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;
- 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.
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. TCA 49-1-302.
2. TRR/MS 0520-1-3-.05(2).

Approved as to Legal Form
By Knox County Law Director 1/27/2016
/Gary T. Dupler/Deputy Law Director
Early admission into college may be considered for a qualified 12th grade student. Such a student, upon proper completion of the freshman year in a participating institution of higher learning, may be awarded credit for the senior year of high school.

To be considered for this program, the student shall:

1. Meet the early admission requirements of the college or university;
2. Submit a written request to the high school principal at the end of the eleventh year of school, signed by student and parents;
3. With parents, meet with principal and counselor for consultation;
4. Submit a letter stating educational and vocational goals, plans for attaining them, and ways in which early admission will assist in reaching these goals, and agree to forego all activities and awards attendant to the high school senior class except receipt of the diploma;
5. Be accepted into an early admission program by an accredited institution of higher learning.

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

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

Legal References:

1. TRR/MS §0520-1-3-.06(4).
Section I: Instructional Goals and Objectives

Knox County Board of Education Policy

Descriptor Term: Enrollment in College Level Courses
Descriptor Code: I-121
Issued: 7/95
Reviewed: 5/17
Revised: 3/16

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. Have a planned high school program endorsed by guidance personnel as appropriate, including the college level course;

3. Agree to assume any financial costs associated with the college level course,

4. Obtain written permission of the high school principal and the acceptance of the college admissions officer; and

5. 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 1/27/2016
/Gary T. Dupler/Deputy Law Director
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.
Credit-bearing work-based learning activities are intended to serve as a capstone experience by which students can pursue the goals laid out in their required Plan of Study. Students practice and demonstrate the professional skills that are most valued by employers and postsecondary institutions and compile a portfolio of work samples and references that serve as evidence of their abilities. The Tennessee Department of Education (TDOE) policies address stand-alone credit-bearing experiences such as, but not limited to Apprenticeships, Clinical Internships, Service Learning classes, and Supervised Agriculture Experience.

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

Relation to Student's Plan of Study and Graduation Requirements:

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

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

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

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

Students must exhibit work readiness attitudes and skills as determined by the teacher and employer and consistent with the Tennessee Department of Education WBL Policy and Implementation Guides before beginning a WBL experience (SBE High School Policy 2.103)

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

The capstone WBL course, Work-Based Learning: Career Practicum (6105), may be used as the third or fourth course for any Career and Technical Education (CTE) Program of Study or area of elective focus and may count toward CTE concentrator status. Students may earn up to two credits per school year in
work-based learning courses. Students in capstone WBL experiences should earn credit through the Career Practicum course or another appropriate WBL clinical or practicum course code.

Introductory WBL courses, including but not limited to Career Exploration (6166), are intended for general education purposes and, as such, shall not count toward a student’s CTE Program of Study or area of elective focus.

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

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

Students considered for homebound-instruction must have a health impairment of sufficient seriousness as certified by a licensed doctor of medicine or osteopathy that prohibits them from regular school attendance.

Students with disabilities previously certified as eligible under IDEA and state regulations will receive (if determined eligible by the IEP-Team) homebound services.

Children with medical conditions of a short duration or temporary nature, and not previously certified with a disability pursuant to IDEA and state regulations, will receive (if determined eligible by the S-Team) homebound services.

All homebound placements shall be temporary. Homebound placements shall not exceed thirty (30) school days duration unless there is a medical necessity that requires extended homebound instruction. 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 appropriateness of continuing the homebound placement.1

**HOMEBOUND SERVICES PROVIDED FOR STUDENTS POST-PREGNANCY**

The homebound instruction program for post-pregnancy students shall consist of three (3) hours of instruction per week for a period of six (6) weeks.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 her physician as having health complications arising from the pregnancy that prevent her from returning to regular classes.

---

Legal Reference:

1. TCA §49-10-1102
2. TRR/MS §0520-1-2-.10

Approved as to Legal Form
By Knox County Law Director 6/15/2016
/Gary T. Dupler/Deputy Law Director
Section I: Instructional Goals and Objectives

Knox County Board of Education Policy

Descriptor Term: Gifted and Talented
Descriptor Code: 1-150
Issued: 2/08
Reviewed: 5/17
Revised: 3/16

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

IDENTIFICATION

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

Kindergarten through 2nd Grade:
A formal screening is administered at the end of the second grade year. This screening helps identify students with creativity and leadership skills as well as task commitment.

3rd through 12th Grade:
Students will be identified through formal and informal assessment instruments such as standardized tests, performance assessments, expression of motivation and achievement, leadership qualities, and teacher/parent recommendations.

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

CURRICULUM AND INSTRUCTION

Kindergarten through 2nd Grade:
The regular classroom teacher, through collaboration and consultation with the Gifted and Talented Coach, will provide resources to meet the needs of identified students. The Gifted and Talented Coach works with classroom teachers to provide rigorous and differentiated lessons for advanced students. Additionally, magnet schools and program are available to students through an application process and as requested by transfer.

3rd through 5th Grade:
The Gifted and Talented program utilizes the expertise of coaches who work with teachers and students to provide opportunities for advanced learning throughout the content areas. Gifted and Talented Coaches work with teachers to support advanced students through engaging, meaningful, and challenging learning. This learning may come in the form of flexible grouping, curriculum compacting, tiered assignments, and
acceleration, co-teaching, modeling or enrichment activities. The Gifted and Talented program may utilize technology to provide access to distance learning and self-paced courses for students needing additional enrichment.

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

6th through 12th Grade:

The curriculum offered to intellectually gifted or academically talented students includes advanced placement courses or attendance/participation in unique learning opportunities or programs available to Knox County students. The Gifted and Talented program utilizes technology to provide access to distance learning and self-paced courses for students needing additional enrichment not offered in their base school. Middle school teachers work with Gifted and Talented Coaches who provide resources, professional development, and consultation. Honors, Advanced Placement, International Baccalaureate, Dual Credit and Dual Enrollment courses are available to qualifying students. Additionally, magnet schools and programs are available to students through an application process and as requested by transfer.

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

Descriptors:

<table>
<thead>
<tr>
<th>Descriptor Term</th>
<th>Descriptor Code</th>
<th>Issued</th>
<th>Reviewed</th>
<th>Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>I-160</td>
<td>7/95</td>
<td>5/17</td>
<td>8/17</td>
</tr>
</tbody>
</table>

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, and state and federal 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. TCA § 49-10-101 et. seq.
3. 20 USC § 1400 et. seq.

Approved as to Legal Form 6/19/2017

By Knox County Law Director

/Gary T. Dupler/Deputy Law Director
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. Parents may prohibit their child’s participation in any extracurricular activity by providing written notification of such to the school principal.
Interscholastic athletics shall be administered as a part of the regular school program and shall be the principal's responsibility. The principal or his designee must accompany an athletic team on trips.

The Bylaws of the Tennessee Secondary School Athletic Association (TSSAA) shall regulate the operation and control of secondary athletics.

School athletics shall be coached only by persons on contract to the Board of Education and approved by the Tennessee Secondary School Athletic Association.

There shall be an annual physical examination of every student prior to his participation in interscholastic athletic practice.\(^1\) Cost of the examination shall be borne by the parent or guardian of the student. These records shall be on file in the principal's office.

Every participant in athletics shall participate in the Knox County Schools Athletic Insurance Program.

There shall be no practice of organized school athletics schedules within the school day without approval of the Superintendent.\(^2\)

Each school may play two home athletic events during the school day without requesting permission from the Board of Education.

The conduct of players, spectators, or school personnel reflects directly upon the school system as a whole. Therefore, conduct of players, spectators, or school personnel that does not exemplify the best sportsmanship may result in that school's program, players, spectators, or school personnel being suspended from attendance or participation in the sport concerned with the infraction. The Board of Education will determine the duration of the suspension.

Maximum admission prices to all athletic events shall be approved by the Board of Education, upon the recommendation of the Superintendent.

### SCHEDULING OF ATHLETIC CONTESTS

A. District/regional games shall be scheduled first.

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 are sanctioned sports of the Knox County Schools and will be regulated by administrative procedures.

ELIGIBILITY OF HOME SCHOoled STUDENTS FOR PUBLIC SCHOOL INTERSCHOLASTIC ATHLETICS

As a member of the Tennessee Secondary Schools Athletic Association, the Knox County Schools shall honor the bylaws of the TSSAA 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. TCA § 49-6-1002(a).
3. TCA § 49-6-3050(c); By Laws, Tennessee Secondary School Athletic Association, Article II, Section 25.

Approved as to Legal Form 6/19/2017
By Knox County Law Director
/Gary T Dupler/Deputy Law Director
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. 0520-01-03-.08 Pupil Personnel Services

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

<table>
<thead>
<tr>
<th>Section I: Instructional Goals and Objectives</th>
<th>Knox County Board of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor Term: Adult Apprenticeship Program</td>
<td>Descriptor Code: Issued:</td>
</tr>
<tr>
<td></td>
<td>1-180</td>
</tr>
<tr>
<td>Reviewed:</td>
<td>Revised:</td>
</tr>
</tbody>
</table>

Beginning to advanced Career and Technical skill training is available for upgrading or developing new skills for adults ages 18 and older.

**ADULT APPRENTICESHIP EDUCATION**

The Knox County Adult Apprenticeship program is a contracted partnership with local business and industry to provide a combination of on-the-job training (OJT) and related classroom instruction under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation.

After completing an apprenticeship program, the worker’s journey-level status provides an additional benefit of nationwide mobility at journey level scale.

---

Legal Reference:

1. TCA §49-6-501

Approved as to Legal Form
By Knox County Law Director
/Gary T. Dupler/Deputy Law Director
Some system-wide uniformity of organization is necessary to ensure efficient administration and quality education for pupils. A reasonable degree of flexibility in the general framework however permits each school to make adjustments and adaptations in order to fit local conditions and facilities.

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

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

**KINDERGARTEN**

A program is available for every child who is five years old. Emphasis is placed upon active learning in a workshop atmosphere. Classrooms are organized into centers, with emphasis on the use of manipulative materials. The daily program provides activities that are both stimulating and quiet, student-choice and teacher-directed, and large and small groups. Skills and content objectives are identified in curriculum guides.

**GRDES 1 – 5**

Although educational specialists provide part time instruction, elementary teachers are responsible for the total instructional program. Skills and content objectives are identified in curriculum guides for each subject area. The curriculum shall be integrated across subject areas, and the daily program shall be organized into flexible blocks of time. Classes shall be self-contained and heterogeneous. Within each class students shall be ability grouped for reading and mathematics. Classes in grades 3-5 may departmentalize by subject following an approved plan for instruction.

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

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

Middle school pupils are provided a home base, and the subject areas of language arts, social studies, mathematics, and science are taught in the same area of the building by a team of teachers, each specializing in one or more of the four subject areas. A group of approximately 120 pupils, divided into four heterogeneously grouped classes, is assigned to each team of teachers. In most teams each contact area teacher instructs a reading class within the team. Special area teachers instruct pupils in art, band, choral and general music, physical education, health, computer technology, and group guidance.
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.

ACCREDITATION

The Knox County Board of Education adheres to the principles and standards for secondary school membership in the Southern Association of Colleges and Schools. 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 Association.

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
Classes shall be limited to the following maximum sizes:\(^1\)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average</th>
<th>Maximum Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>K – 3</td>
<td>20 students</td>
<td>25 students</td>
</tr>
<tr>
<td>4 – 6</td>
<td>25 students</td>
<td>30 students</td>
</tr>
<tr>
<td>7 – 12</td>
<td>30 students</td>
<td>35 students</td>
</tr>
<tr>
<td>Career and Technical Education, Grades 7 – 12</td>
<td>25* students</td>
<td>25 students</td>
</tr>
<tr>
<td>9-12 schools that use the career academy or small learning community model</td>
<td>30 students</td>
<td>35 students</td>
</tr>
</tbody>
</table>

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.\(^2\)

---

Legal References:

1. TCA § 49-1-104.
2. TRR/MS § 0520-1-3.03(3)(b).


Approved as to Legal Form 8/30/2018
By Knox County Law Department

/Gary T. Dupler/Deputy Law Director
Section I: 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: 10/17
Revised: 12/17

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. 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, 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. The principal shall be responsible for seeing that each student receives the required textbooks and instructional materials at no cost to the student.

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. Administrators are to communicate with parents and students stating that they will be responsible for any textbooks or instructional materials issued.

The following reimbursement schedule shall be used as a guide for collecting fines for lost or destroyed textbooks and instructional materials:

<table>
<thead>
<tr>
<th>Age of Material</th>
<th>Amount Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2 years</td>
<td>100% of replacement cost</td>
</tr>
<tr>
<td>3 - 4 years</td>
<td>75% of replacement cost</td>
</tr>
<tr>
<td>5 or more years</td>
<td>50% of replacement cost</td>
</tr>
</tbody>
</table>

The Board shall approve and periodically review a schedule of fines for damaged textbooks and instructional materials. In cases where the material is damaged to the extent it is no longer usable, the amount collected shall conform to the reimbursement schedule for lost or damaged textbooks and instructional materials.

If, after hearing the student’s explanation and other investigation as necessary, the principal determines that there has been willful or preventable loss or damage of the textbook or instructional material, he shall assess the appropriate fine and notify the 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.

The principal may waive the assessment of fines when in his judgment the student is the victim of uncontrollable circumstances or not responsible for the damages.³

Legal References:
1. T.C.A. § 49-6-2207(C)(1).
2. T.C.A. § 49-3-310(1)(A).
3. T.C.A. § 49-3-310(1)(C).

Approved as to Legal Form 10/23/2017
By Knox County Law Director
/Gary T. Dupler/Deputy Law Director
Teachers, school administrators, and instructional supervisors/specialists will work together to select appropriate high quality instructional materials. Such materials could include (but are not limited to) books, magazines, newspapers, journals, and video, audio, digital, and web resources.

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 or in conjunction with school-wide activities will be openly disclosed to parents/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 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). The Director of Schools will also establish a procedure for the reconsideration of approved materials as may be requested by parents or staff members.

CRITERIA FOR SELECTION

- Educational purpose (as defined by state standards)
- 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
- Validity, currency, and appropriateness of the material
- Contribution the materials makes to the breadth of representative viewpoints on controversial issues
- 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
### Section I: Instructional Goals and Objectives

<table>
<thead>
<tr>
<th>Knox County Board of Education Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor Term:</td>
</tr>
<tr>
<td>Reconsideration of Instructional Materials and Textbooks</td>
</tr>
<tr>
<td>Descriptor Code: I-212</td>
</tr>
<tr>
<td>Issued: 7/95</td>
</tr>
<tr>
<td>Reviewed: 5/17</td>
</tr>
<tr>
<td>Revised: 8/17</td>
</tr>
</tbody>
</table>

1. Knox County Schools Administrative Procedure I-212.
Section I: Instructional Goals and Objectives

Knox County Board of Education Policy

Descriptor Term: Access to Electronic Media

Descriptor Code: I-220

Issued: 4/96

Reviewed: 10/17

Revised: 12/17

The Board supports the right of employees and students to have reasonable access to information from electronic media and believes it incumbent upon them to use this privilege in an appropriate and responsible manner.

The Director of Schools shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address ethical use of electronic media (such as the Internet) and issues of privacy versus access for review of communication documents and electronic files and shall disallow utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages or the use of other programs with the potential of damaging or destroying electronic files. Written guidelines shall specify acceptable uses, rules of online behavior, access privileges and penalties for policy/procedural violations. These guidelines will be provided to any person who may use the system in any capacity.

Parents/guardians wishing to deny independent access to electronic media involving district technological resources may do so by returning a signed right of refusal form supplied by the school. This document shall be kept on file as a legal, binding document. To modify or rescind the agreement, the user's parent/guardian must provide the principal with a written request.

The same criteria of educational suitability used for review and reconsideration of other instructional resources shall be used when questions arise concerning access to specific electronic media. These processes should be in compliance with school board policy for Selection of Instructional Materials Other than Textbooks (I-211) and Reconsideration of Instructional Materials and Textbooks (I-212).

Legal Reference:


Approved as to Legal Form 10/23/2017
By Knox County Law Director
/Gary T. Dupler/Deputy Law Director
Knox County Schools operates and maintains a website for the purpose of serving as a resource for students, staff, parents and community members. Every school should have a web page housed on the district website.

The district website and individual school pages are valuable communication tools that provide users access to the latest news and announcements, important dates and information, and access to password protected portals.

All information must accurately reflect the mission, goals, policies, and activities of the district. The Director of Schools has the authority to require changes if the quality or propriety of appearance or content is called into question. Website content should be created to provide one of the following:

1. Curriculum and instruction support – Provide relevant resources for students, parents, and staff in the district;

2. Public information -- Communicate information about the district and schools to students, staff, parents, community and others; and

3. District technology support -- Provide and respond to instructional and administrative technology needs of students and staff.

The Director of Schools shall develop administrative procedures for the development of web pages including content, quality and consistency standards and shall designate an individual(s) to be responsible for maintaining and monitoring the website activity. A school principal shall make such designation for individual school pages. All web pages shall comply with Section 504 and include an e-mail address and phone number for a designated contact person.

The Director of Schools and school principal, respectively, are ultimately responsible for the accuracy and appropriateness of information made available on the website and school pages, and any concerns should be directed to those individuals. If the concern is not resolved, persons who wish to file a formal complaint shall submit a written request for reconsideration.

Web sites developed under contract for the school district or within the scope of employment by district employees are the property of the school district.

All material on the site is copyrighted unless otherwise indicated.

Legal Reference:

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

**CIPA COMPLIANCE**

The Director of Schools will develop and maintain procedures for the appropriate use of the Internet by staff and students. Internet safety measures will include:

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

**STUDENT INTERNET SAFETY**

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

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

**EXPECTATIONS AND ACCEPTABLE USE OF INTERNET**

The Guidelines for Acceptable Use of Electronic Media (KCS Publication MC-108) apply to all Knox County Schools students and employees as well as volunteers, interns and contractor personnel, whose access to, or use of, Internet and/or e-mail services is provided by or through Knox County Schools.

A. All users shall act in a responsible, ethical, and lawful manner when using the school district’s Information Technology resources.
B. Users observing any illegal activities shall report these activities to the appropriate school district administrator.

C. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall monitor the use of this equipment to assure that it conforms to the mission and goals of the Knox County School District.

• Parents/guardians wishing to deny independent access to electronic media involving district technological resources may do so by returning a signed right of refusal form supplied by the school. This document shall be kept on file as a legal, binding document. (In order to modify or rescind the agreement, the user's parent/guardian must provide the Principal with a written request.)

D. Employees shall sign Acceptable Use of Electronic Media Agreement (KCS Publication MC-107). Even without signature, all users shall follow this policy and report any misuse of the network or Internet to a teacher, supervisor, or other appropriate District personnel.

UNACCEPTABLE USES OF THE COMPUTER NETWORK OR INTERNET

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

A. Violating any state, federal, or municipal ordinance, such as: accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials

B. Criminal activities that can be punished under law

C. Selling or purchasing illegal items or substances

D. Causing harm to others or damage to their property, such as:

1. Using profane, abusive language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials

2. Deleting, copying, modifying, or forging other users’ names, emails, files, or data; impersonating other users, or sending anonymous email;

3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;

4. Using any computer or other electronic device to pursue “hacking”, internal or external to the District, or attempting to access information protected by privacy laws;
E. Using the network or Internet for Commercial purposes, such as:

1. Using the network for personal financial gain
2. Using the network for personal advertising, promotion, or
3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

INTERNET FILTERING

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

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

The Director of Schools or the Director’s designee will consider requests from users who wish to use a blocked site for bona fide research or other lawful purposes. This permission will be granted for a specific period of time and internet activity will be logged and reported to the District Network Administrator during this period.

PENALTIES FOR IMPROPER USE

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

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

PARENTAL RESOURCES

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

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

1. Acceptable Use of Electronic Media Agreement (MC-107)
2. Guidelines for Acceptable Use of Electronic Media (MC-108)
In order to define the fair and reasonable use that employees may make of copyrighted work for educational purposes without the permission of the copyright owner and to reduce the risk of copyright infringement, the Board requires the following:

1. All employees shall adhere to the provisions of the United States Code regarding the copying and/or the use of copyrighted materials;\(^1\) (See Board Policy I-231.)

2. The Director of Schools shall establish specific regulations regarding the copying, distribution and use of copyrighted materials for instructional purposes;

3. Each school library shall maintain a file of sample form letters of request which may be used by teachers when requesting the use of copyrighted media.

Legal Reference:

1. Title 17 of the U.S.C.A.

Approved as to Legal Form 6/19/2017
By Knox County Law Director
/Gary T. Dupler/Deputy Law Director
Section I: Instructional Goals and Objectives

Knox County Board of Education Policy

Descriptor Term: Duplicating Copyrighted Materials

Descriptor Code: I-231

Issued: 7/95

Reviewed: 10/17

Revised: 12/17

LITERARY MATERIALS

Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his individual request for his/her scholarly research or use in teaching or preparation to teach a class:

1. A chapter from a book;
2. An article from a periodical or newspaper;
3. A short story, short essay, or short poem, whether or not from a collective work; or
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

Multiple Copies for Classroom Use

Multiple copies (not to exceed one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

1. The material copied is brief and the copying is spontaneous and noncumulative as measured by the definitions of brevity, spontaneity and cumulative effect below; and
2. Each copy includes a notice of copyright.

DEFINITIONS

Brevity: A reproduced work is brief if it consists of the following:

1. Poetry: Not more than (a) a complete poem if fewer than 250 words and if printed on not more than two pages or (b) an excerpt from a longer poem if the excerpt is not more than 250 words. These numerical limits may be expanded to permit completion of an unfinished line of poetry.
2. Prose: Not more than (a) a complete article, story or essay of fewer than 2,500 words or (b) an excerpt from any prose work of not more than 1,000 words or ten percent of the work, whichever is less, but in any event a minimum of 500 words. These numerical limits may be expanded to permit completion of an unfinished prose paragraph.
3. Illustration: Not more than one chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
4. Special works: Certain works in poetry, prose or in poetic prose which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience, often fall short of 2,500 words in their entirety. Paragraph 2 above notwithstanding, such special works may not be reproduced in their entirety; however, an excerpt of no more than two of the published pages of such special work containing no more than ten percent of the words found in the text thereof may be reproduced.

**Spontaneity:** Reproduction of a copyrighted work is spontaneous if:

1. The copying is at the instance and inspiration of the individual teacher; and

2. The inspiration and decision to use the work and the moment of its use of maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission to use the work.

**Cumulative Effect:** Reproduction of a copyrighted work is noncumulative if:

1. The copying of the material is for only one course in the school in which the copies are made (See Item 3 under prohibitions);

2. No more than one short poem, article, story, essay, or two excerpts has been copied from the same author or more than three from the same collective work or periodical volume during one class term. This section does not apply to current new periodicals and newspapers and current news sections of other periodicals; and

3. There have been no more than nine (9) instances of such multiple copying for one course during one class term. This section does not apply to current new periodicals and newspapers and current news sections of other periodicals.

**PROHIBITIONS**

Notwithstanding any of the above, the following prohibitions shall be in effect:

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations of collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately;

2. There shall be no copying of or from works intended to be consumable in the course of study or of teaching. Consumable works include workbooks, exercises, standardized tests, test booklets, answer sheets and like materials;

3. Copying shall not substitute for the purchase of books, publishers’ reprints, or periodicals; or be directed by higher authority or be repeated with respect to the same item by the same teacher from term to term; and

4. No charge shall be made to the student for the copied material.

5. The copying or use of programs transmitted via subscription services is illegal. These programs are licensed for PRIVATE/HOME use only and shall not be used in public schools.
TELEVISIONED MATERIAL

Guidelines for Off-Air Recording of Television Broadcast Programs by Non-Profit Educational Institutions

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for forty-five (45) days after the date of the recording; at the expiration of the retention period, the recording must be erased or destroyed.

2. An off-air recording may be used once by individual teachers in the course of relevant teaching activities and may be repeated once only when instructional reinforcement is necessary, in the classroom or similar place of instruction or the home of a student receiving home instruction, during the first ten (10) school days. An off-air recording may be used during the remainder of the retention period only to permit teachers to evaluate its effectiveness in the instructional period.

3. Off-air recordings may be made only at the request of and used by individual teachers and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

5. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

MUSIC MATERIALS

Permissible Uses of Music

1. Emergency copies of printed music may be made to replace purchased copies which for any reason are not available for an imminent performance, provided purchased replacement copies are substituted in due course.

2. For academic purposes other than performance:
   a. Multiple copies of excerpts or works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement, or aria, but in no case more than ten percent of the work. The number of copies shall not exceed one (1) copy per student.
   b. A single copy of an entire performable unit (section, movement, aria, etc.) that is (a) confirmed by the copyright proprietor to be out of print or (b) unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his scholarly research or in preparation to teach a class.
3. Printed copies that have been purchased may be edited or simplified, provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or added if none exist.

4. A single copy of a recording of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

5. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by the school system or by an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the system or the teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)

PROHIBITIONS

The following practices are prohibited:

1. Copying to create or replace or substitute for anthologies, compilations or collective works;

2. Copying of or from works intended to be consumable in the course of study or teaching such as workbooks, exercises, standardized tests, answer sheets, and like material;

3. Copying for the purpose of performance, except as noted in section on permissible uses;

4. Copying for the purpose of substituting for the purchase of music, except as in items 1 and 2 of section on permissible uses.

5. Copying without inclusion of the copyright notice that appears on the printed copy.

COMPUTER SOFTWARE

Permissible Uses of Computer Software

1. Archival copies may be made to serve as a back-up in case of destruction or damage of the original through mechanical failure. Such copies shall be centrally stored and only one, either the original or the copy, may be used at any one time. The archival copy must be destroyed when the program is no longer rightfully owned by the district unless the copyright owner authorizes its sale, lease or transfer as part of the sale, lease, or transfer of the original program.

2. Adaptations to the computer program will be permitted if they are required to correctly use the program.

3. Features may be added to the program so long as the altered program is not sold or given away without the original author's permission.

Prohibited Uses

1. In the absence of a license permitting the user to do so, the contents of one disk may not be loaded into multiple computers for use at the same time.
2. In the absence of a license permitting the user to do so, the contents of one disk may not be loaded into local network or disk sharing systems.

3. Illegal copies of copyrighted programs shall not be made or used on school equipment.

INTERNET

Educators and students are advised to exercise caution in using digital material downloaded from the Internet in producing their own educational multimedia programs, since there is a mix of works protected by copyright as well as works in the public domain on the Internet.

Access to works on the Internet does not automatically mean that the information can be reproduced and reused without permission or royalty payment; and, furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

OTHER EMERGING TECHNOLOGIES

Newer technologies can be easily changed or merged with one another. Their potential for manipulation, in all likelihood, will result in the creation of new copyrightable forms of expression. Emerging technologies include, but are not limited to, digital video, satellite transmission, distance learning, CDROM, on-line databases (and their downloading), informational networks, and other educational interventions which can be manipulated into new copyrightable forms of expression.

When using the new technologies, teachers need to be very aware of the potential for copyright infringement.

At the time of purchase, it is essential to specify the intended use of the media and understand the provisions of any contract a distributor includes with the media purchased. Educational applications may be enhanced if the purchase procedures are followed.

In the absence of clearly granted rights, it is recommended that teachers contact the copyright holder in writing for permission in order to manipulate or use these technologies in alternative ways. Such a course of action will assure compliance with the spirit and intent of the copyright law as it applies to the role of electronic information and its transfer and use.

FAIR USE GUIDELINES FOR EDUCATIONAL MULTIMEDIA

1. Student Use: Students may use portions of lawfully acquired copyrighted resources in their academic multimedia programs, with proper attribution and citations. They may perform and display their program for educational purposes and may retain it in their personal portfolios as examples of their academic work for later appropriate use such as job and graduate school applications.

2. Instruction in Multimedia Development: Educators may use portions of lawfully acquired copyrighted materials in the course of face-to-face teaching activities to demonstrate to students how to create multimedia programs.
3. Face-To-Face Curriculum-Based Instruction: Educators may use portions of lawfully acquired copyrighted works in producing and using their own multimedia programs as teaching tools in support of an identified curriculum.

4. Peer Conferences: Educators may perform or display their own multimedia programs created for their own curriculum-based instructional activities, which use portions of copyrighted works lawfully acquired by the educational institution, at workshops of their peers or a conference where educators are presenting works they created for students.

5. Remote Instruction: Educators may use portions of lawfully acquired copyrighted resources in producing their own multimedia educational programs to be used for curriculum-based instructional activities provided over an educational institution's electronic network, provided there are technological limitations on access to the network programs (such as a password or PIN) and on the total number of students enrolled.

OBTAINING PERMISSION FOR COPYING

A teacher may request and obtain permission to copy material from a copyrighted work; and he or she may then use the work as expressly permitted.

A copy of the written permission granted by the publisher or copyright owner shall be preserved by the Director of Schools or designee.
LIBRARY SERVICES

Library services shall be provided for all Knox County Schools.

Each school shall have a library which meets requirements from the State of Tennessee and the standards of the American Library Association.

LIBRARY COLLECTION

The maintenance of the school’s library collection (including print materials, eBooks, databases, and digital products) is the responsibility of the library media specialist, in cooperation with teachers, students, and administrators. A collection maintenance plan 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.

GIFTS

Any acceptance of gifts to the library should be in compliance with Board policy for Gifts and Bequests (D-130).

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 equipment. All fines should be in compliance with Board Policy J-560 “Student Fee and Fines.”

Legal references:

1. TRR/MS 0520-1-3-.07.
2. TCA § 37-10-101; TCA § 37-10-102.
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.

Legal References:

1. T.C.A. § 49-6-305.

Approved as to Legal Form 10/23/2017
By Knox County Law Director
/Gary T. Dupler/Deputy Law Director
Section I: Instructional Goals and Objectives

Knox County Board of Education Policy

Off-Campus Trips

Descriptor Term: I-250
Descriptor Code: 1-250
Issued: 7/95
Reviewed: 5/17
Revised: 8/17

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

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

JUSTIFICATION

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

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

APPROVAL

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

1. Regular trips, made on a scheduled basis and integral to the ongoing operation of an authorized program, receive blanket approval of the Director of Schools and Board when program guidelines, budgets, and schedules are approved. Examples of regular trips are the travel of interscholastic athletic teams on an approved schedule and the transporting of vocational classes to training sites on a routine basis. Requests for approval of such guidelines, budgets and schedules will be made by program administrators by letter or forms specified for the program involved.

2. Special trips include one-time trips and any others not receiving blanket approval as regular trips as described in item #1. Requests for approval of special trips must utilize the official Off-Campus Trip Approval form. Channels for approval will include the principal, the appropriate supervisor, the Director of Schools. Special trips may not be scheduled during school hours within the final five (5) days of the school year.

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

Prior to a scheduled field trip, it will be the responsibility of the supervising teacher to have signed parent/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.
- Student roll call will be taken before leaving school and again before departing the visitation site. If any student is missing or injured, the student's parent/guardian will be contacted immediately. One district employee will remain until the absent student or his/her parent/guardian arrives at the site.

- When trips are scheduled to return after regular school hours, a certificated district employee must supervise students after returning to campus. No students are to be left at the school unsupervised.

- In the event a student is not picked up within one (1) hour of the scheduled arrival time, the supervising teacher will do the following:
  - Telephone the parent/guardian and stay with the student until the student's transportation arrives.
  - If the parent/guardian cannot be contacted and all other resources are exhausted, the police department may be called to assist.
  - In the event of unforeseen circumstances of a significant delay in return time, the supervising teacher must contact the appropriate administrator immediately.

STUDENT FOREIGN TRAVEL/STUDY PROGRAMS

District-approved foreign travel shall adhere to established KCS field trip policies and school rules. All organizations/companies supporting student foreign travel/study programs shall be duly licensed and certified by agencies such as the Council of Student International Travel or the Council on Standards for International Travel. The supervising teacher(s) shall follow all Board policies in planning, implementing, and supervising students as referenced in the Out-of-County field trip section. Parents and students will be made aware, prior to travel, that all school rules and district policies shall be followed with no exceptions. Foreign travel shall not occur during the regular school calendar and only be approved during scheduled breaks, (i.e., fall, spring, and summer). Participation in foreign exchange programs, not to be confused with foreign travel, is not subject to scheduling restrictions.

Students on off-campus trips must comply with all school board policies. Rooms for overnight stays during off-campus field trips are subject to search by school personnel on reasonable suspicion that a student has violated school board policy.

All international travel will be subject to approval as determined by advisories issued by the U.S. State Department. If the U.S. State Department issues a warning of the lowest level calling for U.S. citizens to "consider the safety of travel" to a particular location then it will be assumed that all KCS foreign travel will be suspended immediately. Due to the unpredictability of world affairs, approved trips can and will be cancelled should events dictate. Travel insurance shall be a required component for all foreign travel requests should cancellation of the trip be necessary.

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

FOOD AND BEVERAGE PROVISIONS/MANDATED LUNCH PROGRAM

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

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

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

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

TRANSPORTATION

Parents shall assume responsibility for providing transportation for the children on off-campus trips unless transportation is specifically arranged by the school. When the school arranges transportation, it must utilize state-inspected school buses or commercial carriers except when the number of students does not warrant the expense, in which cases privately-owned vehicles may be used. When students pay the cost of a bus, a commercial carrier, or a privately-owned vehicle arranged by the school, the rate shall be negotiated by the owner and the principal. Regardless of who arranges the transportation – parent or school – liability coverage is the responsibility of owners and drivers, as the Board does not provide liability coverage except for Knox County-owned vehicles.

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

LEASING OR RENTAL OF VEHICLES

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

DRIVER DESIGNATION

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

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

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

**USAGE OF VANS**

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

**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.
Section I: Instructional Goals and Objectives

<table>
<thead>
<tr>
<th>Knox County Board of Education Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor Term:</td>
</tr>
<tr>
<td>Descriptor Code: 1-260</td>
</tr>
<tr>
<td>Issued: 7/95</td>
</tr>
<tr>
<td>Reviewed: 5/17</td>
</tr>
<tr>
<td>Revised: 8/12</td>
</tr>
</tbody>
</table>

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

The Board endorses a volunteer program in the schools and encourages principals to welcome volunteers in their school to augment and assist the school staff in providing an excellent education for all students. Each school is expected to have a parent-teacher-volunteer support group unless excused by the Director of Schools and the Chair of the Board.

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

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

School principals will approve appropriate tasks and activities for volunteers, which may be offered by teachers or other staff at the school level. The principal or the principal’s designee shall be responsible for training and orienting both volunteers and certified staff in the appropriate use of volunteers to support the educational mission of the school. Volunteers should receive orientation or training for the specific tasks they will be asked to perform.

To protect the KCS students and staff, the Knox County Schools reserves the right to collect certain information about volunteers who enter the school building and may potentially be in contact with students. Depending on the type of volunteer activity proposed, volunteers must submit to a background check and/or provide information about themselves. The Director of Schools will establish a procedure that delineates the type of background information that is collected for specific volunteer activities.

Volunteers working within the Knox County Schools are expected to adhere to the following standards of conduct:

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

The principal of each school should ensure that volunteers receive appropriate recognition for their services.

Legal Reference:

1. TCA § 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
Section I: Instructional Goals and Objectives

Knox County Board of Education Policy

Descriptor Term: Family and Community Engagement

Descriptor Code: I-270

Issued: 7/95

Reviewed: 5/17

Revised: 8/17

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

• **Standard One: Welcoming All Families into the School Community.** Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

• **Standard Two: Communicating.** Families and school staff engage in regular, meaningful communication about student learning.

• **Standard Three: Supporting Student Success.** