sources)** and their sources to predict the **effects on environmental conditions** (e.g., water, soil, and air), animal populations, and plant populations from various kinds of human activity.

4. Fundamentals of Cell Structures and Processes

4.1 **Cell Structures**: Explain the major events of the **eukaryotic cell cycle** which accounts for a single cell growing into a multicellular plant or animal that may have its own reproductive capacity. Compare and contrast **cell division in various eukaryotic cell types** in plants and animals.

4.2 **Processes**: Gather evidence to support that the arrangement of cells into **tissues, organs, and systems** meets the needs of an entire organism. For example distribution of water and nutrients to all cells in plants and animals.

5. Fundamentals of Genetics, Genomics, and Heredity

- 5.1 Role of Genetics and Genomics: Evaluate the **roles of genetics and genomics** in understanding health and disease. Describe the **impact genomics has made in the plant and animal science industry**. Compare and contrast the important connections between these advancements, including, but not limited, to the clustered regularly interspaced short palindromic repeater (CRISPR) technology and agricultural consumer's views about the way these technologies impact food products.
- 5.2 Genetic Data: Analyze and interpret data (e.g., pedigrees, genetic markers, birth weights) that supports how **sexual and asexual reproduction** in plants and animals contributes or limits to genetic variation in populations.

6. Fundamentals of Anatomy and Physiology

- 6.1 Animal Systems: Identify and describe the major **animal body systems (skeletal, muscular, respiratory, digestive, nervous, circulatory, and reproductive)**. Develop explanations for the **relationships between the structure of individual parts and their function in the larger system** for common livestock, companion animal, and wildlife species. (e.g., tendons transfer muscle movements to the skeletal system by attaching bones and muscles together.)
- 6.2 Form and Function: Apply the **selection of specific traits** to common animal breeds with different **intended or domesticated uses**, such as but not limited to draft horse versus light horse, meat cattle versus dairy cattle. Explain the **form of domestic and wild animals** to their intended uses or to their adaptive environmental niche.

7. Fundamentals of the BioChemistry of Animal Digestion

- 7.1 Digestion: Explain the sequential organization of the different **types of digestive systems** in domestic animals, and compare and contrast **anatomical and physiological differences** between monogastric versus ruminants, and herbivores versus carnivores. Analyze the **stages of digestion and associated processes**, including enzymes and hormones, for a simple and multi-chambered stomach.
- 7.2 Nutritional Deficiencies: Develop a solution to eliminate dietary **deficiencies** identified through the **analysis of feedstuffs**. Solutions should adhere to specified criteria for proper nutrition based on animal purpose, age, lifespan, and relevant constraints such as environmental factors and expense.

8. Fundamentals of Plant and Soil Science

- 8.1 Fundamentals of Plant Growth: Apply concepts related to the basic **cellular and biochemical process** in plants to demonstrate the following:
- Create a graphic illustration of the parts and functions of plant cells.
 - Use quantitative reasoning to balance chemical equations related to plant processes.

- c. Interpret the role of physics within the cohesion/tension theory and its significance to plant life.
- d. Examine the roles of photopigments and the effects of different colors of light on plant growth.

8.2 Fundamentals of Soil Science: Analyze models to explain the correlation between **plant nutrient deficiencies and soil composition**. Conduct basic soil analysis to determine the **chemical elements and nutritional levels available in various soils** that are essential for plant growth. Predict the ability of soils to meet the nutritional requirements of plants based on chemical composition, physical structure, and biological activity.

9. Fundamentals of Plant and Animal Reproductive Systems

9.1 Fundamentals of Plant Reproductive Systems: Compare and contrast the basic **reproductive structures of plants**, drawing out key differences between **sexual and asexual reproduction** processes used in plant reproduction.

9.2 Seed Anatomy: Using various seed models, analyze the **structure and function** of each to predict their roles in **plant reproduction and propagation**.

9.3 Fundamentals of Animal Reproduction Systems: Identify and describe the organs of the **male and female animal reproductive systems** that provide **physiological functions**. Compare and contrast the **differences** of the reproductive systems **between small and large animal species**.

10. Fundamentals of Machines

10.1 Tools: Use various models to analyze the structure and function of **simple machines** and how those tools make work easier. Identify the correct **name and function of tools** commonly used in agricultural applications.

10.2 Fabrication: Design and create **simple projects** that incorporate the use of various tools and fabrication concepts.

11. Fundamentals of Power and Energy Systems

11.1 Energy: Use models to evaluate the **changes in energy** in agricultural applications.

- a. Define types of energies and objects present in a system.
- b. Analyze the relations between changes in energy and work done on/by the system.
- c. Analyze how simple machines use a tradeoff in force for distance to accomplish the same amount of work, while obeying the law of conservation of energy.
- d. Explain energy transfers through radiation and how energy transferred from the sun can be stored and transferred for later use.

11.2 Safety: Identify different models of producing **electrical energy**. Discuss the **safety hazards** as well as prevention and control methods relevant to electrical power models.

Predict **strategies to prevent or manage electrical hazards** and evaluate the efficacy of the prevention measures.

- 11.3 Energy Consumption: Summarize methods and compare units used to benchmark **energy use**. Utilize the **appropriate instruments needed** to calculate and measure voltage, amperage, resistance, and wattage.

12. Fundamentals of Engines

- 12.1 Engine cycles: Develop models that explain how **changes in chemical energy, thermal energy and states of matter** allow the operation of small gasoline and diesel engine cycles.

- 12.2 Horsepower: Using mathematical models, calculate **horsepower and thermal efficiency** for a variety of internal combustion engines.

Standards Alignment Notes

References to other standards include:

- SAE for All: [Evolving the Essentials](#): All Agriculture students are encouraged to participate in a Supervised Agricultural Experience (SAE) program to practice and demonstrate the knowledge and skills learned in their agriculture courses.
- AFNR: [National Agriculture, Food, & Natural Resources \(AFNR\) Career Cluster Content Standards](#): Students who are engaging in activities outlined above should be able to demonstrate fluency in Standards AS, CS, and PS at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

American Business Legal Systems

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C12H20
Prerequisite(s):	Computer Applications (C12X00)
Credit:	½
Grade Level:	10-12
Focus Elective Graduation Requirements:	Satisfies one-half credit in <i>U.S. Government</i> .
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This course is available for elective credit in the <i>Business, Management & Administration</i> and <i>Law, Public Safety, Corrections & Security</i> career clusters.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org/
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 033, 037, 039, 041, 052, 054, 055, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 431, 432, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

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Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, and Principles of Business Management and Administration.
- Participate in FBLA competitive events such as Business Communication, Business Etiquette, Business Law, Business Plan, Client Service, Future Business Leader, International Business, Impromptu Speaking, Spreadsheet Applications, and Word Processing.

For more ideas and information, visit Tennessee DECA at <https://www.tndeca.org/> and Tennessee FLBA at <https://www.fblatn.org/>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1–1.6** | On-the-job training in a business environment for students to develop knowledge and skills in human relations, safety, communication, and leadership.
- **Standard 2.1–2.5** | Integrated project with multiple interactions with government and legal professionals for students to gain expertise in the organization structures of various levels of government.
- **Standards 6.1–6.4** | Guest speakers from business, government, and law to discuss contract law and domestic relations law and their effects on business.
- **Standard 7.1–7.3** | Integrated project with multiple interactions with business and industry professionals for students to practice implementing consumer protection laws.
- **Standards 10.1–11.4** | Guest speakers from business, government, and law to discuss government regulations, as well as agency law and employment law and the effects on business.

Course Description

The *American Business Legal Systems* course provides students with an understanding of the legal framework in which American business functions. The students will evaluate the influence of the free enterprise system in a democratic society on daily decisions. Students will analyze the alliance between capitalism and democracy and be better prepared to influence future decisions in the public and private sectors of the United States of America.

Course Standards

1. Global Workplace Skills

- 1.1 Sensitivity to Community and Global Issues: Develop sensitivity to **personal, societal, corporate, and governmental** responsibility to **community and global issues**.
- 1.2 Teamwork and Leadership Skills: Demonstrate the **interpersonal, teamwork, and leadership skills** needed to function in **diverse business settings**, including the global marketplace. Investigate online and office safety procedures.
- 1.3 Effective Communication: **Communicate effectively** as **writers, listeners, and speakers** in diverse social and business settings.
- 1.4 Critical Thinking and Soft Skills: Apply the **critical-thinking and soft skills** needed to function in students' multiple roles as **citizens, consumers, workers, managers, business owners, and directors** of their own futures.
- 1.5 Legal and Ethical Issues: **Analyze and follow** policies for managing **legal and ethical issues** in organizations and in a technology-based society.
- 1.6 Parliamentary Procedure: Demonstrate **parliamentary procedure** through office staff/chapter **organizational meetings**.

2. United States Constitution and Business

- 2.1 Legal System Background: Examine the **historical background** of the United States legal system.
- 2.2 Principles of the Constitution: Analyze the **basic principles** upon which the Constitution of the United States is based.
- 2.3 Preventing Abuse of Power: Demonstrate the **role of constitutions** in **preventing abuse** of governmental power.
- 2.4 Impact on Business: Analyze the impact of the **Constitution, Constitutional Amendments, and federal acts** on American **business practices**. Determine the effect of rule of law on business and employees.

- 2.5 Rule of Law: Critique the effect of **rule of law** as it applies to **business and employees**. Demonstrate the way laws affect individuals as well as American business.

3. Bill of Rights

- 3.1 Bill of Rights: Examine the **basic freedoms** guaranteed by the **Bill of Rights**.
- 3.2 Individual Rights and Freedoms: Analyze the **effect of laws on individual rights** and freedoms. Research a legal case that demonstrates basic freedoms obtained by the Bill of Rights.
- 3.3 Balance of Rights and Welfare: Investigate the **balance** between the protection of **individual rights** and the **general welfare of all citizens**.

4. Organization of Governments

- 4.1 Branches of Government: Compare and contrast requirements and duties for the **executive, judicial and legislative** branches.
- 4.2 Legislation: Examine the process for **proposing and passing legislation**. Design an effective representation of steps necessary to have a student written bill passed.
- 4.3 Requirements and Duties of Government Officials: Relate the **duties and requirements** for serving in **state and local governments**. Research requirements and current members of the federal executive and legislative branches, and of state and local governing bodies.
- 4.4 Checks and Balances: Analyze the function of a system of **checks and balances**.

5. Ethics and Law

- 5.1 Ethics and Law: Compare **the relationship between ethics and the law**.
- 5.2 Court Structure: Analyze the structure of **federal, state, and local courts** in the American legal system.
- 5.3 Juvenile Court: Connect the role of the **juvenile court** with the **role of other courts** within a state, territory, or province.
- 5.4 Substantive and Procedural Law: Differentiate between **substantive and procedural law**.

6. Contract Law

- 6.1 Parts of a Contract: Analyze the essential **parts of a contract**.
- 6.2 Classifications of Contracts: Analyze the different **classifications of contracts**.
- 6.3 Offer and Acceptance: Compare **requirements of an offer and an acceptance**.

6.4 Valid Consideration: Analyze **requirements for valid consideration**.

7. Consumer Protection Laws

7.1 Consumer Laws: Identify consumer laws that **regulate consumer protection**.

7.2 Law and Consumer Credit: Investigate consumer laws that **regulate consumer credit**.

7.3 Law and Sales: Differentiate the **law of sales** from various **transactions** relating to sales.

8. Domestic Relations Laws

8.1 Marriage: Analyze **legal considerations in marriage**. Investigate age requirements for marriage in different states.

8.2 Divorce: Analyze **legal considerations in divorce**.

8.3 Child Custody: Analyze **legal considerations in child custody**.

8.4 Domestic Abuse: Analyze legal considerations in **domestic abuse, child abuse, neglect** or other related issues to domestic abuse.

9. Law and Finance

9.1 Borrowing Money: Apply correct procedures for borrowing money with **secured transactions**.

9.2 Purchasing on Credit: **Evaluate** criteria used in making wise **decisions** when purchasing on credit.

9.3 Negotiable Instruments: Analyze types of negotiable instruments, including **commercial paper**.

9.4 Insurance: Relate the **purchase of insurance** to specific individual **needs**.

9.5 Bankruptcy: Examine **bankruptcy laws**.

10. Business Organizations and Government Regulations

10.1 Business Organizations: Compare and contrast the **four types of business organizations**.

10.2 Legislation and Business Organizations: Analyze ways **legislation affects business** organizations. Create a list of legislative acts that affect businesses, the provisions of each act, and those organizations protected under the acts.

11. Agency and Employment Laws

- 11.1 Agency Relationship: Demonstrate an understanding of the nature of an **agency relationship and types of agents**.
- 11.2 Duties of Employers: Analyze the **duties of the employer**.
- 11.3 Duties of Employees: Analyze the **duties of the employee**.
- 11.4 Legislation and Workers: Interpret the **impact of legislation** on **worker benefits, employment conditions, and employee rights**. Analyze the cases or issues about incidents or court cases that deal with employment issues.

12. Property and Real Property

- 12.1 Personal Property: Investigate items that are considered **personal property**. Analyze case studies related to personal property.
- 12.2 Real Property: Determine the characteristics of items that would deem them **real property**. Analyze case studies related to real.
- 12.3 Estate Planning: Analyze the various **components of estate planning** and determine when estate planning is advisable.

13. American and Global Legal Systems

- 13.1 Global Differences: Investigate types of **legal systems** that are **different from the U.S.** system.
- 13.2 Global Business Law: Analyze **business law** and practices in other countries which are different than the US practices.
- 13.3 Imports and Exports: Examine **laws and practices** related to the **import and export** of goods and services (i.e., trade agreements, protectionism, trade balance). Debate the advisability of **imposing a tariff** on a given product.
- 13.4 Trade Agreements: Assess the role of **trade agreements** and **international legal and political bodies** in the resolution of **trade disputes**. Simulate one country taking a trade dispute to the International Court of Justice against the practices of another country.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.



Business Economics

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C12H21
Prerequisite(s):	None
Credit:	½
Grade Level:	11-12
Focus Elective Graduation Requirements:	Satisfies one-half credit in <i>Economics</i>
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This course is available for elective credit in the <i>Business, Management & Administration</i> and <i>Law, Public Safety, Corrections & Security</i> career clusters.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org/
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 035, 039, 052, 054, 152, 153, 158, 201, 202, 203, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, and Principles of Business Management and Administration.
- Participate in FBLA competitive events such as Business Communication, Business Law, Business Plan, Client Service, Economics, Future Business Leader, Impromptu Speaking, International Business, Spreadsheet Applications, and Word Processing.

For more ideas and information, visit Tennessee DECA at <http://www.decatn.org/> and Tennessee FLBA at <https://www.fblatn.org/>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1–1.8** | On-the-job training in a business environment for students to develop knowledge and skills in human relations, safety, communication, and leadership.
- **Standard 2.1–2.5** | Integrated project with multiple interactions with business and industry professionals for students to gain expertise in analyzing and implementing basic economic systems.
- **Standards 3.1–5.7** | Job shadowing and information interviews with business and industry professionals for students to understand the roles of business, the individual, and government in a free enterprise system.
- **Standard 7.1–7.2** | Job shadowing and information interviews with business and industry professionals for students to develop a career research portfolio on careers in business economics.
- **Standard 8.1–8.3** | Integrated project with multiple interactions with business and industry professionals for students to learn about market structures and market competition in the U.S. economy.

Course Description

This course provides an in-depth study of fundamental concepts, free enterprise trading practices, and the various players in the economic system. Topics include the production, marketing, and distribution of goods and services, as well as the roles of financial institutions, the government, and the individual within the free enterprise system. Students will explore various careers related to the economy. International trade and economics have become an integral part of Business Economics.

Course Standards

1. Workplace Skills

- 1.1 Responsibility: Demonstrate sensitivity to **personal, societal, corporate, and governmental responsibility** to community and global issues.
- 1.2 Workplace Skills: Demonstrate the **interpersonal, teamwork, and leadership skills** needed to function in **diverse business settings**, including the global marketplace.
- 1.3 Effective Communication: Communicate effectively as **writers, listeners, and speakers** in diverse social and business settings.
- 1.4 Critical Thinking and Soft Skills: Apply the **critical thinking** and **soft skills** needed to function in students' multiple roles as citizens, consumers, workers, managers, business owners, and directors of their own futures.
- 1.5 Legal and Ethical Issues: Analyze and follow policies for managing **legal and ethical issues** in organizations and in a technology-based society.
- 1.6 Life-long Learning: Investigate the life-long learning skills that foster **flexible career paths** and **confidence in adapting** to a workplace that demands constant retooling.
- 1.7 Career Exploration: Assess personal skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to **career exploration** and apply knowledge gained from individual assessment to research and develop an **individual career plan**.
- 1.8 Parliamentary Procedure: Demonstrate **parliamentary procedure** through office staff/chapter organizational **meetings**.

2. Basic Economic Systems

- 2.1 Economic Concepts: Apply the concepts of **basic economics**.
- 2.2 Economic Systems: Differentiate between **economic systems**.
- 2.3 Economics and Society: Analyze **economic problems and goals** of society.
- 2.4 Scarcity: Analyze the economic problem of **scarcity**.

2.5 Natural Resources: Assess the **importance of natural resources** and their relationship to economic decision making.

3. Free Enterprise System

3.1 Business in Free Enterprise: Connect **concepts** as they apply to the role of business in a **free enterprise** system.

3.2 Business Organizations: Analyze **types of business** organizations.

3.3 Stock: Apply the concepts of **buying and selling** of stock.

3.4 Competition and Monopoly: Analyze effects of **competition and monopoly** on a free enterprise system.

3.5 Production: Apply the **concepts of production**. Differentiate between factors of production.

3.6 Marketing: Analyze characteristics of **marketing**.

3.7 Supply and Demand: Explain the phenomena in terms of the **law of supply and demand**.

3.8 Elasticity: Formulate and analyze knowledge/understanding of **elasticity of demand**.

3.9 Unions: Analyze the role of **unions in the economy**.

4. Role of the Individual in Free Enterprise

4.1 Role of Individual: Connect concepts as they apply to the **individual's role** in a **free enterprise** system.

4.2 Responsibility: Apply concepts demonstrating the elements of **personal and fiscal responsibility**.

4.3 Savings: Critique and analyze types of **savings plans**.

4.4 Credit: Investigate and analyze the appropriate **use of credit**.

4.5 Insurance: Differentiate between the most **common forms of insurance** and formulate a **personal needs assessment**.

5. Role of Government in Free Enterprise

5.1 Role of Government: Connect concepts related to **government's role** in a **free enterprise** system.

5.2 GNP and GDP: Formulate and analyze the components of **gross national product** (GNP), **gross domestic product** (GDP), and **national income**.

- 5.3 Taxes: Investigate and differentiate the types of **taxes**.
- 5.4 Distribution of Wealth: Analyze the concept of governmental **distribution of wealth**.
- 5.5 Inflation and Recession: Analyze cause/effect of **inflation and recession**.
- 5.6 Financial Structure: Investigate and analyze the impact of the **American financial structure**, including **banking and monetary policy**.
- 5.7 Governmental Policies: Investigate and analyze **governmental policies** and their **economic consequences** at the **national, state, and local levels**.

6. Economic Concepts

- 6.1 International Economics: Connect **concepts** as they apply to **international economics**.
- 6.2 World Trade: Investigate and analyze the effect of **world trade** on the **United States economy**.
- 6.3 Business Economic Concepts: Utilize business economic concepts to determine **advantages/disadvantages of international trade**, including the **global impact**.
- 6.4 Trade Barriers: Develop a logical argument for/against protective **trade barriers**.
- 6.5 Foreign Aid: Investigate the **purpose of foreign aid**. Analyze the cause and effect of **reliance on foreign aid**.

7. Careers in Business Economics

- 7.1 Business Economics Careers: Analyze and synthesize **opportunities for careers** related to business economics.
- 7.2 Employment Trends: Analyze current **employment trends** for careers related to business economics **across industries**.

8. Market Structures and Competition

- 8.1 Competition: Perfect and analyze, and compare and contrast, **perfect competition** and **monopolistic competition**.
- 8.2 Oligopoly and Monopoly: Analyze, compare, and contrast **oligopoly** and **monopoly**.
- 8.3 Government Regulations: Connect **government regulation** to the creation of **natural monopolies**.

Standards Alignment Notes

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- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
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Business Management

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C12H17
Prerequisite(s):	<i>Introduction to Business & Marketing</i> (C12H26)
Credit:	1
Grade Level:	11-12
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Business Management & Administration</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the third course in the <i>Business Management & Administration</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsements	030, 035, 039, 052, 054, 056, 057, 152, 153, 158, 201, 202, 204, 311, 430, 433, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

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- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, and Principles of Business Management and Administration.
- Participate in FBLA competitive events such as Business Management, Introduction to Financial Math, Spreadsheet Applications, Introduction to Business, Introduction to Business Presentation, Introduction to Business Procedures, Business Ethics, and Business Calculations.

For more ideas and information, visit Tennessee DECA at <http://www.decatn.org/> and Tennessee FLBA at <https://www.fblatn.org/>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1** | Guest speakers from business and industry to discuss management functions and the effects of globalization, technology, diversity, and the environment on these functions.
- **Standard 1.4** | Integrated project with multiple interactions with business and industry professionals, including observations and real-life case studies, to develop understanding of management skills needed in today's business environment.
- **Standard 1.5** | Guest speakers from business and industry to discuss characteristics of a successful business plan.

