

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy			
	Instructional Goals and Objectives	Descriptor Term:	Descriptor Code:	Issued:
			I-100	7/95
			Reviewed:	Revised:
	7/23	9/23		

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

Knox County Schools will provide an educational program designed to help each student be college and career ready upon graduation from high school. Through implementation of the Tennessee State Standards, students will be able to:

- read a variety of complex text, both literary and informational, to build knowledge, gain insights, explore possibilities and broaden their perspective;
- communicate complex information in a clear and articulate manner using effective oral, written and media skills;
- develop conceptual understanding, procedural skill and fluency, and application skills in mathematics and science to solve complex real world issues and problems;
- participate effectively in civic life with a solid understanding of world geography, economics, history and finance;
- develop positive habits that support good physical, mental, social and emotional well-being;
- appreciate and participate in the arts;
- pursue the acquisition of world languages;
- effectively use current and emerging technologies to access, manage and create information;
- build career awareness in elementary school, engage in career exploration in middle school, and experience community-connected learning in high school;
- develop a plan in 8th grade for a high school experience that aligns to their career goals and aspirations;
- and adjust the plan in 10th grade to plan for the first two years after high school graduation;
- think creatively and work collaboratively with others;
- demonstrate flexibility, adaptability, initiative and self-direction;
- demonstrate a commitment to lifelong learning and personal excellence; and
- develop the 21st century skills necessary for a successful transition to college and/or career as identified in the 865 Ready Portrait of a Graduate.

Approved as to Legal Form
By Knox County Law Director 7/27/2023
/Gary T. Dupler/Deputy Law Director

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy			
	Curriculum	Descriptor Term:	Descriptor Code:	Issued:
			I-110	7/95
			Reviewed:	Revised:
	7/23	3/16		

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

The Knox County Schools will implement the Tennessee State Standards in compliance with the State of Tennessee.

The primary responsibility for the effective operation of the curriculum program and activities is delegated to the Director of Schools and the Director’s designees.

School principals shall be responsible for administering the established instructional programs and for the development and supervision of a coordinated plan for the improvement of instruction in their schools.

Legal References:

1. T.C.A. § 49-1-314.
2. TRR/MS 0520-1-3-.03(1).

Approved as to Legal Form
By Knox County Law Director 1/27/2016
*/Gary T. Dupler/*Deputy Law Director

Section I:

**Instructional
Goals and
Objectives**

Knox County Board of Education Policy

Descriptor Term:

Early College Admission

Descriptor Code:

I-120

Issued:

7/95

Reviewed:

7/23

Revised:

9/23

1
2 Early admission into college may be considered for a qualified 12th grade student who has at least a 3.5
3 grade point average and a minimum ACT composite score of 25 or an equivalent SAT score. Such a
4 student, upon proper completion of the freshman year in a participating institution of higher learning,
5 may be awarded credit for the senior year of high school.
6

7 To be considered for this program, the student shall:

- 8
- 9 1. Meet the early admission requirements of the college or university and provide evidence of early
10 acceptance.
11
 - 12 2. Submit a written request to the high school principal at the end of the eleventh year of school,
13 signed by student and parents/legal guardians. The request must include a plan for seamless
14 transition from high school on the date the student enrolls in the postsecondary institution.
15
 - 16 3. Agree to forego all school athletics, performances, curricular activities, and extra-curricular
17 activities except:
18
 - 19 a. The prom, provided the student is eligible based on the individual school's expectation for
20 prom participation.
21
 - 22 b. Any school-sponsored senior activity connected to graduation.
23
- 24

25 The school shall:

- 26 1. Conduct a review by the principal, counseling staff, and postsecondary institution.
27
 - 28 2. Create a written agreement including the postsecondary coursework and verification that the
29 courses identified are an appropriate substitute for any remaining graduation requirements for
30 the student.
31
 - 32 3. Hold the agreement on file in the office of the principal.
33
- 34

35 To be eligible for graduation from the high school, the student shall:

- 36 1. Satisfactorily complete the college freshman year including all courses prescribed by the high
37 school principal as acceptable for the required high school credits; and
38
 - 39 2. Make all necessary arrangements with the high school for participation in commencement
40 exercises, if desired and feasible.
41
- 42

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

Legal Reference:

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

Approved as to Legal Form
By Knox County Law Director 7/27/2023
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Enrollment in College Level Courses	Descriptor Term:	Descriptor Code: Issued:
			I-121 7/95
		Reviewed:	Revised:
	8/23	10/23	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

High school students who are in good standing may earn high school credit by enrolling in college level courses at an institution of higher education.¹

The institution shall be accredited by the state or by a state-approved accrediting agency. In order to qualify for college credit, a student shall:

1. Meet all the requirements for dual credit/enrollment of the college/university;
2. Include the college level courses in a graduation plan endorsed by school counseling personnel as appropriate;
3. Complete a dual enrollment form at the high school and obtain signatures from the principal and school counselor;
4. Agree to assume any additional financial, textbook, and/or equipment costs associated with the college level course;
5. Obtain acceptance of the college admissions officer and complete course registration in conjunction with the school counseling personnel; and
6. Continue to be enrolled in their base high school.

Upon receipt of the course grade transmitted directly from the institution of higher education, the high school shall grant credit on a term-to-term basis. Such grades shall be included in the computation of the student's cumulative grade-point average as consistent with the district's grading policy.

Legal Reference:

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

Approved as to Legal Form
By Knox County Law Director 8/16/2023
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term:	Descriptor Code:	Issued:
	Course Credit Earned Outside the Base High School	I-122	2/02
		Reviewed: 7/23	Revised: 7/23

High school course credit (i.e. e-learning courses, distance learning courses, etc.) earned outside the district shall be accepted only with prior written permission of the high school principal and only within the following limiting conditions:

1. Institution awarding course credit is accredited by the state or by a state-approved accrediting agency.
2. Makeup credit may be allowed for a failed course that will enable the student to graduate with his/her class.
3. New course credit may be allowed only in the case of a student who, for reasons beyond the student's control, is unable to schedule the course in the base high school, or the new course credit will enable the student to graduate with his/her class.
4. Credit should be allowed only for courses which provide a final examination covering all terminal objectives of the particular curriculum framework of the Tennessee Department of Education.
5. All financial costs associated with the course work will be assumed by the student.
6. Enrollment for courses outside the district must be in addition to the minimum number of school courses in which the student is required to be enrolled at all times.

Upon receipt of the course grade transmitted directly from the granting institution, the receiving high school shall grant credit on a term-to-term basis. Such grades shall be included in the computation of the student's cumulative grade-point average as consistent with the district's grading policy.

RELEASED TIME COURSES

Under the following circumstances, the Knox County Board of Education is allowing high school students to receive one credit for each completed released time course, as validated by a transcript from the course provider and as provided in T.C.A. § 49-2-130 (g).¹

To decide whether one (1) elective credit may be awarded for a student's completion of a released time course, the Board and Knox County Schools' Curriculum Supervisors are to evaluate the course neutrally, without any test for religious content or denominational affiliation. Aside from content, the same internal procedures for evaluation and acceptance of any new course shall be followed. The secular criteria utilized to evaluate a released time course include:

- A. The amount of classroom instruction time shall be equivalent to a block when a high school uses block scheduling, or one class period when a high school does not use block scheduling.

- 2 B. The course syllabus, which shall reflect the course requirements and any materials used in the
- 3 course.
- 4
- 5 C. Methods of assessment used in the course shall be evaluated and it is expected that traditional
- 6 assessments, such as tests and projects, will be utilized.
- 7
- 8 D. The course provider must ensure that the course is taught by a Tennessee state certified teacher
- 9 with the relevant endorsements (if any). The provider selects the educator as long as the licensure
- 10 requirement is met.
- 11

12 An MOU/Agreement must be approved by the Board to establish a course provider and specific course(s)

13 offered for credit. Principal permission shall be granted if the course is approved by the Board and KCS

14 Curriculum Supervisors.

15

16 Courses shall be taught off-site from Knox County Schools' campuses. A signed parental/student release

17 is required for students to participate in a released time course.²

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41 _____

42 Legal Reference:

- 43 1. T.C.A. § 49-2-130(g).
- 44
- 45

46 Approved as to Legal Form

47 By Knox County Law Director 7/13/2023

48 /Gary T. Dupler/Deputy Law Director

49

<u>Section:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Academic Acceleration	Descriptor Term:	Descriptor Code: I-123
			Issued: 12/22
		Reviewed: 8/23	Revised: 10/23

1
2 **GENERAL**
3
4 Students in grades seven through twelve (7-12) may enroll in available advanced courses including, but
5 not limited to, advanced English language arts, mathematics, social studies, science, and world language
6 courses.¹
7
8 Guidance for course placement should not serve to limit enrollment in advanced courses, academic
9 programs, or career-technical pathways. Students are encouraged to challenge themselves academically
10 and engage in the most rigorous curricular offerings that are available.
11
12 In instances where multiple advanced course options exist, students will be encouraged to enroll in the
13 one most aligned to their postsecondary aspirations.
14
15 Knox County Schools supports an inclusive model for advanced academics.
16
17 Final grades for the advanced academic programs will align with State Board Policy 3.301 Uniform
18 Grading.
19
20 To enroll in these courses, students shall meet the following standards:
21
22 Honors Courses: A grade of 80 or higher and required statewide assessment scores of on-track or
23 mastery in the most recent preceding academic course.
24
25 Dual Credit Courses: Students must meet the eligibility requirements of the higher education
26 provider.
27
28 Dual Enrollment: Students must meet the eligibility requirements of the higher education
29 provider.
30
31 Advanced Placement: A grade of 80 or higher and required statewide assessment scores of on- track or
32 mastery in the most recent preceding academic course.
33
34 Cambridge International: A grade of 80 or higher and required statewide assessment scores of on- track
35 or mastery in the most recent preceding academic course.
36
37 International Baccalaureate: A grade of 80 or higher and required statewide assessment scores of on-
38 track or mastery in the most recent preceding academic course.
39
40 The district shall have the authority to consider additional factors, such as, but not limited to, local district
41 assessments, student interest, attendance, post-graduation plans, teacher recommendations, and parent
42 requests for the enrollment in advanced courses to fit the needs of the students.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

NOTIFICATION¹

Parent(s)/legal guardian(s) shall be provided notification of a student’s eligibility to enroll in advanced courses. The notification shall state that a student will remain enrolled in the course unless the parent/legal guardian submits a timely written request for removal. The Director of Schools shall determine the deadline to submit the request for removal.

Students may also be removed from an advanced course if the student’s teacher, counselor, and administrator determine that the student should be removed based on performance after thirty (30) days of instruction and the principal approves the request to remove the student. The parent or legal guardian should be notified of concerns as soon as they are apparent, and consulted regarding any decision to change the student’s schedule.

COLLEGE LEVEL COURSES²

The Knox County Schools shall award high school credit to students who successfully complete college-level courses in substitution for graduation requirement courses, including general education and elective focus courses.

Graduation Requirement Course
Algebra II

Substitute College Level Course
Applications and Interpretations SL

In accordance with Knox County Board of Education Policy I-121, qualified high school students who are in good standing may earn high-school credit by enrolling in college-level courses (1) through a Board-approved dual enrollment program on the high-school campus or (2) through classes at an institution of higher education, which are conducted at times that do not conflict with the enrollee’s regular course schedule. Written approval by the principal, or designee, shall be required for such concurrent enrollment.

Grades earned in such college level courses may be used to determine class rank and grade point average, provided high-school credit is awarded for the course.

The Board shall not be responsible for transportation or for any payment of college tuition or fees.

Legal References:

1. T.C.A. § 49-6-1012.
2. Tennessee State Board of Education Policy 3.301.
3. TRR/MS 0520-01-03-.03(7).
4. T.C.A. § 49-6-3111.

Approved as to Legal Form
By Knox County Law Director 8/29/2023
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Work-Based Learning	Descriptor Code:	Issued:
		I-130	7/95
		Reviewed:	Revised:
9/24	10/24		

1
2 Credit-bearing work-based learning activities are intended to serve as a capstone experience by which
3 students can pursue the goals laid out in their required Plan of Study. Students practice and demonstrate
4 the professional skills that are most valued by employers and postsecondary institutions and compile a
5 portfolio of work samples and references that serve as evidence of their abilities. The Tennessee
6 Department of Education (TDOE) policies address stand-alone credit-bearing experiences such as, but
7 not limited to Apprenticeships, Clinical Internships, Service Learning classes, and Supervised Agriculture
8 Experience.
9

10 Knox County Schools will follow all TDOE General Policies for Credit-Bearing Work-Based Learning
11 (WBL). The policies establish minimum general requirements for any credit-bearing work-based learning
12 opportunity.
13

14 Relation to Student’s Plan of Study and Graduation Requirements:

15
16 Capstone WBL experiences and training must be aligned with the student’s updated Plan of Study as
17 required in State Board of Education (SBE) High School Policy, equate to a full-time equivalent credit,
18 meet the standards of the Career Practicum or other WBL course in which they are enrolled, and facilitate
19 intentional progress toward the attainment of knowledge and skills necessary to pursue the student’s
20 postsecondary and career goals.
21

22 Participating students must be on track to meet the requirements for graduation or program completion
23 as adopted by the State Board and may earn WBL credit over the summer term as long as all WBL
24 program requirements are met.
25

26 Students participating in WBL activities must be at least 16 years of age.
27

28 Students must demonstrate a 90% attendance rate unless otherwise agreed upon prior to the start of the
29 WBL experience and deemed acceptable to the workplace mentor and WBL Coordinator.
30

31 Students must exhibit work readiness attitudes and skills as determined by the teacher and employer and
32 consistent with the Tennessee Department of Education WBL Policy and Implementation Guides before
33 beginning a WBL experience (SBE High School Policy 2.103). Students may use their 865 Ready Portrait
34 of a Graduate Portfolios as evidence of their attitudes and skills.
35

36 If a student is enrolled in a capstone WBL placement for credit, the time spent at the WBL placement
37 may be considered school enrollment time as outlined in the TDOE Student Membership and Attendance
38 Procedures Manual.
39

40 The capstone WBL course, *Work-Based Learning: Career Practicum*, may be used as the third or fourth
41 course for any Career and Technical Education (CTE) Program of Study or area of elective focus, but it
42

1 does not count toward CTE concentrator status. Students may earn up to six (6) credits per school year in
2 *Work-Based Learning: Career Practicum* during their junior and senior years. At least one (1) credit must
3 be earned through related classroom experience, which must include a minimum of two (2) periods per
4 week of classroom instruction. A minimum of five (5) hours per week of supervised work experience is
5 required for one additional credit, and a minimum of ten (10) hours per week is required for two (2)
6 additional credits. Students in capstone WBL experiences should earn credit through the Career Practicum
7 course or another appropriate WBL clinical or practicum course code.¹

8
9 Students earning credits for work experience must be supervised by a certified work-based learning
10 coordinator. Work-based learning programs must adhere to all state and federal child labor laws.

11
12 Prior approval must be obtained by the CTE Director or Special Education Director, respectively, before
13 students can be placed in occupations that require use of the Hazardous Occupations Exemption Form.

14
15 Knox County Schools will follow the Work-Based Learning Policy Guide established by the Tennessee
16 Department of Education (TDOE) which includes the policies for the implementation of credit- bearing
17 work-based learning experiences.

18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39

40
41 _____
Legal Reference:

42 1. T.C.A. § 49-11-909.
43
44
45

46 Approved as to Legal Form
47 By Knox County Law Director 8/16/2024
48 /Gary T. Dupler/Deputy Law Director
49

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Homebound Instruction	Descriptor Code: I-140	Issued: 1/08
		Reviewed: 7/23	Revised: 9/23

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

HOMEBOUND INSTRUCTION

Students considered for homebound instruction must have a health impairment of sufficient seriousness as certified by an approved provider or licensed doctor of medicine or osteopathy that prohibits them from regular school attendance, and that the student will miss more than ten (10) consecutive instructional days over the period of the school year due to the medical condition.

Students with disabilities previously certified as eligible under IDEA and state regulations will receive (if determined eligible by the IEP-Team) homebound services. Students with health impairments of a short duration or temporary nature will receive (if determined eligible by the Student Support Team (S-Team) or Section 504 Team) homebound services. Prior to the expiration of the homebound period, the team shall develop a transition plan for the student’s reentry into school.

All homebound placements shall be temporary. Homebound placements shall not exceed thirty (30) school days duration unless there is a health impairment that requires extended homebound instruction and placement. In that case, a homebound placement shall be reviewed at intervals of thirty (30) school days to ensure the appropriateness of the provision of instruction and placement.¹

HOMEBOUND SERVICES PROVIDED FOR STUDENTS POST-PREGNANCY

The homebound instruction program for post-pregnancy students shall consist of a minimum of three (3) hours of instruction per week for a period of six (6) weeks for natural delivery or 8 weeks for Caesarean delivery.²

The student's physician shall state, in writing, the student's condition for eligibility for homebound instruction, with an estimated date for delivery.

A homebound instruction program for longer than the six (6) week period shall be provided only to a student who is certified in writing by a physician as having health complications that prevent the student from returning to the least restrictive environment.

Legal References:

1. T.C.A. § 49-10-1102.
2. TRR/MS § 0520-1-2-.10.

Approved as to Legal Form
By Knox County Law Director 8/21/2023
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Gifted and Talented	Descriptor Code:	Issued:
		I-150	2/08
		Reviewed:	Revised:
10/23	9/23		

1
2 The Knox County Board of Education is committed to providing an appropriately challenging academic
3 environment, which focuses on high achievement standards through general, Career and Technical
4 Education, or special education.

5
6 **IDENTIFICATION**

7
8 Gifted and Talented (GT) students will be identified in grades K-12 using a variety of assessment
9 information and multiple criteria. The identification process will represent students among all gender,
10 cultural/ethnic background, and socio-economic status.

11
12 Kindergarten through 1st Grade:

13 Teachers in grades K-1 have access and are provided rigorous and differentiated lessons for advanced
14 students. Each school has a GT Coach assigned to support teachers with any student and teacher needs.

15
16 2nd Grade through 12th Grade:

17 A screening is administered at the beginning of the second grade year. This screening helps identify
18 students with creativity and leadership skills as well as task commitment. Students in these grade levels,
19 will be identified through formal and informal assessment instruments such as standardized tests,
20 performance assessments, expression of motivation and achievement, leadership qualities, and
21 teacher/parent recommendations.

22
23 Students identified through a formal assessment process in grades Kindergarten through 12 who 1) meet
24 the state criteria for intellectually gifted, and 2) whose needs cannot be met by the general education
25 curriculum with appropriate enhancements or modifications, may receive special education services.

26
27 **CURRICULUM AND INSTRUCTION**

28
29 Kindergarten through 1st Grade:

30 The general education teacher, through collaboration and consultation with the Gifted and Talented
31 Coach, will provide resources to meet the needs of identified students. The Gifted and Talented Coach
32 works with classroom teachers to provide rigorous and differentiated lessons for advanced students.
33 Enrichment opportunities are available for students as part of the RTI continuum. Additionally, students
34 may access additional enrichment through district-wide virtual groups.

35
36 2nd through 5th Grade:

37
38 The Gifted and Talented program utilizes the expertise of coaches who work with teachers and students
39 to provide opportunities for advanced learning throughout the content areas. Gifted and Talented Coaches
40 work with teachers to support advanced students through engaging, meaningful, and challenging learning.
41 This learning may come in the form of flexible grouping, tiered assignments, and acceleration, co-
42 teaching, modeling or enrichment activities. The Gifted and Talented program may utilize technology to

1 provide access to distance learning and self-paced courses for students needing additional enrichment.
2 Enrichment opportunities are available for students as part of the RTI continuum.
3

4 Gifted and Talented Coaches work with advanced students who have been identified using multiple
5 sources of data, through whole group sessions or small flexible groups. Coaches collaborate with
6 administrators, instructional coaches and teachers to plan lessons and activities that support the grade-
7 level curriculum for advanced learners and/or identified students. Additionally, magnet schools and
8 programs are available to students through an application process and requested by transfer.
9

10 6th through 12th Grade:
11

12 The curriculum offered to intellectually gifted or academically talented students includes advanced
13 placement courses or attendance/participation in unique learning opportunities or programs available to
14 Knox County students. The Gifted and Talented program utilizes technology to provide access to distance
15 learning and self-paced courses for students needing additional enrichment not offered in their base
16 school. Middle school teachers work with Gifted and Talented Coaches who provide resources,
17 professional development, and consultation. Honors, Advanced Placement, International Baccalaureate,
18 Dual Credit and Dual Enrollment courses are available to qualifying students. Additionally, magnet
19 schools and programs are available to students through an application process and as requested by
20 transfer.
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45

46 Approved as to Legal Form
47 By Knox County Law Director 8/21/2023
48 /Gary T. Dupler/Deputy Law Director
49

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Special Education	Descriptor Code:	Issued:
		I-160	7/95
		Reviewed:	Revised:
	7/23	8/17	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

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

The Board shall develop and periodically update a local plan for providing special education services for students with disabilities. Specifically, the Board assures that:

1. All students with disabilities living within the school district have available to them a free, appropriate public education with special education and related services designed to meet their unique needs provided in the least restrictive environment.
2. The provision of educational services will comply with procedural safeguards required by state and federal law.

Legal References:

1. TRR/MS 0520-1-3-.09.
2. T.C.A. § 49-10-101 et. seq.
3. 20 U.S.C. § 1400 et. seq.

Approved as to Legal Form
By Knox County Law Director 6/19/2017
*/Gary T. Dupler/*Deputy Law Director

Section I:

**Instructional
Goals and
Objectives**

Knox County Board of Education Policy

Descriptor Term:

Extracurricular Activities

Descriptor Code:

I-170

Issued:

7/95

Reviewed:

10/23

Revised:

12/23

The following shall be adhered to in administering a student club/activities program:

1. Only clubs or student activities approved by the principal will be considered as school sponsored and allowed to operate using the name of the Board of Education or the school's name. Non-school sponsored clubs or student activities shall not conduct their activities on school property without prior permission from the principal.
2. All school sponsored clubs/student activities must have a faculty sponsor in order to be approved as school sponsored.
3. All student activities/clubs, to include their scheduled meeting times, whether before, during, or after school hours, must have the approval of the principal.
4. Student activities/clubs occurring before or after regularly scheduled school hours, must be made known to the principal.
5. No student shall be required to attend a school-sponsored student activity that is scheduled at a time which conflicts with the student's religious practices.
6. Student groups shall not participate in state or national activities which are not listed as approved activities by regional accrediting associations or state and national principals' associations without the approval of the Superintendent.
7. A student on out-of-school suspension shall not be permitted to participate in school-associated or school-sponsored activities.
8. Activities which restrict participation because of race, color, religion, sex, disabilities, or national origin are forbidden.
9. Schools shall include a listing of all extracurricular clubs and activities in the school's student handbook and on the school's website. The listing shall include the various organizations' mission statements and any associated fees.
10. A parent and/or legal guardian must provide a dated written consent before a minor student is allowed to become a member of an extracurricular club or organization or participate in any extracurricular activities of a club or organization.¹

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

Legal Reference:

- 1. T.C.A. § 49-6-1031(b).

Approved as to Legal Form
By Knox County Law Director 10/16/2023
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Interscholastic Athletics	Descriptor Code:	Issued:
		I-171	7/95
		Reviewed:	Revised:
10/24	12/24		

1 Interscholastic athletics shall be administered as a part of the regular school program and shall be the
2 principal's responsibility. The principal or the principal's designee must accompany an athletic team on
3 trips.
4
5
6 The Bylaws of the Tennessee Secondary School Athletic Association (TSSAA) shall regulate the
7 operation and control of secondary athletics.
8
9 School athletics shall be coached only by persons on contract to the Board of Education and approved by
10 the Tennessee Secondary School Athletic Association.
11
12 There shall be an annual physical examination of every student prior to his participation in interscholastic
13 athletic practice.¹ Cost of the examination shall be borne by the parent or legal guardian of the student.
14 These records shall be on file.
15
16 A student's gender for purposes of participation in middle or high school athletics is determined by the
17 student's sex at the time of the student's birth. A valid original birth certificate must be provided for this
18 purpose. At the principal's discretion, if there are any issues regarding the birth certificate, the student
19 and the student's parent/legal guardian must provide other satisfactory evidence of the student's sex at
20 birth.²
21
22 Every participant in athletics shall participate in the Knox County Schools Athletic Insurance Program.
23
24 There shall be no practice of organized school athletics schedules within the school day without approval
25 of the Superintendent.³
26
27 Each school may play two home athletic events during the school day without requesting permission from
28 the Board of Education.
29
30 The conduct of players, spectators, or school personnel reflects directly upon the school system as a
31 whole. Therefore, conduct of players, spectators, or school personnel that does not exemplify the best
32 sportsmanship may result in that school's program, players, spectators, or school personnel being
33 suspended from attendance or participation in the sport concerned with the infraction. The Board of
34 Education or its designee will determine the duration of the suspension.
35
36 Maximum admission prices to all athletic events shall be approved by the Board of Education, upon the
37 recommendation of the Superintendent.
38
39 **SCHEDULING OF ATHLETIC CONTESTS**
40
41 A. District/regional games shall be scheduled first.
42 B. **No contract shall be signed until the following process is complete:**

- (1) Complete the schedule and submit to the principal for approval.
- (2) Upon approval by the principal, submit to the Superintendent's office for final approval.
- C. If an adequate schedule is not obtained by each school, a rescheduling meeting shall be designated by the Superintendent's office to resolve existing problems.
- D. No contracts are to be signed prior to the Superintendent's approval of the schedule.

Middle School Basketball and Track & Field, and Cheer are sanctioned sports of the Knox County Schools and shall be regulated by bylaws of the Tennessee Middle School Athletic Association (TMSAA).

ELIGIBILITY OF HOME SCHOOLED STUDENTS FOR PUBLIC SCHOOL INTERSCHOLASTIC ATHLETICS⁴

As a member of the Tennessee Secondary Schools Athletic Association, the Knox County Schools shall honor the bylaws of the TSSAA/TMSAA with respect to home school students’ participation in TSSAA sanctioned public school interscholastic athletic activities. The following conditions shall also apply to home school students seeking to participate in the Knox County Schools Interscholastic athletics program:

- 1. Home school students who meet the requirements established by the TSSAA and who meet all other eligibility and selection criteria set forth by the school and the coach will be allowed to participate on an interscholastic athletic team of their zoned school. With regard to sports that do not require tryouts for eligible Knox County Schools students, participation will be allowed pursuant to the compliance with the requirements listed in this policy. With regard to sports requiring tryouts, compliance with the requirements listed in this policy will only ensure the opportunity to tryout and will not ensure a position on the respective team.
- 2. If selected for membership on the zoned school athletic team, home school students will be subject to all rules, requirements and restrictions that are applicable as members of the team and the school community;
- 3. Home school students shall pay all fees associated with each sport in which they may participate and these fees shall be paid in full prior to the first contest of the regular season.
- 4. In the event that the Knox County School’s insurance provider does not extend coverage to an athlete, that athlete must provide proof of independently secured catastrophic coverage, and liability coverage, with the school system as a named insured, of not less than the limits set forth in Tennessee Code Annotated § 29-20-403.

Legal References:

- 1. TRR/MS § 0520-1-3-.08(2)(b).
- 2. T.C.A. § 49-6-310.
- 3. T.C.A. § 49-6-1002(a).
- 4. T.C.A. § 49-6-3050(c); By Laws, Tennessee Secondary School Athletic Association, Article II, Section 25.

Approved as to Legal Form
 By Knox County Law Director 10/29/2024
 /Gary T Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy			
	Interscholastic Sports Examination	Descriptor Term:	Descriptor Code:	Issued:
		I-172	7/08	
		Reviewed:		Revised:
	8/23		3/16	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

State Board of Education rules and Tennessee Secondary School Athletic Association (TSSAA) rules require that any child, regardless of age, who participates in interscholastic sports, must have an annual physical exam before participating.

Examinations of students who participate in interscholastic athletics shall be reported using the “Pre-participation Physical Evaluation and Consent for Athletic Participation Form”. The sports clearance form may be completed any time after April 15. The form can be obtained by a health care provider or by going to the Knox County Schools [website](#).

Children not covered by private or public health insurance can consult with the local health department for a health maintenance exam.

Legal References

1. TRR/MS 0520-01-03-.08.

Approved as to Legal Form
By Knox County Law Director 1/27/2016
/Gary T. Dupler/Deputy Law Director

<u>Section:</u>	Knox County Board of Education Policy		
Instructional Goals and Objectives	Descriptor Term:	Descriptor Code:	Issued:
	Athletic Support Organizations and Management	I-173	3/23
		Reviewed:	Revised:
		8/23	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42

PURPOSE

The Board recognizes and appreciates the cooperation and support given by athletic support organizations (booster clubs) and parent organizations (collectively referred to as “organizations”) to various athletic, extracurricular, and student club activities of the schools.

The Board, the administration and all other personnel of the District shall each endeavor to foster a positive and productive relationship with booster clubs and parent organizations that operate to serve the basic educational goals of the District and otherwise support the District’s mission.

Knox County Schools has the responsibility to equitably support, as it is defined legally, girls’ and boys’ sports programs. Private fundraising and booster club efforts are important and essential to provide quality participation opportunities to student athletes. Knox County Schools values the contribution of time, money, equipment, supplies, and other donations from individuals, businesses, and booster clubs. However, the Knox County Schools must not allow infusions of monetary and non-monetary contributions to result in programs which are unequitable. Knox County Schools desires to retain the enormous benefits provided by various donors, and contributions will be monitored as to the effects, and girls’ and boys’ sports shall be supported equitably on a sex-neutral basis. This policy does not replace Policy D-250 “School Support Organizations” and shall be enforced in conjunction with D-250.

REQUIREMENTS FOR ORGANIZATION

1. The Board shall provide booster clubs and parent organizations opportunities to support local school athletic, extracurricular, and student club efforts. Each booster club and parent organization must maintain current by-laws which, among other things, define who can be a member. Booster clubs and parent organizations shall also follow the District’s rules regarding constitution and by-laws as promulgated in the Administrative Procedure related to this Policy.
2. The District’s Athletic Director shall be the administrative liaison for booster clubs and parent organizations that support athletic programs across the District, with support from the District’s Director of Internal School Funds.
3. School Athletic Directors and/or Principals shall be the administrative liaison for building-based booster clubs and parent organizations that support District extracurricular and student club activities with support from the District’s Director of Internal School Funds. The Superintendent shall designate the administrative liaison for all non-athletic District-wide booster clubs.
4. Each Knox County School shall have an associated management athletic booster organization. Such an organization may take the form of a unified booster club or managing separate entities (i.e. West Athletic Council). Each managing booster club and parent organization must appoint an organization liaison for purposes of communications with the District. This appointed liaison may

1 be the organization’s President, Treasurer or any other member. The District’s Athletic Director
 2 shall maintain a list of organization appointed liaisons for applicable athletic programs, with the
 3 list generated from building-based records. School building principals shall maintain a list of
 4 organization appointed liaisons for applicable athletic booster clubs in their respective buildings.
 5 Finally, the designated administrative liaison shall maintain a list of organization appointed
 6 liaisons for all non-athletic booster clubs District-wide.
 7

8 5. Each booster club and parent organization shall yearly submit a listing of its officers to the
 9 appropriate District administrative liaison after the annual organizational meeting of the booster
 10 club or the parent organization. A school representative, the Head Principal or designee, shall be
 11 a non-voting member of the board for the managing organization.
 12

13 6. All actions of booster clubs and parent organizations must comply with Policy D-250 “School
 14 Support Organizations” and are to be approved by the management organization at each respective
 15 school. Further, various decisions will need to be approved by the Knox County Schools
 16 administration and in some cases, the Board of Education. The District administrative liaison will
 17 be responsible for apprising KCS administration of issues and decisions by the particular school’s
 18 management organization and KCS administration will then be responsible for responding to
 19 decisions and issues, and to decide whether Board action is needed.
 20
 21
 22
 23
 24
 25
 26
 27
 28
 29
 30
 31
 32
 33
 34
 35
 36
 37
 38

39 Cross Reference:

- 40 1. Knox County Board of Education Policy D-250 “School Support Organizations.”

41
 42 Legal Reference:

- 43 1. Title IX of the Education Amendments of 1972.

44
 45
 46 Approved as to Legal Form
 47 By Knox County Law Director 1/27/2023
 48 /Gary T. Dupler/Deputy Law Director
 49

Section I:

**Instructional
Goals and
Objectives**

Knox County Board of Education Policy

Descriptor Term:

Organization for Instruction

Descriptor Code:

I-190

Issued:

7/95

Reviewed:

9/24

Revised:

10/24

1
2 Some system-wide uniformity of organization is necessary to ensure efficient administration and quality
3 education for pupils. A reasonable degree of flexibility in the general framework, however, permits each
4 school to make adjustments and adaptations in order to fit local conditions and facilities.
5

6 **ELEMENTARY SCHOOL PROGRAM, GRADES K – 5**

7
8 The instructional program in the elementary school provides for emphasis on the basic skill areas of
9 language arts and mathematics. Additional skills and content are provided through the instructional areas
10 of social studies, science, health and safety, music, art and physical education.
11

12 **KINDERGARTEN**

13
14 A program is available for every child who is five years old. Emphasis is placed upon active learning in
15 a workshop atmosphere with an emphasis on the use of manipulative materials. The daily program
16 provides activities that are both stimulating and quiet, student-choice and teacher-directed, and large and
17 small groups. The use of state and locally adopted instructional materials is required. Skills and content
18 objectives are identified in Tennessee Academic Standards.
19

20 **GRADES 1 – 5**

21
22 Elementary teachers are responsible for the total instructional program. Skills and content objectives are
23 identified in Tennessee Academic Standards for each subject area. The curriculum shall be integrated
24 across subject areas, and the daily program shall be organized into flexible blocks of time. The use of
25 state and locally adopted instructional materials is required. Classes shall be self-contained and
26 heterogeneous. Classes in grades 3-5 may departmentalize by subject following an approved plan for
27 instruction.
28

29 **MIDDLE SCHOOL PROGRAM, GRADES 6 – 8**

30
31 The organization of the middle school provides for continued emphasis on the basic skills of learning and
32 assists pupils in making the transition from the elementary school to the high school. The middle school
33 offers specialized instruction in each subject area and, at the same time, includes exploratory courses and
34 activities.
35

36 Middle school pupils are provided a home base, and the subject areas of language arts, social studies,
37 mathematics, and science are taught in the same area of the building by a team of teachers, each
38 specializing in one or more of the four subject areas. A group of approximately 120 pupils, divided into
39 four heterogeneously grouped classes, is assigned to each team of teachers. The use of state and locally
40 adopted instructional materials is required. Special area teachers instruct pupils in art, band, choral and
41 general music, physical education, health, computer technology, and group guidance. Reading and math
42 intervention are embedded in the school day as required by RTI² state policies.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

Beginning in the 2024-2025 school year, sixth grade students, at some point in middle school, will be required to complete a course in computer science education.¹

SECONDARY SCHOOL PROGRAM, GRADES 9 – 12

The guiding principle for organizational framework at the secondary level is to provide support for tailoring educational opportunities to the interests, needs, and aptitudes of the individual student. The use of state and locally adopted instructional materials is required. High schools are supported with an Academy Coach to bridge classroom and industry connections for student experiences and networking.

High schools in the 865 Academies will have a freshman academy and sophomore career-themed academies including a team of math, science, social studies, ELL, and English teachers, special education educators, the freshman counselor, and the freshman principal. The team will share a common set of heterogeneously grouped students and will meet regularly to plan Tier I student supports, career connections, and interdisciplinary connections to the 865 Ready Portrait of a Graduate.

ACCREDITATION

The Knox County Board of Education adheres to the principles and standards for secondary schools as outlined by the State of Tennessee Department of Education High school personnel, programs, schedules, materials, organizations, and physical facilities shall comply with current requirements in order to ensure that all Knox County secondary schools are accredited by the Tennessee State Department of Education.

PUPIL PLACEMENT

The criteria for placement of pupils in the secondary program should include the following sources:

- 1. Achievement and scholastic aptitude test data
- 2. Teacher recommendation
- 3. Scholastic grades
- 4. Course offerings and competency requirements
- 5. Career goals of the pupil
- 6. Parent and pupil preference

Legal Reference:

- 1. T.C.A. § 49-6-1010.

Approved as to Legal Form
By Knox County Law Director 8/16/2024
/Gary T. Dupler/Deputy Law Director

Section I:

**Instructional
Goals and
Objectives**

Knox County Board of Education Policy

Descriptor Term:

Class Size

Descriptor Code:

I-200

Issued:

7/95

Reviewed:

7/23

Revised:

9/23

Classes shall be limited to the following maximum sizes:¹

<u>Grade Level</u>	<u>Average</u>	<u>Maximum Class Size</u>
K – 3	20 students	25 students
4 – 6	25 students	30 students
7 – 12	30 students	35 students
Career and Technical Education as part of a career academy or small learning community model	25* students 30 students	25 students 35 students

The Board may allow class size limits to be exceeded in such areas as instrumental and vocal music classes if in its judgment the effectiveness of the instructional program in these areas is not impaired.²

Note: Outside of the career academy structure, an increase to average CTE class size average in grades 9-12 requires annual waiver approved by the Tennessee Commissioner of Education.

Legal References:

1. T.C.A. § 49-1-104.
2. TRR/MS 0520-01-02-.31(4).

Approved as to Legal Form
By Knox County Law Director 7/27/2023
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Textbook and Instructional Materials Selection, Distribution, and Care	Descriptor Code: I-210	Issued: 7/95
		Reviewed: 9/24	Revised: 10/24

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40

SELECTION

The selection of textbooks and instructional materials shall be completed according to the laws and policies required by the State of Tennessee and the State Textbook and Instructional Materials Quality Commission. The responsibility for textbook and instructional materials selection rests with the local textbook selection committees subject to approval by the Board^{1,2} following procedures outlined by the State of Tennessee.^{3,4,5} The Director of Schools shall establish a procedure for providing the citizens of the community an opportunity to examine proposed textbooks and instructional materials prior to their final adoption,¹ including public notice of time and location at which materials may be examined.

DISTRIBUTION

The instructional resources designee shall be appointed by the Director of Schools to be responsible for the purchase and distribution of textbooks and instructional materials in each school. Textbooks and instructional materials may be provided in electronic or printed format. Students and teachers must have reasonable access to the electronic textbooks and instructional materials, including, but not limited to, providing students and teachers reasonable access to computers. A printed version of the textbook or instructional material must be provided if the student or the student’s parent or legal guardian submits a written request to the principal.⁷ The principal shall be responsible for seeing that each student receives the required textbooks and instructional materials at no cost to the student.²

CARE OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

Textbooks and instructional materials are property of the Board and shall be returned at the end of the school year, upon completion of the course, or upon withdrawal from a course or school.⁶ Administrators are to communicate with parents and students stating that they will be responsible for any textbooks or instructional materials issued, in accordance with Policy J-270 “Care of School Property.”

Charges for lost or damaged textbooks will be assessed in accordance with Policy J-560 “Student Fees and Fines” and notified to parents in writing. The principal may include with the notice a provision stating that failure to pay the fine imposed within a reasonable time may result in the imposition of one or both of the following sanctions:

1. Refusal to issue any replacement textbooks or instructional materials until restitution is made; and
2. Withholding of all grade cards, diplomas, certificates of progress, or transcripts until restitution is made.^{2,6}

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

Legal References:

1. T.C.A. § 49-6-2207(C)(1).
2. T.C.A. § 49-3-310(1)(A).
3. T.C.A. § 49-6-2202.
4. T.C.A. § 49-6-2206.
5. TRR/MS 0520.01-18.02.
6. T.C.A. § 49-3-310.
7. T.C.A. § 49-6-2207(f).

Cross References:

- Knox County Board of Education Policy J-270 “Care of School Property.”
- Knox County Board of Education Policy J-560 “Student Fees and Fines.”

Approved as to Legal Form
 By Knox County Law Director 8/16/2024
 /Gary T. Dupler/Deputy Law Director

Section: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Selection of Instructional Materials Other Than Textbooks	Descriptor Code:	Issued:
		I-211	7/95
		Reviewed:	Revised:
	6/24	7/24	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42

Teachers, school administrators, and instructional supervisors/specialists will work together to select appropriate standards-aligned instructional materials. Such materials could include (but are not limited to) books, magazines, newspapers, journals, and video, audio, digital, and web resources. Per T.C.A. § 49-6-2206, schools may not use any textbooks or instructional materials upon any subject to the exclusion of the textbooks and instructional materials listed by the Tennessee Textbook and Instructional Materials Quality Commission and approved by the State Board of Education.^{1,2}

Selection of instructional materials will be based on the criteria listed below and should be continuously re-evaluated in relation to changing curriculum content, pedagogical research, and the needs of students, teachers, and administrators.

All resources used during a course of study, in conjunction with school-wide activities, or available for students' individual choice use will be openly disclosed to parents/legal guardians and other stakeholders sufficiently in advance of their use with students for parents to request an alternate assignment should they have a concern about the selected materials. Alternate assignments will receive the same level of instructional and assessment rigor as the primary assignment. Instructional materials prescribed within the established curricula for Advanced Placement, dual enrollment, dual credit and International Baccalaureate Programme courses are on a post-secondary level and are considered appropriate for this level of academic endeavor. Enrollment in these courses constitutes acceptance of the instructional program. Alternate assignments will not generally be available for this level of coursework.

The Director of Schools will establish an administrative procedure for review and selection of materials subject to this policy. Particular attention will be paid to addressing the suitability and age-appropriateness of instructional materials that include content which might be considered sensitive by parents or students (for example, materials that contain coarse language, graphic violence, explicit sexual content, illegal use of drugs or alcohol). Information specific to materials accessible to students through school libraries, in compliance with the Age-Appropriate Materials Act and T.C.A. § 39-17-901,³ is found in Board Policy I-241 "School Libraries" and its accompanying administrative procedure. The Director of Schools will also establish a procedure for the reconsideration of approved materials as may be requested by parents or staff members, in accordance with Board Policy I-212 "Reconsideration of Instructional Materials and Textbooks."

GENERAL CRITERIA FOR SELECTION

- Educational purpose (as defined by state standards) aligned with the Tennessee Academic Standards and upholding the aspects of rigor and measures of student accountability
- Contribution the subject matter makes to the curriculum and to the interests of the students
- Appropriateness to social, emotional, and intellectual level of intended audience
- Favorable reviews found in standard selection sources
- Favorable recommendations based on preview and examination of materials by professional personnel
- Reputation and significance of the author, producer, and publisher

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

- Validity, currency, and appropriateness of the material
- Contribution each material makes to the breadth of representative viewpoints on controversial issues offered by the materials collection as a whole
- High degree of potential user appeal
- High artistic quality and/or literary style
- Quality and variety of format
- Value commensurate with cost and/or need
- Timeliness or permanence of the content

Legal References:

1. T.C.A. § 49-1-905.
2. T.C.A. § 49-6-2206.
3. T.C.A. § 49-6-3803 and T.C.A. § 39-17-901.

Cross Reference:

- Knox County Board of Education Policy I-212 “Reconsideration of Instructional Materials and Textbooks.”
- Knox County Board of Education Policy I-241 “School Libraries.”
- Knox County Schools Administrative Procedure AP-I-211 “Selection of Instructional Materials Other Than Textbooks.”

Approved as to Legal Form
 By Knox County Law Director 7/1/2024
 /Gary T. Dupler/Deputy Law Director

Section I:

Knox County Board of Education Policy

Instructional Goals and Objectives

Descriptor Term:

Reconsideration of Instructional Materials and Textbooks

Descriptor Code:

I-212

Issued:

7/95

Reviewed:

10/24

Revised:

7/24

1
2 The Board supports principles of intellectual freedom inherent in the First Amendment of the Constitution
3 of the United States and expressed in the Library Bill of Rights of the American Library Association.

4
5 Educators shall regularly review instructional and library materials by considering the following:

- 6
7 1. Whether the materials are appropriate for the age and maturity levels of the students who may
8 have access; and
9
10 2. Whether the materials are suitable for and consistent with the educational mission of the school.¹

11
12 Because opinions differ, there may be questions concerning some instructional and library materials
13 despite the quality of the selection processes outlined in Board Policies I-211 and I-241.²

14
15 Parent(s) or legal guardian(s) may request in writing to the teacher that a student not be required to read
16 a book, use certain materials, or participate in an activity. The request should include grounds or basis
17 for exemption. The teacher should respond in writing with alternative plans. If the request to the teacher
18 is denied, then a written request may be submitted to the principal.

19
20 No student who is granted such a request shall be penalized academically for his failure to participate in
21 an activity, read a book, or use certain materials.

22
23 A student, a student's parent or legal guardian, or a school employee may provide feedback regarding
24 one (1) or more of the materials in the library collection or another instructional setting of the student's
25 or employee's school. The Board confers responsibility upon school and district administration for
26 evaluating this feedback and rendering a determination, using the administrative procedure outlined in
27 AP-I-212 "Reconsideration of Instructional Materials and Textbooks."^{1, 2}

28
29 If upon reconsideration the material is determined to be inappropriate for the age and maturity levels of
30 the students who may access the material, or is not suitable for, or consistent with, the educational mission
31 of the school, then the school shall remove the material from student access in the collection or grade
32 level for which it has been deemed inappropriate.¹

33
34 Reconsideration decisions are made on a case-by-case basis. Determination on the reconsideration
35 process are to be reported within sixty (60) days from the date on which the feedback was received. The
36 district's final authority concerning the use of a controversial material shall rest with the Board.

37
38 If a concern cannot be adequately resolved through the district's local reconsideration procedure, it may
39 be referred to the Tennessee Textbook and Instructional Materials Quality Commission for further action
40 in either of two ways:

41
42

- 1 1. If a determination is not made within sixty (60) days from the date on which the feedback was
2 received, the student, parent/guardian, or school employee who submitted the feedback may
3 request the State Commission to evaluate the material.²
4
- 5 2. After a determination has been made, a student, a student’s parent or legal guardian, or employee
6 may request to appeal it to the State Commission within five (5) days of the report of
7 determination.³
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33

34
35 Legal References:

- 36 1. T.C.A. § 49-6-3803.
- 37 2. T.C.A. § 49-6-3803(e).
- 38 3. Tennessee Textbook and Instructional Materials Quality Commission (2023). Retrieved from
39 https://www.tn.gov/content/dam/tn/education/textbook/commission/TBC_Library_Guidance_Document.pdf.

40 Cross References:

- 41 • Knox County Board of Education Policy I-211.
- 42 • Knox County Board of Education Policy I-241.
- 43 • Knox County Schools Administrative Procedure AP-I-212.

44
45
46 Approved as to Legal Form
47 By Knox County Law Director 8/21/2023
48 /Gary T. Dupler/Deputy Law Director
49

Section: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Instructional Use of Artificial Intelligence (AI) Tools	Descriptor Code: I-213	Issued: 9/24
		Reviewed:	Revised:

1 Artificial Intelligence (AI) as defined by state law¹ may be used by staff and students, provided usage
2 adheres to the parameters outlined in this policy.
3
4
5 **PRIVACY, ENFORCEMENT, AND SECURITY**
6
7 In accordance with Knox County Board of Education Policy I-222 “Internet Safety,” KCS will implement
8 measures to protect student and staff data. The Chief Technology Officer, in coordination with the
9 Academics Division, shall oversee the implementation of AI programming to monitor compliance with
10 Board policy and state and federal data privacy laws.
11
12 Staff should refer to the district’s approved software library prior to using or requesting use of any new
13 online resource to align use of any AI tools with Knox County Board of Education Policy D-233
14 “Technology Purchases.”
15
16 Staff shall refrain from entering personal, student, financial, intellectual property, or other confidential
17 information into an AI program. Data collected by AI tools should be used solely for educational purposes
18 and not for commercial or non-educational activities.
19
20 Concerns related to the use of AI tools should be directed to the appropriate school administrator or
21 supervisor. Staff shall have opportunities to engage in professional learning on effective and appropriate
22 use of AI tools in an educational setting.
23
24 **INSTRUCTIONAL USAGE**
25
26 Students are permitted to use approved AI programs. Student use should:
27 • align with approved instructional standards and curriculum;
28 • include instruction on appropriate and responsible use of AI;
29 • be approved in accordance with Knox County Board of Education Policy D-233 “Technology
30 Purchases”; and
31 • be handled in compliance with relevant data security laws, privacy laws, and Board policies.
32
33 **STAFF USAGE**
34
35 Staff may use approved AI tools as needed and as appropriate in their day-to-day work. When using AI
36 programming, staff shall:
37 1. Disclose their use of a generative tool to their direct supervisor if usage would violate the terms of
38 use of the tool or program, would mislead a supervisor or others as to the nature of the employee’s
39 work, or would be inconsistent with the teacher code of ethics;²
40 2. Comply with relevant data security laws, privacy laws, and Board policies; and
41 3. Refrain from incorporating AI work in the production of any proprietary content or material.
42

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

REPORTING

The Director of Schools shall submit a report to the Tennessee Department of Education by July 1st each year on how this policy will be enforced for the upcoming school year.

Legal References:

- 1. HB 1630; T.C.A. § 49-2-203(a).
- 2. T.C.A. § 49-5-1001.

Approved as to Legal Form
By Knox County Law Director 8/23/2024
/Gary T. Dupler/Deputy Law Director

<u>Section:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: District Website	Descriptor Code: I-221	Issued: 12/98
		Reviewed: 8/23	Revised: 10/23

1
2 Knox County Schools operates and maintains a website for the purpose of serving as a resource for students,
3 staff, parents and community members. Every school should have a web page housed on the district
4 website.
5
6 The district website and individual school pages are valuable communication tools that provide users access
7 to the latest news and announcements, and important dates and information, and access to password
8 protected portals.
9
10 All information must accurately reflect the mission, goals, policies, and activities of the district. The
11 Director of Schools has the authority to require changes if the quality or propriety of appearance or content
12 is called into question. Website content should be created to provide one of the following:
13
14 1. Curriculum and instruction support – Provide relevant resources for students, parents, and staff in
15 the district;
16
17 2. Public information -- Communicate information about the district and schools to students, staff,
18 parents, community and others; and
19
20 The Director of Schools shall develop administrative procedures for the development of web pages
21 including content, quality and consistency standards and shall designate an individual(s) to be responsible
22 for maintaining and monitoring the website activity. A school principal shall make such designation for
23 individual school pages. All web pages shall comply with Section 504 and include an e-mail address and
24 phone number for a designated department contact.
25
26 The Director of Schools and school principal, respectively, are ultimately responsible for the accuracy and
27 appropriateness of information made available on the website and school pages, and any concerns should
28 be directed to those individuals. If the concern is not resolved, persons who wish to file a formal complaint
29 shall submit a written request for reconsideration.
30
31 Web sites developed under contract for the school district or within the scope of employment by district
32 employees are the property of the school district.
33
34 All material on the site is copyrighted unless otherwise indicated.
35
36 Legal Reference:
37 1. 20 U.S.C. § 1232 G(a)(5)(A)(B).
38
39 Approved as to Legal Form
40 By Knox County Law Director 8/21/2023
41 /Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Internet Safety	Descriptor Term:	Descriptor Code: Issued:
			I-222 11/08
		Reviewed:	Revised:
	9/24	10/24	

1
2 The Knox County Schools provides access to the Internet as an instructional resource and to accomplish
3 the Board’s mission. The Board understands that staff and students need reasonable access to various
4 information formats and believes it incumbent upon the staff and students to use this privilege in an
5 appropriate and responsible manner. The Knox County Schools Internet Safety and Acceptable Use
6 Policy is intended to prevent unauthorized access and unlawful activities by users online, prevent
7 unauthorized disclosure of or access to sensitive information, and to comply with the Children’s Internet
8 Protection Act (CIPA). This policy applies to all Knox County Schools (KCS) students and employees,
9 as well as volunteers, interns and contractor personnel, whose access to, or use of, Internet and/or e-mail
10 services is provided by the Knox County Schools.

11
12 **CIPA COMPLIANCE**

13
14 The Director of Schools, or their designee, will develop and maintain procedures for the appropriate use
15 of the Internet by staff and students. Internet safety measures will include:

- 16
17 A. Controls for access to inappropriate matter by minors on the Internet and the World Wide Web;
18 B. Provide a safe and secure environment for minors when using electronic mail, chat rooms, and
19 other forms of direct electronic communications;
20 C. Prevention of unauthorized access, including “hacking” and other unlawful activities online;
21 D. Prevent the unauthorized disclosure, use and dissemination of personal information of minors;
22 E. Use of technology to block or filter Internet access to material that is obscene or harmful to minors;
23 and
24 F. Monitor the online activities of minors.

25
26 **STUDENT INTERNET SAFETY**

27 Students will receive instruction in the safe and responsible use of the Internet as a part of any instruction
28 using devices that provide access to the Internet. Internet Safety instruction for students will include but
29 not be limited to appropriate online behavior, interaction with others while using social networking
30 websites or chat rooms, and awareness of the impact and consequences of cyber-bullying.

31
32 Students must abide by all laws, the Acceptable Use Policy, and all district security policies when using
33 the district network.

34
35 If creation of a social media account is necessary for instruction, students must have parental consent
36 upon creation of the account.³

37
38 **EXPECTATIONS AND ACCEPTABLE USE OF INTERNET¹**

39
40 The Guidelines for Acceptable Use of Electronic Media (KCS Publication MC-108) apply to all Knox
41 County Schools students and employees as well as volunteers, interns and contractor personnel, whose
42

1 access to, or use of, Internet, devices, and/or online software services, including e-mail, is provided by or
2 through Knox County Schools.

- 3
- 4 A. All users shall act in a responsible, ethical, and lawful manner when using the school district's
5 resources.
- 6
- 7 B. Users observing any illegal activities shall report these activities to the appropriate school district
8 administrator.
- 9
- 10 C. Staff members who supervise students, control electronic equipment, or otherwise have occasion
11 to observe student use of said equipment online shall monitor the use of this equipment to assure
12 that it conforms to the mission and goals of the Knox County School District.
- 13
- 14 • Parents/legal guardians wishing to deny independent access to electronic media involving
15 district technological resources may do so by returning a signed right of refusal form supplied
16 by the school. This document shall be kept on file as a legal, binding document. (In order to
17 modify or rescind the agreement, the user's parent/legal guardian must provide the Principal
18 with a written request.)
- 19
- 20 D. Employees shall sign Acceptable Use of Electronic Media Agreement (KCS Publication MC-
21 108). Even without signature, all users shall follow this policy and report any misuse of the
22 network or Internet to a teacher, supervisor, or other appropriate District personnel.
- 23

24 **UNACCEPTABLE USES OF THE COMPUTER NETWORK OR INTERNET**

25

26 The District reserves the right to take immediate action regarding activities on its network or device that
27 (1) create security and/or safety issues for the District, students, employees, schools, network, or computer
28 resources, or (2) other activities as determined by the District as inappropriate. The following are
29 examples of inappropriate activity on the District network:

30

- 31 A. Violating any state, federal, or municipal ordinance, such as: accessing or transmitting
32 pornography of any kind, obscene depictions, harmful materials, materials that encourage others
33 to violate the law, confidential information, or copyrighted materials
- 34
- 35 B. Criminal activities that can be punished under law
- 36
- 37 C. Selling or purchasing illegal items or substances
- 38
- 39 D. Causing harm to others, damage to property, or interruption of services such as:
- 40
- 41 1. Using profane, abusive language; threatening, harassing, or making damaging or false
42 statements about others or accessing, transmitting, or downloading offensive, harassing, or
43 disparaging materials
 - 44
 - 45 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data;
46 impersonating other users, or sending anonymous email;
 - 47
 - 48 3. Damaging computer equipment, files, data, or the network in any way, including intentionally
49 accessing, transmitting, or downloading computer viruses or other harmful files or programs,
50 or disrupting any computer system performance;

1
2 4. Using any computer or other electronic device to pursue “hacking”, internal or external to the
3 District, or attempting to access information protected by privacy laws;
4

5 E. Using the network, device or Internet for Commercial purposes, such as:
6

7 1. Using the network or device for personal financial gain
8

9 2. Using the network or device for personal advertising, promotion, or
10

11 3. Conducting for-profit business activities and/or engaging in non-government related
12 fundraising or public relations activities such as solicitation for religious purposes, lobbying
13 for personal political purposes.
14

15 **INTERNET FILTERING**

16
17 The District will use technology protection measures on all district networks and student devices to block
18 or filter the access of material that is obscene, pornographic, and harmful to minors. The District reserves
19 the right to monitor users’ online activities and to access, review, copy, and store or delete any electronic
20 communication or files and disclose them to others as it deems necessary. Users should have no
21 expectation of privacy regarding their use of District property, network and/or Internet access or files,
22 including e-mail.
23

24 The categories of material considered inappropriate and to which access will be blocked will include, but
25 not be limited to nudity/pornography; images or descriptions of sexual acts; promotion of violence, illegal
26 use of weapons, drug use, discrimination, or participation in hate groups; instructions for performing
27 criminal acts, copyright infringement, and online gambling.
28

29 The Director of Schools or the Director’s designee will consider requests from users who wish to use a
30 blocked site for bona fide research or other lawful purposes. This permission will be granted for a specific
31 period of time and internet activity will be logged and reported to the Chief Technology Officer, or their
32 designee, during this period.
33

34 **PENALTIES FOR IMPROPER USE**

35
36 Any violation of District technology resources or violation of this policy by students may lead to
37 disciplinary and/or legal action including, but not limited to, suspension or expulsion.
38

39 Any violation of District technology resources or violation of this policy by staff may lead to reprimand,
40 suspension, dismissal from District employment, or criminal prosecution by government authorities.
41

42 Any violation of access to pornography, obscenity, and/or age- or audience-inappropriate material by a
43 provider of digital or online resources contracting with Knox County Schools is to be reported to the
44 school principal and the district Information Technology Department to investigate the alleged violation
45 and take action as appropriate.²
46

47 **PARENTAL RESOURCES**

48
49 Parents and students will be given access to materials to raise awareness of the potential dangers posed
50 by Internet use and manners in which the Internet may be used safely.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

Parents of students in the Knox County School District shall also be provided with the following documents:

- 1. Refusal of Access to Electronic Media (for Students) (MC-107).
- 2. Guidelines for Acceptable Use of Electronic Media (MC-108).

Legal References:

- 1. T.C.A. § 49-1-221(a).
- 2. T.C.A. § 49-1-221(c).
- 3. T.C.A. § 47-18-5701, et seq.

Approved as to Legal Form
By Knox County Law Department 8/16/2024
/Gary T. Dupler/Deputy Law Director

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Use of Copyrighted Materials	Descriptor Term:	Descriptor Code: Issued:
			I-231 7/95
		Reviewed:	Revised:
	8/23	10/23	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

All employees shall adhere to the provisions of the United States Code regarding the copying, distribution, and/or use of copyrighted materials. Any other use requires written permission from the holder of the copyright.

The Director of Schools or his or her designee shall establish specific procedures regarding the use of copyrighted materials in educational settings.

Approved as to Legal Form
By Knox County Law Department 8/21/2023
/Gary T. Dupler/Deputy Law Director

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: School Libraries	Descriptor Code:	Issued:
		I-241	7/95
		Reviewed:	Revised:
	6/24	7/24	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42

SCHOOL LIBRARY SERVICES

School library services shall be provided for all Knox County Schools in order to support the overall educational program, as described in Board Policy I-100 “Instructional Goals and Objectives”

Each school shall have a library which meets requirements from the State of Tennessee and the guidance of the American Association of School Librarians.¹

Individual schools or classrooms may choose to provide classroom libraries in addition to their school library. Classroom libraries are subject to the same legal and policy requirements as school libraries.

SCHOOL LIBRARY COLLECTION

School libraries are the responsibility of the school library media specialist, and classroom library collections are the responsibility of the teacher. Both school library and classroom library collections are maintained in cooperation with teachers, students, parents, and administrators.

Materials in the collection are selected in accordance with Board Policy I-211 “Selection of Instructional Materials Other than Textbooks,” in compliance with the Age-Appropriate Materials Act. A collection maintenance cycle is to be carried out each school year. Collection maintenance should include the following processes: Needs Assessment, Selection and Acquisition, Access, and Evaluation. In addition to the materials collected and maintained for each school site, some materials and products will be provided at the district level for stakeholders to share.

AGE-APPROPRIATE MATERIALS ACT²

Any material meeting the following definitions must be excluded from Knox County Schools’ library collections as not appropriate for the age or maturity level of students. Excluded materials are those that in whole or in part contain nudity, or descriptions or depictions of sexual excitement, sexual conduct, excess violence, or sadomasochistic abuse, as those terms are defined in T.C.A. § 39-17-901. Materials that are patently offensive, or those that appeal to the prurient interest, as those terms are defined in T.C.A. § 39-17-901,³ must also be excluded.

"Library collection" means the materials made available to students by a school operated by an LEA or by a public charter school but does not include materials made available to students as part of a course curriculum.

"Materials" means books, periodicals, newspapers, manuscripts, films, prints, documents, microfilm, discs, cassettes, videotapes, videogames, applications, and subscription content in any form.

1. Knox County Schools shall maintain a current list of the materials in the school's library collection. The list must be posted on the school's website.
2. Knox County Schools is adopting this policy for developing and reviewing school library collections. The policy includes the following included under Administrative Procedures:
 - a. A procedure for the development of a library collection at each school that is appropriate for the age and maturity levels of the students who may access the materials, and that is suitable for, and consistent with, the educational mission of the school;
 - b. A procedure for school leaders, central office staff, and the Board of Education to receive and evaluate feedback from a student, a student's parent or legal guardian, or a school employee regarding one (1) or more of the materials in the library collection of the student's or employee's school;
 - c. A procedure for committees to periodically review the library collection at each school to ensure that the school's library collection contains materials appropriate for the age and maturity levels of the students who may access the materials, and that is suitable for, and consistent with, the educational mission of the school.
3. In the event of concerns about a material contained in the school's library collection, that material will be reviewed in accordance with Board Policy I-212 "Reconsideration of Instructional Materials and Textbooks." If Knox County Schools determines that the material is not appropriate for the age and maturity levels of the students who may access the materials, or is not suitable for, or consistent with, the educational mission of the school, then the school shall remove the material from the library collection.
4. The procedures adopted pursuant to this Policy are not the exclusive means to remove material from a school's library collection, and do not preclude the Board of Education and the Director of Schools from developing or implementing other policies, practices, or procedures for the removal of materials from a library collection.²

GIFTS

Any acceptance of gifts to the library should be in compliance with Board Policy D-130 "Donations, Gifts, and Bequests."

STUDENT FINES

Students who destroy or damage any item in the library collection must be responsible for the actual cost of replacing or repairing such materials or equipment⁴, in accordance with Board Policy J-270 "Care of School Property." All fines for repair or replacement should be in compliance with Board Policy J-560 "Student Fees and Fines." Fines must not be assessed in a way that creates a barrier to students' access to the materials and services necessary for learning.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

Legal References:

- 1. TRR/MS 0520-01-02-07.
- 2. T.C.A. § 49-6-3803.
- 3. T.C.A. § 39-17-901.
- 4. T.C.A. § 37-10-101, T.C.A. § 37-10-102.

Approved as to Legal Form
 By Knox County Law Director 7/1/2024
 /Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Community Instructional Resources	Descriptor Code: I-242	Issued: 7/95
		Reviewed: 8/23	Revised: 10/23

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

USE OF COMMUNITY RESOURCE PERSONS

The Board recognizes the value of community resource persons and agencies in the educational program and authorizes the use of such persons with approval of the principal and the Director of Schools' office.

PATRIOTIC SOCIETIES

The principal of each school shall allow representatives of a patriotic society the opportunity to speak with students during school hours to inform the students of how the patriotic society may further a student's educational interest and civic involvement to better their schools, communities, and themselves.

A "patriotic society" means a group or organization listed in Title 36 of the United States Code that is a youth membership organization with an educational purpose that aligns with the curriculum standards and promotes civic involvement.

A patriotic society shall be given only one (1) day at the beginning of each academic school year, as approved by the principal, for the society to speak to the students at the school for no more than ten (10) minutes.

A patriotic society shall provide verbal or written notice to the principal of the society's intent to speak to the students. The principal shall provide verbal or written approval of the specific day and time for the society to address the students. Members of the society attending the event shall sign a Volunteer Confidentiality Form and submit to a background check per Knox County Board of Education Policy I-260.

Legal References:

1. T.C.A. § 49-6-305.
2. 36 U.S.C. Part B.

Approved as to Legal Form
By Knox County Law Director 8/21/2023
/Gary T. Dupler/Deputy Law Director

Section I:

**Instructional
Goals and
Objectives**

Knox County Board of Education Policy

Descriptor Term:

Off-Campus Trips

Descriptor Code:

I-250

Issued:

7/95

Reviewed:

8/23

Revised:

11/21

1
2 The Board recognizes that student off-campus trips are sometimes justified for the purpose of achieving
3 the established educational goals of the school system. To safeguard the Board, its employees, and
4 students in matters of liability, all off-campus trips must be approved in advance by the Director of
5 Schools. Approval shall be contingent upon evidence that the trip is justified and planned according to
6 the provisions in this policy.

7 All field trips must receive prior approval from the school principal before being forwarded to the Director
8 of Schools. It is the responsibility of the principal to recommend field trips for approval ten (10) school
9 days prior to the proposed date.

10
11 **JUSTIFICATION**

12
13 Personnel arranging or approving a trip should have evidence that the experience will enhance the
14 achievement of established program objectives, and that the anticipated educational benefits of the trip
15 will justify the financial costs and the impact upon other school programs.

16 It is the responsibility of the principal to approve field trips only after the educational justification and
17 plans for any students not attending have been determined.

18
19 **APPROVAL**

20
21 Written prior approval is required for all off-campus trips, both curricular and extra-curricular. Approval
22 must be obtained regardless of day of the week or time of day, and regardless of whether the event
23 originates in a school, in the central office, or in an outside agency. The approval procedure for regular
24 trips differs from the procedure for special trips, as described hereafter.

- 25
26 **1. Regular trips**, made on a scheduled basis and integral to the ongoing operation of an authorized
27 program, receive blanket approval of the Director of Schools and Board when program guidelines,
28 budgets, and schedules are approved. Examples of regular trips are the travel of interscholastic
29 athletic teams on an approved schedule and the transporting of vocational classes to training sites
30 on a routine basis. Requests for approval of such guidelines, budgets and schedules will be made
31 by program administrators by letter or forms specified for the program involved.
- 32
33 **2. Special trips** include one-time trips and any others not receiving blanket approval as regular trips
34 as described in item #1. Requests for approval of special trips must utilize the official **Off-**
35 **Campus Trip Approval** form. Channels for approval will include the principal, the appropriate
36 supervisor, the Director of Schools. Special trips may not be scheduled during school hours within
37 the final five (5) days of the school year.

38
39 Public announcements regarding planned field trips or receipt of field trip monies are not to be initiated
40 with students until the principal has been notified by the appropriate Central Office supervisor authorizing
41 the field trip request.

42

PLANNING

Advanced provisions must be made for safety and educational factors, including but not necessarily limited to the following items:

1. written permission of parents
2. the safety of participants
3. adult supervision
4. activities for achieving definite educational objectives
5. student orientation and follow-up critique
6. transportation
7. financial obligations
8. instruction and supervision of students not taking the trip

Requests for approval of field trips must be submitted to the principal on a Field Trip Request Form accompanied by a Field Trip Risk Assessment Form.

OUT-OF-COUNTY FIELD TRIPS

Requests for out-of-county field trips must include required forms for field trips, including the **Field Trip Risk Assessment Form**. Out-of-County and Out-of-State field trips require the appropriate supervisor's approval and must be submitted in a timely manner for this to occur before any financial commitments are made.

PARENT/LEGAL GUARDIAN CONSENT

Prior to a scheduled field trip, it will be the responsibility of the supervising teacher to have signed parent/legal guardian permission forms on file for all participating students in the school office along with the name of the teacher supervising the trip. The departure time and return time must be clearly stated on the permission form and conveyed to students, parents, and school administration.

STUDENT PARTICIPATION/FEE WAIVER REQUESTS/SPECIAL ACCOMMODATIONS

A student with an approved fee waiver who is eligible to participate in a regular field trip may not be excluded due to inability to pay his/her portion of the trip. Accommodations for students with disabilities shall be provided (i.e., special assistance, transportation, accessibility at site).

SUPERVISION

A certificated Knox County Schools employee must accompany students on any approved trip. Any violations of school rules and/or district policies shall be reported to the principal. Adult-to-student ratios may vary but must be adequate for the field trip activity and the number and age of the students. Teachers who accompany students on field trips may request a substitute if: a) they will be away from school a major portion of the day and/or b) the majority of their students will remain at school.

Non-certificated chaperones shall be 21 years of age or older. The certificated district employee will provide the chaperones with specific information regarding their responsibilities. Chaperones shall be responsible for the continuous monitoring of student activities. Knox County personnel and chaperones shall not consume alcoholic beverages, smoke, or use illegal substances while accompanying and supervising students on field trips. Supervisors/chaperones will model the same behavior as expected on school property.

- 1 • Student roll call will be taken before leaving school and again before departing the visitation site.
2 If any student is missing or injured, the student's parent/legal guardian will be contacted
3 immediately. One district employee will remain until the absent student or his/her parent/legal
4 guardian arrives at the site.
5
- 6 • When trips are scheduled to return after regular school hours, a certificated district employee must
7 supervise students after returning to campus. No students are to be left at the school unsupervised.
8
- 9 • In the event a student is not picked up within one (1) hour of the scheduled arrival time, the
10 supervising teacher will do the following:
11
 - 12 – Telephone the parent/legal guardian and stay with the student until the student's transportation
13 arrives.
 - 14 – If the parent/legal guardian cannot be contacted and all other resources are exhausted, the
15 police department may be called to assist.
 - 16 – In the event of unforeseen circumstances of a significant delay in return time, the supervising
17 teacher **must** contact the appropriate administrator immediately.
18

19 **STUDENT FOREIGN TRAVEL/STUDY PROGRAMS**

20
21 Knox County Schools will not approve foreign travel. Any student or teacher who takes part in foreign
22 travel or foreign study will do so of their own accord through an outside agency.
23

24 Students who participate in a foreign travel/study program do so as an enrichment activity. KCS will not
25 award credit for foreign travel or study programs.
26

27 **FOOD AND BEVERAGE PROVISIONS/MANDATED LUNCH PROGRAM**

28
29 All students eligible for a free or reduced-price lunch must be provided with a lunch when on a field trip
30 that occurs during the regular lunch period. School cafeteria managers shall be notified in advance if a
31 specific number of students will be participating on a field trip during the regular lunch period.
32

33 **FINANCIAL ACCOUNTABILITY**

34
35 The cost of the field trip will be a factor in the decision to approve the field trip. A statement of projected
36 costs and fees to be charged for admission, transportation, etc. must be included in the field trip request.
37

38 Field trip expenses incurred by adult sponsors/chaperones should be included in determining the overall
39 cost for the field trip; however, no profits shall be realized in excess of the cost of the trip.
40

41 Collection logs, payments, and receipts must be maintained in accordance with internal school uniform
42 accounting procedures.
43

44 **TRANSPORTATION**

45
46 Parents shall assume responsibility for providing transportation for the children on off-campus trips unless
47 transportation is specifically arranged by the school. When the school arranges transportation, it must
48 utilize state-inspected school buses or commercial carriers except when the number of students does not
49 warrant the expense, in which cases privately-owned vehicles may be used. When students pay the cost
50 of a bus, a commercial carrier, or a privately-owned vehicle arranged by the school, the rate shall be

1 negotiated by the owner and the principal. Regardless of who arranges the transportation – parent or
2 school – liability coverage is the responsibility of owners and drivers, as the Board does not provide
3 liability coverage except for Knox County-owned vehicles.
4

5 When school buses are used, principals are encouraged to use the buses which normally serve within the
6 high school attendance zone involved, subject to cost and satisfactory service considerations. Bus rules
7 must be obeyed. If any items are to be taken on the bus, they must be safely secured. The rear door must
8 be clear at all times. The bus owner and/or the driver are responsible for enforcing this policy. The safety
9 of the students while on the bus is a joint responsibility of the professional staff, the chaperones and the
10 bus driver. The bus driver's primary responsibility is for providing a safe transportation method for
11 students during the field trip. Once the students are off the bus, their conduct becomes the responsibility
12 of the professional staff and chaperones. Off-campus trips to an out-of-county location or to a location
13 that is greater than thirty (30) miles one way, whichever is the greater distance, shall have no more than
14 two persons per seat for middle and high school students and three persons per seat for grades
15 kindergarten through five.
16

17 **LEASING OR RENTAL OF VEHICLES**

18

19 Employees are not authorized to lease or rent any vehicle to transport students without prior authorization
20 from the Director of Schools. Procurement procedures determined by the Knox County
21 Purchasing Department shall be followed when school funds are used to pay for an approved lease or
22 rental of a vehicle.
23

24 **DRIVER DESIGNATION**

25

26 Service providers shall submit in writing to the Transportation Department and building level
27 administrator, or designee, the driver's name and driver identification number for all services originating
28 at the building level.
29

30 When the school arranges for private cars to be used, the employee arranging the trip must inform drivers
31 of their personal liability prior to listing their names on the approval form. Knox County Schools
32 discourages students from driving to field trip events; however, in unique circumstances (as deemed by
33 the principal), students may drive if they hold an Intermediate Unrestricted License or a Regular Driver's
34 License. If other students ride with a student, the student driver must have the following on file: a regular
35 driver's license, proof of insurance, and a written parental permission to transport other students. Students
36 who ride with another student must have written parental permission, including contact information.
37

38 Parents who transport students on field trips must provide proof of insurance to the principal. A copy of
39 such must be on file in the principal's office.
40

41 **USAGE OF VANS**

42

43 Vehicles designed to transport more than ten (10) passengers, including the driver, shall meet school bus
44 structural standards. Van type vehicles shall not be used for transporting students for instructional off-
45 campus trips, athletic events, and other school approved functions.
46
47
48
49
50

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

LIABILITY

The Knox County Board of Education does not endorse, support, or assume liability in any way for any staff member who takes students on field trips not approved by the Board, the Director of Schools, and/or the principal.

PUBLIC LAW 93-113, SECTION 504

Under this federal law, no student may be deprived of an off-campus trip on the basis of handicap. The principal approving the trip shall ascertain that the appropriate accommodations have been made.

NON-DISTRICT SPONSORED/BOARD-APPROVED STUDENT TRIPS

Activities sponsored by non-Knox County Schools organizations, which recruit Knox County Schools students, and/or teachers to participate are neither approved nor endorsed by Knox County Schools.

- Teachers and school officials are prohibited from using their position to enlist students for a non-approved activity. Teacher and school officials are prohibited from soliciting student participation or collecting student payments during school hours for non-approved activities.
- A teacher's communication with students and/or parents regarding unofficial field trips must be independent of the school and of the teacher's employment. A teacher may not utilize the time, facilities, equipment or supplies of the district to communicate with students and/or parents regarding unofficial field trips, unless he or she follows Use-of-Facilities procedures.
- Field trips organized by individual teachers must clearly be identified as non-school sponsored activities to avoid district liability.

Approved as to Legal Form
By Knox County Law Director 9/22/2021
/Gary T. Dupler/Deputy Law Director

Section I:

**Instructional
Goals and
Objectives**

Knox County Board of Education Policy

Descriptor Term:

School Volunteers

Descriptor Code:

I-260

Issued:

7/95

Reviewed:

8/23

Revised:

10/23

1
2 The Knox County Board of Education welcomes the assistance of volunteers in supporting a high-quality
3 educational experience for students in our school system. The Board recognizes that school volunteers
4 can enhance student learning and achievement in a variety of ways. We gratefully acknowledge that the
5 involvement of volunteers, coupled with other family and community engagement activities, can be
6 critical to our success in effectively educating every child in the Knox County Schools. The Board
7 appreciates the willingness of committed and qualified individuals to serve in our schools as volunteers,
8 and this policy seeks to define the parameters for productive, educationally beneficial, and safe
9 volunteerism in our schools.

10
11 The Board endorses a volunteer program in the schools¹ and encourages principals to welcome volunteers
12 in their school to augment and assist the school staff in providing an excellent education for all students.
13 Each school is expected to have a volunteer coordinator that maintains an accurate and up-to-date
14 volunteer database.

15
16 For the purposes of this document, a volunteer is defined as an individual not paid by the Knox County
17 Schools (KCS) who spends time in direct contact with either an individual or group of students at any
18 time on school grounds or who may provide time free of charge to support school related activities.

19
20 All volunteers must be approved by the principal or his or her designee and shall serve under the
21 supervision or direction of the professional personnel of the school to which they are assigned. Volunteers
22 may assist Knox County Schools' staff in the execution of their teaching and administrative duties, but
23 school staff members retain the responsibility for the appropriate conduct of all activities. Volunteers may
24 not provide instruction unless under the immediate oversight of a certified teacher. The primary
25 instructional role of volunteers should be to reinforce skills taught by the professional staff.

26
27 School principals will approve tasks and activities for volunteers, which may be offered by teachers or
28 other staff at the school level, that are student and age-appropriate. Volunteers should receive orientation
29 or training for the specific tasks they will be asked to perform.

30
31 To protect the KCS students and staff, the Knox County Schools reserves to right to collect certain
32 information about volunteers who may potentially be in contact with students. Volunteers must submit to
33 a background check and/or provide information about themselves.² The Director of Schools will establish
34 a procedure that delineates the type of background information that is collected for specific volunteer
35 activities.

36
37 Volunteers working within the Knox County Schools are expected to sign a Volunteer Confidentiality
38 Form and adhere to the following standards of conduct:

- 39
40 • Volunteers shall treat all students equally regardless of gender, race, religion, or culture and refrain
41 from any comments that can be construed as racist, sexist, or harassing.
42

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

- Disciplinary issues should immediately be referred to the student’s teacher.
- Should a student disclose to a volunteer instances of brutality, neglect, physical or sexual abuse or intent to harm himself or herself, the volunteer must report that to the school principal or teacher immediately.³
- Volunteers may not be in the possession of or under the influence of alcohol or illegal substances.⁴
- Volunteers will respect all statutory and regulatory requirements concerning student privacy and will not share any student information to which they may be exposed in the course of their duties.

The Board of Education may, at its discretion, defend and/or indemnify volunteers against loss, damage, or claims, depending upon the facts and circumstances of each instance. Volunteers shall at all times cooperate with the Board of Education’s investigation and defense of any such loss, damage, or claim. The Board may withdraw its indemnification or defense if the volunteer does not cooperate or continue in such cooperation.

Volunteers serve at the pleasure of the Knox County Schools. The Director of Schools or any school principal may decline the services or continued service of any volunteer at any time.

Legal Reference:

1. T.C.A. § 49-6-7001.
2. T.C.A. § 49-5-406 & 413.
3. T.C.A. § 37-1-403 & 605.
4. T.C.A. § 39-17-432, 715.

Approved as to Legal Form
 By Knox County Law Director 8/21/2023
 /Gary T. Dupler/Deputy Law Director

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term:	Descriptor Code:	Issued:
	Family and Community Engagement	I-270	7/95
		Reviewed:	Revised:
	8/23	8/17	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42

GENERAL EXPECTATIONS FOR ALL SCHOOLS

The Knox County Board of Education understands the value and importance of, and encourages the highest level of, engagement by parents and families at the school and the system level. The Knox County School System (KCS) is governed by the statutory definition of parent and family involvement as cited in the Every Student Succeeds Act (ESSA). Under that act, a school system is required to develop a parent and family engagement policy, which is to be incorporated into the district’s plan, establishing KCS’ expectations and objectives for meaningful parent and family involvement. The plan is to describe how KCS will:

- A. Involve parents and family members in jointly developing the district’s plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of KCS schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state and local laws and programs;
- D. Conduct with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of KCS schools, including identifying:
 - Barriers to greater participation of parents, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - Strategies to support successful school and family interactions;
- E. Use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section;
- F. Involve parents in the activities of schools, which may include the establishment of a parent advisory board comprised of a sufficient number and representative group of parents or family members served by KCS to adequately meet the needs of the populations served for the purposes of developing, revising, and reviewing the parent and family engagement policy; and
- G. Incorporate elements of Tennessee Department of Education 2013-2014 Parent Involvement Standards (results of 2009 TN Senate Bill No 293):

- 1 • **Standard One: Welcoming All Families into the School Community.** Families are active
2 participants in the life of the school, and feel welcomed, valued, and connected to each other,
3 to school staff, and to what students are learning and doing in class.
- 4 • **Standard Two: Communicating.** Families and school staff engage in regular, meaningful
5 communication about student learning.
- 6 • **Standard Three: Supporting Student Success.** Families and school staff continuously work
7 together to support students' learning and healthy development both at home and at school,
8 and have regular opportunities to strengthen their knowledge and skills to do so effectively.
- 9 • **Standard Four: Speaking Up for Every Child.** Families are informed and enabled to be
10 advocates for their own and other children, to ensure that students are treated fairly and have
11 access to learning opportunities that will support their success.
- 12 • **Standard Five: Sharing Power.** Families and school staff are equal partners with equal
13 representation in decisions that affect students and families and together inform, influence, and
14 create policies, practices, and programs.
- 15 • **Standard Six: Collaborating with Community.** Families and school staff work together
16 with community members to connect students, families, and staff to expanded learning
17 opportunities, community services, and civic participation.

18 KCS and its individual schools, to the extent practicable, shall provide opportunities for the informed
19 participation of parents and family members (including parents and family members who have limited
20 English proficiency, parents and family members with disabilities and parents and family members of
21 migratory children), including providing information and school reports in a format and, to the extent
22 practicable, in a language such parents understand.

23 TITLE I SCHOOLS

24 Parents and family members of children receiving Title I services shall be involved in the decisions
25 regarding how Title I funds reserved for parent and family engagement are allotted for parental
26 involvement activities. These funds shall be used to carry out activities and strategies consistent with
27 KCS' parent and family engagement policy, including not less than one of the following:

- 28 A. Supporting schools and nonprofit organizations in providing professional development for district
29 and school personnel regarding parent and family engagement strategies, which may be provided
30 jointly to teachers, principals, other school leaders, specialized instructional support personnel,
31 paraprofessionals, early childhood educators, and parents and family members.
- 32 B. Supporting programs that reach parents and family members at home, in the community, and at
33 school.
- 34 C. Disseminating information on best practices focused on parent and family engagement, especially
35 best practices for increasing the engagement of economically disadvantaged parents and family
36 members.
- 37 D. Collaborating, or providing sub-grants to schools to enable such schools to collaborate, with
38 community-based or other organizations or employers with a record of success in improving and
39 increasing parent and family engagement.
- 40 E. Engaging in any other activities and strategies that KCS determines are appropriate and consistent
41 with its parent and family engagement policy.

1 Each Title I school shall jointly develop with, and distribute to, parents and family members of
2 participating children a written parent and family engagement policy, agreed on by such parents, that shall
3 describe the means for carrying out the requirements of subsections C-G listed above. Parents shall be
4 notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a
5 language the parents can understand. Such policy shall be made available to the local community and
6 updated periodically to meet the changing needs of parents and the school.

7 Each Title I school shall:

- 8
- 9 A. Convene an annual meeting, at a convenient time, to which all parents of participating children
10 shall be invited and encouraged to attend, to inform parents of their school's participation under
11 this part and to explain the requirements of this part, and the right of the parents to be involved;
12
- 13 B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may
14 provide, with funds provided under this part, transportation, child care, or home visits, as such
15 services relate to parental involvement;
16
- 17 C. Involve parents, in an organized, ongoing and timely way, in the planning, review, and
18 improvement of Title I programs, including the school parent and family engagement policy and
19 the joint development of the school-wide program plan;
20
- 21 D. Provide parents of participating children:
- 22 • Timely information about programs,
 - 23 • A description and explanation of the curriculum in use at the school, the forms of academic
24 assessment used to measure student progress, and the achievement levels of the challenging
25 State academic standards, and
 - 26 • If requested by parents, opportunities for regular meetings to formulate suggestions and to
27 participate, as appropriate, in decisions relating to the education of their children, and respond
28 to any such suggestions as soon as practicably possible.
29
- 30
- 31 E. Jointly develop with parents a school-parent compact that outlines how parents, the entire school
32 staff, and students will share the responsibility for improved student academic achievement and
33 the means by which the school and parents will build and develop a partnership to help children
34 achieve Tennessee's high standards. The compact shall:
- 35 • Describe the school's responsibility to provide high-quality curriculum and instruction in a
36 supportive and effective learning environment that enables the children served to meet the
37 challenging State academic standards, and the ways in which each parent will be responsible
38 for supporting their children's learning, volunteering in their child's classroom, and
39 participating, as appropriate, in decisions relating to the education of their children and
40 positive use of extracurricular time, and
 - 41 • Address the importance of communication between teachers and parents on an ongoing basis
42 through, at a minimum – parent-teacher conferences, children's progress reports, reasonable
43 access to staff, opportunities to volunteer and participate in child's class and observation of
44 classroom activities, and ensuring regular two-way, meaningful communication between
45 family members and school staff, and to the extent practicable, in a language that family
46 members can understand.
47
48
49
50

Instructional Goals and Objectives	Knox County Board of Education Policy		
	Federal Programs	Descriptor Term:	Descriptor Code:
			I-280
		Reviewed:	Revised:
	8/23	8/17	

1
2 Under the Every Student Succeeds Act (ESSA), which is the latest reauthorization of the Elementary and
3 Secondary Education Act of 1965, Congress provides funding for a number of basic educational programs
4 for states and districts to implement. To receive these federal funds, KCS agreements to comply with the
5 law and these requirements, which are as follows:

6
7 **Title I, Part A – Improving Basic Programs Operated by State and Districts**

8
9 The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and
10 high-quality education, and to close educational achievement gaps.¹

11
12 **Section 1006 – District Plans**

13 KCS shall submit an annual district plan to the Tennessee Department of Education (TDOE) that is
14 developed with timely and meaningful consultation with teachers, principals, other school leaders,
15 paraprofessionals, administrators, specialized instructional support personnel, charter school
16 leaders (if applicable), and with parents of children in Title I schools, and coordinated with other
17 programs including but not limited to the Individuals with Disabilities Education Act (IDEA), Carl D.
18 Perkins Career & Technical Education Act, McKinney-Vento Homeless Assistance Act and Head Start
19 Act. KCS shall also monitor student progress to ensure that students are meeting the challenging
20 Tennessee academic standards.²

21
22 **Section 1007 – Eligible School Attendance Areas**

23 KCS shall annually rank and serve, without regard to grade spans, all eligible schools in which the
24 concentration of children from low-income families exceeds 75% from highest to lowest according to the
25 percentage of children from low-income families. KCS may choose to serve below the 75% threshold and
26 up to 40% schoolwide threshold at the recommendation of the Superintendent. Poverty will be
27 determined by a common metric for all schools (i.e. direct certification).³

28
29 **Section 1008 – School-Wide Programs**

30 Eligible schools that are above the 40% poverty threshold are deemed a school wide program, in which
31 funds may be used for all students attending specific Title I schools. Participating Title I schools shall
32 implement this program only to supplement the amount of funds that would, in the absence of funds under
33 Title I, be made available from non-Federal sources for the school, including funds needed to provide
34 services that are required by law for children with disabilities and English learners.

35 Participating schools shall submit an annual comprehensive school plan to TDOE that is developed with
36 the involvement of teachers, principals, other school leaders, paraprofessionals, administrators,
37 specialized instructional support personnel, other school staff, students (if a secondary school) and other
38 individuals as determined by the school. The school plan will be based on a comprehensive needs
39 assessment of the entire school that accounts for academic achievement of children in relation to the
40 challenging Tennessee academic standards especially the needs of children who are failing or are at-risk
41 of failing to meet these academic standards and any other factors as determined by KCS.⁴
42

Section 1010 – Parent and Family Engagement

KCS and each Title I school shall jointly develop with, agree on with, and distribute to, parents and family members a written parent and family engagement policy. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. One percent (1%) of Title I funds will be set aside for this purpose with at least 90% of this allocated back to participating Title I schools.

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Please refer to Policy I-270 Parent and Family Engagement for additional details.⁵

Section 1011 – Participation of Children Enrolled in Private Schools

After timely and meaningful consultation with appropriate private school officials, KCS shall provide equitable services for children who are zoned in an eligible Title I school and enrolled in a private elementary and/or secondary school that chooses to participate in Title I-Part A program. Services are targeted toward students who are identified as academically at-risk of meeting challenging Tennessee academic standards. The proportional share of funds shall be determined based on the total amount of funds received by KCS under this part prior to any allowable expenditures or transfers by the local educational agency.⁶

Section 1102 – Supplement, Not Supplant

To receive funding under Title I-Part A, KCS shall meet three fiscal requirements:

1. Maintenance of Effort – district maintains current spending levels based on prior year’s spending levels.
2. Supplement, Not Supplant – district shall use Federal funds received under Title I-Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. To demonstrate compliance, KCS shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under this part ensures that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under this part.
3. Comparability – district demonstrates comparable services between Title I schools and non-Title I schools using state and local funds.⁷

Title I, Part D, Subpart 2 – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk

The purpose of this subpart is to support the operation of KCS programs that involve collaboration with locally operated correctional facilities –

- to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
- to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
- to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.⁸

After timely and meaningful consultation with appropriate correctional facilities officials, KCS shall submit an application to TDOE outlining budgets and use of funds. Funds may be used for:

1. programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;
2. dropout prevention programs which serve at-risk children and youth;
3. the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
4. special programs to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education;
5. programs providing mentoring and peer mediation;
6. pay for success initiatives.⁹

Title II, Part A – Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders

The purpose of this title is to provide grants to State educational agencies and subgrants to districts to—

- increase student achievement consistent with the challenging TN academic standards;
- improve the quality and effectiveness of teachers, principals, and other school leaders;
- increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- provide low-income and minority students greater access to effective teachers, principals, and other school leaders.¹⁰

Section 2102 – Subgrant to KCS

KCS shall submit an annual district plan to TDOE that is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (if applicable), parents, and community partners, and coordinated with other related strategies, programs and activities.¹¹

Section 2103 – Local Use of Funds

KCS shall address the learning needs of all students including children with disabilities, English learners, and gifted & talented students. Allowable activities include but are not limited to:

- Rigorous, transparent & fair evaluation & support system.
- Assist in recruiting, hiring & retaining effective teachers particularly in low-income schools with higher percentage of ineffective teachers and/or students not meeting academic standards.
- Recruiting qualified individuals to become teachers, principals or other school leaders.
- Reducing class size to a level that is evidenced based.
- Provide high-quality personalized professional development.
- Carrying out in-service training.¹²

Title III – Language Instruction for English Learners and Immigrant Students

The purpose of this title is in:

- Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.
- Carrying out highly focused, innovative, locally designed activities to expand or enhance existing

language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth.

- Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.
- Implementing, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

KCS shall submit an annual district plan to the Tennessee Department of Education. Allowable activities include but are not limited to:

- Increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success.
- Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators.
- Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners.

Federal funds made available under this subpart shall be used so as to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such federal, state, and local public funds.¹³

Reference: <https://www.law.cornell.edu/uscode/text/20/chapter-70> Title 20, Chapter 70, subchapter I, IIA, III.

Legal References:

1. 20 U.S. Code § 6301.
2. 20 U.S. Code § 6312.
3. 20 U.S. Code § 6313.
4. 20 U.S. Code § 6314.
5. 20 U.S. Code § 6318.
6. 20 U.S. Code § 6320.
7. 20 U.S. Code § 6321.
8. 20 U.S. Code § 6451.
9. 20 U.S. Code § 6454.
10. 20 U.S. Code § 6601.
11. 20 U.S. Code § 6612.
12. 20 U.S. Code § 6613.
13. 20 U.S. Code § 6825.

Approved as to Legal Form 7/26/2017
By Knox County Law Director
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	ESL Program Policy	Descriptor Term:	Descriptor Code: Issued:
			I-290 2/06
		Reviewed:	Revised:
	8/23	10/23	

1
2 The English as a Second Language (ESL) Program Policy is designed to set minimum standards for
3 Tennessee school districts in providing services to non-English language background (NELB) students
4 who are also limited English proficient (LEP). These students are referred to as English Language
5 Learners (ELLs).

6
7 Schools are required to provide specialized programs for LEP students to comply with Title VI of the
8 Civil Rights Act of 1964 and T.C.A. 4-21-90.

9
10 **ANTI-DISCRIMINATION POLICIES AND PRACTICES**

11
12 To comply with Title VI of the Civil Rights Act of 1964, T.C.A. 4-21-90, and the Equal Educational
13 Opportunities Act of 1974, KCS must have anti-discriminatory policies which preclude denial of equal
14 education opportunities to individuals based on race, color, or national origin. To comply with anti-
15 discriminatory policies, district practices must not result in the inappropriate placement of ELLs in or
16 exclusion from special opportunity programs or activities based on English language proficiency or
17 national origin.

18
19 **IDENTIFICATION OF ENGLISH LANGUAGE LEARNERS**

20
21 To comply with the ESL program policy, KCS must identify ELLs by following these two steps:

22
23 **STEP 1:** KCS shall administer the Home Language Survey to all students in the district. The Home
24 Language Survey consists of three questions that will be asked of every parent/legal guardian enrolling
25 his/her child in the school district. These questions are:

- 26 1. What is the first language your child learned to speak?
27 2. What language does your child speak most often outside of school?
28 3. What language do people usually speak in your child's home?

29
30 If the answer to any of the above questions is a language other than English, the child will be classified
31 Non-English Language Background (NELB) and assessed for English proficiency.

32
33 **STEP 2:** Unless an NELB student has documentation from a previous district of meeting the definition
34 of Fluent English Proficient (FEP), school districts assess all NELB students with the state approved
35 English language proficiency test to determine whether they are limited English proficient (LEP). All
36 NELB students who are determined to be LEP must be identified as ELL and must receive ESL services
37 through an allowable service delivery model.

38
39 **PARENTAL NOTIFICATION AND RIGHTS**

40
41 School districts shall communicate information to all parents in the language that the parent can
42 understand, to the extent practicable. Parents of English Language Learners must be informed of their

right to refuse placement of their children in ESL programs. Parents must also be advised of studies related to emergent English Language Learners.

SERVICE DELIVERY MODELS

An alternative language program for ELLs, known as English as a Second Language, is defined in Tennessee Rules and Regulations as "English instruction especially designed for speakers of other languages" [Rule 0520-1-3-.056. a. 1 and 2 ii.]. An ESL program may be provided through various service delivery models including but not limited to: ESL pull-out programs, ESL cluster centers to which students are transported from their zone schools, resource centers/ESL laboratories, structured immersion classes, or scheduled ESL class periods, and push-in models for content-based ESL. All EIs will be provided with an ILP with growth trajectories. The Department of Education must approve other models based on the available evidence of their effectiveness. All models must be research validated and address how academic deficits that are the result of students' limited English proficiency will be remediated.

An endorsed ESL teacher must provide direct daily services, or the equivalent, to beginning and intermediate level ELLs using the state approved ESL curriculum. Transitional ELL students are at the advanced level and may be mainstreamed in the regular classroom without direct service. The district must monitor students' progress for two years after they have exited from ESL services. If students are not successful in the regular curriculum without direct service, the district must design a support program that provides them with the necessary skills.

All teachers who serve EIs, including EIs whose legal guardians have waived direct ESL services, shall be trained annually on Tennessee (WIDA) English language development standards.

At the high school level, districts shall use appropriate course codes for all ESL course work. Two ESL credits may be counted toward the four English credits required for graduation. Additional ESL courses shall be counted as elective credits. It is recommended that ELL students achieve the intermediate level on the English language proficiency test before taking a regular English course.

STAFFING RATIOS

Appropriate staffing of ESL programs is based on two criteria. First, districts will provide adequate ESL faculty to implement the chosen service delivery model effectively, as documented by the progress in English language proficiency and academic content of their ESL students. Second, districts will adequately staff their ESL programs to meet all compliance requirements, including but not limited to, communication to parents, identification of English language learners, and monitoring of transitional ELLs.

To meet the two criteria of effective and compliant ESL programs, districts shall implement ESL programs based on the following staffing ratio standards:

- ESL class sizes shall not exceed state mandated grade level class size requirements; and
- The district-wide ESL program staffing ratio shall be based on an average of no more than 35 identified ELL students per full-time ESL endorsed teacher unless an alternate staffing ratio is approved by the Department of Education.

50 Districts seeking approval for an alternate district-wide staffing ratio shall provide the following
51 information annually to the Department of Education:

- 1 • The number of ELLs;
- 2
- 3 • The proficiency levels of ELLs;
- 4
- 5 • The most recent adequate yearly progress determinations for the ELL subgroup in
- 6 reading/language arts and mathematics;
- 7
- 8 • The proposed staffing ratio that will be used in place of the recommended 35 to 1 ratio; and,
- 9
- 10 • The justification for the alternate staffing ratio.
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36

37

Legal References:

- 38 1. Title VI - Civil Rights Act of 1964.
- 39 2. T.C.A. § 4-21-901.
- 40 3. TRR 0520-1-3-.056.a.1 & 2ii.
- 41 4. Tennessee State Board of Education Policy 3.207.
- 42
- 43

44 Approved as to Legal Form
 45 By Knox County Law Department 8/21/2023
 46 /Gary T. Dupler/Deputy Law Director
 47

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Reporting Student Progress	Descriptor Term:	Descriptor Code: Issued:
			I-310 7/95
		Reviewed:	Revised:
	8/23	12/22	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

Progress reports shall be sent to parents at regular intervals throughout the school year. Progress report grades denote academic progress and are not cumulative final grades. However, grades included in progress reports may be used to determine school-level student awards or honors. Criteria for school-level awards and honors will be communicated to students and parents.

Within each grade band (PK-5, 6-8, 9-12), reporting forms shall use the same symbols for every reporting period.

In grades six and above, the minimum standard for a passing mark shall be 60%.

Legal References:

1. TRR/MS 0520-1-3-.05(3)(a); T.C.A. § 49-6-901.
2. T.C.A. § 49-6-7002; T.C.A. § 49-6-3004.
3. Public Law 101-36; U.S.C. § 12101.
4. T.C.A. § 49-2-203(b)(7).

Approved as to Legal Form
By Knox County Law Director 11/29/2022
/Gary T. Dupler/Deputy Law Director

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy			
	Authorization for a Grade Change	Descriptor Term:	Descriptor Code:	Issued:
		I-311	10/08	
		Reviewed:	Revised:	
	8/23			

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

Only the teacher of record is authorized to initiate a grade change. The teacher must provide documentation and the rationale for the grade change. Such information must be signed by the teacher and submitted to the principal. The principal must approve or deny the request for the grade change and will sign-off giving approval for the requested change. The documented grade change shall be filed in the student's cumulative record. If the grade has previously been entered onto the student's cumulative record, the teacher and the principal will initial the grade after the change has been made.

An administrative change in a teacher's grade shall not be made without prior consultation with the teacher of record. The teacher may request that the decision of the principal or the results of the consultation be reviewed by the director of elementary, middle and high as appropriate.

In the event that the teacher is unavailable and/or unable to provide grades, the principal shall make the final decision regarding the grade change using existing documentation and a rationale for the change.

No school counselor or other teachers may initiate or approve a change in grades.

Section I:

**Instructional
Goals and
Objectives**

Knox County Board of Education Policy

Descriptor Term:

Homework

Descriptor Code:

I-320

Issued:

7/95

Reviewed:

8/23

Revised:

10/23

Any homework shall be assigned to reinforce and strengthen content currently being studied or content previously taught. It shall be designed as a focused learning experience with the intended purpose of meeting a learning goal. Teachers shall consider the following factors when assigning homework:

- The grade level of the student.
- Level and degree of difficulty of the subject being studied.
- The maturity level of the student.
- The instructional needs of the student.
- The purpose of the assignment and its relation to the objectives of the course under study.
- The length of the assignment and the amount of time that will be required to complete it.
- Homework demands being made in other subject areas.

The following are acceptable reasons for assigning homework:

- Increase in procedural fluency, used for improving students' abilities to apply these skills in more complex problem solving.
- Application of the learning concept from the current day or previous learning in a contextualized manner.
- Deepening understanding of a concept—providing students time to read further, elaborate on a new idea and expand their understanding.
- Preparation for the following day's learning, such as an advance organizer or cue to increase readiness for new information.

Students should be given timely feedback upon completion of homework assignments. Homework must never be given for punishment.

Approved as to Legal Form
By Knox County Law Director 8/21/2023
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Senior Classification	Descriptor Term:	Descriptor Code:
			I-330
		Issued:	7/95
	Reviewed:	1/25	
		Revised:	12/18

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

SENIOR CLASSIFICATION

Students will be classified as seniors who, at the beginning of the school year, have completed six (6) terms. Those not meeting graduation requirements will be retained at the end of the 8th term.

The Valedictorian and Salutatorian at each high school shall have earned the highest and next highest grade-point averages using Knox County's equalization formula. This formula prevents any student from either gaining an advantage or being penalized for the number of high school courses completed. This formula prorates the regular courses in such a way that the number of credits completed is equivalent for all students competing for the Valedictorian and Salutatorian positions. This formula considers all course weighting and bonus points for Advanced Placement (AP), Cambridge International, International Baccalaureate (IB), Dual Enrollment, Statewide Dual Credit, National Industry Certification and Honors courses in its calculation. All grades included on the high school transcript shall be used in this calculation.¹

To become Valedictorian or Salutatorian, a student must be enrolled in a Knox County school at the beginning of the tenth (10th) grade year and attend through the twelfth (12th) grade.

If there is a tie through the hundredth (100th) of a point for a valedictorian, all students qualifying should be named. Senior classification beyond the positions of Valedictorian and Salutatorian will be reported in deciles, such as "upper 10%."

Identification of the Valedictorian, Salutatorian and the top 10% for each class, shall be calculated using the grades from the seventh semester (fall semester of a student's senior year).

The Director of Schools shall create an administrative procedure to determine senior classification using the equalization formula which will include the Dual Enrollment, Statewide Dual Credit, AP, industry certifications and IB course evaluations.

Cross Reference:
1. Knox County Board of Education Policy I-341 Uniform Grading Policy.

Approved as to Legal Form
By Knox County Law Director 11/1/2018
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Promotion, Retention, Acceleration	Descriptor Term:	Descriptor Code:
		Descriptor Code:	Issued:
	Reviewed:	Revised:	
	I-340	7/95	
	9/24	10/24	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42

Promotion, retention, or acceleration shall be considered on the basis of what is best for the child. The parents may appeal the decision to the principal, the Director of Schools, and the Board of Education.¹

PROMOTION

The academic program implemented in each school shall be designed to help students achieve the expectations of the grade-level State Board of Education approved Tennessee Academic Standards and meet the requirements for promotion to the next grade. Promotion to the next grade level shall be based on the successful completion of required academic work or demonstration of satisfactory progress in each of the relevant academic areas.²

A student in the 3rd grade shall not be promoted to the next grade level unless the student is determined to be proficient in English Language Arts (ELA) on the student’s achieving a performance level rating of “met expectation” or “exceeded expectations” on the ELA portion of the student’s most recent Tennessee Comprehensive Assessment Program (TCAP) test.

For the purposes of this policy, a student’s most recent TCAP test is the 3rd grade spring ELA TCAP, or the 3rd grade ELA TCAP retest opportunity, whichever score is higher.

A student in 3rd grade who scores “approaching expectations” on the ELA portion of the TCAP test may be promoted to the 4th grade if the student meets the requirements of any one (1) of the following pathways:

1. Pathway 1: The student is an English language learner and has received less than two (2) full school years of ELA instruction or if it is determined that the student is not proficient in ELA based solely on a lack of English language proficiency;
2. Pathway 2: The student was previously retained in any of the grades Kindergarten through three (K-3);
3. Pathway 3: The student is retested in accordance with Department guidelines before the beginning of the next school year and scores proficient on the retest;
4. Pathway 4: The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a 90% attendance rate at the camp, and student’s performance on the post-test at the end of the learning loss bridge camp, as required under T.C.A. § 49-6-1502(4)(f), demonstrates adequate growth;
 - a. Adequate growth is defined as a student improving scores between a baseline assessment and the post-test by at least five (5) percentage points. The baseline assessment is the ELA portion of the 3rd grade spring TCAP (excluding writing), unless a student moves into the

1 “approaching” performance level as a result of the 3rd grade TCAP retest, in which case
 2 the baseline assessment for that student is the 3rd grade retest score. The post-test will be
 3 the Department of Education-developed, standards-aligned assessment administered at the
 4 conclusion of summer camps.

5
 6 b. A student is eligible for this adequate growth promotion pathway if the student scores
 7 “approaching” on either the 3rd grade spring TCAP or on the ELA portion of the 3rd grade
 8 TCAP retest opportunity.
 9

10 5. Pathway 5: The student receives high-dosage, low-ratio tutoring for the entirety of the upcoming
 11 school year from a Tennessee accelerating literacy and learning corps (TN ALL Corps) tutor.
 12 “High-dosage, low-ratio tutoring” means a minimum of two (2) thirty (3) minute sessions per
 13 week with a one to three (1:3) teachers to student ratio. TN ALL Corps tutoring may be provided
 14 through the following options:

15
 16 a. A tutor recruited and trained through the Department’s TN ALL Corps grant program; or
 17

18 b. A district recruited tutor who has completed the Department’s TN ALL Corps training.
 19

20 6. Pathway 6: The student demonstrates proficiency in ELA standards based on the student scoring
 21 at or above the fiftieth (50th) percentile on the most recently administered state-provided
 22 benchmark assessment, if the benchmark assessment is administered to the student in a test
 23 environment, in accordance with Department guidance, and the student’s LEA or public charter
 24 school agrees to provide tutoring services to the student for the entirety of the student’s fourth
 25 (4th) grade year.

26
 27 a. If a student is promoted to the fourth (4th) grade pursuant to this Pathway 6, then the
 28 student’s LEA or public charter school shall notify the student’s parent or guardian, in
 29 writing, of the benefits of enrolling their student in a learning loss bridge camp and
 30 encouraging the parent or guardian to do so.
 31

32 b. As defined in State Board Rule 0520-01-03-.16, “state-provided benchmark assessment”
 33 means the Tennessee Universal Reading Screener provided by the Department.
 34

35 c. The tutoring services provided to the student for the entirety of the student’s fourth (4th)
 36 grade year must be high-dosage, low ratio tutoring, as defined in State Board Rule 0520-
 37 01-03-.16.
 38

39 The parent or legal guardian of a student achieving a performance level of “approaching” may appeal
 40 directly to the Tennessee Department of Education.⁵
 41

42 A student who is not proficient in ELA, as determined by the student's achieving a performance level
 43 rating of “below” on the ELA portion of the student's most recent TCAP test may be promoted if the
 44 student meets the requirements of any one (1) of the following pathways:
 45

46 1. Pathway 1: The student is currently receiving ELL services and has received less than 2 years of
 47 English instruction or if it is determined that the student is not proficient in ELA based solely on
 48 a lack of English language proficiency;
 49
 50

- 1 2. Pathway 2: The student was previously retained in any of the grades Kindergarten through three
2 (K-3);
3
- 4 3. Pathway 3: The student retested in accordance with Department guidelines before the beginning
5 of the next school year and scores proficient on the assessment;³ or
6
- 7 4. Pathway 4: The student attends a learning loss bridge camp before the beginning of the upcoming
8 school year, maintains a 90% attendance rate at camp, and receives high-dosage, low-ratio
9 tutoring for the entirety of the upcoming school year from a TN ALL Corps tutor.
10

11 A student who is promoted to the 4th grade pursuant to Pathway 4 or Pathway 5 must show adequate
12 growth on the 4th grade ELA portion of the TCAP test before the student may be promoted to the 5th
13 grade. If the 4th grade student does not meet adequate growth, then a conference committee with the
14 student's parent or legal guardian, ELA teacher, and principal will convene. Each category of participants
15 in the conference committee may recommend that the student be retained in the 4th grade or promoted to
16 the 5th grade. If it is determined that a student should be promoted to the 5th grade, then he or she must
17 receive tutoring supports throughout the entirety of their 5th grade year.
18

19 **APPEALS TO THE TENNESSEE DEPARTMENT OF EDUCATION**

20
21 The parent or legal guardian of a student who is identified for retention in third (3rd) grade based on the
22 student's achieving a performance level rating of "approaching" on the ELA portion of the most recent
23 ELA TCAP test, may appeal directly to the Tennessee Department of Education. A parent or legal
24 guardian may provide written consent to allow a school representative to file an appeal for the student on
25 behalf of the parent or legal guardian.
26

27 **Ground 1 Appeal**

- 28
29 1. The parent or legal guardian of the student agrees they were provided notice of all requirements
30 of a Ground 1 appeal and agrees that their student will comply with all requirements if the
31 Commissioner's designee overturns the identification of the student as at risk for retention in 3rd
32 grade;
33
- 34 2. The student scores at or above the fortieth (40th) percentile on the Tennessee Universal Reading
35 Screener provided by the Tennessee Department of Education and administered by the district;
36
- 37 3. The principal of the student's school agrees to develop an academic remediation plan for the
38 student. The academic remediation plan shall include evidenced-based strategies tailored to the
39 student's learning needs. These evidenced-based strategies shall include at least one (1) of the
40 following:
41
 - 42 a. Adjustment to current instructional strategies or high quality instructional materials;
 - 43 b. Additional instructional time;
 - 44 c. Modification to the student's classroom assignment to ensure the student receives
45 instruction from a teacher with a level of overall effectiveness of above expectations (level
46 4) or significantly above expectations (level 5); or
47
 - 48 d. Placement of the student in a classroom with a reduced class size.
49
50

- 1 4. The student's current ELA teacher and school principal provide a unanimous recommendation
2 that the student be promoted to the 4th grade; and
3
- 4 5. The student's district agrees to provide high-dosage, low-ratio tutoring services to the student for
5 the entirety of the student's fourth (4th) grade year.
6

7 **Ground 2 Appeal**

8
9 The parent or legal guardian of the student identified as at risk for retention in third (3rd) grade, or the
10 school personnel authorized to file an appeal on behalf of the parent or legal guardian, documents that a
11 catastrophic situation occurred on the third (3rd) grade ELA TCAP test date or within sixty (60) calendar
12 days leading up to the ELA TCAP test administration that impacted the student's ability to demonstrate
13 the student's current level of knowledge on the test. Examples of a catastrophic situation include, but are
14 not limited to, a death in the immediate family, loss of a family home, or significant medical diagnosis.

15
16 A student shall not be retained in 4th grade more than once.

17
18 There shall be no graduation exercises at any grade level prior to graduation from high school.

19 **RETENTION**

20
21 In accordance with State Board of Education policy, schools shall identify students who demonstrate
22 difficulty in achieving the requirements for promotion to the next grade level and therefore may be
23 considered for retention by February 1. Factors used to identify students who may be considered for
24 retention shall, at a minimum, include:
25

- 26 1. The student's ability to perform at the expectations of the current grade-level standards;
- 27 2. The results of local assessments, screening, or monitoring tools;
- 28 3. State assessments, as applicable;
- 29 4. The overall academic achievement of the student;
- 30 5. The student's likelihood of success with more difficult material if promoted to the next grade;
- 31 6. The student's attendance record; and
- 32 7. The student's social and emotional maturity.

33
34
35
36
37
38
39 If a student is considered for retention, the school shall notify the student's parent or legal guardian within
40 fifteen (15) calendar days of identification. The school shall develop and implement an individualized
41 promotion plan to help the student avoid retention.

42
43 If a retention decision has been made, then the school shall develop an individualized academic
44 remediation plan for the retained student prior to the start of the next school year. The academic
45 remediation plan shall be developed in coordination with the student's teachers and may include input
46 from the student's parents and other appropriate school personnel. A student shall not be retained more
47 than one (1) time in any given grade level.

48
49 It shall be the responsibility of the principal to send the Director of Schools a list of pupils who have been
50 retained stating pupil's name, grade, and/or subject.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

ACCELERATION

The teacher, in consultation with appropriate professional staff and parents, will make the decision for the promotion of a pupil to an upper grade.

VOLUNTARY RETENTION

A parent or legal guardian of a student enrolled in kindergarten through two (K-2) may elect to retain the parent's or legal guardian's student in the student's current grade level if the student has a documented academic or behavioral delay (as defined by the Tennessee State Board of Education) and the parent or legal guardian believes that retention may benefit the student. If a parent or legal guardian elects to retain the parent's or legal guardian's student in the student's current grade level, subject to federal and state law regarding students with disabilities and English language learners, the school shall retain the student in the student's current grade level at the parent's or legal guardian's request. A student cannot be retained in any grade level more than once.⁷

STUDENTS WITH DISABILITIES OR SUSPECTED DISABILITIES

A student in the third grade receiving a score of “approaching” or “below” on the ELA portion of the student’s most recent TCAP test may be promoted if they meet certain requirements set out in the law. This applies to students with and without disabilities. However, a student may not be retained based on their disability or suspected disability. Retention and promotion decisions must be made on a case-by-case basis and should be made in consultation with the IEP and/or 504 team to determine whether the student’s performance on the ELA TCAP was due to his/her disability. Such consultation should include but is not limited to a review of evaluation and eligibility data, input from the student’s teachers and parents, benchmark assessments, and classroom performance.

Likewise, a student may not be retained solely due to a suspected disability. If the LEA has reason to suspect a disability (e.g., the student is not making progress when provided research-based intervention, the student has been referred but not yet evaluated for special education, or parents have provided documentation of a disability), the student may not be retained if the reason for their TCAP performance may be due to the suspected disability.⁴

Legal References:

1. Tennessee State Board of Education Policy 3.300.
2. T.C.A. § 49-6-3106.
3. T.C.A. § 49-6-3115.
4. T.C.A. § 49-6-1507.
5. State Board Rule 0520-01-03-.16.
6. Tennessee Department of Education, Learning Loss, Special Education FAQs for Districts and Schools, https://www.tn.gov/content/dam/tn/education/2020-21-leg-session/Learning%20Loss_SPED%20FAQ.pdf.
7. T.C.A. § 49-6-3115.

Approved as to Legal Form
By Knox County Law Director 8/16/2024
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Uniform Grading Policy	Descriptor Code:	Issued:
		I-341	12/18
		Reviewed:	Revised:
11/24	12/24		

UNIFORM GRADING POLICY

The State Board of Education is authorized to develop a uniform grading system for students in grades 6-12 or any student completing a high school credit. Beginning in the 2022/23 school year, students in those grades shall be subject to a ten point scale instead of a seven point scale. Thus, an “A” letter grade shall correspond to a range of 90 to 100 percent. A “B” letter grade shall correspond to range of 80 to 89 percent; and so forth through the letter grades.^{1,2} Students who complete advanced courses are eligible for additional weighting of: 1) quality points and 2) percentage points **after a student sits for the aligned culminating exam** with one exception: senior students who have registered for an AP exam by the end of the semester will be awarded the extra percentage points. If the student does not sit for the AP exam the percentage points will be revoked.

Students completing advanced academic courses will receive the following incentives:

Quality Points

Quality points are added to the numerical quality point value corresponding to the letter grade received in the course.

- One (1) quality point shall be added to the numerical quality point value corresponding to the letter grade received in an early postsecondary course. Advanced Placement, International Baccalaureate, industry certification, Statewide Dual Credit or Dual Enrollment: A=5, B=4, C=3, D=2, F=0.
- One-half (.5) quality point shall be added to the numerical quality point value corresponding to the letter grade received for the course in an honors course: A=4.5, B=3.5, C=2.5, D=1.5, F=0.
- Assigning additional quality points above 4.0 for the courses listed above is not allowed for the purpose of determining eligibility for state lottery scholarships.

Percentage Points

Percentage points are additional points added on to a student’s final grade after he/she sits for the culminating exam.³

- Three (3) percentage points shall be added to the grades used to calculate the semester average for an honors course.
- Four (4) percentage points shall be added to the grades used to calculate the semester average for Statewide Dual Credit Courses, Industry Certification-Aligned Courses, and Local Dual Credit Courses.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42

- Five (5) percentage points shall be added to the grades used to calculate the semester average for Advanced Placement, Cambridge International, College Level Exam Program (CLEP), Dual Enrollment, and International Baccalaureate Courses.

Five (5) percentage points shall be added to the grades used to calculate the semester average for dual enrollment courses taken by a student at an institution of higher education (IHE). The district will use the process below if the IHE does not assign numeric final grades.

- If the IHE does not provide a final numerical grade, the following conversion chart will be used to ensure the additional points are awarded in a consistent manner.

Letter Grade Received from IHE	Numerical Grade Conversion	KCS Grade
A+	98	100-A
A	95	100-A
A-	92	97-A
B+	88	93-A
B	85	90-A
B-	82	87-B
C+	78	83-B
C	75	80-B
C-	72	77-C
D+	68	73-C
D	65	70-C
D-	62	66-D
F	55	59-F

- If the IHE provides a final numerical grade, 5 percentage points will be added to the numerical grade for the high school transcript.
- In the event the IHE provides a final numerical grade which equals a lower KCS letter grade after adding the 5 percentage points than the IHE transcript, the higher of the two will be entered on the KCS transcript.

TRANSCRIPTS

The Knox County Schools District is only able to accept official transcript grades from the institution of higher education (IHE). Schools at all levels, K-12 and postsecondary, communicate grades through official transcripts whether a student is earning credit, transferring schools, or for other purposes.⁴ Student report cards and/or other types of documents or communication cannot be applied to this Uniform Grading Policy.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

Legal References:

1. T.C.A. § 49-6-407.
2. Tennessee State Board of Education Policy 3.301.
3. Tennessee State Board of Education, Academic and Instructional Requirements 0520-01-03.
4. See e.g. Tennessee Board of Regents Policy 2.01.00.05: Early Postsecondary Opportunities.

NOTE: This policy was suspended on May 13, 2020 for the 2019-2020 school year in response to the current state of emergency caused by the coronavirus (COVID-19) pandemic.

Approved as to Legal Form
By Knox County Law Director 11/26/2024
/Gary T. Dupler/Deputy Law Director

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Repeating High School Courses	Descriptor Code:	Issued:
		I-350	7/95
		Reviewed:	Revised:
	8/23	12/17	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

With the principal's permission, students may repeat courses on a space-available basis under provisions set forth in this policy.

REPEATING FAILED COURSES

Courses previously failed may be repeated in summer school or during the regular school year.

REPEATING PASSED COURSES

Courses passed within a sequential subject may not be repeated after the student has received a passing semester grade in the next course. (For example: the student may not repeat Spanish I after receiving a passing grade in the first semester of Spanish II.)

Any teacher-led course may be repeated at the discretion of the school principal assuming there is room in the master schedule.

COMPUTATION OF CREDITS AND GRADE-POINTS

When a course is repeated, the higher of the two (2) grades shall be computed as part of the accumulated grade-point average.

Section I:

**Instructional
Goals and
Objectives**

Knox County Board of Education Policy

Descriptor Term:

Credit Recovery

Descriptor Code:

I-351

Issued:

1/17

Reviewed:

8/23

Revised:

10/23

Credit Recovery is a course-specific, skill-based, extended learning opportunity for students who have previously been unsuccessful in mastering the content or skills required to receive course credit or earn promotion. It's primary purpose is to help students who encounter situations beyond their control (i.e. illness, death of a family member, family issues, etc.), stay in school and graduate on time.¹

ADMISSION AND REMOVAL

Students may be eligible for credit recovery if they meet the following criteria:

1. The student's parent or legal guardian gives written consent for the student to enroll in the proposed credit recovery course. Parents/legal guardians should be informed that not all postsecondary institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse may not accept credit recovery courses for credit.
2. The student has previously taken an initial, regular section of the proposed course, received a grade of not less than fifty percent (50%), and the teacher of record for the failed course has no objection.
3. In cases where the teacher objects to the student taking a credit recovery course, a school support team shall be convened to make a final determination of the student's eligibility. The majority of the school support team should be comprised of classroom teachers who are familiar with the student's current level of academic performance.

If a student is seeking to recover credit for the first semester of a two-semester course, the student may not receive full credit for the course until the student has enrolled in and passed the second semester of the course and taken any applicable End of Course examinations.

Student progress will be evaluated at the end of each semester. Students may be removed from credit recovery if adequate progress is not being made.

Knox County Schools shall track and designate students enrolled in credit recovery courses and programs in compliance with state guidelines.

INSTRUCTION

1. Credit recovery teachers of record must be endorsed and certified in any content area(s) for which they teach or otherwise facilitate credit recovery courses.
2. Credit recovery teachers of record must work closely with credit recovery facilitators on class content and instruction.
3. Credit recovery facilitators will receive training with regard to the credit recovery course organization, online instruction management, and related technology.
4. All credit recovery courses shall align with Tennessee's current academic standards for the relevant course content areas.

- 5. All credit recovery courses shall be able to differentiate instruction to address individual student growth needs based on diagnostic assessment or End of Course data.
- 6. Credit recovery content may be delivered through instructional technology.
- 7. Students in credit recovery programs shall:
 - a. Complete a course skill-specific diagnostic exam to determine skill-specific goals.
 - b. Meet individual skill-specific goals in a flexible timeframe as established by student need.
 - c. Master all individualized skill-specific goals as established by the diagnostic process in order to receive credit.
- 8. Students may earn no more than 7 credits in credit recovery courses.
- 9. Students may enroll in no more than 2 credit recovery courses at one time.

END OF COURSE ASSESSMENT

The following applies for students enrolled in credit recovery courses that have a state EOC:

- 1. If a student has already taken the state EOC and made a grade of 65% or above, that score may be used for final calculation of the credit recovery grade.
- 2. If there is no EOC score on record, the student is required to take the ZZ exam which is embedded in the course.

For credit recovery courses that do not have a state EOC, students will take the mastery test embedded in the course upon completion of the course content.

CREDIT RECOVERY GRADE CALCULATION

The grade for credit recovery courses (not the final grade for the transcript) is calculated as follows: 25% from the original grade, the EOC percent will match the percentage used for all other courses, and the remaining percentage comes from the average of the credit recovery activities and quizzes.

TRANSCRIPT

Beginning with grades issued in the 2022-2023 school year and continuing thereafter, students passing credit recovery courses shall receive a grade of sixty percent (60%) under the state uniform grading system.¹ Students passing credit recovery prior to the 2022-2023 school year will show a grade of 70 percent (70%).

The student transcript shall denote that the credit was attained through credit recovery. The original failing grade may also be listed on the transcript but shall not factor into the student’s GPA, in accordance with the State Board of Education’s Uniform Grading Policy 3.301.¹

Legal Reference:

- 1. TSBE High School Policy 2.103, part VII (5).

Approved as to Legal Form
By Knox County Law Director 8/21/2023
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy			
	Descriptor Term:		Descriptor Code: Issued:	
	Double Credits in English		I-360	7/95
			Reviewed:	Revised:
		8/23	6/08	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

No more than the required four units of English may be counted toward graduation. The normal pattern of progress in English is the completion of one unit per year for the four years of high school. Exceptions to this pattern may be approved for individual students by the principal and guidance counselors provided that sufficient teachers and space are available to absorb additional students and provided further that the individual student's situation meets one of the conditions listed below.

FAILURE

The student who has failed an English course should repeat it or take an approved substitute English course at the earliest possible time. The repeat course may be taken simultaneously with another English course. Both credits may apply toward graduation.

EARLY GRADUATION

The student who has completed two units of English and who has developed a definite program for early graduation, approved in advance by the principal and guidance counselors may enroll for the third and fourth units simultaneously as part of such an individual program. Credit for both courses may apply toward graduation.

ENRICHMENT

Concurrent with the fourth required unit of English, a student may enroll in an additional English class for enrichment, provided the class is not over-crowded. Credit for the enrichment course may not count toward graduation.

HARDSHIP

The principal and guidance counselors are responsible for determining when a hardship case justifies the student's enrollment in two English courses.

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Graduation Requirements	Descriptor Code:	Issued:
		I-370	7/95
		Reviewed:	Revised:
9/24	10/24		

1
2 Students shall fulfill all state requirements as set by the State Board of Education and earn the prescribed
3 28 credits required by the Knox County Schools. In instances where a student does not have the
4 opportunity to earn the 32 credits that are available with block scheduling, the required number of credits
5 required for graduation from the Knox County Schools will be four less than the total available, but in
6 any event, a student must earn the state minimum requirement of 22 credits.
7

8 The pattern of courses which shall be required of all students in grades nine (9) through twelve (12) shall
9 be in accordance with the Rules and Regulations of the State Board of Education and the Knox County
10 Board of Education.
11

12 To earn a regular high school diploma, students must (1) earn the prescribed number of credits, (2)
13 complete the ACT or SAT, (3) pass the Civics exam, and (4) have satisfactory records of attendance and
14 discipline.¹
15

16 In accordance with T.C.A.², school districts must maintain a policy pertaining to the implementation of
17 credit exams to fulfill graduation requirements for state-approved courses. It is the policy of Knox County
18 Schools that students must be enrolled in a class to receive credit toward any of the above-listed
19 graduation requirements.
20

21 **STUDENTS WITH DISABILITIES**
22

23 The high school diploma will be awarded to students with disabilities who earn the specified 22 units (at
24 minimum) of credit. A special education diploma may be awarded to students at the end of their fourth
25 year of high school to students with disabilities who have (1) not met the requirements for a high school
26 diploma, (2) have satisfactorily completed an individualized education program, and (3) have satisfactory
27 records of attendance and conduct. Students who obtain the special education diploma may continue to
28 work towards the high school diploma through the end of the school year in which they turn twenty-two
29 (22) years old.
30

31 An occupational diploma may be awarded to students with disabilities at the end of their fourth year of
32 high school who have (1) not met the requirements for a high school diploma, (2) have satisfactorily
33 completed an individualized education program, (3) have satisfactory records of attendance and conduct,
34 (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment
35 (SKEMA) created by the Tennessee Department of Education, and (5) have completed two years of paid
36 or non-paid work experience. The determination that an occupational diploma is the goal for a student
37 with a disability will be made at the conclusion of the student's tenth grade year or two academic years
38 prior to the expected graduation date. Students who obtain the occupational diploma may continue to
39 work towards the high school diploma through the end of the school year in which they turn twenty-two
40 years old.³
41
42

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

STUDENT COURSE LOAD

All students in grades nine (9) through twelve (12) shall be enrolled each semester in subjects that will allow them to graduate within those four (4) years. Schools may appeal hardship cases to the director of schools.

11th GRADE ASSESSMENT

To receive a regular high school diploma, all students enrolled in a Tennessee public school during their 11th grade year shall take either the ACT or SAT.

UNITED STATES CIVICS TEST

Beginning January 1, 2017, all high school students shall be given a United States civics test. Beginning August 2019, students will earn a passing score of 70% on a civics assessment of 52 questions pulled from the 100 question civics test administered by the United States Citizenship and Immigration Services to persons seeking to become naturalized citizens in order to receive a high school diploma. The LEA will provide students with the opportunity to take the test as many times as necessary. Students with Individualized Educational Plans (IEP) which determine the civics assessment to be inappropriate shall not be required to pass the civics assessment.⁴

PROJECT-BASED CIVICS ASSESSMENT

All LEAs shall implement a project-based assessment in civics at least once in grades nine through twelve.

CAREER READINESS ASSESSMENT

All high school seniors shall be provided the opportunity to take one or more nationally recognized career readiness assessments pursuant to the provisions in T.C.A. § 49-6-6001(a)(4)(A).¹

Legal References:

- 1. T.C.A. § 49-6-6001.
- 2. T.C.A. § 49-6-6017.
- 3. TSBE High School Policy 2.103.
- 4. T.C.A. § 49-6-408.

NOTE: This policy was suspended on May 13, 2020 for the 2019-2020 school year in response to the current state of emergency caused by the coronavirus (COVID-19) pandemic.

Approved as to Legal Form
By Knox County Law Director 8/16/2024
/Gary T. Dupler/Deputy Law Director

Section I:

**Instructional
Goals and
Objectives**

Knox County Board of Education Policy

Descriptor Term:

Early Graduation

Descriptor Code:

I-371

Issued:

7/95

Reviewed:

8/23

Revised:

10/23

1
2 Early graduation should be the result of a definite planned program, approved in advance by the principal
3 and school counselors. The mere accumulation of credits does not, alone, justify early graduation. The
4 credits must be earned according to a plan which, in the professional judgment of the principal and faculty,
5 meets the student's educational needs as effectively as they would be met at regular graduation time.
6

7 In order to graduate early, the student must:

- 8
- 9 1. Submit a written request to the high school principal at the end of the junior year, signed by the
10 student and parents;¹
11
 - 12 2. Have a meeting with the school counselor, his or her parents, and the principal or principal's
13 designee by the end of the junior year;
14
 - 15 3. Successfully complete all required credits by the end of the semester in which the student
16 graduates;² and
17
 - 18 4. Make all necessary arrangements with the high school for participation in commencement
19 exercises, if desired and feasible.
20

21 Upon successful completion of the final semester and agreement to graduate early, the student will agree
22 to forego all school athletics, performances, curricular activities, and extra-curricular activities except:

- 23
- 24 1. The prom, provided the student is eligible based on the individual school's expectation for prom
25 participation.
26
 - 27 2. Any school-sponsored senior activity connected to graduation.
28

29
30
31
32
33
34 Legal References:

- 35 1. TSBE High School Policy 2.103.
- 36 2. T.C.A. § 49-6-8303.

37
38 Approved as to Legal Form
39 By Knox County Law Director 8/21/2023
40 /Gary T. Dupler/Deputy Law Director
41

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Commencement Ceremony	Descriptor Code:	Issued:
		I-372	7/95
		Reviewed:	Revised:
	8/23	12/16	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

An annual commencement ceremony shall be held at the end of the second semester of the regular school year for students who have met all high school graduation requirements since the previous annual ceremony. The purpose of the ceremony shall be to award documents of completion, consisting of the regular Diploma, the High School Certificate, and the Diploma of Specialized Education.

Participation in the annual commencement ceremony shall be limited to students who have completed all requirements for a document of completion and who have not previously accepted one of the documents. Students completing requirements in summer school will, upon request, receive the document at the time of completion. Students completing requirements and exiting the school during the academic school year may receive the document at the time of completion if, in the judgment of the principal, arrangements are feasible. However, students who accept the document prior to the annual ceremony may not participate in the ceremony.¹

Students who voluntarily complete at least ten (10) hours of community service each semester while the student is in attendance at a public high school shall be recognized at the school’s commencement ceremony. This recognition should be in accordance with other types of recognitions at the individual high school.²

Commencement ceremonies shall be physically accessible to all students, their parents and/or legal guardians, and other interested citizens.³

Students who do not wish to participate in the commencement ceremony shall make this known to the school principal at least five (5) days prior to the day of graduation. Non-participating students will receive their diplomas, or certificates, from the principal’s office within one week following graduation ceremonies.

There shall be no sponsorship of a baccalaureate service or other graduation activity which is religious in nature by the Board or its employees, and no school funds, including paid staff time, shall be used for such activities.⁴

Legal Reference:

1. T.C.A. § 49-6-405.
2. T.C.A. § 49-6-413.
3. Public Law 101-36; U.S.C. 12101.
4. *Lee v. Weisman*, 505 U.S. 577 (1992).

NOTE: This policy was suspended on May 13, 2020 for the 2019-2020 school year in response to the current state of emergency caused by the coronavirus (COVID-19) pandemic.

Approved as to Legal Form
By Knox County Law Director 10/25/2016
/Gary T. Dupler/Deputy Law Director

Section I:

**Instructional
Goals and
Objectives**

Knox County Board of Education Policy

Descriptor Term:

**Graduating with Honors or
Distinction**

Descriptor Code:

I-373

Issued:

3/13

Reviewed:

8/23

Revised:

10/23

1
2 Students who meet the graduation requirements for a regular education diploma may graduate with honors
3 or distinction by meeting the criteria established for the Tennessee diploma with honors or distinction.
4

5 **TENNESSEE DIPLOMA WITH HONORS OR DISTINCTION**

6
7 **HONORS**

8
9 Students who score at or above all of the subject readiness benchmarks on the ACT or equivalent score
10 on the SAT will graduate with honors.¹
11

12 **DISTINCTION**

13
14 Students will be recognized as graduating with “distinction” by attaining a B average and completing at
15 least one of the following:

- 16
17 1) Earn a national and/or state recognized industry certification
18 2) Participate in at least one of the Governor’s Schools
19 3) Participate in one of the state’s All State musical organizations
20 4) Be selected as a National Merit Finalist or Semi-Finalist
21 5) Attain a score of 31 or higher composite score on the ACT or SAT equivalent
22 6) Attain a score of 3 or higher on at least two Advanced Placement exams
23 7) Successfully complete the International Baccalaureate Diploma Programme
24 8) Earn 12 or more semester hours of transcribed postsecondary credit
25
26
27
28

29 Some of the data used to identify students as graduates with honors or distinction may not be available
30 prior to commencement. Therefore, all students who potentially meet the requirements will become
31 candidates for a diploma with honors or distinction and will be recognized at individual schools’
32 ceremonies. A final classification of all candidates will be completed once all relevant data is received.
33

34 **TRI-STAR SCHOLAR**

35
36 Students who meet the graduation requirements for a regular education diploma will be recognized as
37 graduating as a Tri-Star Scholar by achieving:

- 38
39 1) 19 ACT or SAT equivalent and
40 2) Capstone industry certification
41
42

1 Schools will recognize a student's scholar status in the graduation ceremony with a diploma credential or
 2 wearable cord with a notation on the program.²
 3

4 **INDUSTRY 4.0 DIPLOMA DISTINCTION**

5
 6 Students who are interested in pursuing a career in a high-need, high-skill industry after graduation may
 7 earn an "Industry 4.0 diploma distinction". The student's school shall include on the student's transcript
 8 the Industry 4.0 distinction if the student fulfills all Industry 4.0 distinction requirements upon graduation.
 9

- 10 1. Each high school shall notify ninth (9th) grade and tenth (10th) grade students enrolled in the high
 11 school of the opportunity to pursue an Industry 4.0 diploma distinction no later than ten (10) days
 12 after the first day of each semester of the school year.
 13
- 14 2. A high school student interested in receiving an Industry 4.0 diploma distinction shall before the
 15 end of their tenth (10th) grade year:
 - 16 a. Notify the student's counselor or school principal of the student's intent to pursue an
 17 Industry 4.0 diploma distinction;
 18
 - 19 b. Provide the student's counselor or school principal with documentation signed by the
 20 student's parent or legal guardian indicating that the student's parent or legal guardian is
 21 aware of the requirements for the parent's or legal guardian's student to obtain an Industry
 22 4.0 diploma distinction and consenting to the student's participation;
 23
 - 24 c. Register with a regional American Job Center or other career counseling or community
 25 partner approved by the student's school; and
 26
 - 27 d. Enroll in at least one (1) work-based learning or dual enrollment course for the student's
 28 eleventh (11th) grade year.
 29
- 30 3. Beginning in the student's eleventh (11th) grade year, a student pursuing an Industry 4.0 diploma
 31 distinction shall meet, no less than once per month, with a career coach who has been approved
 32 to provide career coaching services by the student's school. The career coach must:
 - 33 a. Be an American Job Center career coach, a career coach from a career counseling or
 34 community partner approved by the United States Department of Labor's regional office
 35 for the state of Tennessee, or a licensed school counselor or an educator who holds a work-
 36 based learning certificate provided by the Department of Education; and
 37
 - 38 b. Meet, no less than once per month during the school year, with students assigned to the
 39 career coach by the student's school principal to assist students in:
 - 40 i. Developing the personal attributes required for success in the workforce, which
 41 include, but are not limited to, time management, networking, communication,
 42 teamwork, creative thinking, and conflict resolution;
 43
 - 44 ii. Applying for dual enrollment grants or other available financial aid opportunities,
 45 including, but not limited to, grants and scholarships administered by the
 46 Tennessee Student Assistance Corporation;
 47

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

iii. Identifying the best combination of dual enrollment, work-based learning, and internship opportunities available to the student; and

iv. Preparing for standardized assessments such as the ACT.

- 4. Before the end of the student's eleventh (11th) grade year, a student pursuing an Industry 4.0 diploma distinction shall enroll in work-based learning or dual enrollment courses for the student's twelfth (12th) grade year.
- 5. A student receiving an Industry 4.0 diploma distinction shall successfully complete all coursework required for graduation for their diploma type.
- 6. A student pursuing an Industry 4.0 diploma distinction may earn at least one (1) science credit and at least one (1) math credit through course substitutions approved by the State Board, including, but not limited to, dual enrollment and work-based learning courses that are aligned to a student's chosen career path. Work-based learning course substitutions may only fulfill a student's third (3rd) credit of science and/or fourth (4th) credit of math.
- 7. A student receiving an Industry 4.0 diploma distinction shall earn nine (9) credits of dual enrollment or work-based learning in grades nine (9) through twelve (12), which may be satisfied by the student's successful completion of dual enrollment coursework, work-based learning experiences, on-the-job training, or other mentorships or structured educational experiences that allow the student to apply the student's knowledge and skills in a work environment to develop an understanding of workplace expectations.³

Legal References:

- 1. Tennessee State Board of Education High School Policy 2.103.
- 2. T.C.A. § 49-6-6010.
- 3. T.C.A. § 49-6-420.

Approve as to Legal Form
By Knox County Law Director 8/21/2023
/Gary T. Dupler/Deputy Law Director

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy			
	Testing Programs	Descriptor Term:	Descriptor Code:	Issued:
			I-380	7/95
			Reviewed:	Revised:
	8/23	7/17		

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

The Board shall provide for a system wide testing program which shall be periodically reviewed and evaluated. The purposes of the program shall be to:

1. Assist in promoting accountability;
2. Determine the progress of students;
3. Assess the effectiveness of the instructional program and student learning;
4. Aid in counseling and guiding students in planning future education and other endeavors;
5. Analyze the improvements needed in a given instructional area;
6. Assist in the screening of students with learning difficulties;^{1,2}
7. Assist in placing students in intervention programs;³
8. Provide information for college entrance and placement; and
9. Provide data for educational research.

Results of all group tests shall be recorded on the students' permanent records and shall be made available to appropriate personnel in accordance with established procedures.³

Legal References:

1. T.C.A. § 49-10-108.
2. P.L. 94-142.
3. T.C.A. §10-7-504; 20 USC §1232(g).

Approved as to Legal Form
By Knox County Law Department 6/19/2017
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term:	Descriptor Code:	Issued:
	Integration of TCAP and EOC Scores in Student Grades	I-381	3/11
		Reviewed:	Revised:
	8/23	2/21	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM

Each local board of education shall develop a policy by which student scores on the Tennessee Comprehensive Assessment Program’s achievement tests shall comprise a percentage of the student’s final grade for the spring semester.

Beginning with the 2018-19 school year, Tennessee Comprehensive Assessment Program (TCAP) performance results will compose 0% of second semester (spring semester) grades in the subject areas of mathematics, reading/language arts, science and social studies for Knox County Schools Students in grades three through five.¹ The Tennessee Comprehensive Assessment Program (TCAP) performance results will compose 10% of second semester (spring semester) grades in the subject areas of mathematics, reading/language arts, science and social studies for Knox County Schools students in grades six through eight. Due to the COVID-19 Public Health Emergency and disruptions to regular instruction, the Tennessee General Assembly passed SB7001/HB7003.² For the 2020-21 school year only, local school boards of education have the flexibility to set a percentage between zero (0)-25% for which TCAP scores count toward students’ second semester (spring semester) final grades for students in grades six through eight. For the 2020-21 school year only will count zero (0%) of a student’s second semester final grade.

STATE END-OF-COURSE EXAMS

High school state end-of-course (EOC) exams shall be regulated by statute and State Board Policy.³ In the 2018-19 school year and beyond, the weight of EOC exams on students’ final averages is 15%. Due to the COVID-19 Public Health Emergency and disruptions to regular instruction, the Tennessee State Board of Education has modified its High School Policy² for the 2020-21 school year only. Local school boards of education have the flexibility to set a percentage between zero (0)-25% for which EOCs count toward student grades. For the 2020-21 school year only State EOCs will count zero (0%) of a student’s final grade.⁴

INCLUSION OF TCAP AND STATE EOC EXAM SCORES IN FINAL GRADES

If Knox County Schools does not receive its students’ scores at least five (5) instructional days before the end of the course, the district may choose not to include its students’ TCAP or high school EOC exam scores in the students’ final grades.

The Director of Schools shall be responsible for developing a methodology and procedure for teachers to use in numerically computing these grades.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48

Legal References:

1. T.C.A. § 49-1-617.
2. SB7001/HB7003, amending T.C.A. § 49-1-617.
3. State Board Policy 2.103 High School Policy.
4. Academic Program Requirements Emergency Rule 0520-01-03.03

NOTE: This policy was suspended on May 13, 2020 for the 2019-2020 school year in response to the current state of emergency caused by the coronavirus (COVID-19) pandemic.

Approved as to Legal Form 2/10/2021
By Knox County Law Director
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy			
	Test Security	Descriptor Term:	Descriptor Code:	Issued:
			I-383	7/95
			Reviewed:	Revised:
	8/23	8/17		

1
2 Knox County test security measures conform to Tennessee law and guidelines provided by the State
3 Department of Education.

4
5 **BUILDING-LEVEL TEST COORDINATORS**

6
7 Each school shall have a test coordinator who serves as a liaison with district-level personnel. He or she
8 shall be a certificated employee, e.g., the principal, an assistant principal, a counselor, or a teacher. The
9 test coordinator shall be responsible for (1) disseminating test information to the faculty and providing
10 feedback to district-level personnel; (2) receiving test materials and distributing them to the faculty,
11 collecting those materials and shipping them as instructed; (3) inventorying test materials **before** and
12 **after** use; (4) maintaining physical security of the test booklets while they are in the school; and (5)
13 correcting any coding or packaging errors which may be detected at the school, district, or state level.

14
15 **DISTRIBUTION OF TEST MATERIALS**

16
17 During the time between the delivery of test materials and the actual beginning date of the test, **only** the
18 examiners' manuals shall be distributed to examiners. Test booklets shall **not** be placed in the hands of
19 examiners until the day the test is to be administered. An exception may be made for completing
20 demographic information prior to the testing date, **provided** it is done in a secure setting and under the
21 supervision of the school testing coordinator.

22
23 **HANDLING AND STORAGE OF TEST MATERIALS**

24
25 All test materials, when not in use, shall be stored in a locked room, locked closet, or locked cabinet in a
26 centralized location. Quantities should be verified following each daily test session. Scratch paper shall be
27 collected and destroyed. No portion of a test booklet may be photocopied or duplicated by any process.
28 Tests may not be reviewed, condensed, paraphrased, or rearranged.

29
30 **EXAMINERS**

31
32 Examiners/proctors must be Knox County Schools employees or interns currently assigned to the schools
33 using them.

34
35 Examiners/proctors may not answer student questions about test content; define terms; read aloud, except
36 where specified in the examiners' manuals; or by any means aid students with the selection of answers. All
37 test modifications for students with disabilities must conform to Tennessee guidelines.

38
39 Tests can either be administered in small-group individual classroom or in a cafeteria-style large-group
40 setting.

41
42

1 If a test is administered in a large-group setting, one examiner/proctor shall be provided for every 25
2 students or fraction thereof.

3
4 If a test is administered in a classroom, then the following guidelines will determine who can serve as
5 examiner.

6 7 Category I Test

8
9 A Category I Test is one in which data from it will be used to determine teacher effects (i.e. value-added
10 gain scores).

11
12 Under no circumstances should a teacher administer a Category I Test to students he/she instructs during
13 the instructional day. For these tests, teachers may be rotated so that no one tests students he/she teaches.
14 If possible, the use of additional proctors is desired.

15 16 Category II Test

17
18 A Category II Test is a state-mandated test from which individual and school statistics will be computed,
19 but not teacher effects.

20
21 A teacher may administer a Category II Test to students he/she instructs during the instructional day, if
22 he/she is joined by a second person (specialist, aide, intern, administrator, etc.) who shall serve as a
23 proctor or assistant examiner. In schools where there are too few instructional employees to staff each
24 classroom with two persons, proctors may be rotated among two or more teachers/examiners. In such
25 situations, principals shall utilize all available support staff so that no examiner will administer the entire
26 TCAP test without assistance and so that proctors will be available for the maximum amount of time
27 possible in each classroom.

28 29 Category III Test

30
31 A Category III Test is one in which data from it is used primarily to determine students' academic
32 strengths and weaknesses and for student placement.

33
34 There are no restrictions on who may serve as examiner/proctor for Category III Test.

35 36 **RETURNING TEST MATERIALS**

37
38 **ALL** used and unused test materials, including defaced, damaged, or defective tests, must be returned.
39 Only used practice tests and scratch paper shall be destroyed at the schools. Demographic data, including
40 student identification numbers and special program coding, shall be checked for accuracy by each
41 educator who is responsible for administering the test. In addition, these data shall be spot checked by the
42 school testing coordinator prior to their return to the central office.

43 44 **HOME SCHOOL TESTING**

45
46 All testing of home school students shall be completed in accord with Tennessee law and guidelines.
47
48
49
50

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

ADDRESSING SECURITY BREACH

Whenever a security breach is alleged, appropriate authorities shall be notified as soon as possible. These shall include, but not be limited to, building and district-level testing coordinators, the school principal, and the State Department of Education. As in any disciplinary case, the subsequent investigation shall be conducted within due process guidelines. Findings will be reviewed by officials in the State Office of Accountability.

PENALTY FOR MALFEASANCE

In accord with the Tennessee Code Annotated (49-1-607), any employee found to have compromised the integrity of the testing process is subject to dismissal from his or her position.¹

Legal Reference:

1. T.C.A. § 49-1-607.

Approved as to Legal ForM
By Knox County Law Director 6/7/2017
/Gary T. Dupler/Deputy Law Director

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term:	Descriptor Code:	Issued:
	Value-Added Assessment Teacher Effect Data Access, Distribution and Security	I-390	10/96
		Reviewed:	Revised:
	8/23	4/13	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39

1. The estimates of specific teacher effects on the educational progress of students will not be a public record, and will be made available only to the specific teacher, the teacher's appropriate building administrators and central office administrators as designated by the local board of education and school board members.
2. The state department of education shall provide raw test score data to LEAs as soon as practicable after receipt of the data, but in no case later than June 30.
3. Teacher effect data shall not be retained for use in evaluations for more than the most recent five (5) years. A student must have been present for one hundred fifty (150) days of classroom instruction per year or seventy-five (75) days of classroom instruction per semester before that student's record is attributable to a specific teacher.
4. Teacher effect data will be distributed electronically via the Tennessee Value-Added Assessment System (TVAAS) website maintained by the Tennessee Department of Education. (<https://tvaas.sas.com/>)

Legal References:

1. T.C.A. § 49-1-606 (a).
2. T.C.A. § 49-1-606 (b).

NOTE: This policy was suspended on May 13, 2020 for the 2019-2020 school year in response to the current state of emergency caused by the coronavirus (COVID-19) pandemic.

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Surveys, Analysis and Evaluations	Descriptor Code: I-400	Issued: 2/13
		Reviewed: 8/23	Revised: 10/23

1
2 It is in the interest of the Board of Education to be abreast of changes in educational technology, results
3 of current educational research, and innovative educational programs. Therefore, the Board welcomes
4 the opportunity to participate in the development of innovative ideas and quality research in education¹.
5 Research and/or stand-alone surveys shall be allowed within the Knox County Schools (KCS) when the
6 project contributes to a greater understanding of teaching-learning processes, aligns with KCS goals and
7 is not disruptive to the regular school program.

8
9 However, it is the obligation of Board and the Knox County Schools to protect the interests and learning
10 opportunities of students, teachers, and other stakeholders. These interests and opportunities will not be
11 sacrificed in order to establish a setting conducive to research. To ensure this obligation is met, the
12 Director of schools will establish a process to evaluate and approve research proposals. All proposals
13 will be examined carefully on the basis of whether the proposal will contribute significant new and useful
14 information to the educational program of Knox County Schools and public education as a whole.

- 15
16 In general, permission to conduct research may be denied when the study is deemed to:
- 17 1. interfere with instructional time, or
 - 18 2. be too socially or politically sensitive, or
 - 19 3. have little or no educational research value, or
 - 20 4. place too great a burden on Knox County Schools personnel, or
 - 21 5. use the Knox County Schools for convenience sampling, or
 - 22 6. require information identifiable to a particular student, or
 - 23 7. be redundant in that similar data were gathered through another recent project.

24
25
26 **PARENTAL RIGHTS**

27
28 Parents shall have the right to inspect all materials that will be used in surveys, focus groups, interviews,
29 tests or other research instruments and the proposed analyses of research and/or survey results. Written,
30 informed, and voluntarily signed consent of a student's parent or legal guardian, or the student if the
31 student is eighteen (18) years of age or older, before the student participates in a survey, analysis, or
32 evaluation. This does not apply if the full survey, analysis, or evaluation is related to classroom instruction
33 of a curriculum and the survey, analysis, or evaluation is distributed to students as a method of evaluating
34 the effectiveness of an instructional curriculum.¹

- 35
36 No student may, without parental consent, take part in research and/or surveys that cover or discuss:
- 37 1. Political or religious affiliations;
 - 38 2. Potentially embarrassing psychological problems;
 - 39 3. Sexual behavior or attitudes;
 - 40 4. Anti-social or demeaning behavior;
- 41
42

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

5. Critical appraisals of family members;
6. Legally privileged relationships.

Legal Reference:

- 1. T.C.A. § 49-2-211.

Approved as to Legal Form
By Knox County Law Director 8/29/2023
/Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy			
	Program Evaluation	Descriptor Term:	Descriptor Code:	Issued:
			I-410	7/95
			Reviewed:	Revised:
	8/23	6/08		

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39

Evaluation is an integral part of the instructional program. Evaluators are concerned, first, with assessing needs so that programs can be designed to meet those needs. Once a need has been identified and a program has been designed to meet that need, evaluators examine both the product and the process, i.e., the degree to which the program objectives are being achieved, as well as the desirability and efficiency of the means used to reach the objectives.

DATA SOURCES

There is an almost unlimited number of indicators that may legitimately become part of a comprehensive program evaluation. Indicators may include longitudinal studies (post-program performance on the job or at higher educational levels), student attendance, student testing, anecdotal records, structured observation, sociometric techniques, questionnaires, structured interviews, and interest inventories. The last three have to do with obtaining opinions. Opinion gathering from relevant persons is a valid evaluative technique.

PROFESSIONAL EDUCATORS

Primary responsibility for program evaluation devolves upon the professional educators. This includes the administrative staff, principals, teachers, and others with special responsibilities for portions of the instructional program. Professional personnel outside the system are used in many situations. These may include university personnel, State Department of Education personnel, private consultants, and persons employed by other school systems.

NON-PROFESSIONAL OR LAY CITIZENRY

Anyone with special interests and/or skills may be involved in program evaluation. Parents, students, aides, and school community groups are examples of persons that are used regularly in the evaluation process.

SCHOOL BOARD MEMBERS

School Board members have final or ultimate responsibility for the operation of a sound educational program within the county. This responsibility includes the periodic review of every facet of the educational enterprise and the setting of policies which allow all programs to function.

Section I:

**Instructional
Goals and
Objectives**

Knox County Board of Education Policy

Descriptor Term:

Controversial Issues

Descriptor Code:

I-420

Issued:

7/95

Reviewed:

10/23

Revised:

12/23

1
2 Free discussion of controversial issues is the heart of the educative and democratic processes. Freedom
3 of speech and free access to information are among our most cherished traditions.

4
5 The discussion of issues in the classroom shall be relevant to the subject matter being taught, related to
6 educational objectives, appropriate for the age and maturity of students, and shall not materially or
7 substantially disrupt the learning environment. Only through the study of political, economic, or social
8 issues do youth develop an understanding of a democratic society, and through carefully taught
9 conversation and argumentation skills, students develop abilities needed for citizenship in our democracy.

10
11 Teachers will use the following criteria for determining the appropriateness of certain issues for
12 consideration as a part of the curriculum:

- 13
14 (1) The treatment of the issue in question must be within the range of knowledge, maturity, and
15 competence of the students.
- 16
17 (2) There should be study materials and other learning supports available from which a reasonable
18 amount of evidence-based information and/or data pertaining to all aspects of the issue may be
19 obtained.
- 20
21 (3) The consideration of the issue should require only as much time as is needed for satisfactory study
22 by the class; however, sufficient time should be provided to cover the issue adequately and in
23 accordance with the Tennessee Academic Standards.

24
25 Teachers will establish a process for discussion of controversial issues in their classrooms, and the
26 Department of Learning and Literacy will provide training support for those teachers who need or want
27 to develop their skills for engaging students in discussions around sensitive content.

28
29 In discussing controversial issues, the teacher should keep in mind that the classroom is a forum. The
30 class should feel no responsibility for reaching agreement. To ensure that controversial issues are
31 presented and discussed fairly and objectively and with instruction as their goal, the following guidelines
32 shall be observed:

- 33
34 1. All personnel will seek to create an atmosphere in which differing opinions may be voiced without
35 fear or hostility and with mutual respect for all viewpoints;
- 36
37 2. Educators will encourage students to withhold judgment and to avoid making conclusions until
38 all relevant and significant facts have been assembled, critically examined, and checked for
39 accuracy and reliability;
- 40
41 3. Educators will seek to develop in students a sense of responsibility for their beliefs, opinions,
42 attitudes, and actions;

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47

- 4. Educators shall place major emphasis upon “why” and “how” to think rather than “what” to think; and
- 5. If the subject matter being taught involves conflicting opinions, theories, or schools of thought, the teacher will ensure that differing sides of an issue are explored in order to help students develop their own critical faculties.

It is the responsibility of educators to bring out the facts where controversial questions are concerned. All personnel have the right to express personal opinions, but matters discussed in the classroom should be constrained to subjects relevant to that classroom and subjects that are within the educator’s areas of competence. All personnel shall be cautious in expressing personal views in the classroom and shall be careful not to introduce controversial matters that have no relationship to the subject being taught or any subject which the educator cannot claim authority or professional competence. If an educator does express a personal opinion after complying with this Policy, the opinion shall be qualified as personal and not authoritative.

It is recognized that citizens of the community have a right to petition/complain to the school administration when alleging that unfair and prejudiced presentations are being made by an educator. Such protests shall be registered in compliance with the procedures adopted by the Board of Education for handling complaints.

Legal Reference:

- 1. T.C.A. § 49-6-1019.

Cross Reference:

- Knox County Board of Education Policy G-200 “Academic Freedoms.”

Approved as to Legal Form
 By Knox County Law Director 10/16/2023
 /Gary T. Dupler/Deputy Law Director

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term:	Descriptor Code:	Issued:
	Recognition of Religious Beliefs, Customs and Holidays	I-430	7/95
		Reviewed:	Revised:
	8/23	6/08	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40

No religious belief or nonbelief shall be promoted by the school system or its employees, and none shall be belittled. All students and staff members shall be tolerant of each other's views. The school system shall use its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In that spirit of tolerance, students and staff members shall be excused from participating in practices which are contrary to their religious beliefs.

RELIGIOUS HOLIDAYS

Observance of religious holidays¹ shall be as follows:

1. The several holidays throughout the year which have both a religious and a secular basis may be observed in the public schools;²
2. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination;
3. Music, art, literature and drama having religious themes or basis are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday; and
4. The use of religious symbols that are part of a religious holiday are permitted as a teaching aid or resource, provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. These holidays include Christmas, Easter, Passover, Hanukah, St. Valentine's Day, St. Patrick's Day, Thanksgiving and Halloween.

Legal References:

1. **Florey v. Sioux Falls**, 619 F. 2nd 1311 (1980); **Everson v. Board of Education**, 330 U.S. 1, 91 L. Ed. 711, 67 S. Ct. 504; **Committee for Public Education v. Nyquist**, 413 U.S. 756, 788 37 L. Ed. 2nd 948, 93 S. Ct. 2955, 2973 (1973); **Lemon v. Kurtzman**, 403 U.S. 602, 614, 91 S. Ct. 2105, 2112, 29 L. Ed. 2d 745 (1971).
2. T.C.A. § 49-6-3016.

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Religion in the Curriculum	Descriptor Code: I-431	Issued: 7/95
		Reviewed: 8/23	Revised: 10/23

The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following:

1. The inclusion of religion shall be for educational purposes only;¹
2. Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
3. The emphasis on religious themes in the arts, literature and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and
4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

Rights of students:¹

1. Pray in a public school, vocally or silently, alone or with other students to the same extent and under the same circumstances as a student is permitted to vocally or silently reflect, meditate or speak on nonreligious matters alone or with other students in the public school;
2. Express religious viewpoints in a public school to the same extent and under the same circumstances as a student is permitted to express viewpoints on nonreligious topics or subjects in the school;
3. Speak to and attempt to share religious viewpoints with other students in a public school to the same extent and under the same circumstances as a student is permitted to speak to and attempt to share nonreligious viewpoints with other students;
4. Possess or distribute religious literature in a public school, subject to reasonable time, place and manner restrictions to the same extent and under the same circumstances as a student is permitted to possess or distribute literature on nonreligious topics or subjects in the school; and
5. Be absent, in accordance with LEA attendance policy, from a public school to observe religious holidays and participate in other religious practices to the same extent and under the same circumstances as a student is permitted to be absent from a public school for nonreligious purposes.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

Legal Reference:

-
1. T.C.A. § 49-6-2901.

Approved as to Legal Form
 By Knox County Law Director 8/21/2023
 /Gary T. Dupler/Deputy Law Director

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy			
	Religious Expression	Descriptor Term:	Descriptor Code:	Issued:
			I-432	7/06
			Reviewed:	Revised:
	8/23	6/08		

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

Knox County Schools complies with existing state and federal law regarding religion and religious expression in public schools. Students and employees can engage in expression of personal religious views or beliefs within the parameters of current law. Knox County Schools neither advances nor inhibits religion.

Knox County Schools will take reasonable steps to protect students from religious coercion or harassment in schools promptly, equitably, and with civility. If a student or a student's parent or legal guardian believes that the student's rights with regard to personal religious beliefs have been violated, they shall state their complaint to the school principal. If their concerns are not addressed, then the student or a student's parent or legal guardian shall make a complaint in writing to the Director of Schools. It shall be the duty of the Director of Schools, within thirty (30) days of receiving the complaint, to ensure that the rights of the student are protected.¹

Legal References:

1. T.C.A. § 49-6-2904(c).

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term:	Descriptor Code:	Issued:
	Prayer and Period of Silence	I-433	7/95
		Reviewed:	Revised:
	8/23	6/08	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

Public prayer shall not be allowed at any school-sponsored or school-directed activity¹, but a period of silence² may be observed as determined by the principal of each school.

The principal of each school shall be responsible for calling the students to order and announcing that a moment of silence is to be observed. No other action shall be taken by a teacher other than to maintain silence for the full time.

Legal References:

1. Lee v. Weisman.
2. T.C.A. § 49-6-1004.
3. T.C.A. § 49-6-1004 (C).

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Wellness Policy	Descriptor Term:	Descriptor Code: Issued:
			I-440 4/06
		Reviewed:	Revised:
	8/23	11/21	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42

The Board of Education recognizes the link between student wellness and academic achievement. In order to implement overall wellness for students, the plan below shall be followed by all schools in the district. Teachers, school health professionals, parents, administrators, and interested citizens can participate in the development of wellness policies.

COMMITMENT TO ENSURING A HEALTHY SCHOOL ENVIRONMENT

Knox County Schools strives to ensure that all schools offer healthy, safe and a supportive environment for students, staff, parents and visitors. To further this goal, Knox County Schools shall implement all state and federal laws and regulations related to the development, curriculum, services, standards, staffing and assessment of wellness programs.

All schools shall implement the CDC’s Coordinated School Health (CSH) approach to managing new and existing wellness-related programs and services in schools based on State Law, State Board of Education CSH Standards and Guidelines. The district Coordinated School Health Coordinator shall be responsible for overseeing compliance with the State Board of Education CSH Standards and Guidelines in the school district.

I. School Health Advisory Council

The advisory council will consist of a group of individuals representing the school and community, including parents, students, teachers, school administrators, school board members, health professionals, school food service representatives, and members of the public. The council will serve as a resource to school health committees for implementing the local wellness policy as a part of the school improvement plan. The primary responsibilities of the council include, but not limited to:

- developing, monitoring, reviewing and, as necessary, revising physical activity and nutrition policies;
- ensuring that all schools within KCS create and implement an action plan related to modules from the *School Health Index*;
- ensuring that the results of the action plan are annually reported to the School Health Advisory Council;
- ensuring that school level results include measures of progress on each indicator of the *School Health Index*.

KCS will consider the recommendations of the School Health Advisory Council in making any policy changes that affect the healthy learning environment.

II. Commitment to Nutrition

A. Nutrition Standards Goals for foods and beverages sold on campus:

Knox County Schools is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while providing options within menu offerings for cultural food preferences and accommodating special dietary needs.

Menus are written to meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. Knox County Schools offers reimbursable school meals that meet USDA nutrition standards.

The Smart Snacks in Schools nutrition standards are developed for foods and beverages sold or offered for sale during the school day in schools that include students in grades pre-kindergarten through 12. The school day will be defined as starting at midnight before the beginning of the official school day and continuing until 30 minutes after the end of the official school day.

These standards apply to food items sold or offered for sale during the school day including but not limited to school store items, a la carte items, vending machine items, and snack bar items. The Smart Snacks in Schools nutrition standards do not apply to foods served as a federally reimbursable meal to students.

Schools may choose to conduct infrequent school-sponsored fundraisers that include the sale of foods or beverages that do not meet the Smart Snacks in Schools nutrition standards; however, these specially exempted fundraisers must not exceed the allowed numbers of exemptions granted by the state agency. All school principals must document the dates of their exempt fundraisers and items sold.

B. Foods and Beverages Provided but Not Sold to Students:

School Nutrition and Coordinated School Health will encourage snacks offered as part of classroom celebrations, parties, and student birthdays to follow Smart Snacks in Schools nutrition standards and include fresh fruits and vegetables, whole grains, waters, low-fat milk, and other foods low in fat, sugar, sodium, and caffeine.

School principals should consult with school cafeteria managers on any questions pertaining to the Smart Snacks in Schools nutrition standards.

C. Nutrition Education Goals

Knox County Schools shall ensure the following: (1) Tennessee State Nutrition Standards are included in middle school health and high school wellness instruction. Nutrition education will be integrated into all areas of curriculum such as math, science, language arts, and social studies as appropriate, (2) Students will have an awareness to eat a variety of foods (i.e. fruits, grains, vegetables, lower fat food items) and by physically active, (3) Nutrition education will involve sharing information with families and the community to positively impact students and the health of the community and (4) Schools will provide information to families that promote the benefits of proper nutrition and how to provide nutritious meals for their families.

D. Nutrition and Student Wellness Promotion Goals

In-school marketing for food and beverage items must only be for items meeting Smart Snacks in Schools nutrition standards.

Activities for promoting nutrition will also include:

1. Taste test opportunities for students;
2. Student survey groups;
3. Posting nutrition and health posters in school cafeterias;
4. Access to fresh drinking water throughout the school day; and
5. Adequate time to enjoy healthy meals in a pleasant environment.

III. Commitment to Physical Activity

Knox County Schools recognizes that physical activity is extremely important to the overall health of a child. Schools shall support and promote physical activity.

Students in kindergarten through grade five shall receive a minimum of 130 minutes of physical activity each full school week. Elementary schools must offer at least one period of physical activity that is at least 15 minutes each day. Supervised recess/physical activity should be offered daily to all elementary (K-5) school children. Physical activity shall not be withheld from a student as a punishment.

Knox County Schools has implemented the Tom Cronan Physical Education Act. It requires each student in elementary schools to participate in a physical education class that meets at least two times per full school week, and the total physical education class time each full school week shall be no less than 60 minutes. Physical education minutes may count toward the total of 130 minutes of physical activity each full school week.

Students in middle and high schools shall receive 90 minutes of physical activity each full school week. Walking to and from class is not considered physical activity and shall not be counted toward the required minutes for physical activity. Physical activity is separate and distinct from physical education. Physical Education classes shall be offered with moderate to vigorous physical activity being an integral part of the class. Students shall be encouraged by staff whenever possible to be physically active.

IV. Assessment of Wellness Policy

To evaluate compliance with this policy, the Executive Director of School Nutrition and the Coordinated School Health Coordinator will develop an assessment tool. This assessment will be conducted triennially and will be made available to the public. The Knox County School Health Advisory Council will also monitor progress made toward attaining policy goals.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49

Legal References:

1. T.C.A. § 49-6-2307.
2. Public Law 111-296.
3. State Board of Education Rule 0520-01-06-.04.
4. State Board of Education Policy 4.206.
5. T.C.A. § 49-6-1021.
6. T.C.A. § 49-6-1022.

Approved as to Legal Form
 By Knox County Law Director 9/22/2021
 /Gary T. Dupler/Deputy Law Director

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Public Charter Schools	Descriptor Code: I-450	Issued: 10/11
		Reviewed: 7/23	Revised: 8/23

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42

EXPECTATIONS

The Board of Education believe high quality charter schools have the potential to be a useful structure to help effectively educate Knox County students and enhance quality public education choices for all students and their families. Charter schools are meant to serve as innovative learning centers where strong teachers and experienced administrators advance each student’s achievement every day, regardless of race, color, national-origin, religion, gender, disability, proficiency in English, academic ability, social capital or family income. Every student in the Knox County Schools deserves high quality opportunities to learn, grow and achieve their full potential.

The Board’s goal is to build a system of schools that provides every student with the foundation of knowledge, skills, and competencies necessary to excel in higher education, the work place and in life. All charter schools in Knox County are expected to cultivate strong school capacity to provide high quality academic instruction addressing student performance outcomes in accordance with the Knox County Schools strategic plan.

All charter schools must employ non-selective admission criteria and ensure that students will achieve predetermined goals by the second year of operation

CHARTER SCHOOLS APPLICATIONS

The Board shall annually solicit applications for the establishment of charter schools through a Request for Proposal Process (RFP). The RFP will be posted and maintained on the Knox County Schools website to ensure it is continuously available to prospective charter school operators.¹

Applications will be entertained both for new charter schools as well as potential conversions of existing schools to charters. All applications should demonstrate substantial capacity to support the plan financially and to execute effective instruction and programs fostering teacher effectiveness.

Sixty (60) days before the application process begins pursuant to subsection (b), a prospective charter school sponsor shall submit a letter of intent to the Knox County Board of Education and to the State of Tennessee Department of Education to submit an application to operate a charter school. Applicants who fail to meet this requirement will not be eligible to submit a proposal for that cycle.² The letter of intent shall be completed on the form provided by the Department, and the sponsor shall indicate on the letter of intent the application category selected by the sponsor. The authorizer shall determine whether the sponsor has selected the correct application category within ten (10) business days of receiving the letter of intent and notify the sponsor within five (5) business days of a determination that the incorrect application category has been selected. The sponsor shall correct and resubmit the letter of intent within five (5) business days of receipt of a notice from the authorizer that the wrong application category was selected.

1 Applicants will be assessed a fee of \$2,500 when applications are submitted to offset costs incurred that
2 are associated with the application and evaluation process.
3

4 All responsive proposals will be evaluated by a committee recommended by the Director of Schools and
5 appointed by the Board of Education. The committee shall consist of individuals from the following KCS
6 departments:

- 7
- 8 A. Finance
- 9 B. Operations
- 10 C. Human Resources
- 11 D. Research and Evaluation
- 12 E. Curriculum and Instruction
- 13 F. Law Office
- 14 G. Parent Representative
- 15 H. Community Partner
- 16 I. Other Community Representative
- 17

18 **TRADITIONAL CHARTER SCHOOLS**

19

20 Applications for new traditional charter schools must offer an innovative, compelling and evidence-based
21 plan for a high-quality charter school, and demonstrate that the plan was collaboratively developed by a
22 diverse and expert design team.
23

24 Applicants in this category must complete the state-mandated application as well as adhere to Board
25 policy and deadlines for submission.
26

27 In addition to state requirements, the Board expects proposals to include or demonstrate the following:

- 28
- 29 A. A history of proven academic success in currently operating schools or a leadership team with
30 a record of success in increasing student academic achievement
- 31
- 32 B. A strong and well-organized leader committed to educational reform and possessing a record of
33 success with the proposed educational plan and student profile.
34
- 35 C. An educational plan rooted in high expectations, in line with the school's stated mission, and
36 providing a personalized learning environment for all students.
37
- 38 D. A comprehensive and research-based curriculum and assessment program designed to hold all
39 students to high-achievement goals, including those with disabilities, limited English
40 proficiency, and specialized needs and abilities.
41
- 42 E. Strategies to attract and retain energetic and highly effective teachers and staff who will actively
43 engage in professional development opportunities and sharing research-based best practices.
44
- 45 F. A strong understanding of the community that the proposed school will serve and demonstrated
46 community support.
47
- 48 G. Meaningful opportunities to involve parents and community along with a sustainable plan for
49 maintaining strong parental and community participation in and support of the school.
50

- 1 H. A strong, knowledgeable, diverse, stable, and committed board of governance or leadership team
 2 committed to best practices in school governance and financial management.
 3
- 4 I. A detailed and sustainable plan, including a coordinated five-year plan for growth and
 5 sustainable improvement.
 6

7 **CONVERSION CHARTER SCHOOLS**

8
 9 Applicants interested in conversion of an existing school to a charter school, or any non-traditional charter
 10 school structure should contact the Knox County School Board Office to consult with the Charter School
 11 Review Chair before beginning the RFP process.
 12

13 Proposals for conversion schools must meet all of the standards for new traditional charter school
 14 proposals. Additionally, these proposals must:
 15

- 16 A. clearly identify the specific school to be converted and provide detailed documentation of the
 17 need for conversion.
 18
- 19 B. offer clear and measurable strategies for achieving dramatic academic improvement by
 20 specifically addressing identified needs.
 21
- 22 C. offer evidence of community and stakeholder engagement and overwhelming stakeholder
 23 interest in converting to a charter school as delineated below.
 24
- 25 D. include documentation of how the interests of the Knox County Schools, the students, families,
 26 teachers, staff, school community, and broader community would be well served by a conversion
 27 to a charter school.
 28
- 29 E. identify the specific parameters of conversion as part of the operational and educational plan
 30 proposed.
 31
- 32 F. detail the transition timeline including effective communication strategies and procedures for
 33 exercising options at the family, teacher, staff, and leadership levels.
 34

35 Proposals for conversion charter schools must offer substantial justification for the change, clear planning
 36 and intentionality to meet the needs of the students in the school, evidence of family and community
 37 engagement, and sensitivity to the impact of potential disruptions on the academic environment.
 38

39 Conversion of existing schools to charters may be initiated through reorganization action taken by the
 40 Board of Education, or through consideration of charter petitions by 60% of faculty and/or 60% of
 41 families at the school to be potentially converted. While the Board of Education will consider
 42 application for conversion charter schools based upon the petition of 60% of the school's faculty or
 43 families, preference will be given to petitions demonstrating at least 75% support of the school's
 44 faculty or families. If the local board of education denies the application for conversion, then the
 45 decision is final and is not subject to appeal. [Public Chapter 219, Section 13(6).]
 46
 47
 48
 49
 50

CHARTER SCHOOL APPLICATION REVIEW

The deadline for submitting a charter application for review within a particular year is February 1st. The review committee will review all applications and submit recommendations to the Board of Education in such a manner as to facilitate an action of the Board within ninety (90) days of the submission.³

In the event the Board denies the application, the applicant will be issued a letter outlining the specific details that led to the decision to deny the application. Should the applicant decide to remedy the deficits, the applicant will have thirty (30) calendar days to submit an amended application to the Board of Education. The review committee will then have sixty (60) calendar days to review the amended application and make a recommendation based on the amended application to the Knox County Board of Education.⁴

Any new information inserted in the application, including appendices, will be reviewed by the Charter School Review Committee and a new KCS recommendation will be made based on the complete amended application. If the KCS Board of Education's recommendation is "amended application denied" or other final decision to deny, the applicant will have ten (10) calendar days to appeal to the State Board of Education.⁵

- A. The initial review will include an individual review of the application by appropriate KCS staff and community members from demographic, academic, operational, legal, and fiscal perspectives.

Once this review has occurred and individual review committee members have assigned scores based on the state rubric, the review committee will meet to determine if the application has addressed thoroughly all required areas to advance to the next KCS Charter Application review phase. This includes evidence that demonstrates the following:

1. The ability to operate a school in an educationally effective and fiscally sound manner
2. The proposal is likely to improve student learning, academic growth and achievement
3. Increased learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at risk of academic failure
4. The use of innovative and effective teaching methods
5. Appropriate knowledge of educational pedagogy for the grades proposed by the schools
6. The creation of new professional learning, leadership, and collaboration opportunities for teachers, school leaders, and other school personnel
7. Parents and students are provided with expanded choices in the types of educational opportunities that are available within the Knox County Schools
8. Clear, measurable student achievement criteria with built-in accountability criteria
9. A culture of continuous learning, improvement, and excellence that will reinforce student learning, increase student academic success, and close unacceptable achievement gaps
10. Meets all criteria outlined in state law and stated requirements of the Knox County Schools

1 B. The second phase of the review process includes the following:

- 2
- 3 1. For proposals considered high quality and meeting all state, legal and local requirements,
- 4 an interview will be scheduled with members of the proposed school's founding group,
- 5 which should include the applicants, proposed governing board representatives, and other
- 6
- 7 members who speak knowledgably about the proposed academic program, organizational
- 8 capacity, budget and governance structure.
- 9
- 10 2. Proposals of sufficient quality and completeness may undergo a Request for Amendment
- 11 process in an attempt to resolve review committee concerns and assure compliance with
- 12 all applicable laws and regulations.
- 13

14 Although the scoring rubric is from the State of Tennessee, the review committee will consider evidence

15 of the following general criteria:

- 16
- 17 A. A viable plan to meet the needs of special populations: students with disabilities, English
- 18 Language Learners, and economically disadvantaged students.
- 19
- 20 B. Increasing high school graduation rates for students at risk of not graduating
- 21
- 22 C. A focus on middle school students' academic achievement and the transition to high school
- 23
- 24 D. Use of high quality assessments designed to measure the learning of the critical concepts and
- 25 are aligned with Tennessee State Standards and Common Core Standards
- 26
- 27 E. Management and leadership capability to overcome initial start-up challenges and establish a
- 28 fiscally viable school
- 29
- 30 F. Increasing the acquisition, adoption and use of professional development systems that provide
- 31 teachers and school leaders with the information and resources they need to inform and improve
- 32 instructional practices, decision-making and overall effectiveness
- 33
- 34 G. Use of data to make instructional decisions with an established system of communication
- 35 between administration, school director and teachers
- 36
- 37 H. Partnering with schools located in the area in which the school will locate to share best practices
- 38 and innovations
- 39
- 40 I. A well-developed plan to build and extend relationships with community partners, stakeholders,
- 41 parents and the school district personnel
- 42
- 43 J. Adherence to the Board's stated charter school priorities
- 44

45 In cases where the proposed school would partner with a non-profit Charter School Management

46 Organization (CMO) or a business, community or educational partner organization, the review committee

47 will conduct a due diligence process with the organization to ascertain the organization's structure,

48 staffing, finances, plans for the future and the academic performance of other schools it serves that enroll

49 similar populations of students.

50

1 The review committee and/or the KCS Director of Schools may also interview representatives of the
 2 proposed management or partner organization to discuss the responses to the questionnaire.
 3

4 **APPROVED CHARTER SCHOOLS**

5
 6 A charter school shall be operated in accordance with the Charter Agreement approved by the Board of
 7 Education. Should adjustments or amendments to the Charter Agreement be needed, the governing body
 8 may apply to the Board for any amendment to or deviation from the Charter Agreement. KCS will follow
 9 intervention steps as recommended by the Tennessee Public Charter School Commission and outlined in
 10 Administrative Procedure AP-I-450. Material deviations from the Charter Agreement may result in the
 11 revocation of the Charter Agreement by the Board.⁶ Examples of substantial deviations may include, but
 12 are not limited to, changes to transportation or special education services, changes to the governing board,
 13 or alteration of the opening date of school, the location of the school, the targeted student population, etc.
 14 Should the Charter School substantially deviate from the charter without prior approval from the Board,
 15 the Board may revoke the Charter. See T.C.A. § 49-13-122 for further information on charter revocation.
 16

- 17 A. **Training** - The governing body of an approved charter school is to conduct at least one annual
 18 board training course and provide documentation of such training to the Board of Education.
 19 The training course must be certified by the Tennessee Charter Schools Association.
 20
 21 B. **Reporting Requirements** - The Governing Body of an approved charter school shall make a
 22 written report to the Board annually between August 1 and September 1.⁷ This reporting
 23 requirement shall begin in the year after the year in which the charter school begins operation.
 24 This annual report shall include:
 25
 26 1. The progress of the public charter towards achieving the goals outlined in the school's
 27 charter agreement;
 28 2. Financial records of the public charter school, including revenues and expenditures; and
 29 3. A detailed accounting, including amounts and sources, of all funds received by the public
 30 charter school, other than the funds received under T.C.A. § 49-13-112(a).
 31

32 These funds shall include, but not be limited to, any funds received from sources under T.C.A.
 33 § 49-13-112(e).⁸
 34

- 35 C. **Renewals** - Not later than April 1st of the year prior to the year in which the charter agreement
 36 expires, the governing body of a public charter school may submit a renewal application to the
 37 Board.⁹ The Board shall make its renewal decision based on the Governing Body's annual report.
 38 The Board shall rule by resolution to approve or deny the charter school renewal application by
 39 February 1st of the year in which the charter expires. The Board may revoke or deny renewal of
 40 a public charter school agreement for:
 41
 42 1. a material violation of the conditions, standards or procedures set forth in the Charter;
 43
 44 2. a pattern of failure to meet expectations through the annual authorizer report; or
 45
 46 3. failure to meet generally accepted standards of fiscal management.¹⁰
 47

- 48 D. **Waiver of Requirements** - Waivers granted by the Commissioner of Education must be presented in
 49 writing. The Director of Schools may grant waivers with regard to the Knox County Schools rules,
 50

1 procedures, requirements or any other administrative regulation that applies to the Charter School.
2 Any application for waiver that conflicts with the Charter Agreement will be denied.
3

- 4 1. All waiver requests shall be submitted in writing no later than sixty (60) days prior to the
5 Charter School’s intention to implement the waiver, if granted.
6
- 7 2. All waiver requests shall include a listing of the specific administrative regulation
8 requested to be waived.
9
- 10 3. All waiver requests shall include detailed documentation of the grounds for requesting the
11 waiver and specific evidence showing how the administrative regulation currently inhibits
12 or hinders the proposed charter school’s ability to meet its goals or comply with its mission
13 statement.
14
- 15 4. All waiver requests filed with the administration shall contain information on any other
16 waiver requests filed with the Commissioner of Education, including the status of those
17 waiver requests.
18

19 E. The Board will annually withhold 3% of a charter school’s funds or \$35,000, whichever is lesser,
20 for the performance of the authorizing obligations and responsibilities by Knox County
21 Schools. If, for the school year, the total amount of the authorizer fees collected by the LEA
22 exceeds the amount used by the LEA to perform its authorizing obligations and responsibilities,
23 the LEA shall distribute the amount remaining to its authorized charter schools. This allowance
24 may also prevent a substantial loss if the Knox County Schools provides services, such as food
25 service, transportation or other contracted student services, and a charter closes prior to paying
26 for such services or obligations.
27
28
29
30
31

32
33 Legal References:

- 34 1 See, generally, T.C.A. § 101, et seq., and specifically, T.C.A. § 49-13-107 (b).
- 35 2 T.C.A. § 49-13-107(a), TN Comp. R & Regs: 0520-14-01-01.
- 36 3 T.C.A. § 49-13-108.
- 37 4 T.C.A. § 49-13-108; TN Comp. R & Regs: 0520-14-01-01.
- 38 5 T.C.A. § 49-13-108.
- 39 6 T.C.A. § 49-13-122.
- 40 7 T.C.A. § 49-13-120.
- 41 8 T.C.A. § 49-13-120.
- 42 9 T.C.A. § 49-13-121.
- 43 10 T.C.A. § 49-13-122.
- 44 11 T.C.A. § 49-13-128

45
46 Approved as to Legal Form
47 By Knox County Law Director 1/11/2023
48 /Gary T. Dupler/Deputy Law Director
49