- **Standards 3.2** | Virtual exchanges with business and industry professionals to develop students' mastery of developing company mission statements and conduct PEST analyses.
- **Standards 5.1** | Student-run enterprise with partner involvement from business and industry professionals to help students master knowledge of ownership and organizational structure, risk management, and operations.
- **Standard 6.1** | Integrated project with multiple interactions with business and industry professionals for students to develop an employee manual for an existing business.
- **Standards 7.1-7.4** | Technical mentoring with business and industry professionals to develop students' mastery of data interpretation on financial statements and use of financial control tools.
- **Standard 8.1** | Organize a panel of business and industry professionals and have students present recommendations to panel for discussion and feedback.

Course Description

Business Management focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant.

Course Standards

1. Role of Management

- 1.1 Definition of Management: Describe the **management process** and examine the **functions of management** (planning, organizing, leading, and controlling). Through review of case studies or news media, illustrate how concerns for the environment, an increasingly diverse workforce, globalization of the marketplace, and rapidly changing technology have impacted how businesses apply these functions.
- 1.2 Work Order: Analyzing the **work order components** of industrial psychology – **workplace productivity** and **employee wellbeing** – explore the characteristics of and distinguish between various management theories (e.g., scientific management, Total Quality Management (TQM), Ouchi's Theory Z, Six Sigma, Situational Leadership, etc.). Drawing on information from research, illustrate how economic, political, or cultural decisions influence management theories that have been applied in the business environment. For example, hypothesize how Maslow's Hierarchy of Needs affects theories of management.
- 1.3 Management Theories: Distinguish between **historical management theories** (i.e., Scientific Management Theory, Human Relations Movement, etc.) and **modern management theories** (i.e., Contingency Theory, Systems Theory, Chaos Theory, etc.) then compare and contrast similarities and differences. Discuss ways in which major historical events and dramatic shifts in societal processes and procedures have informed the evolution of management theories. Identify factors and variables that have influenced changes, progressions, and/or modifications to theories of management.
- 1.4 Management Skills: Research the **management skills** needed in today's business environment (e.g., goal setting, decision making, communications, delegation, technical skills, motivational and leadership skills). Synthesize research to produce a profile of a strong candidate for a business manager, citing specific evidence.
- 1.5 Business Plan Comparison: Select a historical and a modern theory of management and **develop a business plan** for a proposed organization using each identified approach. Include a clear comparison of the two business plans with differences clearly defining and explaining the variables contributing to these variations.

2. Planning and Strategic Management

- 2.1 Business Plan Elements: Analyze the elements of sample business plans or business plan templates found in informational text, identifying and describing the purpose of common elements. Discriminate between elements that **govern culture** (e.g., vision, mission, core priorities, and social responsibility) and those that may **govern operational goals** (e.g., market share, profitability, and product development).
- 2.2 Public Document Research: Investigate and choose an existing business to research (individually or in teams) throughout the duration of the course. Describe the business' current target market, primary products or services offered, unique characteristics, current market position, and customer volume by **summarizing available public documents** about the business.
- 2.3 Business Plan Creation: **Design, write, modify, and evaluate** a business plan for the identified **existing business**. The business plan should include, but may not be limited to, detailed descriptions of products and/or services offered, risk analysis, short and long term profits, marketing plan, investment needed to start and maintain the business, plans to obtain working capital, legal licenses, and vendor contracts.
- 2.4 SWOT Analysis: Study benchmark indicators included in a SWOT (strength, weaknesses, opportunities, and threats) analysis and **conduct a SWOT analysis** of the selected business using data and evidence collected from personal interviews, observations, print articles, and internet searches. Citing specific data and evidence, make a claim about the business' most significant weakness(es), or area(s) of opportunity, to address throughout the duration of the course.

3. Business Process Considerations

- 3.1 Mission Statements: Define how a **mission statement enhances company culture and operations**. Create a new, or recommend updates to an existing mission statement for the selected business by summarizing information gleaned from personal interviews, observations, print articles, and internet searches about the specific aspirations, beliefs, and values of the company.
- 3.2 PEST Analysis: Conduct a PEST analysis (**political issues, economic factors, socio-cultural factors, technology**) of the selected business, including available geographic, demographic, and economic data gathered from multiple authoritative sources. Based on the analysis, make a prediction about necessary factors which need to be considered to accurately address the businesses' most significant weakness(es) or area(s) of opportunity.

4. Marketing Considerations

- 4.1 Business Competitors: Identify up to five businesses that could be considered **competitors** of the selected business. Gather and summarize information about the competition. Information may include a variety of **products** available, **location, prices, services**, and other unique characteristics.

- 4.2 Target Market: Make a claim about the current target market of the selected business, developing and supporting the claim and counterclaim(s) with data and evidence provided by the business and from research on potential competitors. Develop a detailed **customer profile** to summarize characteristics, including the Buying Power Index (**BPI**), for the target market.
- 4.3 Pricing Considerations: Using previous research on the selected business and its competitors, describe **typical prices** in the industry for similar products or services, noting how the prices of the selected business compare to others. Summarize how businesses make and **review pricing decisions** based on four key market factors: **cost and expenses, supply and demand, consumer perception, and competition**. Analyze each factor for the selected business and summarize how each relates to typical organizational goals of earning a profit, gaining market share, and being competitive, noting where there are chances to address weakness(es) or capitalize on area(s) of opportunity identified.

5. Organizational Considerations

- 5.1 Business Ownership: Describe advantages and disadvantages of the basic forms of **business ownership** (e.g., sole proprietorship, partnership, and corporation) and identify variations of basic forms of business ownership (e.g., franchise, limited partnership, cooperative, limited liability company, and S corporation). Determine which **ownership structure** is employed by the selected business and hypothesize why it was selected. Review copies of available partnership agreements, articles of incorporation or franchise contracts, noting characteristics important for successful operation of a given business.
- 5.2 Operations Plan: Document existing operations plan of the selected business, describing **location, hours of operation, customer accessibility, equipment, storage, inventory needs, and current supply chain** elements. Reviewing the most significant weakness(es), or largest area(s) of opportunity for the selected business, make recommendations about changes to the current plan to improve business operations.
- 5.3 Organizational Structure: Diagram and describe the **organizational structure** of the business by creating an organizational **chart of existing positions** and/or department in the business, paying close attention to documentation of **job descriptions** (including reporting structures), accurate number of employees, and any outsourced labor.
- 5.4 Risk Management: **Identify applicable risks** to the selected business (e.g., fire or flood damage or significant theft of inventory) and research available options for **risk management**, such as insurance. Make a claim about appropriate **risk management strategies** to employ to address the businesses' weakness(es) or area(s) of opportunity identified, justifying claim with data and evidence from research.

5.5 Operations Government: Identify and list appropriate **national, state, and local** bodies **governing the operations** of the selected business. Review documentation to summarize federal, state, and local **regulations and laws** (e.g., environmental regulations, zoning or licensing requirements, and legal stipulations) that are necessary for the continued operations of the selected business.

5.6 Contracting: Analyze the essential parts of a contract by **reviewing sample contracts** and researching the **Uniform Commercial Code** for basic commercial law. Request a copy of a contract in use at the selected business and review it to recommend potential areas for refinement or improvement.

6. Human Relations Considerations

6.1 Employee Manual: Create a new, or recommend updates to an existing, employee manual for the selected business by summarizing information gleaned from personal interviews, observations, print articles, and internet searches about the **human resource policies** and **employee expectations** of the company. Include the following:

- a. procedures for employee hiring and release,
- b. orientation of new employees ,
- c. performance assessments,
- d. handling grievances,
- e. compensation packages, and
- f. code of conduct and business ethics.

6.2 Labor and Management Legal Considerations: Describe **legal strategies** used by labor and management (e.g., strikes, boycotts, layoffs, and lockouts) and **illegal strategies** used by labor and management (e.g., wildcat strikes, secondary boycotts, and preventing workers from forming unions). Conduct current event research highlighting recent activities involving labor and management disputes, drawing conclusions about the **potential impacts** of a labor and management strategy on the selected business, if any.

6.3 Workspaces: Research non-traditional workspaces and alternative work solutions. Compare and contrast **traditional and non-traditional workspaces** as related to financial considerations, employee engagement, and management styles.

7. Financial Considerations

7.1 Financial Statements: Interpret the data shown on financial statements (e.g., **income statement, balance sheet, cash flow statement, and statement of net worth**) of the selected business. Benchmark the business' financial position against others in the industry, by reviewing available public filing documents such as **financial statements, annual reports**, and **statements to shareholders** of national firms.

7.2 Finance Control Tools: Evaluate various financial control tools such as **budgets, audits, and financial ratios**. Construct a **TQM operations** cost controlling matrix that includes costs, inventory tracking levels, and turnover rates of the selected business. Identify potential areas of improvement, especially as they relate to the identified weakness(es) and area(s) of opportunities.

7.3 Financial Needs: Assess the **short-term and long-term financial needs** of the selected business, attending to details about the current ownership structure. Evaluate advantages and disadvantages of additional funding through **equity capital** versus **debt capital**, noting where potential influx of funding may impact current ownership structure.

7.4 International Trade: Analyze the importance of international trade as it relates to small businesses and corporations. Research reasons a company might choose to enter a foreign market, examine **cross-cultural communication marketing challenges**, the **laws and import regulations** that govern international trade, and prepare a presentation on how the business could succeed in an international environment.

8. Final Project

8.1 Business Recommendations: As would a management consultant, **compile a set of recommendations** for the selected business **based on the research** completed to address one or more of the following: streamlining operations, increasing profitability and competitiveness, meeting long-term funding needs, or addressing employee concerns in order to ultimately attend to the weakness(es) and/or area(s) of opportunity identified. Plan, revise, edit, and rewrite recommendations throughout the course to ensure focus on what is most significant for a given audience.

Standards Alignment Notes

*References to other standards include:

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 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Coding I

Primary Career Cluster:	Information Technology
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C10H14
Prerequisite(s):	<i>Algebra I</i> (G02X02, G02H00), <i>Computer Science Foundations</i> (C10H11)
Credit:	1
Grade Level:	10
Focus Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Information Technology</i> courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>Coding</i> program of study.
Aligned Student Organization(s)	SkillsUSA: http://www.skillsusatn.org/ Technology Student Association (TSA): http://www.tntsa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	037, 041, 055, 056, 057, 152, 153, 173, 203, 204, 311, 413, 434, 435, 436, 470, 474, 475, 476, 477, 582, 595, 596, 740, 742, 952, 953
Required Teacher Certifications/Training:	All endorsements except for 173 and 742 will require either the NOCTI test code 5906: Computer Programming certification or the equivalent of twelve semester hours of computer course work including at least six hours of programming language.
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-information-technology.html Best For All Central: https://bestforall.tnedu.gov/

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Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interview.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

For more ideas and information, visit Tennessee SkillsUSA at <http://www.skillsusatn.org/>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-2.1** | Invite a computer programmer to give a job overview and discuss ethical issues faced in the industry.
- **Standards 3.1-3.7** | Have students partner with a computer programmer on real project.
- **Standards 4.1-4.5** | Have students visit a local industry and discuss project planning and quality assurance.

For more ideas and information, visit <https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html>.

Course Description

Coding I is a course intended to teach students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multistep procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution.

Course Standards

1. Computer Programming Overview

- 1.1 Development of Computers and Logical Devices: Using news articles and instructional materials, **investigate key milestones in the development of computers and logical devices**. Create and present a document and/or illustration depicting the timeline of development that led to modern-day operating systems, programmable controllers, and widespread digital communications via the Internet and wireless networks, citing specific textual evidence.
- 1.2 Programming Language: Compare and contrast the **benefits, features, and typical applications of common modern programming languages and environments**. Craft an argument to defend the choice of a certain language to solve a particular problem, developing claim(s) and counterclaim(s) with specific textual evidence and reasoning.

2. Ethics

- 2.1 Ethical Programming Practices: Using news articles and text of legislation, analyze **ethical programming practices**, including but not limited to the **issues of confidentiality, privacy, piracy, fraud and misuse, liability, copyright, open source software, trade secrets, and sabotage**. For example, research and report on the effects of unethical programming practices on a business.

3. Programming Skills

- 3.1 System Level and Application Practices: Differentiate between **system-level and application solutions, and identify an appropriate code-based strategy to solve a given problem**. For example, given a file management problem, determine when a command-line script will be more efficient than a high-level program solution.
- 3.2 System Management Tools: Apply the **system management tools present in a programming development environment** to:
 - a. Select the most appropriate programming language for the task at hand.
 - b. Develop syntactically correct program code using current best practices and emerging classes of development techniques.
 - c. Use a compiler to interpret the source code and produce executable program code.

- 3.3 Developing and Implementing Strategies: In the process of developing and implementing programming solutions, **develop strategies that work within the constraints of major operating system fundamentals**, such as:
- a. security protocols and procedures for accessing files and folders;
 - b. file management syntax requirements, including but not limited to creating, naming, organizing, copying, moving, and deleting files; and
 - c. file naming conventions, as they apply across multiple software applications and file types.
- 3.4 Flowchart: Write pseudocode and **construct a flowchart for a process before starting to develop the program code**. For example, code and flowchart a simple process that takes an integer and report whether it is odd or even.
- 3.5 Data Values: Organize and develop a plan to **acquire and manage the data values for a process**, including the following:
- a. data types, such as string, numeric, character, integer, and date;
 - b. program variable names;
 - c. variables and constants;
 - d. arrays (at least one- and two-dimensional) and subscripts;
 - e. input from files and user responses; and
 - f. output to files and reports.
- 3.6 Code Design: Using a programming language specified by the instructor, **convert the pseudocode for a selected process to program code**, incorporating at least three of the following structures, the need for which will be dictated by the assigned problem(s) and process(es). The resulting code design can be event-driven, object-oriented, or procedural.
- a. Operations and functions (user-defined and/or library)
 - b. Repetition (loops)
 - c. Decision (if...else, case)
 - d. Recursion
- 3.7 Operation of Program Code: **Verify the correct operation of the resulting program code with several test cases**:
- a. all valid values,
 - b. error trapping of invalid values,
 - c. error trapping of invalid program operation, and
 - d. troubleshooting/remedying program problems.

4. Project Planning and Quality Assurance

- 4.1 Computer Programming Problem and Client Specifications: Compile the necessary documentation to **understand the nature of a computer programming problem and the customer/client specifications** for the request and summarize in an informational text. This will include evidence of the scope of the problem, its attendant input and output information, the required system processing, and the software specifications involved.

- 4.2 Project Plan: Analyze a given problem and **develop a coherent strategy in the form of a project plan to meet the customer/client's need**. The plan will include, but will not be limited to, defining the project scope as addressed by the problem documentation, identifying software development and implementation issues, timeline and benchmarks for design, and addressing issues associated with software maintenance and life cycle.
- 4.3 Nature of the Program: In the software development process, **articulate the nature of the program designs by creating documentation that addresses topics** including but not limited to:
- the procedural, object-oriented, event-driven, or other nature of the various portions of the resulting application;
 - the data structures used for inputs, outputs, and internal manipulations;
 - the algorithms and guiding formulas used;
 - constraints on accurate operation and results;
 - modular designs that enable portability; and
 - interface details that permit ready maintenance and upkeep.
- 4.4 Quality Assurance: Apply **principles of quality assurance during application development to certify bug tracking, audit trails, testing results, and other quality considerations**. Annotate each quality assurance task with evidence from best practices endorsed by industry or research.
- 4.5 Security Risks: Document the **security risks associated with new applications and evaluate the severity of the risk involved in each**, including but not limited to:
- identifying threats to information systems facilities, data communications systems, and other applications;
 - adhering to federal and state legislation pertaining to computer crime, fraud, and abuse;
 - providing means for preserving confidentiality and encryption of sensitive data; and
 - detailing steps to recover from routine errors or catastrophic failures, such as might be caused by a malicious computer virus.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Coding II

Primary Career Cluster:	Information Technology (IT)
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C10H15
Prerequisite(s):	<i>Coding I</i> (C10H14)
Credit:	1
Grade Level:	11
Focus Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Information Technology</i> courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the third course in the <i>Coding</i> program of study.
Aligned Student Organization(s)	SkillsUSA: http://www.skillsusatn.org/ Technology Student Association (TSA): http://www.tntsa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Available Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	037, 041, 055, 056, 057, 152, 153, 173, 203, 204, 311, 413, 434, 435, 436, 470, 474, 475, 476, 477, 582, 595, 596, 740, 742, 952, 953
Required Teacher Certifications/Training:	All endorsements except for 173 and 742 will require either the NOCTI test code 5906: Computer Programming certification or the equivalent of twelve semester hours of computer course work including at least six hours of programming language.
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-information-technology.html Best For All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interview.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

For more ideas and information, visit Tennessee SkillsUSA at <http://www.skillsusatn.org/>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.3** | Have a guest software developer come and speak about their development process.
- **Standards 2.1-2.4** | Have students job shadow a software developer.
- **Standards 3.1-3.4** | Have students do a project on computer applications partnered with industry professionals.
- **Standards 4.1-4.5** | Have students observe and/or assist an industry partner with a real coding project.
- **Standards 5.1-5.3** | Invite an industry professional to discuss quality insurance.
- **Standards 6.1** | Have students job shadow a project manager.

Course Description

Coding II challenges students to develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increased complexity. In so doing, they develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Course content is reinforced through numerous short- and long-term programming projects, accomplished both individually and in small groups. These projects are meant to hone the discipline and logical thinking skills necessary to craft error-free syntax for the writing and testing of programs. Upon completion of this course, proficient students will demonstrate an understanding of object-oriented programming language using high-level languages such as FOCUS, Python, or SAS.

Course Standards

1. Software Development Environments

- 1.1 Software Development Environments: Evaluate at least two **software development environments (SDEs) that are tailored to different programming languages on the basis of their suitability for a range of programming tasks, ease of use, and how ubiquitous they are within the IT community**. Document in an oral presentation the similarities and differences between the two, and the features that lend themselves to the chosen programming languages. For example, students assigned to code a basic database interface can compare the benefits and features of a freeware SDE such as *JDeveloper* and a commercial SDE like *Microsoft Visual Studio*.
- 1.2 Software Creation Process: Investigate the typical **process around creating new software within a software development environment**. Describe and furnish examples of the steps taken within the SDE to guarantee reliable output, from prototyping and authoring to deployment and debugging.
- 1.3 Software Creation Management: Administer **the process of creating new software within a software development environment to manage the prototyping, authoring, revising, compiling, testing, deploying, and debugging of student-developed software**. For example, for an object-oriented payroll program assignment (retrieving file data to produce a run of paychecks and paystubs for a small business), perform and document the steps taken within the SDE to ensure the reliable and accurate output of paychecks.

2. Software Development Life Cycle

- 2.1 Software Development Life Cycles: Synthesize information from a range of sources (including original tests and simulations) to **critique the features of different software development life cycles** (agile, iterative, and sequential types). **Using domain-specific terminology**, explain to a technical audience the distinguishing features of each that make one more appropriate for certain types of applications.
- 2.2 Development of Original Software: For a selected assignment or **project involving the development of original software**, choose and **defend a strategy to follow for the program's development life cycle**. At the completion of the assignment, offer

recommendations for other environments and alternative strategies that could improve the development process.

- 2.3 Best Practices Techniques: Research common and **best-practice techniques in programming analysis, design, and implementation**. Drawing on model practices used by businesses and industry, employ analysis, design, and implementation techniques to satisfy a programming need, using an appropriate software lifecycle model.
- 2.4 Management Tool: Employ a requirement **management tool during a program's development life cycle, documenting the evolving versions, storage attributes, system elements, status tracking, and access permissions afforded by the tool**, as well as the successful attainment of the project vision.

3. Designing Computer Applications

- 3.1 Programming Language Defense: For a given programming assignment, **choose and defend a programming language** with regard to the language's capabilities and suitability to task, availability, portability, maintainability, and cost.
- 3.2 Method of Data Processing: For the assignment outlined in standard 8, **identify the method of data processing most appropriate for the task** (e.g., batch, interactive, or event-driven). For example, a weekly payroll application would handle its data differently (i.e., batch processing) than a web-based search engine (i.e., interactive processing), and still differently than a microprocessor control program for a washing machine (i.e., event driven).
- 3.3 Specifications of Data Management: Define the **specifications of the data management plan, including variables** (naming, scope, and types), **validation measures** (to protect the data from corruption), and **data handling** (storing, input/output, and back-up). For example, programs handling historical temperature data would be best suited to floating point values stored in multidimensional arrays, written to permanent storage, and displayed with limited precision.
- 3.4 Development Cycle Preparation: For a selected programming assignment involving an object-oriented language, **design and define the classes, objects, properties, methods, and inheritance structures prior to the start of the development cycle**. Revise the plan (modifications, additions, and subtractions) as needed throughout the development cycle.

4. Coding Computer Applications

- 4.1 Documentation: For selected programming assignments, **create, edit, and improve documentation for technical support intended for fellow programmers, including within the program code itself as well as within supplemental documents**. For example, for a lawn sprinkler system microcontroller, the technical documentation would define the variables, functions and subroutines, and the critical events.
- 4.2 End-User Documentation: For selected programming assignments, **create, edit, and improve end-user documentation**. End-user documentation would include how to interact

with the user interface, the capabilities and limitations of the system, and the required conditions for successful operation.

- 4.3 Programming Techniques: **Incorporate structured, object-oriented, and event-driven programming techniques** that employ sequence, selection, and/or repetition (loops) to solve programming projects.
- 4.4 Programming Approaches: For each programming task, **consider and defend the choice of various programming approaches** (such as data-driven or event-driven, top-down, or bottom-up), citing examples from the syntax illustrating the chosen approach.
- 4.5 App Development: Design and **develop an app for a mobile computing device, using an online programming interface**, such as AppMakr, BuzzTouch, Appsbar, PhoneGap, or AppYet.

5. Software Testing Procedures & Quality Assurance

- 5.1 Quality Assurance: During the development, testing, and deployment of a new program, **implement checks for data and procedure accuracy, correctness, currency, and relevance, making and documenting revisions**, where justified.
- 5.2 Code Optimization: **Analyze the code** written by another programmer to **create a flowchart, suggesting points of confusion or generality in the program that could become problematic in future revisions**. Cite specific examples in the code to support recommendations.
- 5.3 Quality Testing: **Conduct quality testing of program code**, striving for satisfactory results at four levels or perspectives:
- unit (component/module level verifications);
 - integration (verifying the interfaces between components, adding one at a time);
 - system (verifying that the whole package meets the requirements and specifications without corrupting other systems); and
 - acceptance (customer satisfaction).

6. Project Management

- 6.1 Programming Project: **Design, manage, and develop a course-long programming** project pre-approved by the instructor. The project will embody a variety of strategies and resources taught in this course, and require periodic reviews, status reports, and final project presentation. Use a software development environment to manage, document, test, deploy, and maintain the resources and assets of the finished project.

Standards Alignment Notes

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 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.



Computer Science Foundations

Primary Career Cluster:	Information Technology (IT)
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C10H11
Prerequisite(s):	None
Credit:	1 credit for core and two focus areas. 2 credits for all 36 standards.
Grade Level:	9
Focus Elective Graduation Requirement:	This course satisfies one or two of three credits required for an elective focus when taken in conjunction with other <i>IT</i> courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>Networking Systems, Coding, Web Design</i> , and <i>Cybersecurity</i> programs of study.
Aligned Student Organization(s)	SkillsUSA: http://www.skillsusatn.org/ Technology Student Association (TSA): http://www.tntsa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	037, 041, 055, 056, 057, 152, 153, 173, 203, 204, 311, 434, 435, 436, 470, 474, 475, 476, 477, 582, 595, 740, 742, 952, 953
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-information-technology.html Best For All Central: https://bestforall.tnedu.gov/

Course at a Glance

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Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interview.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

For more ideas and information, visit Tennessee SkillsUSA at: <http://www.skillsusatn.org/>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.2** | Invite an industry professional in to discuss safety equipment and protocols.
- **Standards 2.1-2.4** | Have the students partner with a physics professor on a real-life project.
- **Standards 3.1-5.1** | Invite an industry professional in to discuss the history and various occupations in the Information Technology field.
- **Standards 6.1-6.3** | Have students do a virtual exchange with an industry partner to explain job terminology and concepts.
- **Standards 7.1-8.6** | Have students work on-site with an industry cloud expert to do a real-world project.
- **Standards 9.1-9.3** | Discuss logical thought process with an Information Technology Specialist.
- **Standards 10.1-12.2** | Have students create an integrated project with interactions with professionals.
- **Standards 13.1-14.3** | Have students job shadow a cybersecurity specialist.
- **Standards 15.1-16.3** | Have students job shadow a computer programmer.

Course Description

Computer Science Foundations (CSF) is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Coding, Web Design, and Cybersecurity. As a result, students will complete all core standards, as well as standards in two of four focus areas. Upon completion of this course, proficient students will be able to describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the CSF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue.

The following implementation options are encouraged:

- 1 credit for core and two focus areas (listed below)
- 2 credits for all 36 standards

Core standards are required for both one and two credit implementation options.

Core standards: 1, 2, 3, 7, 8, 9, 15, 16, 17, 18, 19, 20, 29

Focus Areas

Networking Systems:

Coding:

Web Design:

Cybersecurity:

Standards

4, 5, 6, 10, 12, 13, 22, 23

23, 33, 34, 35, 36

10, 11, 14, 21, 24, 25, 26, 27, 28

13, 30, 31, 32

Course Standards

1. Safety

1.1 Safety Rules: Accurately **read, interpret, and demonstrate adherence to safety rules**, including (1) rules published by the National Science Teachers Association (NSTA), (2) rules pertaining to electrical safety, (3) internet safety, (4) Occupational Safety and Health Administration (OSHA) guidelines, and (5) state and national code requirements. Be able to distinguish between rules and explain why certain rules apply.

1.2 Use of Safety Equipment: Identify and explain **the intended use of safety equipment available in the classroom**. For example, demonstrate how to properly inspect, use, and maintain safe operating procedures with tools and equipment.

2. Electronics and Basic Digital Theory

2.1 Electrical Circuits and Devices: Demonstrate **understanding of electrical circuits and devices, and relate to the physical laws** (such as Ohm's Law and power laws) **that govern behaviors of electrical circuits and devices**. Accurately apply these physical laws to solve

problems. For example, calculate the resistance of a DC circuit with a given DC voltage and current.

2.2 Basic Electronic Circuit Behavior: Assemble the required connections of electronic test equipment to properly **test the operation of basic electronic circuit behavior and performance, using equipment such as a digital multimeter**. For example, demonstrate the proper use of a digital multimeter by measuring resistance of a circuit in a typical computer system; compare this finding by calculating the resistance given the voltage and current.

2.3 Counting Systems: Distinguish between the **binary and hexadecimal counting systems**. Using **appropriate units**, provide examples of each system and identify specific instances when IT professionals rely on them.

2.4 Gates in Logic Circuits: Explain the **functions of gates in logic circuits** (e.g., AND, OR, NOT). For example, construct a truth table for the seatbelt warning light in an automobile.

3. Career Exploration

3.1 Occupations: **Research various occupations in information technology industries**, such as programmers, web designers, webmasters, networking administrators, computer systems administrators, telecommunications line installers, and informational security analysts. Compose an informative table or chart that includes the following: **work activities typically performed, tools and technology used, nature of work environment, and the knowledge and skills needed for success**.

3.2 Professional Societies: Explore **various professional societies related to information technology and identify the services and benefits provided by each member**. Create a table that lists their purposes, benefits to membership, and any certifications affiliated with the organization. For example, investigate the Institute for Electrical and Electronics Engineers (IEEE), Computing Technology Industry Association (CompTIA), and the Association for Computing Machinery (ACM).

4. Overview of the Internet

4.1 History of the Internet: Drawing on multiple sources (i.e., internet, textbooks, videos, and journals), **research the history of the Internet**. Create a timeline or infographic, illustrating the Internet's historical evolution from its inception to the present time. Discuss the needs that led to the creation of the Internet; discuss both the benefits and disadvantages of the Internet to society, as well as potential implications for the future. Provide examples drawn from the research to support claims.

5. Overview of Operating Systems

- 5.1 Development of Operating Systems: Drawing on multiple sources (i.e., internet, textbooks, videos, and journals), **research the history and development of operating systems** (e.g., Microsoft Windows, Linux, UNIX). Create a presentation, **illustrating their historical evolution, from their inceptions to the present, citing information found in research**. Compare and contrast the general capabilities of a variety of operating systems, and explain how their designs and functionalities have improved over time.

6. Terminology and Concepts

- 6.1 Web Terminology: Demonstrate **an understanding of basic web terminology and concepts**. Practice explaining these terminologies and concepts by creating methods to help students learn and remember the information. For example, students should be able to explain the purpose of terminology such as server, domain name system (DNS), internet service provider (ISP), hardware and software connective devices, cloud computing, remote access protocols, map protocols, content management systems (CMS), cascading style sheets (CSS), and social networking terms.
- 6.2 Computer Hardware Components: Demonstrate **a basic understanding of computer hardware components. Identify these components** using pictures or actual models and briefly **explain the function of each**. Components should include, but are not limited to:
- a. hardware used for input and output,
 - b. hardware inside the computer case,
 - c. motherboard,
 - d. processor and the chipset,
 - e. storage devices (e.g., primary, secondary),
 - f. expansion cards, and
 - g. electrical system.
- 6.3 Computer Networks: Demonstrate a **basic understanding of computer networking**. For example, explain the types of networks and what a client-server environment is.

7. Keyboard Shortcuts

- 7.1 Keyboard Shortcuts: **Identify, explain, and demonstrate the use of common keyboard shortcuts**. Create a quick reference guide that would be user-friendly for a novice web designer. For example, students may create a multiple column table showing keyboard shortcuts for navigation, text editing, and text formatting. The table would identify which shortcuts are applicable to using Windows versus Mac OS.

8. Emerging Technologies

- 8.1 Evolution of Cloud Computing: Synthesize **research of historical and significant milestones that influenced the evolution of cloud computing**. Create an annotated timeline or visual graphic illustrating significant time periods and major impacts of technology trends that influenced the development of cloud computing. Use academic research and news media citing specific textual evidence from research.

- 8.2 Cloud Technologies Role: Identify, describe, and effectively **summarize cloud technology roles including: cloud computing customer, cloud service provider, and cloud service partner**. Create a written report or visual depiction outlining the characteristics of each.
- 8.3 Models of Cloud Technology: Research the **features and requirements of the four main deployment models for cloud technology: public, private, community, and hybrid**. Create a graphic illustration showing the roles of each and describe their differences.
- 8.4 Cloud Technologies: Consult a variety of sources to **describe how virtualization, storage, networking, and databases in cloud technologies are used**. Sources may include textbooks, manuals, websites, video tutorials, and more. Create a visual display with accompanying text comparing these methods.
- 8.5 Internet of Things (IoT): Explore the **onset of the Internet of Things (IoT) and explain how it is enabled by sensors, actuators, communication devices and computers that exchange and process data and can interface with users in a most instinctual way**. Using a specific example, summarize in a graphic illustration or narrative how the IoT combines information, automation, computation, software, sensing, and networking to make traditional processes more efficient.
- 8.6 Statistical Efficiency and Quality: Consult internet forums, textbooks, industry journals, and other instructional materials to **research the importance of developing and implementing databases, data collection systems, data analytics, and other strategies that optimize statistical efficiency and quality**. Write a brief paper that discusses the importance of these services in business today. Provide specific examples to support the claims.

9. Introduction to Logical Thought Process

- 9.1 Web Design Process: There are different versions of the web design and development process. For example, most versions of the web design and development process involve project definition, site structure, visual design, site development, testing, refining, and launch. Using various resources, **research, identify, and explain the steps involved in the process. As a class, develop an agreed-upon framework for applying the logical thought process to web design projects** in the form of a flowchart or logic model, justifying the reasoning behind each step. Explain why it is an iterative process and always involves refinement.
- 9.2 Troubleshooting Process: Research, identify, and describe the **specific activities involved at each step of the troubleshooting process**, including but not limited to: 1) gather information from the user or operator and back up data, 2) verify the problem exists, 3) isolate the cause of the problem and generate alternative solutions, 4) plan a solution and resolve the problem, 5) verify that the problem was resolved and prevent a future occurrence, and 6) document findings, resolution, and preventative maintenance plan. Explain why it is important to document the process throughout.

- 9.3 Flowcharts: Demonstrate an **understanding of flowcharts and know what various symbols mean**. Identify a problem that a programmer would solve using the logical thinking process and create a flowchart that would guide the code development. For example, create a flowchart that incorporates at least three decisions, or paths, to solve a problem.

10. Teamwork and Project Management

- 10.1 Roles of Team Members: Explore how teams are formed to complete and manage web design and development projects. Using the information gained from research, **identify and explain various roles and responsibilities for members of a web design and development team**. Include why teams are more efficient than individuals in the web design and development process. Present the findings to classmates.
- 10.2 Importance of Management Skills: Synthesize **common principles and templates for successful project management**. Explain, using examples, **why strong management skills are important in the web design and development process**.

11. Client Relations

- 11.1 Client Relations: Research and **identify the skills that are required to communicate effectively with a client**. Develop a questionnaire that would be used to determine the needs of a client for a prospective web development project. Using the questionnaire, conduct mock client interviews with classmates and provide each other with constructive feedback to revise the questionnaire and process.

12. Writing and Editing for Web Publication

- 12.1 Web-Based Writing Assignments: As a team, list **primary rules to guide writing content that is appropriate for a web site publication**. Apply these rules to a variety of web-based writing assignments throughout the course. For example, develop and maintain a blog throughout the course to practice appropriate writing techniques and style for web publication.
- 12.2 Website Creation: Given a specific client's vision, **create a simple web site using a content management system (CMS) such as WordPress**. Follow the multistep process to download the software application of choice and demonstrate how to upload and store files. Practice proofreading and critiquing other classmates' sites and provide constructive feedback on one another's writing and layout design.

13. Social, Legal, and Ethical Issues

- 13.1 Social, Legal, and Ethical Issues: Drawing on multiple sources (i.e., internet, textbooks, videos, and journals), **research the various social, legal, and ethical issues encountered by IT professionals**. Using these findings, identify the roles and responsibilities one must consider while developing a prospective project or addressing an IT problem. For example, web developers and programmers must apply copyright laws and understand uses of open source software.

14. Cybersecurity

- 14.1 Data Security: Using various sources (i.e., internet, textbooks, videos, and journals), research and **identify reasons as to why data security should be a priority to technology professionals** through demonstrating an understanding of information security fundamentals on Confidentiality, Availability, and Integrity.
- 14.2 Security Breaches: Demonstrate an **understanding of the various security breaches that can occur with the Internet**. Prepare a text explaining enterprise-level security, the purpose of encryption, and the protocols that can be implemented to secure web sites. Evaluate personal privacy issues versus employers' rights to regulate computing resources.
- 14.3 Security Practices: Identify various **security practices for computer and network systems**, such as how to control access to secured resources and computer resources. Give specific examples of methods that an administrator can use, like encryption techniques, basic input/output system (BIOS) features, and strategies for dealing with malware.

15. Organization of Materials

- 15.1 Digital File Management: Understand and **demonstrate the effective use of file and folder management techniques to maintain directory structure for a web site**. Describe the most efficient methods for digital file management, including the use of site root and subfolders for assets (e.g., images, templates, CSS).

16. Programming

- 16.1 Programming Language: Explore and **identify various languages**, such as Python, HTML, PHP, C++, Visual Basic, Java, JavaScript, and C #. **Explain how programmers use these languages to solve a variety of IT problems**, furnishing examples of how they are applied.
- 16.2 Software Development Life Cycle: Using various resources, **research, identify, and explain the steps involved in the software development life cycle**, including but not limited to: planning, designing, coding, testing, deployment, and maintenance. Explain why it is an iterative process and always involves refinement.
- 16.3 Batch Files: Demonstrate an understanding **of how batch files function within a programming environment**. Identify common commands to create code for batch files (e.g., title, echo, echo off, pause, CLS, ipconfig, and ping). For example, list various scenarios for using batch files to complete specific programming tasks. Create and execute batch file code to perform one of the tasks identified.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.



Digital Arts & Design I

Primary Career Cluster:	Arts, A/V Technology, & Communications
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C11H06
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Focus Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Arts, A/V Technology, & Communications</i> courses. In addition, this course satisfies one fine arts credit required for graduation.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>Digital Arts & Design</i> program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.skillsusatn.org/ Technology Student Association (TSA): http://www.tntsa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	153, 230, 311, 435, 436, 475, 476, 516, 519, 520, 521, 537, 538, 543, 576, 583, 597, 710, 711, 953
Required Teacher Certifications/Training:	ADDA Certified Digital Designer or NOCTI Advertising & Design or Adobe Certified Expert
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-arts-av-tech.html Best For All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interview.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

For more ideas and information, visit Tennessee SkillsUSA at <http://www.skillsusatn.org/>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-3.2** | Industry guest speaker who explains safety protocol and current job market.
- **Standards 4.1-4.7** | Job shadow a graphic designer.
- **Standards 5.1-7.2** | Spend the day at an art institute being introduced to the field basics.
- **Standards 8.1-9.1** | Virtual exchange with a software company on digital design.
- **Standards 10.1-10.2** | Have students do a project with industry student organizations.
- **Standards 11.1-12.2** | Have a business professor guest speak.
- **Standards 13.1-13.2** | Have an industry professional evaluate the students' portfolios.

For more ideas and information, visit <https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html>

Course Description

Digital Arts & Design I is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in art and design professions. The primary aim of this course is to build a strong understanding of the principles and elements of design and the design process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communications solutions which effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. In addition, students will begin compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

Course Standards

1. Safety

- 1.1 Safety: Demonstrate the ability to **comply with personal and environmental safety practices** associated with art and design applications: the use of adhesives; hand tools; machines; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.
- a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
 - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
 - c. Complete a safety test with 100 percent accuracy. For equipment used in the course, complete equipment examinations with 100 percent accuracy in which the student performs an operational checkout by the instructor. Maintain a record of safety examinations and equipment examinations.

2. Introduction to Design

- 2.1 Roles & Development of Design: Investigate the **role of designers in communicating ideas in society, both historically and currently, emphasizing how social, cultural, economic, and political developments are reflected in and influenced by visual messaging**. Synthesize research from informational texts, including design magazines and textbooks, to create an informational artifact that illustrates how visual art and design is used as a communication tool, citing specific examples to illustrate concepts.
- a. Research the development of design throughout history, analyzing how advances in technology have impacted design (Gutenberg's invention of movable type, lithography, computers, etc.). Citing resources from informational text, create an annotated timeline or visual graphic emphasizing significant time periods in design (such as Victorian, Arts and Crafts, Modernism, Art Deco, etc.) and the key technological advances impacting design.

3. Career Exploration

- 3.1 Career Pathways: **Identify** and analyze the **career pathways in art and design professions and the industries in which art and design professionals work**, including but not limited to manufacturing, specialized design services, publishing, and advertising. Cite supporting evidence from multiple sources (such as interviews with design professionals retrieved from industry magazines), summarize the aptitudes and training needed for at least three careers of interest. For example, outline the typical requirements needed to become a graphic designer, including personal aptitudes and secondary and postsecondary training required. Devise a tentative career plan to reach employment goals.
- 3.2 Labor Market Data: Compile and analyze real-time and **projected labor market data from public sources** such as the U.S. Bureau of Labor Statistics to explore local and regional occupational opportunities and trends in design careers. Synthesize collected data to **develop an informational artifact comparing occupations** by job availability, salaries, and benefits.

4. Elements and Principles of Design

- 4.1 Principles of Design: Categorize and **describe the principles of design** which affect 1) the internal relationships of a design, and 2) the design as a whole, citing examples of design principles found in art.
- a. Unity
 - b. Contrast/Variety
 - c. Hierarchy
 - d. Dominance/Emphasis
 - e. Proportion/Scale
 - f. Balance
 - g. Rhythm/Repetition
- 4.2 Elements of Design: Analyze the **elements of design** by evaluating their **purposes and applications** in a variety of design applications.
- a. Line
 - b. Shape/Form
 - c. Space/Size/Stability
 - d. Value
 - e. Color
 - f. Texture
 - g. Typography
- For example, label and explain the elements of design in a given book cover compared with a billboard.
- 4.3 Rules of Composition: Research **rules of composition** (such as the rule of thirds) and explain **how the rules govern the elements and principles of design**. Write persuasively to describe the properties of a strong composition by providing examples and counterexamples and citing evidence from informational texts.

- 4.4 Color Wheel Functions: Explain the **function of the color wheel** and identify **techniques that achieve desired hues, values, intensities, and color schemes for use in design**. Compare and contrast additive and subtractive color systems, and relate these principles to color specification systems (such as CMYK and RGB) used in design software.
- 4.5 Characteristics of Color: Research the **psychological characteristics of colors, comparing and contrasting the differences in warm and cool color palettes**. Illustrate and describe in a written narrative how color is measured in hue, value, and intensity, and how these properties combine to produce specific psychological characteristics and illustrate themes. Produce examples that demonstrate how emotions may be influenced by the use of color in designs.
- 4.6 Color Theories: Examine color theories such as **color context and contrasts of colors**. Evaluate the **use of various color schemes** (such as complementary, tertiary, and analogous) in designs. Apply the knowledge to demonstrate basic techniques in combining colors to create designs.
- 4.7 Effectiveness of Design Products: Analyze, assess, and identify the **effectiveness of design products based on the intended function of the design and the principles and elements of design** used in the composition. Investigate the intent of a given design and evaluate whether the intent was met through the structure of the design. For example, create an evaluation rubric based on the elements and principles of design and use it to evaluate given design products.

5. Introduction to the Design Process

- 5.1 Design Process: **Research design processes** described in textbooks, designers' professional websites, design magazines, or by interviewing design professionals. (Steps may include problem identification, research, identifying the audience, brainstorming, and idea refinement.) Citing research, create a visual illustration describing the major steps to the design process for digital arts and design.
- 5.2 Design Goals: Describe the **importance of setting design goals** such as **determining the purpose, message, and audience for given design projects**. Examine the research techniques professionals use to inform design goals and influence design outcomes. For example, describe how designers use market data to identify the audience for advertisement of a given product.

6. Basic Illustration

- 6.1 Types of Sketches: Create **two-dimensional and three-dimensional sketches**, including **rough and refined sketches**, demonstrating shape, volume, depth, and dimension. **Distinguish among common illustration techniques used in design composition** such as one-point, two-point, and multi-point perspective drawings. Develop conceptual design ideas using freehand sketching. For a given design problem, generate, analyze, and refine sketches to develop design solutions. Use the sketches to create refined drawings utilizing design software. For example, create thumbnail sketches to generate ideas for a logo or advertisement.

- 6.2 Symbols: Describe **how symbols have been used and have been developed** throughout history. Explain **how symbols communicate visual information in design**. Analyze the use of symbols in pictograms, ideograms, and logos, explaining and providing examples of each.
- 6.3 Logos: Examine a variety of well-known company logos to create a list of **key characteristics that influence a logo's effectiveness**. Compare the list with other resources such as textbooks and design journals, evaluating the credibility of each source. Drawing on research, plan and create an effective logo for a given mock company. Appraise the effectiveness of the resulting logo design as well as the designs of peers based on the criteria generated from the prior research.

7. Basic Photography

- 7.1 Photography Techniques: Demonstrate **basic techniques to adjust camera settings and operate a camera to capture digital images**. Define and explain white balance, depth of field, and shutter speed; demonstrate procedures for properly adjusting each for a particular scene. Apply the principles of design and the rules of composition to capture photographs.
- 7.2 Editing: Read and interpret instructional narratives, such as manuals or tutorials, to **perform basic edits and enhancements to photographs using software**, including but not limited to cropping, resizing, retouching, making selections, and using layers. Assess the extent to which each text addresses the given editing task. Demonstrate the procedures for editing raster-based imagery, both high resolution and low resolution, in CMYK and RGB, and preparing files for both print and web media.

8. Introduction to Design Software

- 8.1 Digital Files: Demonstrate **basic procedures to manage digital files**. Describe **file storage in memory cards** and estimate the number of photographs a memory card can hold based on the resolution of the photographs and other factors. Use a scanner to create digital files. Determine **appropriate resolutions for various applications such as printed and web media**. Use file system folders to organize files. Utilize online file management services to backup files.
- 8.2 Design Software: Distinguish between the **various software used for visual design**, including page layout software, illustration software, photo editing software, and web publishing software. Describe and illustrate the difference between raster and vector graphics. Create a chart or infographic explaining the major types and uses of design software. Employ the appropriate software to complete assigned tasks.

9. Basic Typography

- 9.1 Typography: **Categorize varieties of type**, including but not limited to serif, sans serif, script, and decorative. Employ the units of measurement used to **describe line spacing (leading), type size, tracking, and kerning**. Apply appropriate typography to given projects, emphasizing readability and the impact on design goals.

10. Design Projects

- 10.1 Design Projects: **Apply the design process to complete projects** of increasing complexity and of varying applications **such as print, web, film, and marketing communications**. Demonstrate the ability to select and **use the appropriate tools and procedures** to accomplish project goals. Prepare an informative narrative to explain a design to a peer, **emphasizing how the design process and the design elements and principles were applied**.
- 10.2 Design Evaluation: Utilize the **critique and refinement strategy** as part of the design process to achieve project goals. As part of a design project, present preliminary design ideas in a way that is understandable to an audience using both visual and verbal explanations. Note constructive criticism received and use it to influence design refinement. Similarly, evaluate the work of others, drawing on design principles and project goals, to provide clear, specific, and constructive feedback.

11. Ethical & Legal Issues

- 11.1 Ethical & Legal Issues: Research and **interpret laws and regulations protecting intellectual property as they relate to the design industry, such as copyright laws**. Explain ethical and legal conduct that provides proper credit to those whose ideas and content have been used in creating new works. Distinguish between copyrights, trademarks, infringement, and fair use. Summarize and explain guiding principles in a written or oral presentation, as though leading a training or tutorial for fellow employees.

12. Business Management

- 12.1 Profit: Explore **how design professionals and companies calculate profit**. Relate the profitability of a business to pricing and cost. For example, create a list of expenses incurred by a freelance designer and calculate the price and amount of work that must be accomplished in order to earn profit.
- 12.2 Contracts: Describe the **components of a basic contract document for design work** by analyzing an example contract. Drawing on textbooks, news articles, and other resources, explain the benefits of utilizing written contracts as opposed to oral agreements.

13. Portfolio

- 13.1 Portfolio Components: Gather examples of professional portfolios from contemporary designers and photographers. List the **items that are often included in a professional portfolio**. In a written, visual, or oral presentation, describe the components of a professional portfolio and the benefits of maintaining one.
- 13.2 Digital Portfolio: Compile important **artifacts to create a digital student portfolio that connects personal career preparation to concepts learned** in this course, including written descriptions of project processes and reflections on learning outcomes.

Standards Alignment Notes

References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - o Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Marketing and Management I: Principles

Primary Career Cluster:	Marketing & Sales
Course Contact:	CTE.Standards@tn.gov
Course Code:	C31H00
Prerequisite:	None
Credit:	1
Grade Level(s):	9 - 12
Elective Focus-Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing & Sales</i> courses. In addition, it satisfies the <i>Economics</i> requirement for graduation.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>Marketing Management and Entrepreneurship</i> programs of study.
Aligned Student Organization(s):	DECA: https://www.tndeca.org/ FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/futurereadytn/pillar-4.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/futurereadytn/pillar-1/student-industry-credentials.html .
Teacher Endorsement(s):	030, 035, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/futurereadytn/pillar-3/career-clusters/marketing-and-sales.html

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career development opportunities such as the Business Achievement Award program.
- Participate in DECA competitive events such as Apparel and Accessories Marketing Series, Business Services Marketing Series, Integrated Marketing Campaign – Event, Product, and/or Service, Marketing Management Team Decision Making, Marketing Communications Series, and Sports and Entertainment Marketing Series.
- Participate in FBLA competitive events such as Advertising, Impromptu Speaking, Marketing, Mobile Application Development, Public Service Announcement, Public Speaking, Publication Design, Sales Presentation, Social Media Strategies, Sports and Entertainment Management, and Website Design.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1** | Invite guest speakers from various areas (e.g., public relations, advertising, management, etc.) in the marketing industry to help illustrate marketing's core concepts.
- **Standards 2.1-2.4** | Assign students to work with businesses—either locally or virtually—to examine their products, services, marketing plans, and strategies and then use their findings to discuss the marketing mix and marketing segmentation.
- **Standards 2.5-2.6** | Incorporate an integrated project with multiple interactions with a local company for students to practice developing a SWOT analysis and writing a marketing plan for this company.
- **Standards 3.1-3.3** | Bring in a panel of guest speakers from local businesses and industries to discuss the role economics plays in the marketing industry.

- **Standards 4.1-4.2** | Schedule industry tours and job shadowing with a local distribution center (e.g., Nissan or FedEx) to illustrate the various methods of distributing goods and services both domestically and internationally.
- **Standards 5.1-5.2** | Job shadow a retail or customer service industry professional to observe best practices in prospecting and customer relations.
- **Standard 7.5** | Incorporate an integrated project with multiple interactions with a local business where students create a promotional campaign for a featured product from that business.
- **Standards 8.1-8.2** | Bring in a panel of guest speakers from local businesses and industries to discuss marketing career opportunities and provide best practices for developing job materials for marketing positions.

Course Description

Marketing and Management I: Principles, the second course in the Marketing Management program of study and the first course Supply Chain Management program of study, focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of social media, digital and mobile marketing, economics fundamentals, international marketing, and career exploration. Upon completion of this course, proficient students will understand foundational marketing principles, relevant economic principles, the marketing mix, and product development and selling strategies as well as be prepared to succeed in both the Marketing Management and Supply Chain Management programs of study.

Course Standards

1. Role of Marketing

- 1.1 Definition of Marketing: Define **marketing** and describe the **marketing core functions** (i.e., channel management, marketing information management, marketing planning, pricing, product service management, promotion, and selling). Examine how each function supports the marketing concept.
- 1.2 Personal and Professional Communication: Demonstrate appropriate **verbal and written communication** in both professional and personal settings/situations. Compose and format various types of **business communications** (e.g., letters, memos, reports, resumes, emails, etc.). Proofread **business documents** to ensure clarity, consistency, accuracy, and precision.

2. Market Planning

- 2.1 Marketing Mix: Examine the elements of the **marketing mix**. Select a product or service and apply the **four P's** of the marketing mix (product, place, price, and promotion) to that product or service.
- 2.2 Marketing Plan: Analyze the **elements of a marketing plan**. Discuss common elements of marketing plans and identify different objectives companies may pursue, including **values-based** and **experiential marketing**.
- 2.3 Market Segmentation: Explain the concept of **market segmentation** and cite article(s) and case studies to illustrate how a company strategy uses market segmentation to increase its **market share**.
- 2.4 Marketing Research: Define marketing research and explain the role of **marketing research in business decisions**. Identify **key steps** and **research techniques** in the marketing research process.
- 2.5 SWOT Analysis: Conduct a **SWOT analysis** on a company and/or student organization, identifying its most significant strengths, weaknesses, opportunities, and threats. Include demographic, psychographic, and geographic data to highlight the techniques or specific results of **market segmentation**.

3. Economics in Marketing

- 3.1 Economic Indicators: Explain the concept of **economy** and the use of economic indicators (e.g., gross domestic product [GDP], standard of living, inflation rates, interest rates, unemployment rates, etc.) in a market economy for **business analysis** and **marketing decisions**.
- 3.2 Business Cycle: Illustrate the **business cycle** (recession, depression, recovery, and peak) and describe what happens to the economy at each stage of the business cycle. Cite examples of businesses that could flourish in each stage of the cycle.
- 3.3 Free Enterprise System: Explain the characteristics of the **free enterprise system**. Analyze the roles of **private ownership**, **competition**, **risk**, and **profit motive** in society.
- 3.4 Supply and Demand: Explain the theory of **supply and demand** and the concept of **equilibrium**. Determine factors involved in supply and demand and how supply and demand influences business' production of **goods and services**.
- 3.5 Global Market: Explain marketing's role in the **global economy** and identify factors in implementing **global marketing strategies**.

4. Supply Chain Management

- 4.1 Supply Chain Management: Define supply chain management and identify the **components (nodes) of the supply chain** (e.g., raw materials, supplier, manufacturer, distributor, retailer, and consumer). Explain the **economic benefits** of a strong supply chain.
- 4.2 Major Transportation Modes: Describe the major modes of transportation involved in the **distribution of goods**, including the advantages and disadvantages of each. Identify the **types of products** best suited for delivery via each mode of transportation.

5. Selling

- 5.1 Selling and Customer Relations: Explain the **selling process** and the role of **customer service** in developing and maintaining **selling relationships**. Identify techniques to build and enhance customer relationships and increase sales.
- 5.2 Feature/Benefit Selling: Explain **feature/benefit selling**. Break down a selected product into the features and benefits most likely to resonate with a **target population** and translate five product features into five customer benefits.
- 5.3 Mock Sales Demonstration: Prepare a **mock sales demonstration** to include the following:
 - a. identify the approach,
 - b. determine needs,
 - c. present the product,
 - d. overcome the objections,
 - e. close the sale (using a variety of purchase options: cash, credit, layaway),
 - f. offer suggestive selling, and

- g. relationship management.

6. Product Development, Branding, Packaging, and Labeling

- 6.1 Product Planning and Mix Strategies: Determine how companies use **product planning** and **product mix strategies**. Differentiate product items, lines, depth, and width. Investigate **marketing strategies** for each stage of the product life to help sustain sales over time.
- 6.2 Branding and Branding Strategies: Discuss the nature, scope, and importance of branding in product planning and define **brand equity** and **values-based marketing**. List three different **types of brands** (Generic, Private, and National) and explain the use of branding strategies to meet **sales and company goals**. Examine a successful or failed business attempt at a branding or rebranding effort.
- 6.3 Product Packaging and Labeling: Identify the functions of **product packaging** and **labeling**. Explain how packaging and labeling **promote and brand or product**, as well as protect from **legal liability**.

7. Advertising and Promotion

- 7.1 Promotional Types: Identify types of **promotion** (e.g., advertising, direct marketing including social media marketing, sales promotion, personal selling, and public relations). Describe the concept of the **promotional mix** and give examples to illustrate why all elements of the promotional mix must be coordinated.
- 7.2 Advertising Principles: Define **advertising** and list types of advertising. Identify advertising **design principles**, including the use of color, elements of design, illustration, typography, type styles, layouts, types of drawing media, digital color concepts, etc.
- 7.3 Social Media Campaigns: Examine **current social media campaigns**, including trends in **digital and mobile promotions**, and discuss the campaigns' effectiveness.
- 7.4 Promotion Tracking: Apply **tracking techniques** to promotional efforts for both **in-person** and **online** sales.
- 7.5 Product Promotional Campaign: Using strategies from the **promotional mix**, create a **product promotional campaign** for a local business or student organization that includes the following:
 - a. establish objectives,
 - b. identify the target market,
 - c. design the theme and promotional message,
 - d. select promotional activities,
 - e. allocate budget amounts, and
 - f. measure results.

8. Career Exploration and Development

- 8.1 Marketing Career Opportunities: Identify **career opportunities** in marketing. Using real-time labor market data, research opportunities for **job growth** in the field. Take a **career interest inventory** to assess goals and aptitudes and develop a **career plan** based on the results.
- 8.2 Job Market Search: Conduct a **job market search** for one of the careers selected in standard 9.1. Compare three or more **job openings** using the following criteria: (1) education/certification requirements, (2) recommended years of experience, (3) salary and benefits, and (4) expected roles and responsibilities.

9. Team Project with Data Analysis

- 9.1 Team Project with Data Analysis: As a team, identify a problem related to the program of study as a whole. Research and utilize the **Engineering Design Process** to design a solution. Document the following steps in an **engineering design notebook** for inclusion in the program portfolio. When possible, connect the problem to a DECA or FBLA competitive event.
- Problem Identification**: Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.
 - Research and Analysis**: Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.
 - Review the Stages of the Engineering Design Process**: Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.
 - Project Implementation**: Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Year 2 course.)
 - Presentation and Reflection**: Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.

Pre-Law I

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C30H08
Prerequisite(s):	<i>None</i>
Credit:	1
Grade Level:	9
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>Pre-Law</i> program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html
Available Student Industry Certifications:	None
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL).

Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com>.

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-10** | Invite a lawyer to present information about the foundations of the legal system and basic constitutional protections.
- **Standards 11-13** | Invite a speaker from the Bar Association to talk about ethics.
- **Standards 14-15** | Visit a local law enforcement agency to gather information about crime statistics, criminal law, and criminology.
- **Standards 16-17** | Visit a local law office for presentations on civil and tort law.
- **Standards 18-19** | Invite local immigration lawyer to discuss the relationship between cultural differences and customs and court decisions.

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

Course Description

Pre-Law I is the first course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe career planning and compliance, foundations of the legal system, organization of the law and public safety system, basic constitutional protections, and types of law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law.

Program of Study Application

This is the first course in the *Pre-Law* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Law, Public Safety, Corrections, & Security website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html>.

Course Standards

Career Planning and Compliance

- 1) Investigate occupations that make up legal services. Demonstrate an understanding of each occupation by accurately articulating the following:
 - a. Job description
 - b. Roles and responsibilities of the position
 - c. Essential knowledge and skills needed for the career
 - d. Comparison of similar careers available in state, federal, and military legal systems
 - e. Educational, training, and certification requirements
 - f. Licensure and credentialing requirements

Foundations of the Legal System

- 2) Articulate important historical events and milestones (such as European influences) impacting the evolution of the current legal system in the United States. Include a description of the evolution of the modern legal system to address common law, terrorism, cybercrimes, and hate crimes.
- 3) Compare and contrast requirements and duties for the executive and legislative branches including the legislative process, and examine the function of the judicial system as it relates to both branches. Include an explanation of the function of the system of checks and balances.
- 4) Differentiate the roles of the courts at the local, county, state, and federal levels including an explanation of procedural law at each level.
- 5) Differentiate between the various agencies in the law and public safety sector at the local, state, and national levels including law enforcement organizations, legal service providers, corrections agencies, and security agencies describing their jurisdiction, roles and responsibilities, and governing bodies. Identify conflicts in jurisdiction that may arise when multiple agencies work together.
- 6) Summarize the six types of laws (criminal, civil, administrative, statutory, common, constitutional), and discuss the purpose of each. For each type of law:
 - a. develop connections among sample laws,
 - b. compare relevant legal concepts such as burden of proof, and
 - c. evaluate applicable defenses and punishments.

Basic Constitutional Protections

- 7) Explore the history of the first amendment and the five basic freedoms it covers: religion, speech, press, assembly, and petitions. Research current issues related to each freedom and the protections guaranteed to citizens. Create a scenario or campaign that applies the protections to students in a school setting for one of the freedoms. Review case law that applies to the scenario or campaign and write a case brief summarizing the issues, the rule of law, the action, and the holding.

- 8) Interpret the Bill of Rights as it applies to the defendant. Summarize each amendment and give an example of its application including the potential to ensure a fair trial.
- 9) Outline the individual protections provided by the Fourth Amendment and illustrate in an informative narrative what can be considered a "reasonable expectation of privacy." Explore landmark cases such as *New Jersey v. T.L.O.* and *Katz v. U.S.*, and discuss in groups the expectations by students of privacy on school property with respect to search and seizure.
- 10) Summarize the Exclusionary Rule and explain in an oral argument or written narrative how it applies to the Fourth Amendment (*Mapp v. Ohio*) and the Fifth Amendment (*Miranda v. Arizona*). Describe the relationship of the fruit of the poisonous tree doctrine to the exclusionary rule (*Silverthorne Lumber Co. v. United States*).

Ethics

- 11) Collect codes of ethics from professional organizations in legal services including Tennessee Rules of Professional Conduct, Tennessee Code of Judicial Conduct, and Federal Code of Conduct to examine areas of commonality. Synthesize principles from the codes of ethics to create a personal code of ethics.
- 12) Examine real-world situations that involve ethical dilemmas and the application of correct professional conduct as highlighted in recent news articles. Use information from the articles to defend the importance of ethics and professional standards for persons working in legal services.
- 13) Analyze how the influence of diverse cultures and customs impacts the field of legal services. Describe the importance of cultural differences when making decisions within the context of criminal, civil, and immigration law.

Criminal Law and Criminology

- 14) Define criminal law and criminology. Research the major behavioral science theories such as Rational Choice Theory, Biological and Biosocial Theories, and Social Learning Theory describing criminal behavior. Identify theorists and elaborate on their major contributions to the field; include emerging theories sourced from contemporary scholarship. Apply a specific theory to explain a notable crime.
- 15) Examine the differences and similarities between the concepts of crime, victimization, and criminal behavior. Distinguish between the two major sources of crime statistics: the Federal Bureau of Investigation's (FBI) Uniform Crime Reporting Program (known as UCR/NIBRS) and the National Crime Victimization Survey (NCVS) of the Bureau of Justice Statistics (BJS). Explain how modern criminal justice agencies are utilizing statistics from both sources to report crime, victimization and criminal behavior.

Civil and Tort Law

- 16) Compare and contrast civil and criminal law. Summarize the specific areas of civil law such as contracts, torts, property and family law and include a short description of each area along with an example of a typical case. Explain the purpose of tort law including a discussion of intentional tort, negligence, and strict liability.
- 17) Differentiate Tennessee Rules of Evidence and Federal Rules of Evidence. Choose a high-profile case and create a case brief to summarize the issues, the rule of law, the action, and the holding. Provide a legal memo with a student opinion of the case.

Immigration Law

- 18) Analyze the history of immigration law including the Immigration and Nationality Act of 1953 and the Immigration Reform and Control Act of 1986. Research and explain the doctrine of preemption as it relates to state immigration laws, and debate the constitutionality of Tennessee immigration laws as they relate to federal immigration laws.
- 19) Survey and explain the relationship of immigration court to the other court systems; include a discussion of the immigration court system's unique characteristics. Research immigration law and describe three main categories: (1) family-based immigration, (2) employment-based immigration, and (3) humanitarian immigration. Explain the relationship of federal and state immigration law.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

**Informative artifacts include, but are not limited to, graphic organizers, brochures, posters, fact sheets, narratives, essays, and presentations. Graphic illustrations include, but are not limited, to charts, tables, graphs, rubrics, drawings, and models.



STEM I: Foundations

Primary Career Cluster:	Science, Technology, Engineering, and Mathematics (STEM)
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C21H15
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Focus Elective Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>STEM</i> courses. In addition, this course satisfies one lab science credit requirement for graduation.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>STEM Education</i> program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.skillsusatn.org/ Technology Student Association (TSA): http://www.tntsa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	013, 014, 015, 016, 017, 018, 047, 070, 078, 081, 125, 126, 127, 128, 129, 157, 210, 211, 212, 213, 214, 230, 232, 233, 413, 414, 415, 416, 417, 418, 449, 470, 477, 519, 531, 595, 596, 700, 740, 760, 982
Required Teacher Certifications/Training:	Teachers who have never taught this course must attend training provided by the Department of Education.
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-stem.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

There is no one way to create meaningful learning experiences for students. There are best practices available that data and students say impact long-term student learning. One of those best practices is to put student learning in context with their experiences.

Career and Technical Student Organizations (CTSOs) provide an opportunity for students to display their learning in the classroom and through regional, state, and/or national competition. Work-based Learning (WBL) consists of sustained and coordinated work-based activities that relate to the course content. These activities should occur at every level through a program of study. Below is a listing of possible CTSO connections and WBL activities for this course. This listing is intended to be an idea starter and not a comprehensive listing.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

Putting the classroom learning into real life experiences is often what creates a meaningful learning experience for students, one that lasts beyond the exam and course. CTSOs are a great resource to create this type of learning for your students. They are also a great resource to showcase your students learning through regional, state, and national competitions. Possible connections for this course include the following. This is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interview.
- Participate in leadership activities such as National Leadership and Skills Conference, National Week of Service, 21st Century Skills.

For more ideas and information, visit Tennessee SkillsUSA at <http://www.skillsusatn.org/> and Technology Student Association (TSA): <http://www.tntsa.org>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-2.3** | Invite an industry representative to discuss occupations and safety protocols within the STEM career field.
- **Standards 3.1-3.4** | Develop a project to be used by a local industry.
- **Standards 4.1-4.4** | Do an integrated project with an industry professional.
- **Standards 5.1-5.3** | Shadow an environmental scientist.
- **Standards 6.1-6.3** | Invite a panel of scientists, engineers and mathematicians to discuss relationships in STEM.

For more ideas and information, visit <https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html>.

Course Description

STEM I: Foundations is a foundational course in the STEM cluster for students interested in learning more about careers in science, technology, engineering and mathematics. This course covers basic skills required for STEM fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in both the engineering design and the scientific inquiry processes. They conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanations to others.

Note: For clarity, some standards include example applications to science, technology, engineering, and mathematics. Teachers are encouraged to align instruction to one or more of these areas, depending on area of expertise and student interest.

Course Standards

1. Safety

- 1.1 Safety Rules: Accurately **read and interpret safety rules**, including but not limited to rules published by the National Science Teachers Association (NSTA), rules pertaining to electrical safety, Occupational Safety and Health Administration (OSHA) guidelines, and state and national code requirements. Be able to distinguish between the rules and explain why certain rules apply.
- 1.2 Safety Equipment: Identify and explain the **intended use of safety equipment** available in the classroom. For example, demonstrate how to properly inspect, use, and maintain safe operating procedures with tools and equipment. Incorporate safety procedures and complete safety test with 100 percent accuracy.

2. STEM Fields Exploration

- 2.1 History of STEM: Research the **history of science, math, and engineering related to technology**. Examine how these technologies have evolved, and evaluate their influence on present-day society, citing specific textual evidence from news articles and scholarly journals.
- 2.2 STEM Occupations: Explore several **occupations within the STEM field** (such as manufacturing, computer science/programming, aviation, forensics, health science, engineering, transportation/ distribution & logistics, actuarial science) and describe the many sources and types of information that these occupations use. Determine how various industries employ different kinds of data to meet their needs.
- 2.3 STEM Skills and Education: Investigate an **assortment of skills and education required for STEM professionals**. Write an informative text that **identifies the typical educational and certification requirements, working environments, and career opportunities** for these occupations. For example, participate in an information-gathering tour of a local

organization that uses computer-aided design, and report on the roles and responsibilities of STEM professionals on staff, including the kinds of software and equipment they use.

3. Problem-Resolution Skills

- 3.1 Engineering Design and Scientific Inquiry: Research the terms engineering design and scientific inquiry. Compare and contrast the **steps of the engineering design process to the steps of the scientific inquiry** in a graphic illustration or presentation.
- 3.2 Usage of Design Process: Evaluate a question to determine if it is testable and can produce empirical data. Plan an **investigation that outlines the steps of the design process to collect, record, analyze, and evaluate data**. For example:
- Given a set of symptoms, determine whether there is enough data to diagnose a medical condition as would a physician or nurse practitioner. (Science)
 - Determine the information necessary in order to design a vehicle to carry a specified payload a designated distance in the least amount of time like a mechanical engineer. (Technology/Engineering)
 - Determine what information an actuary would need to know in order to answer a research question about which factors (accident, sickness, disability, etc.) are contributing the most to medical insurance claims in a region. (Mathematics)
- 3.3 Identifying Solutions: Given a real-world problem, **identify several possible solutions using both the engineering design process and the scientific inquiry**. For example:
- Research several treatment plans for a severe allergy sufferer as would a biochemist or biophysicist. (Science)
 - Investigate a variety of materials suitable for building structures to withstand earthquakes as would a civil engineer. (Technology/Engineering)
 - Explore commonly used methods to safeguard computer files against accidental or unauthorized alteration, destruction, or disclosure as would an information security analyst. (Technology/Mathematics)
- 3.4 Critical Factors: Analyze solutions to a real-world problem collaboratively, to **identify critical factors of the steps of the design process**. Explain why these factors are critical. For example:
- Research types of prosthetics and submit a proposal for which one most effectively uses the design process in terms of feasibility, cost, safety, aesthetics, and durability like a biomedical engineer. (Science)
 - Research ways a chemical engineer performs tests and monitors performance of processes throughout the stages of production for manufacturing chemicals and products such as gasoline, synthetic rubber, plastics, detergents, cement, paper, and pulp. Submit a proposal for which one most effectively uses the design process in terms of factors like mixing, crushing, heat transfer, distillation, and drying. (Technology/Engineering)
 - Investigate the development and use of models such as diagrams, simulations, graphs, and equations to represent findings from either science or engineering research. Critique others' proposals by providing specific arguments for or against their reasoning and methodology as would a statistician. (Technology/Mathematics)

4. Critical Thinking in Context

4.1 Problem Identification in STEM: Given a real-world STEM scenario, **identify the problem and develop meaningful questions**. Differentiate between necessary and non-essential information as well as needs and wants for applying the scientific method of investigation or the engineering design process. For example, evaluate a STEM scenario related to one of the following:

- a. Environmental scientists perform tests on the quality of water in oceans, lakes, beaches, ponds, rivers, etc. Compare and contrast the pros and cons of using a satellite to provide real time data of water conditions in order to determine its validity as a resource for environmental engineers. (Science)
- b. The organization Engineers Without Borders implements projects worldwide to provide clean drinking water to developing nations. Identify the conditions and information collected in order to provide a sustainable water source to a rural farming community. (Technology/Engineering)
- c. Robots need to be programmed to perform specific tasks in harsh working conditions such as welding parts in an automobile assembly line operation. Compare and contrast the pros and cons of using robots versus humans in a manufacturing facility. (Technology/Mathematics)

4.2 Solution Prototypes: Design and develop several **solution prototypes, conduct feasibility testing, and use the data to justify the solution** selected. For example:

- a. Use a construction set to efficiently build a vehicle at low cost, and to travel a straight path with predictability. (Science)
- b. Using readily available, low cost materials, design a water filter in a soda bottle that lets as much water through as possible, but also removes as much particulate matter as possible as would a civil engineer. (Technology/Engineering)
- c. Design and construct a robot to maneuver through a given obstacle course. Use circumference of the wheels and distance needed to travel to calculate how many rotations the wheels need to make. Justify the solution selected for the robot to maneuver most efficiently through the course. (Technology/Mathematics)

4.3 STEM Problem-based Scenario: Collaborate to write a fictional, yet plausible, **STEM problem-based scenario**. Evaluate possible solutions, **aligning work with the steps of the scientific method or the engineering design process**. Consider possible constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. Sample scenarios might include the following:

- a. A scenario to diagnosis and identify a method of treatment for an illness based on several physical symptoms. (Science)
- b. A scenario that requires the design of a self-sustaining city for humans living on another planet. (Technology/Engineering)
- c. A scenario that requires calculation of an investment of an inheritance so that its growth is maximized by a certain time. (Mathematics)

4.4 Global Challenges: Conduct research to create a list of **problems that are considered major global challenges**. Choose one to analyze. Evaluate **possible solutions**, aligning

work with the steps of the scientific method or the engineering design process. Consider **possible constraints**, including cost, safety, reliability, and aesthetics, as well as possible **social, cultural, and environmental impacts**. Identify trade-offs and defend decisions that were made as a result of those trade-offs. Possible global challenges could include the following:

- a. Scientists work to address the threat of a global pandemic or issues related to food security. (Science)
- b. Engineers work to address issues related to climate change and global warming, global water shortages, and the need for alternative energy sources. (Technology/Engineering)
- c. Statisticians work on projects related to national and international debt, the global population, or workforce imbalances and lack of jobs worldwide. (Mathematics)

5. STEM Field Readiness

5.1 Data Manipulation: Sort and **evaluate data** for its **significance and/or meaning in the process of solving a problem as a STEM professional** would. Examine the data in ways that reveal the relationships, patterns, and trends that can be found within it. Differentiate between quantitative and qualitative data. For example:

- a. Environmental scientists collect, synthesize, analyze, manage, and report environmental data, such as pollution emission measurements, atmospheric monitoring measurements, meteorological or mineralogical information, and soil or water samples. (Science)
- b. Aerospace engineers identify information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events. They are also expected to evaluate product data and design from inspections and reports for conformance to engineering principles, customer requirements, and quality standards. (Technology/Engineering)
- c. Economists study economic and statistical data in various areas of specialization, such as finance, labor, or agriculture. They also compile, analyze, and report data to explain economic phenomena and forecast market trends, applying mathematical models and statistical techniques. (Mathematics)

5.2 Data Collection and Forms of Data: Identify multiple **forms of data and list mechanisms for collection** that are essential to solving a problem. Prepare written documentation to **justify findings**.

- a. Statisticians analyze outcomes such as employment and educational attainment by identifying data sources, such as public data sets available from the Census Bureau, or collecting original data from the field, in order to model relationships among variables.
- b. Engineers collect data such as ease of use, operation safety, material properties, and material costs in order to determine an optimal design solution from multiple ideas.

5.3 Using Data for Creation: **Use available data to create an original prototype/solution** to a scenario.

- a. Biomedical scientists and biomedical engineers design and construct prototype implants to fill and stabilize a partial bone defect. (Science)

- b. Aerospace engineers test a drag device to slow a spacecraft and protect its cargo, as well as calculate the surface area and measure the mass of the spacecraft. (Science/Mathematics)

6. Cause and Effect Relationships in STEM

6.1 Cause and Effect Patterns: Analyze **multiple aspects of a problem scenario to identify cause/effect patterns**. Consider the history of a problem to identify factors such as risks and benefits.

- a. Aerospace engineers perform engineering duties in designing, constructing, and testing aircraft, missiles, and spacecraft. They conduct basic and applied research to evaluate adaptability of materials and equipment to aircraft design and manufacture, and recommend improvements in testing equipment and techniques. For example, variations in the nose and fins will result in different behaviors, so construction and testing of multiple designs is necessary. (Engineering)
- b. Apply standardized mathematical formulas, principles, and methodology to the solution of technological problems involving projectiles as a mathematical technician would. Use computer software to analyze the critical aspects of parabolic motion, for example: height at any given time, maximum height, maximum distance. (Technology/Mathematics)

6.2 Mathematical Models and Computer Simulations: Explore **mathematical models and/or computer simulations** that are **used** by scientists and engineers to accurately **predict the effect of components of their original prototype design**. Examine a range of resources (e.g. texts, experiments, simulations) to consider which models are likely to be most efficient, economic, and beneficial. Write a justification to support the conclusion.

- a. Meteorologists interpret data, reports, maps, photographs, or charts to predict long- or short-range weather conditions, using computer models and knowledge of climate theory, physics, and mathematics. Investigate the use of mathematical or computer models for weather forecasting. (Science)
- b. Civil engineers and civil drafters use the computer as a problem-solving tool. They identify locations of forces (tension, compression, torsion, shear, and resonance) in their bridge designs. Investigate the use of software to make modifications to multiple properties and gain immediate access to cost analysis and forces data. (Engineering/Technology)

6.3 Analyzing Data: Analyze data from scientific investigation or prototype testing and accurately **identify the cause of the results**. Examine **constraints** including cost, safety, reliability, and aesthetics. Consider **social, cultural, and environmental impacts**. Summarize findings using tables, functions, graphical representations, and written explanations.

- a. Forensic scientists collect, identify, classify, and analyze physical evidence related to criminal investigations. They perform tests on weapons or substances, such as fiber, hair, and tissue, to determine significance to the investigation. (Science)
- b. Police frequently use mathematics in the analysis of crime data. Data can be stored and interpreted using wavelets, probability, and statistics. It can be securely transmitted using prime numbers and cryptography. (Mathematics/Technology)

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.



STEM II: Applications

Primary Career Cluster:	Science, Technology, Engineering, and Mathematics (STEM)
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C21H16
Prerequisite(s):	<i>STEM I: Foundations</i> (C21H15); <i>Algebra I</i> (G02X02, G02H00); and <i>Physical Science</i> (G03H00) or <i>Biology</i> (G03H03)
Credit:	1
Grade Level:	10
Focus Elective Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>STEM</i> courses. In addition, this course satisfies one lab science credit requirement for graduation.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>STEM Education</i> program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.skillsusatn.org/ Technology Student Association (TSA): http://www.tntsa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	013, 014, 015, 016, 017, 018, 047, 070, 078, 081, 125, 126, 127, 128, 129, 157, 210, 211, 212, 213, 214, 230, 232, 233, 413, 414, 415, 416, 417, 418, 449, 470, 477, 519, 531, 595, 596, 700, 740, 760, 982
Required Teacher Certifications/Training:	Teachers who have never taught this course must attend training provided by the Department of Education.
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-stem.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

There is no one way to create meaningful learning experiences for students. There are best practices available that data and students say impact long-term student learning. One of those best practices is to put student learning in context with their experiences.

Career and Technical Student Organizations (CTSOs) provide an opportunity for students to display their learning in the classroom and through regional, state, and/or national competition. Work-based Learning (WBL) consists of sustained and coordinated work-based activities that relate to the course content. These activities should occur at every level through a program of study. Below is a listing of possible CTSO connections and WBL activities for this course. This listing is intended to be an idea starter and not a comprehensive listing.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

Putting the classroom learning into real life experiences is often what creates a meaningful learning experience for students, one that lasts beyond the exam and course. CTSOs are a great resource to create this type of learning for your students. They are also a great resource to showcase your students learning through regional, state, and national competitions. Possible connections for this course include the following. This is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interview.
- Participate in leadership activities such as National Leadership and Skills Conference, National Week of Service, 21st Century Skills.

For more ideas and information, visit Tennessee SkillsUSA at <http://www.skillsusa.org/> and Technology Student Association (TSA): <http://www.tntsa.org>

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1** | Invite an industry representative to discuss occupations within the Science and Engineering career field.
- **Standards 2** | Do a project that is useful to a local employer based on each STEM path.
- **Standards 3** | Visit a work site to introduce students scientific modeling.
- **Standards 4** | Work with an industry partner on a real project.
- **Standards 5** | Invite a math teacher to discuss how math is essential to Science and Engineering.
- **Standards 6-7** | Invite a scientific writing specialist to give a seminar.
- **Standards 8.1-8.2** | Invite a science and engineering rep to discuss safety protocols related to each profession.

For more ideas and information, visit <https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html> .

Course Description

STEM II: Applications is a project-based learning experience for students who wish to further explore the dynamic range of STEM fields introduced in *STEM I: Foundation*. Building on the content and critical thinking frameworks of *STEM I*, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student input. Instructors design a project in one of two broad pathways (traditional sciences or engineering) that reflects the interest of the class as a whole; the students then apply the steps of the scientific inquiry or the engineering design process throughout the course to ask questions, test hypotheses, model solutions, and communicate results. In some cases, instructors may be able to design hybrid projects that employ elements of both the scientific inquiry and the engineering design process. Upon completion of this course, proficient students will have a thorough understanding of how scientists and engineers research problems and methodically apply STEM knowledge and skills; and they will be able to present and defend a scientific explanation and/or an engineering design solution to comprehensive STEM-related scenarios.

Note: Standards in this course are presented sequentially according to the traditional steps followed in the scientific inquiry or engineering design process. While instructors may tailor the order of course standards to their specifications, it is highly recommended that they maintain fidelity to the overall process. In addition, instructors opting for either the Science Path or the Engineering Path do not have to teach to both sets of standards; they are presented in parallel fashion here for ease of comparison, should teachers wish to combine elements of each.

Course Standards

1. The Roles of Scientists and Engineers

Science Path	Engineering Path
1) Determine the scientist's role in explaining why phenomena occur in the natural world, justified by historical and current science knowledge. Research a known scientist and present in an informative paper, oral presentation, or other format his/her contributions to scientific knowledge. Include an outline of how the scientific inquiry process was used in his/her work.	1) Determine the engineer's role in developing solutions to design problems that are justified by scientific knowledge. Research a known engineer and present in an informative paper, oral presentation, or other format his/her designs and explain how they influenced technology in his/her field. Include an outline of how the design process was used in his/her work.

2. Questioning and Defining Problems

Science Path	Engineering Path
2) Engage in scientific inquiry by brainstorming for questions to understand how a certain phenomenon in the natural world works, to understand why a phenomenon occurs, or to determine the validity of a theory.	2) Ask clear, relevant questions that lead to defining a design problem. For example, questions should be testable and explore the requirements of a problem solution, but not define the methodology to solve the problem.
3) Research various sources (e.g., articles, end-uses, textbooks) and identify one or more questions that will guide a scientific investigation. For example, questions should be relevant, testable, and based on current scientific knowledge.	3) Brainstorm for several problem solutions, then conduct research using various sources (e.g., articles, end-uses, textbooks) to generate more solution ideas. Justify ideas using evidence from the sources.
4) Develop an original proposal as would a natural or social scientist that will guide the scientific inquiry and follow responsible ethical practices. For example, the proposal should outline the reason for the research interest, hypothesis, methodology, data analysis, importance of study, and deliverables.	4) Develop a design brief that will guide a design process and follow responsible ethical practices. For example, the design brief should outline a problem definition, design statement, criteria, constraints, and deliverables.

3. Modeling

Science Path	Engineering Path
5) Create models to illustrate questions and represent processes or systems that are justified by scientific evidence. For example, models can be diagrams, drawings, or scaled down physical representations.	5) Create models to illustrate design criteria and represent processes, mechanisms, or systems. For example, models can be drawings, mathematical representations, or computer simulations.
6) Use mathematics and technology to develop multiple models to predict an occurrence in the natural world. Compare and contrast the recorded observations from each model. For example, computer modeling can be used to analyze current atmospheric conditions to predict the weather in days ahead.	6) Identify and sketch at least three alternative solutions, to a problem, that consider analyses such as mechanical and electrical systems. For example, computer modeling can be used to analyze the effect of stress and strain on a beam.

7) Analyze results from modeling and appropriately determine when it is necessary to revise questions. Justify revisions with evidence.	7) Conduct iterations of modeling a solution to a design problem, demonstrate that design criteria are met, and select a reliable design approach.
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4. Planning & Investigating

Science Path	Engineering Path
8) Make a hypothesis that explains a scientific question, plan and conduct a simple investigation, and record observations (e.g., data) in a manner easily retrievable by others.	8) Develop a design proposal to create prototypes for testing. The proposal should provide details such as drawings with dimensions, materials, and construction process.
9) Identify the independent variables and dependent variables in an investigation. Demonstrate the effects of a changing independent variable on a dependent variable, and observe and record results.	9) Outline testing procedures that identify type of data (e.g., number of trials, cost, risk, and time) that is needed to produce reliable measurements and the specifications (e.g., effectiveness, efficiency, and durability) to determine whether a design has exceeded or failed expectations.

5. Data Analysis & Interpretation

Science Path	Engineering Path
10) Use mathematics to represent and solve scientific questions. For example, simple limit cases can be used to determine if a model is realistic.	10) Use mathematics to represent and solve engineering problems. For example, simple limit cases can be used to determine if a model is realistic.
11) Evaluate data and identify any limitations of data analysis. Using this information, determine whether to make scientific claims from data or revise an investigation and collect more data.	11) Evaluate data and identify any limitations of data analysis. Using this information, determine whether a design solution is optimal or should be refined and tested again.
12) Compare and contrast the data results from multiple iterations of a scientific investigation. For example, consider how well each explanation is supported by evidence, prior research, and scientific knowledge.	12) Compare and contrast the data results from testing multiple design solutions. For example, consider how well each design solution meets the design criteria and constraints.

6. Problem Solutions & Scientific Explanations

Science Path	Engineering Path
13) Develop an explanation to a scientific question that is logically consistent, peer reviewed, and justified by data analysis and scientific knowledge.	13) Develop an optimal design solution that is justified by data analysis and scientific knowledge, and meets ethical and design criteria and constraints.

7. Communicating Solutions & Explanations

Science Path	Engineering Path
14) Develop a technical report to communicate and defend a scientific explanation and justify its merit and validity with scientific information. Consider the ethical implications of the findings. The report can include tables, diagrams, graphs, procedures, and methodology. For example, conduct a STEM forum, present scientific research, and provide evidence to support arguments for or against scientific solutions.	14) Develop a design document to communicate the final design solution and how well it meets the design criteria and constraints. For example, the design document can include charts, graphs, calculations, engineering drawings, as well as information regarding marketing, distribution, and sales. For example, conduct a STEM forum, present engineering design briefs, and provide evidence to support arguments for or against design solutions.

8. Safety

- 8.1 Accurately read and interpret safety rules, including but not limited to rules published by the National Science Teachers Association (NSTA), rules pertaining to electrical safety, Occupational Safety and Health Administration (OSHA) guidelines, and state and national code requirements. Be able to distinguish between the rules and explain why certain rules apply.
- 8.2 Identify and explain the intended use of safety equipment available in the classroom. For example, demonstrate how to properly inspect, use, and maintain safe operating procedures with tools and equipment. Incorporate safety procedures and complete safety test with 100 percent accuracy.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.



STEM III: STEM in Context

Primary Career Cluster:	Science, Technology, Engineering, and Mathematics (STEM)
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C21H17
Prerequisite(s):	<i>STEM II: Applications</i> (C21H16) and <i>Biology</i> (G03H03) or <i>Chemistry</i> (G03H12)
Credit:	1
Grade Level:	11
Focus Elective Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>STEM</i> courses. In addition, this course satisfies one lab science credit requirement for graduation.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the third course in the <i>STEM Education</i> program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.skillsusatn.org/ Technology Student Association (TSA): http://www.tntsa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	013, 014, 015, 016, 017, 018, 047, 070, 078, 081, 125, 126, 127, 128, 129, 157, 210, 211, 212, 213, 214, 230, 232, 233, 413, 414, 415, 416, 417, 418, 449, 470, 477, 519, 531, 595, 596, 700, 740, 760, 982
Required Teacher Certifications/Training:	Teachers who have never taught this course must attend the training provided by the Department of Education.
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-stem.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

There is no one way to create meaningful learning experiences for students. There are best practices available that data and students say impact long-term student learning. One of those best practices is to put student learning in context with their experiences.

Career and Technical Student Organizations (CTSOs) provide an opportunity for students to display their learning in the classroom and through regional, state, and/or national competition. Work-based Learning (WBL) consists of sustained and coordinated work-based activities that relate to the course content. These activities should occur at every level through a program of study. Below is a listing of possible CTSO connections and WBL activities for this course. This listing is intended to be an idea starter and not a comprehensive listing.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

Putting the classroom learning into real life experiences is often what creates a meaningful learning experience for students, one that lasts beyond the exam and course. CTSOs are a great resource to create this type of learning for your students. They are also a great resource to showcase your students learning through regional, state, and national competitions. Possible connections for this course include the following. This is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interview.
- Participate in leadership activities such as National Leadership and Skills Conference, National Week of Service, 21st Century Skills.

For more ideas and information, visit Tennessee SkillsUSA at <http://www.skillsusatn.org/> and Technology Student Association (TSA): <http://www.tntsa.org>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.2** | Invite an industry representative to discuss occupational safety hazards.
- **Standards 2.1-2.3** | Invite a research specialist to discuss essential components of research.
- **Standards 3.1** | Do a project that is useful to a local employer.
- **Standards 4.1-5.3** | Invite an educational psychologist to discuss team development and communication.
- **Standards 6.1-8.1** | Integrated project evaluated by industry professionals.

For more ideas and information, visit <https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html>.

Course Description

STEM III: STEM in Context is an applied course in the STEM career cluster which allows students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios within their schools or communities. This course builds on *STEM I: Foundation* and *STEM II: Applications* by applying scientific and engineering knowledge and skills to a team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting.

Note: Mastery of the following standards should be attained while completing a STEM project that follows the scientific inquiry or engineering design process. This course prepares students for the STEM IV: STEM Practicum course.

Course Standards

1. Safety

- 1.1 Safety Rules: Accurately **read and interpret safety rules**, including but not limited to rules published by the National Science Teachers Association (NSTA), rules pertaining to electrical safety, Occupational Safety and Health Administration (OSHA) guidelines, and state and national code requirements. Be able to distinguish between the rules and explain why certain rules apply.
- 1.2 Safety Equipment: Identify and explain **the intended use of safety equipment** available in the classroom. For example, demonstrate how to properly inspect, use, and maintain safe operating procedures with tools and equipment. Incorporate safety procedures and complete safety test with 100 percent accuracy.

2. Essential Components of STEM Research

- 2.1 Formation of Research Teams: Explore **how research teams are formed in order to answer scientific questions or design solutions to engineering problems**. Using a scholarly database such as the Education Resources Information Center (ERIC), or searching on the websites of universities and other research institutions, investigate a well-known team of scientists or engineers (for example, the most recent Nobel Prize-winning teams in the sciences) and report to the class on how they collaborated to produce new scientific knowledge or solve an engineering problem.
- 2.2 Ethical Requirements: Research the **ethical requirements for conducting scientific research or testing a prototype** that will involve the public. For example, investigate the process for obtaining Institutional Review Board (IRB) approval when proposing a biomedical or human behavioral research study. Describe the concept of risk-benefit analysis in the production of new scientific knowledge; detail the rights and responsibilities of researchers—and, if applicable, their subjects—as they relate to conducting research in STEM fields.

- 2.3 Funding Obtainment: Examine **how scientists, engineers, and other STEM professionals obtain funding, seek sponsorship, and/or gain approval to conduct their research**. Explore websites such as the National Science Foundation or the National Institutes of Health to identify common processes around submitting proposals for research studies and procuring the necessary funds. Explain specific terminology such as request for proposals (RFP), competitive grants versus formula grants, and seed funding.

3. Research & Project Definition

- 3.1 Research and project defining: Survey and observe people in your school and/or community. Analyze the results to **determine potential STEM problems that need investigating or solving**. Use these ideas to conduct research to determine and define a team project. Using supporting evidence from the research, write and present a STEM project proposal defining the project's purpose and goals. Include an outline of how the team intends to follow the scientific inquiry or engineering design process.

4. Team Development

- 4.1 Team Norms: Define the **team norms**, or the **set of team values, that are understood and approved** by all team members. The norms should include the team's mission and guidelines for how team members will treat each other. Create a team handbook and include the documented team norms.
- 4.2 Professional Attributes: As a team, determine the **professional attributes that must be embodied by team members** in order to successfully complete the proposed project. Collaboratively develop a professionalism rubric with performance indicators for each attribute agreed upon. Include the rubric in the team handbook. Attributes may include the following:
- a. effective communication;
 - b. respect for fellow team members;
 - c. ethical use of intellectual property and other project resources (including ethical treatment of test subjects, if applicable);
 - d. timely achievement of project deadlines and goals; and
 - e. collaborative and equitable distribution of work among all team members.
- 4.3 Team strengths and weakness: Identify the **strengths and weaknesses of team members** and organize the results into a graphic representation. Use the graphic representation to define the **roles of each team member** and create an organizational chart for the team handbook. For example, the strengths and weaknesses document will help identify the leader of the project team.
- 4.4 Tuckman's Stages of group development: Research **Tuckman's stage model for team development** (i.e., forming, storming, norming, performing, and adjourning). Prior to starting the STEM project, understand and explain each stage. After completing the project, write a brief evaluation of the team's growth at each stage.

5. Communication

- 5.1 Team Communication: Develop a **process for official team communication**. Define and document **format guidelines for various modes of communication** such as written, verbal, and email. For example, distinguish between communication appropriate to use with a team member versus communication appropriate to use with a supervisor (teacher). Document the communication guidelines in the team handbook.
- 5.2 Types of Communication: Practice **effective verbal, nonverbal, written, and electronic communication skills** for working with team members while demonstrating the ability to: listen attentively, speak courteously and respectfully, discuss each member's ideas, resolve conflict, and reach a consensus for team progress.
- 5.3 Decision-making methods: Research various **decision-making methods for teams**, such as consensus, majority, minority, averaging, and expert. Practice using these various methods when team disagreements arise, determine which are most effective for the project team, and explain the reasoning.

6. Project Management

- 6.1 Principles of Project Management: Perform an Internet search, interview local professionals, or consult industry journals to **identify common principles of successful project management**. Based on templates retrieved online or approved by the instructor, estimate a detailed project plan for the course-long project. The project plan should include at minimum the following: a schedule or Gantt chart outlining deliverables, complete with job assignments based on team member strengths and weaknesses; a tracker for progress toward goals; a time management component to log hours worked for each team member; and supporting diagrams, datasheets, and flowcharts illustrating essential stages in the process.
- 6.2 Projected Costs and Budget: Based on the project proposal and project plan, **identify projected costs and estimate a hypothetical budget**. The projected costs may include but are not limited to materials, labor, equipment, and travel. Create a method to track the actual costs. For example, spreadsheets can be used to analyze and track project expenses.

7. Project Completion and Presentation

- 7.1 Using Scientific Inquiry and Engineering Design Process: Apply all steps of the scientific inquiry or the engineering design process (depending on the nature of the project) to successfully **generate a hypothesis or prototype, collect the relevant data, perform the necessary tests, interpret the results, make modifications to models or prototypes, and communicate results over the course of the project's duration**. Produce a technical report documenting the findings of the project and justifying the team's final conclusions based on evidence obtained.
- 7.2 Presentation Design: As a team, **design a presentation to communicate the results of the project to both a technical and a non-technical audience**. The presentation should be

delivered orally but supported by relevant graphic illustrations, such as diagrams and models of project findings, and/or physical artifacts that represent the outcome of the project (i.e., a robotic prototype or a 3-D model). Prepare the presentation in a format that could be submitted to a competition such as a local Maker Faire or CTSO competitive event.

8. Evaluation of Project Outcome

8.1 Project Evaluation: Using tools that were developed during the course (i.e., professionalism rubric, project plan, organizational chart, team development evaluation), write a reflection paper to **evaluate the project team's performance**. Present the STEM project and team evaluation to the class. The paper should address, but is not limited to the following:

- a. Did the team accomplish the project goal?
- b. How well did the team (collectively and individually) meet the performance indicators?
- c. How did the team develop throughout the duration of the project?
- d. How well did the team resolve disagreements?
- e. Was the team leadership effective?
- f. Was the project completed within budget?

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

BioSTEM I

Primary Career Cluster:	Healthcare & Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code:	C21H07
Prerequisite:	None
Credit:	1
Grade Level:	6-9
Elective Focus-Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>BioSTEM</i> courses. In addition, this course satisfies one lab science credit requirement for graduation.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>BioSTEM</i> program of study
Aligned Student Organization(s):	SkillsUSA: http://www.skillsusatn.org/ Technology Student Association (TSA): http://www.tntsa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/futurereadytn/pillar-4.html .
Promoted Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/futurereadytn/pillar-1/student-industry-credentials.html .
Teacher Endorsement(s):	013, 014, 015, 016, 017, 018, 047, 070, 078, 081, 125, 126, 127, 128, 129, 157, 173, 210, 211, 212, 213, 214, 230, 232, 233, 413, 414, 415, 416, 417, 418, 449, 470, 477, 519, 531, 595, 596, 700, 740, 742, 760, 982
Required Teacher Certifications:	None
Required Teacher Training:	Teachers who have never taught this course must attend STEM training provided by the Department of Education. https://www.tn.gov/education/futurereadytn/pillar-3/career-clusters/healthcare-and-human-services.html
Teacher Resources:	https://www.tn.gov/education/futurereadytn/pillar-3/career-clusters/healthcare-and-human-services.html

Course at a Glance



This career cluster has been identified as a Core industry by TN Works. Core industries are sectors essential to the functioning of the economy. They often serve as the backbone for other industries and are critical for national infrastructure, security, and overall economic health. Governments typically prioritize and protect these industries due to their broad impact on economic stability and societal well-being.

There is no one way to create meaningful learning experiences for students. There are best practices available that data and students say impact long-term student learning. One of those best practices is to put student learning in context with their experiences.

Career and Technical Student Organizations (CTSOs) provide an opportunity for students to display their learning in the classroom and through regional, state, and/or national competitions. Work-based Learning (WBL) consists of sustained and coordinated work-based activities that relate to the course content. These activities should occur at every level through a program of study. Below is a listing of possible CTSO connections and WBL activities for this course. This listing is intended to be an idea starter and not a comprehensive listing.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

Putting classroom learning into real-life experiences is often what creates a meaningful learning experience for students, one that lasts beyond the exam and course. CTSOs are a great resource to create this type of learning for your students. They are also a great resource to showcase your students learning through regional, state, and national competitions. Possible connections for this course include the following. This is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interviews.
- Participate in leadership activities such as the National Leadership and Skills Conference, National Week of Service, and 21st Century Skills.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.2** | Invite an industry representative to discuss occupations within the BioSTEM career field.
- **Standards 2.1-2.3** | Complete an integrated project on Biotechnology with an industry professional.
- **Standards 3.1-3.2** | Invite a local scientist to discuss scientific foundations.
- **Standards 4.1-4.4** | Complete a project to be used by a local industry.
- **Standards 5.1-5.3** | Discuss safety protocols with an OSHA representative.
- **Standards 6.1-6.5** | Have students job shadow at a laboratory.

Course Description

BioSTEM I is a foundational course in the STEM cluster for students interested in learning more about careers in science, technology, engineering, and mathematics with an emphasis on biotechnology. This course covers basic skills required for BioSTEM fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in both the engineering design and the scientific inquiry process. Students conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanations to others.

Course Standards

1. STEM Fields Exploration

- 1.1 Biotechnology vs. Biomedicine: Describe **the dynamic interplay** among science, technology, engineering, and math within living, earth-space, and physical systems. Differentiate between the terms **biotechnology and biomedicine** noting the impact that each has had on society. Explore the **history and development** of these scientific fields, as well as the **roles that their associated industries** have played in the areas of agriculture and food, health and medicine, the environment, research, and forensics.
- 1.2 BioSTEM Occupations: Explore several **occupations within BioSTEM fields**, such as medical laboratory science, research science, food science, forensic science, and environmental science, and determine how various industries **employ different kinds of data** to meet their needs. Create an infographic to describe **the many sources and types of data** that these occupations use.
- 1.3 Career and Technical Student Organization: **Introduce** the program's **aligned Career and Technical Student Organization** (CTSO), Technology Student Association (TSA) and Skills USA, **through an interactive activity**, such as classroom competition.

2. Perceptions and Future

- 2.1 Ethical Issues: Summarize research from professional journals or websites, textbooks, and/or newspaper articles surrounding an **ethical issue related to biotechnology** (i.e., the use of animals for lab testing, genetically modified organisms, or stem cell use). Debate the chosen topics presenting both sides of the issue. Discuss the **moral, ethical, and legal responsibilities** of researchers, policymakers, and other actors as they pertain to informing the public and ensuring the safety and well-being of affected populations.
- 2.2 Product Development: Develop an original idea for **a new biotechnology product** and simulate a situation in which the product must be pitched to a prospective client. Create an **informational packet** to share during the presentation that includes the following items: definition and protection of intellectual property, type of patent, copyright issues and rules, trademarks, and breeders' rights for plants or animals.

- 2.3 Biotechnology in Society: Develop an argumentative essay surrounding **public perceptions and attitudes toward the use of biotechnology** in society. Develop claims and counterclaims thoroughly based on facts from research, pointing out the strengths and weaknesses of each claim. Document information using appropriate industry terminology, including areas such as federal and international regulation and oversight, safety assessment, labeling of products, and impact on the economy.

3. Scientific Foundations

- 3.1 Structural Organization: Review the **structural organization of all living things** at the cellular level. Summarize in an oral, written, or digital presentation how **cellular organization influences scientific approaches** in BioSTEM fields with specific attention given to the various levels of eukaryotic organisms, cellular molecules, cell growth and reproduction, proteins, and nucleic acids.
- 3.2 Macromolecules: Synthesize information from professional journals and/or websites, textbooks, and news articles to compare and contrast **the structure and properties of the four macromolecules**: carbohydrates, lipids, proteins, and nucleic acids. Describe in an informational artifact how the cell membrane structures may be manipulated to allow the passage of these macromolecules in a cell; relate how this knowledge is used by scientists and applied to BioSTEM research.

4. Problem-Resolution Skills

- 4.1 Engineering Design and Scientific Inquiry: Research the terms **engineering design and scientific inquiry**. Compare and contrast the steps of the engineering design process to the steps of the scientific inquiry in a graphic illustration or presentation.
- 4.2 Data: Evaluate a question to determine if it is testable and can **produce empirical data**. Plan an investigation that **outlines the steps of the design process** to collect, record, analyze, and evaluate data. For example:
- Given a set of symptoms, determine whether there is enough data to diagnose a medical condition as would a physician or nurse practitioner. (Science)
 - Determine what information an actuary would need to know in order to answer a research question about which factors (e.g., diet, air quality, soil contaminants, sedentary lifestyle, etc.) are contributing the most to medical insurance claims in a region. (Mathematics)
- 4.3 Identifying Solutions: Given a real-world problem, **identify** several possible **solutions using both the engineering design process and the scientific inquiry**. For example:
- Research several treatment plans for a severe allergy sufferer as would a biochemist or biophysicist. (Science)
 - Explore commonly used methods to decrease carbon emissions in the environment. (Technology/Mathematics)

- 4.4 Critical Factors of the Design Process: Analyze solutions to a real-world problem collaboratively to **identify critical factors of the steps of the design process**. Explain why these factors are critical. For example:
- Research types of prosthetics and submit a proposal for which one most effectively uses the design process in terms of feasibility, cost, safety, aesthetics, and durability like a biomedical engineer. (Science)
 - Research ways a chemical engineer performs tests and monitors the performance of processes throughout the stages of production for manufacturing chemicals and products such as gasoline, synthetic rubber, plastics, detergents, cement, paper, and pulp. Submit a proposal for which one most effectively uses the design process in terms of factors like mixing, crushing, heat transfer, distillation, and drying. (Technology/Engineering)

5. Safety

- 5.1 Safety Guidelines: **Review guidelines from governmental agencies** such as the Office of Safety and Health Administration (OSHA) guidelines for medical and research laboratories, OSHA guidelines for Standard Precautions and personal protective equipment, Safety Data Sheets (MSDS) and storage of reagents and compounds, and Environmental Protection Agency (EPA) laboratory guidelines. Compare and contrast the **rules and regulations** of each agency to develop **clear expectations** regarding the maintenance of safety in these laboratories.
- 5.2 Safety Manual: Develop a **safety manual for a BioSTEM laboratory**, specifically for a lab **that is involved with processing or developing biomedical products**. Include the following in the manual: safety guidelines, procedures for accident prevention and response, and steps for reporting and documenting hazards. Explain the **industry standards** to maintain aseptic and sterile procedures and luminary flow, as well as the purpose of biosafety cabinets. Draw on the **standard operating procedures** from agencies, such as OSHA, EPA, and Centers for Disease Control and Prevention (CDC) when developing the manual.
- 5.3 Safety Equipment: Identify and explain the **intended use of safety equipment** available in the classroom. For example, demonstrate how to properly inspect, use, and maintain safe operating procedures with tools and equipment. Also demonstrate the use of safety glasses, gloves, fire extinguisher, shower, and eyewash stations.

6. Laboratory Foundations

- 6.1 BioSTEM Lab: Understand the **principles of** and successfully perform **skills related to the BioSTEM laboratory**. Utilize appropriate tools and technology then document findings using domain-specific terminology. Incorporate rubrics from textbooks, CTSO guidelines, or clinical standards of practice for the following:
- correct use of a centrifuge,
 - accurate usage of balance or digital scales,
 - safe use of an autoclave,
 - accurate use of pH meter or strips,

- e. accurate use of an inoculating loop for agar plate streaking, and
 - f. accurate use and reading of glass or mercury thermometers.
- 6.2 Volume Measuring Devices: Review **the use of volume measuring devices** commonly used by biotechnologists, such as pipettes, micropipettes, and glassware. Prepare solutions and appropriate media; then perform serial dilutions incorporating aseptic techniques.
- 6.3 Laboratory Terminology: Explain in depth the **terms and phrases often heard in a BioSTEM laboratory** and relate how these terms and practices are important in the safe development of BioSTEM products and services.
- a. Quality assurance
 - b. Quality control
 - c. Method validation
 - d. Appropriate documentation
 - e. Good manufacturing practices
 - f. Good laboratory practices.
- 6.4 Record Keeping: Demonstrate the **methods used in basic recordkeeping**. Compare and contrast general methods and explain their design and functionalities including the following:
- a. laboratory notebooks,
 - b. equipment logs,
 - c. disposal records, and
 - d. quality assurance/control records.
- 6.5 Qualitative and Quantitative Measures: In teams, **apply qualitative and quantitative measures to analyze data** and draw conclusions that are free of bias. Compare experimental evidence and conclusions with those drawn by others about the same testable question; then communicate and defend scientific findings.

7. Data Analytics

- 7.1 Data Analysis in STEM: **Research the use of data in STEM cluster career fields**. Include data that is **generated internally** by businesses, **and externally** by local communities, state, and the nation. Explore examples of how the data is used, including the following:
- a. customer/client use of products and services;
 - b. demographics of end users;
 - c. community, state, and national statistics; and
 - d. data that must be reported to another entity.

8. Ethical Artificial Intelligence

- 8.1 Explore the Ethical Implications of AI Usage (AI): Through interactive discussions and case studies, learn to identify bias, ensure fairness, and protect privacy in AI systems. **Develop critical thinking skills to evaluate the societal impact of AI technologies**, while fostering a sense of responsibility and ethical decision-making in the use of AI tools.



BioSTEM II

Primary Career Cluster:	Healthcare & Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code:	C21H08
Prerequisite:	<i>BioSTEM I</i> (C21H07)
Credit:	1
Grade Level:	9-12
Elective Focus-Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>BioSTEM</i> courses. In addition, this course satisfies on lab science credit requirement for graduation.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>BioSTEM</i> program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.skillsusatn.org/ Technology Student Association (TSA): http://www.tntsa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/futurereadytn/pillar-4.html .
Promoted Student Industry Credentials	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/futurereadytn/pillar-1/student-industry-credentials.html .
Teacher Endorsement(s):	013, 014, 015, 016, 017, 018, 047, 070, 078, 081, 125, 126, 127, 128, 129, 157, 210, 211, 212, 213, 214, 230, 232, 233, 413, 414, 415, 416, 417, 418, 449, 470, 477, 519, 531, 595, 596, 700, 740, 760, 982
Required Teacher Certifications:	None
Required Teacher Training:	Teachers who have never taught this course must attend STEM training provided by the Department of Education.
Teacher Resources:	https://www.tn.gov/education/futurereadytn/pillar-3/career-clusters/healthcare-and-human-services.html

Course at a Glance



This career cluster has been identified as a Core industry by TN Works. Core industries are sectors essential to the functioning of the economy. They often serve as the backbone for other industries and are critical for national infrastructure, security, and overall economic health. Governments typically prioritize and protect these industries due to their broad impact on economic stability and societal well-being.

There is no one way to create meaningful learning experiences for students. There are best practices available that data and students say impact long-term student learning. One of those best practices is to put student learning in context with their experiences.

Career and Technical Student Organizations (CTSOs) provide an opportunity for students to display their learning in the classroom and through regional, state, and/or national competitions. Work-based Learning (WBL) consists of sustained and coordinated work-based activities that relate to the course content. These activities should occur at every level through a program of study. Below is a listing of possible CTSO connections and WBL activities for this course. This listing is intended to be an idea starter and not a comprehensive listing.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

Putting classroom learning into real-life experiences is often what creates a meaningful learning experience for students, one that lasts beyond the exam and course. CTSOs are a great resource to create this type of learning for your students. They are also a great resource to showcase your students learning through regional, state, and national competitions. Possible connections for this course include the following. This is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interviews.
- Participate in leadership activities such as the National Leadership and Skills Conference, National Week of Service, and 21st Century Skills.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-2.1** | Invite an industry representative to discuss occupations and safety protocols for the career field.
- **Standards 3.1-3.5** | Invite a geneticist to discuss DNA.
- **Standards 4.1-4.3** | Job shadow a geneticist.
- **Standards 5.1-5.2** | Work on-site with a geneticist on a real project.
- **Standards 6.1-6.3** | Invite a data analyst to discuss data interpretation.
- **Standards 7.1-8.1** | Do a project that is evaluated by a local laboratory.

Course Description

BioSTEM II is a project-based learning experience for students who wish to further explore the dynamic range of BioSTEM fields introduced in BioSTEM I. Building on the content and critical thinking frameworks of BioSTEM I, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student input. Instructors design a project in one of the BioSTEM fields of medical laboratory science, research science, food science, forensic science, or environmental science that reflects the interest of the class as a whole; the students then apply the steps of the scientific inquiry process throughout the course to ask questions, test hypotheses, model solutions, and communicate results. In some cases, instructors may be able to design hybrid projects that employ elements of several of the BioSTEM fields. Upon completion of this course, proficient students will have a thorough understanding of how scientists research problems and methodically apply BioSTEM knowledge and skills, and they will be able to present and defend a scientific explanation of comprehensive BioSTEM scenarios.

Note: Standards in this course are presented sequentially according to the traditional steps followed in the scientific inquiry process. While instructors may tailor the order of course standards to their specifications, it is highly recommended that they maintain fidelity to the overall process.

Course Standards

1. Safety

- 1.1 Safety Rules: Accurately **read and interpret safety rules**, including but not limited to rules published by the National Science Teachers Association (NSTA), rules pertaining to electrical safety, Occupational Safety and Health Administration (OSHA) guidelines, and state and national code requirements. Be able to distinguish between the rules and explain why certain rules apply.
- 1.2 Safety Equipment: Identify and explain the **intended use of safety equipment** available in the classroom. For example, demonstrate how to properly inspect, use, and maintain safe operating procedures with tools and equipment. Incorporate safety procedures and complete the safety test with 100 percent accuracy.

2. The Roles of Scientists

- 2.1 Scientific Phenomena: Determine the **scientist's role in explaining why phenomena occur in the natural world**, justified by historical and current scientific knowledge. Research a known scientist and present in an informative paper, oral presentation, or other format his/her contribution to scientific knowledge in the fields of food, environmental, biomedical, research, and forensic science. Include an outline of how the scientific inquiry process was used in his/her work.

3. DNA Basics

- 3.1 DNA Basics: Explain **how DNA serves as a template for self-replication and encoding of biological information** using an original visual DNA model. Define the terms DNA

replication, DNA transcription, and translation of mRNA. Recount the processes involved in each and describe the negative outcomes if there is an interference in the process. Using domain-specific terminology, develop a scientific explanation to support the claim that the structures and mechanisms of DNA and RNA are the primary sources of heritable information.

- 3.2 DNA Transmission: Construct a visual artifact, annotated with written explanations, detailing **how DNA in chromosomes is transmitted** to the next generation **via mitosis or meiosis**. Note qualitative and quantitative traits, mutations, transposable genetic elements, and regulation of gene expressions.
- 3.3 Mendel's Model: Research and explain **Mendel's model of inheritance**. Using this model, **trace the pattern of appearance within a family for a heritable disease** that is on the recessive allele and one that is on the dominant allele. Develop an argumentative essay regarding how a certain biotechnology could genetically modify a gene to prevent this disorder, citing information from textbooks and/or professional journals and websites.
- 3.4 DNA Structure and Function: In an argumentative essay, state claims and counterclaims about **how DNA structure and function may be exploited using modern genetic engineering methods** to produce specific genetic constructs, such as selecting, excising, ligating, and cloning of genetic material. Ensure the documentation is written in domain-specific medical terminology.
- 3.5 Genes: Distinguish between a number of **strategies used to isolate or clone a gene**, such as activation tagging, map-based gene cloning, plasmid cloning vectors, viral vectors, and shuttle vectors. Present an overview of these strategies in a visual format.

4. Questioning and Defining Problems

- 4.1 Scientific Inquiry: Engage in **scientific inquiry** by brainstorming to create questions to **understand how a certain phenomenon in the natural world works** to understand why a phenomenon occurs or to determine the validity of a theory.
- 4.2 Research the functions of DNA: Research various sources (e.g., articles, end-uses, textbooks) and identify one or more questions that will guide a scientific investigation of the **various functions of DNA in food, environmental, biomedical, research, or forensic science**. For example, questions should be relevant, testable, and based on current scientific knowledge.
- 4.3 Scientific Proposals: Develop an **original proposal** as would a food, environmental, biomedical, research, or forensic scientist **that will guide the scientific inquiry** and follow responsible ethical practices. For example, the proposal should outline the reason for the research interest, hypothesis, methodology, data analysis, the importance of the study, and deliverables.

5. Planning and Investigating

- 5.1 Investigations: Make a **hypothesis that explains a scientific question about DNA** and its

relationship to food, environmental, biomedical, research, or forensic science. Plan and conduct a simple investigation and record observations (e.g., data) in a manner easily retrievable by others.

- 5.2 Variables: Identify the independent **variables and dependent variables in an investigation**. Demonstrate the effects of a changing independent variable on a dependent variable and observe and record results.

6. Data Analysis and Interpretation

- 6.1 Scientific Questions: **Use mathematics to represent and solve scientific questions**. For example, simple limit cases can be used to determine if a model is realistic.
- 6.2 Data Analysis: Evaluate data and identify any **limitations of data analysis**. Using this information, determine whether to make scientific claims from data or revise an investigation and collect more data.
- 6.3 Data Results: Compare and contrast the **data results from multiple iterations of a scientific investigation**. For example, consider how well each explanation is supported by evidence, prior research, and scientific knowledge.

7. Problem Solutions and Scientific Explanations

- 7.1 Explanations to Scientific Questions: Develop an **explanation for a scientific question** that is **logically consistent, peer-reviewed, and justified** by DNA analysis and scientific knowledge.

8. Communicating Solutions and Explanations

- 8.1 Technical Report: Develop a **technical report to communicate and defend a scientific explanation** and justify its merit and validity with scientific information. Consider the ethical implications of the findings. The report can include tables, diagrams, graphs, procedures, and methodology. For example, conduct a BioSTEM forum, present scientific research, and provide evidence to support arguments for or against scientific solutions.

9. Team Project

- 9.1 Team Project with Data Analysis: As a team, **identify a problem** related to the program of study as a whole. **Research and utilize the Engineering Design Process to design a solution**. Document the following steps in an engineering design notebook for inclusion in the program portfolio. When possible, connect the problem to an existing CTSO event.
- Problem Identification**: Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.
 - Research and Analysis**: Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.

- c. **Review the Stages of the Engineering Design Process:** Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.
- d. **Project Implementation:** Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Level II course.)
- e. **Presentation and Reflection:** Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.

FY27___ Consolidated Application Approval for IDEA/ESEA School Year 2026___ - _27___

LEA #

273

LEA Name (Legal Name of Agency):

Trenton Special School
District

LEA Legal Mailing Address

201 West 10th Street

Street Address

Trenton

TN

38382

City

State

Zip

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

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

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

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

6-16-26

Board Meeting Date

Director of Schools (Signature)

Tim Haney

Board of Education Official (Signature)

Justin Weaver

Director of Schools (Print Name)

6-16-26

Board of Education Official (Print Name)

6-16-26

Date Signed

Date Signed

2026-27 Consolidated Funding Application

Consolidated Administration

Allocation - \$86,016.00

- Total from Title I - \$86,016.00

Provides funding for 50% of the Federal Director, 15% of the Federal Finance Director, and 20% of the Administrative Assistant to oversee all Title budgets.

Title I A (Michele)

Allocation - \$372,780.58 – (\$86,016.00 to Consolidated Admin)

Title II A - \$63,917.61 moved to Title I

Title IV - \$28,489.23 moved to Title I

Title I provides funding for

- 1 Educational Assistant for TES
- 1 Instructional/Behavioral Support person for PHS
- 1 Instructional Facilitator for TRMS
- 3 Interventionists for TES
- Instructional supplies, homeless supplies, equipment, and professional development opportunities

Title II A (Michele)

Allocation - \$63,917.61 moved to Title I

Title III A (Amy)

Allocation - \$4,960.68

The grant provides supplementary supplies for ELA students and professional development opportunities for ELA instructors and Directors.

Title IV

Allocation - \$28,489.23 moved to Title I

Title V (formally Title VI) (Michele)

Allocation - None

IDEA, Part B (Amy)

Allocation - \$311,525.00

Provides funding for

- 2 SPED Teachers
- 5 SPED educational assistants
- 11% of salary of Special Populations Director
- 16% of salary for Bookkeeper
- 19% of salary for Administrative Assistant
- Instructional supplies, copier needs, and professional development opportunities

IDEA Pre-K (Amy)

Allocation - \$11,190.00

Provides funding for

- 15% of salary for a SPED Pre-K classroom teacher (85% funded through GP SPED budget)

2026-2027
Trenton Special School District
Proposed Regular School Board Meetings

July 28, 2026

August – No Meeting

September 1, 2026

October 6, 2026

November 3, 2026

December 1, 2026

January 5, 2027 – If needed

February 2, 2027

March 9, 2027

April 6, 2027

May 4, 2027

June 22, 2027

Public Comment Period – There shall be a public comment period for each meeting with actionable items on the agenda, with the exception of teacher disciplinary hearings. Comments shall be limited to topics listed on the agenda. The total public comment period shall be for no more than ten (10) minutes. If an individual wishes to address the Board, he/she shall sign up on the form provided before the beginning of the board meeting to request time to speak. Each speaker shall be given no more than two (2) minutes. Delegations shall select only one (1) individual to speak on their behalf unless otherwise determined by the Board.

		Amend			
Title I 101 Budget Amendment 25-01 #3					
6/11/2026		<u>Original</u>	<u>Increase</u>	<u>Decrease</u>	<u>Amended</u>
<u>71100 - Regular Instruction</u>					
163 Educational Assistants	25,347.00				25,347.00
189 Other Salaries and Wages	105,369.12				105,369.12
195 Certified Substitute Teachers	500.00				500.00
198 Non-Cert. Substitute Teachers	500.00				500.00
201 Social Security 6.2%	5,755.21				5,755.21
204 State Retirement	5,794.56				5,794.56
207 Medical Insurance	10,373.30				10,373.30
212 Medicare 1.45%	1,895.38				1,895.38
299 Other Fringe Benefits .45%	614.37				614.37
429 Inst. Materials and Supplies	66,602.05	206.32			66,808.37
722 Equipment	61,729.22				61,729.22
Subtotal	284,480.21	206.32	-		284,686.53
<u>72130 - Other Student Support</u>					
189 Other Salaries and Wages	44,038.00				44,038.00
201 Social Security 6.2%	3,964.00				3,964.00
204 State Retirement 6.42%	4,076.00				4,076.00
207 Medical Insurance	4,009.07				4,009.07
212 Medicare 1.45%	639.00				639.00
299 Other Fringe Benefits .45%	207.00				207.00
499 Other Supplier and Materials	1,350.00				1,350.00
Subtotal	58,283.07	-	\$0.00		58,283.07
<u>72210 - Support Services</u>					
189 Other Salaries and Wages	115,485.00				115,485.00
201 Social Security 6.2%	7,160.07				7,160.07
204 State Retirement 6.42%	6,663.48				6,663.48
207 Medical Insurance	9,226.89				9,226.89
212 Medicare 1.45%	1,674.53				1,674.53
299 Other Fringe Benefits .45%	542.78				542.78
524 In-Service Staff Development	54,315.37				54,315.37
Subtotal	195,068.12	-	-		195,068.12
99100 590 Indirect Cost	1.00	3,461.37			3,462.37
47141 Revenue Account			\$ 3,667.69		
Total	\$ 537,832.40	\$ 3,667.69	\$ 3,667.69	\$ 541,500.09	

Justification: Additional funding was added.

Trenton Special School District Calendar 2026-2027 - Amended

July 27	PD Day
July 28	PD Day
July 29	Admin Day
July 30	Admin Day –Open House
July 31	PD Day
August 3	Students' First Day – Abbreviated/Full Day for Teachers & Staff
August 26	Early Dismissal Day for Students/PD for Teachers & Staff **
September 7	Labor Day (No School)
September 16	Early Dismissal Day for Students/PD for Teachers & Staff **
September 17	No School for Students; Parent-Teacher Conference (11:30-6:30)
October 12-16	Fall Break (No School)
October 21	Early Dismissal Day for Students/PD for Teachers & Staff * **
November 23-27	Thanksgiving Break (No School)
December 9	Early Dismissal Day for Students/PD for Teachers & Staff **
December 18	Abbreviated Day for Students
December 21 - January 1	Winter Break (No School)
January 4	PD Day (No School for Students)
January 5	Students Return to School
January 18	Martin Luther King Jr. Day (No School)
January 27	Early Dismissal Day for Students/PD for Teachers & Staff **
February 4	Abbreviated Day for students; Parent-Teacher Conference 1-7 pm
February 15	Presidents Day (No School)
February 24	Early Dismissal Day for Students/PD for Teachers & Staff **
March 17	Early Dismissal Day for Students/PD for Teachers & Staff * **
March 26	Good Friday
March 29 – April 2	Spring Break (No School)
May 7	Strawberry Festival (No School)
May 12	Early Dismissal Day for Students/PD for Teachers & Staff **
May 25	Last Day of School
May 26	Admin Day

Inclement Weather Make Up Days (If days need to be made up due to inclement weather, these days may be used) –

MLK Day, Presidents Day, Strawberry Festival, Spring Break

Other Admin Days will be Parent Teacher Conferences and Online Video Day.

*ACT/ASVAB Test Date window projected – if not, date may change

**Buses WILL run on Early Dismissal Days. Early Dismissal will be approx. 11:30 am

Per state requests, we need to reduce the early dismissal days from 8 to 6 so that it equals hours equivalent for 3 school days. We need to keep 10 days available for inclement weather and emergency closings.

We are also asking the move the September date from 9/23 to 9/16 to only disrupt one week instead of both of those weeks. We are out on 9/17 for Parent-Teacher Conference.

June 16, 2026
New Budget Items

Summer Learning Camps			
Revenue		Debit	Credit
141-46590-934	State Funds	\$150,916.94	
		\$150,916.94	
Expenditures			
141-71100-116-934	Teachers		\$91,200.00
141-71100-163-934	Educational Assistants		\$6,400.00
141-71100-201-934	Social Security		\$6,051.20
141-71100-204-934	State Retirement		\$8,688.00
141-71100-212-934	Employer Medicare		\$1,415.20
141-72210-105-934	Other Salaries & Wages		\$12,000.00
141-72210-201-934	Social Security		\$744.00
141-72210-204-934	State Retirement		\$1,080.00
141-72210-212-934	Medicare		\$174.00
141-72710-105-934	Supervisor		\$1,000.00
141-72710-146-934	Bus Drivers		\$9,120.00
141-72710-189-934	Other Salaries & Wages		\$4,800.00
141-72710-201-934	Social Security		\$863.04
141-72710-204-934	State Retirement		\$1,044.00
141-72710-207-934	Employer Medicare		\$216.34
141-72710-338-934	Maintenance & Repair Services		\$1,586.26
141-72710-412-934	Diesel Fuel		\$4,534.90
			\$150,916.94

COMMERCIAL PURCHASE AND SALE AGREEMENT

1. **Purchase and Sale.** For and in consideration of the mutual covenants herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the undersigned buyer Peggy Bell ("Buyer") agrees to buy and the undersigned seller Trenton Special School District ("Seller") agrees to sell all that tract or parcel of land, with such improvements as are located thereon, described as follows: All that tract of land known as: 00 Highway 45 Bypass (Address) Trenton (City), Tennessee, 38382 (Zip), as recorded in Gibson County Register of Deeds Office, 2945 deed book(s), 2945 page(s), and/or 00 instrument no. and as further described as: A small part approximately 1/3 acre of Map 106 P C 001.00 as described in the attached plat. together with all fixtures, landscaping, improvements, and appurtenances, all being hereinafter collectively referred to as the "Property", as more particularly described in Exhibit "A" or if Exhibit A is not attached as is recorded with the Register of Deeds of the county in which the Property is located and is made a part of this Commercial Purchase and Sale Agreement ("Purchase and Sale Agreement" or "Agreement") by reference.
2. **Purchase Price.** The total purchase price for the Property shall be Ten Thousand U.S. Dollars, (\$ 10,000.00) ("Purchase Price"), and is subject to all prorations and adjustments and shall be paid by Buyer at the Closing by cash, a Federal Reserve Bank wire transfer of immediately available funds, cashier's check or certified check.
3. **Earnest Money/Trust Money.** Buyer has paid or will pay within 5 business days after the Binding Agreement Date, the sum of \$ 100.00 with L A Realty of Trenton, LLC ("Holder") located at 107 W Court Sq Trenton, TN 38382 (Address of Holder). Additional Earnest Money/Trust Money, if any, to be tendered and applied as follows:

This sum ("Earnest Money/Trust Money") is to be applied as part of the Purchase Price at Closing.

A. Failure to Receive Earnest Money/Trust Money. In the event Earnest Money/Trust Money is not timely received by Holder or Earnest Money/Trust Money check or other instrument is not honored for any reason by the financial institution from which it is drawn, Holder shall promptly notify Buyer and Seller. Buyer shall have three (3) business days after notice to deliver good funds to Holder. In the event Buyer does not timely deliver good funds to Holder, this Agreement shall automatically terminate and Holder shall notify the parties of the same. Holder shall disburse Earnest Money/Trust Money only as follows:

- (a) at Closing to be applied as a credit toward Buyer's Purchase Price;
- (b) upon a subsequent written agreement signed by Buyer and Seller; or
- (c) as set forth below in the event of a dispute regarding Earnest Money/Trust Money.

No party shall seek damages from Holder, nor shall Holder be liable for any such damages, and all parties agree to defend and hold harmless Holder for any matter arising out of or related to the performance of Holder's duties hereunder.

B. Disputes Regarding Earnest Money/Trust Money. In the event Buyer or Seller notifies Holder of a dispute regarding disposition of Earnest Money/Trust Money that Holder cannot resolve, Buyer and Seller agree to interplead Earnest Money/Trust Money into a court of competent jurisdiction. Holder shall be reimbursed for, and may deduct from any funds interpleaded, its costs and expenses, including reasonable attorney's fees. The prevailing party in the interpleader action shall be entitled to collect from the other party the costs and expenses reimbursed to Holder, and upon payment of

such funds into the court clerk's office, Holder shall be released from all further liability in connection with the funds delivered.

4. Inspection. Prior to Closing, Buyer and Buyer's agents shall have the right to enter upon the Property at Buyer's expense and at reasonable times to inspect, survey, examine, and test the Property as Buyer may deem necessary as part of Buyer's acquisition of the Property. Buyer may, for a fee, obtain a septic system inspection letter from the Tennessee Department of Environment and Conservation, Division of Ground Water Protection. Buyer shall indemnify and hold Seller and all Brokers harmless from and against any and all claims, injuries, and damages to persons and/or property arising out of or related to the exercise of Buyer's rights hereunder. Buyer shall have 15 days after the Binding Agreement Date ("Due Diligence Period") to evaluate the Property, the feasibility of the transaction, the availability and cost of financing, and any other matter of concern to Buyer. During the Due Diligence Period, Buyer shall have the right to terminate this Agreement upon notice to Seller if Buyer determines, based on a reasonable and good faith evaluation of the above, that it is not desirable to proceed with the transaction, and Buyer will be entitled to a refund of the Earnest Money/Trust Money. Within _____ days after the Binding Agreement Date, Seller shall deliver to Buyer copies of the materials concerning the Property referenced in Exhibit "B" (collectively "Due Diligence Materials"), which materials shall be promptly returned by Buyer if Agreement does not Close for any reason. If Buyer fails to timely notify Seller that it is not proceeding with the transaction, Buyer shall waive its rights to terminate this Agreement pursuant to this paragraph.

5. Title.

A. Warranties of Seller. Seller warrants that at Closing Seller shall convey good and marketable, fee simple title to the Property to Buyer, subject only to the following exceptions ("Permitted Exceptions"):

- (1) Liens for ad valorem taxes not yet due and payable.
- (2) Those exceptions to which Buyer does not object or which Buyer waives in accordance with the Title Issues and Objections paragraph below. "Good and marketable, fee simple title" with respect to the Property shall be such title:
 - (a) as is classified as "marketable" under the laws of Tennessee; and
 - (b) as is acceptable to and insurable by a title company doing business in Tennessee ("Title Company"), at standard rates on an American Land Title Association Owner's Policy ("Title Policy").

B. Warranties of Buyer. Buyer warrants Buyer is not a sanctioned nonresident alien, sanctioned foreign business, or sanctioned foreign government or an agent, trustee, or fiduciary thereof and therefore is not precluded from purchasing Property pursuant to Tenn. Code Ann. §66-2-301, et seq.

C. Title Issues and Objections. Buyer shall have _____ days after the Binding Agreement Date to furnish Seller with a written statement of any title objections, UCC-1 or UCC-2 Financing Statements, and encroachments, and other facts affecting the marketability of the Property as revealed by a current title examination. Seller shall have _____ days after the receipt of such objections (the "Title Cure Period") to cure all valid title objections. Seller shall satisfy any existing liens or monetary encumbrances identified by Buyer as title objections which may be satisfied by the payment of a sum certain prior to or at Closing. Except for Seller's obligations in the preceding sentence, if Seller fails to cure any other valid title objections of Buyer within the Title Cure Period (and fails to provide Buyer with evidence of Seller's cure satisfactory to Buyer and to Title Company), then within five (5) days after the expiration of the Title Cure Period, Buyer may as Buyer's sole remedies: (1) rescind the transaction contemplated hereby, in which case Buyer shall be entitled to the return of Buyer's Earnest Money/Trust Money; (2) waive any such objections and elect to Close the transaction contemplated hereby irrespective of such title objections and without reduction of the Purchase Price; or (3) extend the Closing Date period for a period of up to fifteen (15) days to allow Seller further time to cure such valid title objections. Failure to act in a timely manner under this paragraph shall constitute a waiver of Buyer's rights hereunder. Buyer shall have the right to reexamine title prior to Closing and notify Seller at Closing of any title objections which appear of record after the date of Buyer's initial title examination and before Closing.

6. Closing.

A. Closing Date. This transaction shall be consummated on May 1st, 2026, (the "Closing Date") or at such other time the parties may agree upon in writing.

B. Closing Agency for Buyer & Contact Information:

Dyer Land Title

Closing Agency for Seller & Contact Information:

Dyer Land Title

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C. Possession. Seller shall deliver possession and occupancy of the Property to Buyer at Closing, subject only to the rights of tenants in possession and the Permitted Exceptions.

7. Seller’s Obligations at Closing. At Closing, Seller shall deliver to Buyer:

- (a) a Closing Statement;
- (b) deed (mark the appropriate deed below)
 - ☒ General Warranty Deed ☐ Special Warranty Deed
 - ☐ Quit Claim Deed ☐ Other: _____
- (c) all documents which Seller must execute under the terms of this Agreement to cause the Title Company to deliver to Buyer the Title Policy including, without limitation, a title affidavit from Seller to Buyer and to the Title Company in the form customarily used in Tennessee commercial real estate transactions so as to enable the Title Company to issue Buyer the Title Policy with all standard exceptions deleted and subject only to Permitted Exceptions; and
- (d) evidence reasonably satisfactory to Buyer at Closing of all documents/items indicated in Exhibit “C”, if any (all documents to be delivered by Seller under this paragraph, including all documents/items indicated in Exhibit “C” are collectively “Seller’s Closing Documents”).

8. Conditions to Closing.

Review and approval of survey.
Deed restrictions will be as follows:
No building/structure (temporary or permanent)
No fence of any kind.
Driveway with a hard surfac, asphalt or concrete.
Any sign should be placed on the North side of the driveway.
These restrictions follow the property to any subsequent owners
Deed includes a first right of refusal back to the school district for any subsuquent sales.
No comission to realtor.

Property will be deeded to Jason Harrison

9. Costs.

- A. Seller’s Costs.** Seller shall pay all existing loans and/or liens affecting the Property; the cost of recording any title curative documents, including without limitation, satisfactions of deeds to secure debt, quitclaim deeds and financing statement termination; any accrued and/or outstanding association dues or fees; fee (if any) to obtain lien payoff/estoppel letters/statement of accounts from any and all associations, property management companies, mortgage holders or other liens affecting the Property; all applicable deed recording fees; the fees of Seller’s counsel and, if checked, ☐ **all transfer taxes**, otherwise Buyer is responsible for transfer taxes.
- In the event Seller is subject to Tax Withholding as required by the Foreign Investment in Real Property Tax Act, (hereinafter “FIRPTA”), Seller additionally agrees that such Tax Withholding must be collected from Seller by Buyer’s Closing Agent at the time of Closing.** In the event Seller is not subject to FIRPTA, Seller shall be required as a condition of Closing to sign appropriate affidavits certifying that Seller is not subject to FIRPTA. *It is Seller’s responsibility to seek independent tax advice or counsel prior to the Closing Date regarding such tax matters.*
- B. Buyer’s Costs.** Buyer shall pay the cost of Buyer’s counsel and consultants; any costs in connection with Buyer’s inspection of the Property and any costs associated with obtaining financing for the acquisition of the Property (including any intangibles tax, recording fees for deed of conveyance and deed of trust and cost of recording Buyer’s loan documents.)
- C. Additional Costs.** In addition to the costs identified above, the following costs shall be paid by the parties hereto as indicated below:

<u>Item to be Paid</u>	<u>Paid by Seller</u>	<u>Paid by Buyer</u>
Survey	☐	☒
Title Examination	☐	☒
Premium for Standard Owner’s Title Insurance Policy	☐	☒
Other: _____	☐	☐
Other: _____	☐	☐

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Other: _____ ☐ ☐

10. Taxes and Prorations. Real estate taxes on the Property for the calendar year in which the Closing takes place shall be prorated as of 12:01 a.m. local time on the Closing Date. Seller shall be responsible (even after Closing) for paying all taxes (including previous reassessments) on the Property for the time period during which Seller owned the Property and shall indemnify the Buyer therefore. In addition, the following items shall also be prorated as of 12:01 a.m. local time on the Closing Date *[Select only those that apply to this transaction; the items not checked do not apply to this Agreement]:*

- | | | |
|---------------------------------------|--|---|
| ☐ Utilities | ☐ Service Contracts | ☐ Tenant Improvement Costs |
| ☐ Rents | ☐ Leasing Commissions | ☐ Other: _____ |
| ☐ Other: _____ | | ☐ Other: _____ |

11. Representations and Warranties.

A. Seller's Representations and Warranties. As of the Binding Agreement Date and the Closing Date, Seller represents and warrants to Buyer that Seller has the right, power, and authority to enter into this Agreement and to convey the Property in accordance with the terms and conditions of this Agreement. The persons executing this Agreement on behalf of Seller have been duly and validly authorized by Seller to execute and deliver this Agreement and shall have the right, power, and authority to enter into this Agreement and to bind Seller. Seller also makes the additional representations and warranties to Buyer, if any, as indicated on Exhibit "D".

B. Buyer's Representations and Warranties. As of the Binding Agreement Date and the Closing Date, Buyer represents and warrants to Seller that Buyer has the right, power, and authority to enter into this Agreement and to consummate the transaction contemplated by the terms and conditions of this Agreement. The persons executing this Agreement on behalf of Buyer have been duly and validly authorized by Buyer to execute and deliver this Agreement and shall have the right, power, and authority to enter into this Agreement and bind Buyer. Upon Seller's request, Buyer shall furnish such documentation evidencing signor's authority to bind Buyer.

12. Agency and Brokerage.

A. Agency.

- (1) In this Agreement, the term "Broker" shall mean a licensed Tennessee real estate broker or brokerage firm and, where the context would indicate, the Broker's affiliated licensees. No Broker in this transaction shall owe any duty to Buyer or Seller greater than what is set forth in their brokerage engagements, the Tennessee Real Estate Broker License Act of 1973, as amended, and the Tennessee Real Estate Commission rules and regulations.
- (2) A Designated Agent is one who has been assigned by the Managing Broker and is working as an agent for the Seller or Buyer in a prospective transaction, to the exclusion of all other licensees in the company.
- (3) An Agent for the Seller or Buyer is a type of agency in which the licensee's company is working as an agent for the Seller or Buyer and owes primary loyalty to that Seller or Buyer.
- (4) A Facilitator relationship occurs when the licensee is not working as an agent for either party in this consumer's prospective transaction. A Facilitator may advise either or both of the parties to a transaction but cannot be considered a representative or advocate for either party. "Transaction Broker" may be used synonymously with, or in lieu of, "Facilitator" as used in any disclosures, forms or agreements. [By law, any licensee or company who has not entered into a written agency agreement with either party in the transaction is considered a Facilitator or Transaction Broker until such time as an agency agreement is established.]
- (5) A dual agency situation arises when an agent (in the case of designated agency) or a real estate firm (wherein the entire real estate firm represents the client) represents both the Buyer and Seller.
- (6) If one of the parties is not represented by a Broker, that party is solely responsible for their own interests, and that Broker's role is limited to performing ministerial acts for the unrepresented party.

B. Agency Disclosure.

- (1) The Broker, if any, working with the Seller is identified on the signature page as the "Listing Company"; and said Broker is (Select One. The items not selected are not part of this Agreement):

- ☐ the Designated Agent for the Seller,
- ☐ the agent for the Seller,
- ☒ a Facilitator for the Seller, OR
- ☐ a dual agent.

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(2) The Broker, if any, working with the Buyer is identified on the signature page as the "Selling Company", and said Broker is (Select One. The items not selected are not part of this Agreement):

- ☐ the Designated Agent for the Buyer,
- ☐ the agent for the Buyer,
- ☒ a Facilitator for the Buyer, OR
- ☐ a dual agent.

(3) **Dual Agency Disclosure.** *[Applicable only if dual agency has been selected above]* Seller and Buyer are aware that Broker is acting as a dual agent in this transaction and consent to the same. Seller and Buyer have been advised that:

1. In serving as a dual agent the Broker is representing two clients whose interests are, or at times could be, different or even adverse.
2. The Broker will disclose all adverse, material facts relevant to the transaction, and actually known to the dual agent, to all parties in the transaction except for information made confidential by request or instructions from another client which is not otherwise required to be disclosed by law.
3. The Buyer and Seller do not have to consent to dual agency, and
4. The consent of the Buyer and Seller to dual agency has been given voluntarily and the parties have read and understand their brokerage engagement agreements.
5. Notwithstanding any provision to the contrary contained herein, Seller and Buyer each hereby direct Broker, if acting as a dual agent, to keep confidential and not reveal to the other party any information which could materially and adversely affect their negotiating position unless otherwise prohibited by law.

(4) **Material Relationship Disclosure.** *[Required with dual Agency]* The Broker and/or affiliated licensees have no material relationship with either client except as follows: _____. A material relationship means one of a personal, familial or business nature between the Broker and affiliate licensees and a client which would impair their ability to exercise fair judgment relative to another client.

Seller Initials _____ Buyer Initials _____

C. **Brokerage.** Seller agrees to pay Listing Broker at Closing the compensation specified by separate agreement. The Listing Broker will direct the closing agency/attorney to pay the Selling Broker, from the commission received, an amount, if any, in accordance with the terms and provisions specified by separate agreement. The parties agree and acknowledge that the Brokers involved in this transaction may receive compensation from more than one party. All parties to this Agreement agree and acknowledge that any real estate firm involved in this transaction shall be deemed a third party beneficiary only for the purposes of enforcing their commission rights, and as such, shall have the right to maintain an action on this Agreement for any and all compensations due and any reasonable attorney's fees and court costs.

13. **Disclaimer.** It is understood and agreed that the real estate firms and real estate licensee(s) representing or assisting Seller or Buyer and their brokers (collectively referred to as "Brokers") are not parties to this Agreement and do not have or assume liability for the performance or nonperformance of Seller or Buyer. Buyer and Seller agree that Brokers shall not be responsible for any of the following, including but not limited to, those matters which could have been revealed through a survey, title search or inspection of the Property; the insurability of the Property or cost to insure the Property; for the condition of the Property, any portion thereof, or any item therein; for any geological issues present on the Property; for any issues arising out of Buyer's failure to physically inspect the Property prior to entering into this Agreement and/or Closing; for building products and construction techniques; for the necessity or cost of any repairs to the Property; for hazardous or toxic materials; for the tax or legal consequences of this transaction; for the availability, capability, and/or cost of utility, sewer, septic, or community amenities; for proposed or pending condemnation actions involving the Property; for applicable boundaries of school districts or other school information; for the appraised or future value of the Property; for any condition(s) existing off the Property which may affect the Property; for the terms, conditions and availability of financing; and for the uses and zoning of the Property whether permitted or proposed. Buyer and Seller acknowledge that Brokers are not experts with respect to the above matters and that they have not relied upon any advice, representations or statements of Brokers (including their firms and affiliated licensees) and waive and shall not assert any claims against Brokers (including their firms and affiliated licensees) involving same. Buyer and Seller understand that it has been strongly recommended that if any of these or any other matters concerning the Property are of concern to them,

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Email. **NOTICE** shall be deemed to have been given as of the date and time it is actually received. Receipt of notice by the real estate licensee or their Broker assisting a party as a client or customer shall be deemed to be notice to that party for all purposes under this Agreement as may be amended, unless otherwise provided in writing.

H. Remedies. In the event of a breach of this Agreement, the non-breaching party may pursue all remedies available at law or in equity except where the parties have agreed to arbitrate. Notwithstanding the above, if Buyer breaches Buyer's obligations or warranties herein Seller shall have the option to request that Holder pay the Earnest Money/Trust Money to Seller, which if disbursed to Seller by Holder shall constitute liquidated damages in full settlement of all claims by Seller. Such liquidated damages are agreed to by the parties not to be a penalty and to be a good faith estimate of Seller's actual damages, which damages are difficult to ascertain. In the event that any party hereto shall file suit for breach or enforcement of this Agreement (including suits filed after Closing which are based on or related to the Agreement), the prevailing party shall be entitled to recover all costs of such enforcement, including reasonable attorney's fees. The parties hereby agree that all remedies are fair and equitable and neither party will assert the lack of mutuality of remedies as a defense in the event of a dispute.

I. Equal Opportunity. This Property is being sold without regard to race, color, sex, religion, handicap, familial status, or national origin.

J. Termination by Buyer. In the event that Buyer legally and properly invokes Buyer's right to terminate this Agreement under any of the provisions contained herein, Buyer shall pay the sum of one hundred dollars (\$100.00) to Seller as consideration for Buyer's said right to terminate, the sufficiency and adequacy of which is hereby acknowledged. Earnest Money/Trust Money shall be disbursed according to the terms stated herein.

K. Severability. If any portion or provision of this Agreement is held or adjudicated to be invalid or unenforceable for any reason, each such portion or provision shall be severed from the remaining portions or provisions of this Agreement, and the remaining portions or provisions shall be unaffected and remain in full force and effect.

L. Construction. This Agreement or any uncertainty or ambiguity herein shall not be construed against any party but shall be construed as if all parties to this Agreement jointly prepared this Agreement.

16. Exhibited and Addenda. All exhibits and/or addenda attached hereto, listed below, or referenced herein are made a part of this Agreement. If any such exhibit or addendum conflicts with any preceding paragraph, said exhibit or addendum shall control:

- ☐ Exhibit "A" Legal Description
- ☐ Exhibit "B" Due Diligence Documents
- ☐ Exhibit "C" Addition to Seller's Closing Documents
- ☐ Exhibit "D" Seller's Warranties and Representations

17. Special Stipulations. The following Special Stipulations, if conflicting with any preceding paragraph, shall control:

☐ (Mark box if additional pages are attached.)

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that they secure the services of appropriately credentialed experts and professionals of Buyer's or Seller's choice for the independent expert advice and counsel relative thereto. Buyer and Seller acknowledge that photographs, marketing materials, and digital media used in the marketing of the property may continue to remain in publication after Closing. Buyer and Seller agree that Brokers shall not be liable for any uses of photographs, marketing materials or digital media of which the Broker is not in control.

14. Destruction of Property Prior to Closing. If the Property is destroyed or substantially destroyed prior to Closing, Seller shall give Buyer prompt notice thereof, which notice shall include Seller's reasonable estimate of: (1) the cost to restore and repair the damage; (2) the amount of insurance proceeds, if any, available for the same; and (3) whether the damage will be repaired prior to Closing. Upon notice to Seller, Buyer may terminate this Agreement within seven (7) days after receiving such notice from Seller. If Buyer does not terminate this Agreement, Buyer shall be deemed to have accepted the Property with the damage and shall receive at Closing (1) any insurance proceeds which have been paid to Seller but not yet spent to repair the damage and (2) an assignment of all unpaid insurance proceeds on the claim. Buyer may request in writing, and Seller shall provide within five (5) business days, all documentation necessary to confirm insurance coverage and/or payment or assignment of insurance proceeds.

15. Other Provisions.

A. Exhibits, Binding Effect, Entire Agreement, Modification, Assignment, and Binding Agreement Date. This Agreement shall be for the benefit of, and be binding upon, the parties hereto, their heirs, successors, legal representatives and assigns. This Agreement constitutes the sole and entire agreement between the parties hereto and no modification of this Agreement shall be binding unless signed by all parties or assigns to this Agreement. No representation, promise, or inducement not included in this Agreement shall be binding upon any party hereto. Any assignee shall fulfill all the terms and conditions of this Agreement. It is hereby agreed by both Buyer and Seller that any real estate agent working with or representing either party shall not have the authority to bind the Buyer, Seller or any assignee to any contractual agreement unless specifically authorized in writing within this Agreement. The parties hereby authorize either licensee to insert the time and date of the receipt of notice of acceptance of the final offer and further agree to be bound by such as the Binding Agreement Date following the signatory section of this Agreement, or Counter Offer, if applicable.

B. Survival Clause. Any provision herein contained, which by its nature and effect, is required to be performed after Closing shall survive the Closing and delivery of the deed and shall remain binding upon the parties to this Agreement and shall be fully enforceable thereafter. Notwithstanding the above, the representations and warranties made in Exhibit "D" shall survive the Closing for a period of 30 days after the date of Closing.

C. Governing Law and Venue. This Agreement is intended as a contract for the purchase and sale of real property and shall be interpreted in accordance with the laws and in the courts of the State of Tennessee.

D. Time of Essence. Time is of the essence in this Agreement.

E. Terminology. As the context may require in this Agreement: (1) the singular shall mean the plural and vice versa; (2) all pronouns shall mean and include the person, entity, firm, or corporation to which they relate; (3) the feminine shall mean the masculine and vice versa; and (4) the term day(s) used throughout this Agreement shall be deemed to be calendar day(s) ending at 11:59 p.m. local time unless otherwise specified in this Agreement. Local time is to be determined by the location of the Property. All references to time are deemed to be local time. **In the event a performance deadline**, other than the Closing Date (as defined in herein), Day of Possession (as defined herein), and Offer Expiration date (as defined herein), occurs on a Saturday, Sunday or legal holiday, the performance deadline shall be extended to the next following business day. Holidays as used herein are those days deemed federal holidays pursuant to 5 U.S.C. § 6103. In calculating any time period under this Agreement, the commencement day shall be the day following the initial date (e.g. Binding Agreement Date).

F. Responsibility to cooperate. Buyer and Seller agree to timely take such actions and produce, execute, and/or deliver such information and documentation as is reasonably necessary to carry out the responsibilities and obligations of this Agreement. Except as to matters which are occasioned by clerical errors or omissions or erroneous information, the approval of the Closing documents by the parties shall constitute their approval of any differences between this Agreement and the Closing. The Buyer and Seller agree that if requested after Closing they will correct any documents and pay any amounts due where such corrections or payments are appropriate by reason of mistake, clerical errors or omissions, or the result of erroneous information.

G. Notices. Except as otherwise provided herein, all notices and demands required or permitted hereunder shall be in writing and delivered either (1) in person, (2) by a prepaid overnight delivery service, (3) by facsimile transmission (FAX), (4) by the United States Postal Service, postage prepaid, registered or certified return receipt requested or (5)

18. **Method of Execution.** The parties agree that signatures and initials transmitted by a facsimile, other photocopy transmittal, or by transmittal of digital signature as defined by the applicable State or Federal Law will be acceptable and may be treated as originals and that the final Commercial Purchase and Sale Agreement containing all signatures and initials may be executed partially by original signature and partially on facsimile, other photocopy documents, or by digital signature as defined by the applicable State or Federal Law.

19. **Time Limit of Offer.** This Offer may be withdrawn at any time before acceptance with Notice. Offer terminates if not countered or accepted by 12:00 o'clock ☐ a.m./ ☐ p.m. local time on the _____ day of _____.

LEGAL DOCUMENTS: This is an important legal document creating valuable rights and obligations. If you have any questions about it, you should review it with your attorney. Neither the Broker nor any Agent or Facilitator is authorized or qualified to give you any advice about the advisability or legal effect of its provisions.

NOTE: Any provisions of this Agreement which are preceded by a box "☐" must be marked to be a part of this Agreement. By affixing your signature below, you also acknowledge that you have reviewed each page and have received a copy of this Agreement.

Buyer hereby makes this offer.

BUYER *Peggy Bell*

By: _____

Title: _____

Entity: _____

_____ at _____ o'clock ☐ am/ ☐ pm

Offer Date

BUYER

By: _____

Title: _____

Entity: _____

_____ at _____ o'clock ☐ am/ ☐ pm

Offer Date

Seller hereby:

- ☒ **ACCEPTS** – accepts this offer.
☐ **COUNTERS** – accepts this offer subject to the attached Counter Offer(s).
☐ **REJECTS** – rejects this offer and makes no counter offer.

SELLER *Trenton Special School District*

By: _____ *Tim Haney*

Title: _____ *Superintendent*

Entity: _____ *Trenton Special School District*

_____ at _____ o'clock ☐ am/ ☐ pm

Date

SELLER

By: _____

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395 **Title:** _____

396 **Entity:** _____

397 _____ at _____ o'clock ☐ am/ ☐ pm

398 **Date**

399

400 **Binding Agreement Date.** This instrument shall become a “Binding Agreement” on the date (“Binding Agreement Date”)

401 the last offeror, or licensee of offeror, receives notice of offeree’s acceptance. Notice of acceptance of the final offer was

402 received by _____ on _____ at _____ o'clock ☐ am/ ☐ pm

For Information Purposes Only:

_____	<i>L A Realty, LLC</i>
Listing Company	Selling Company
<i>Ed Norman</i>	_____
Independent Licensee	Independent Licensee
_____	<i>ednorman@larealtyllc.com</i>
Licensee Email	Licensee Email
_____	_____
Licensee Cellphone No.	Licensee Cellphone No.

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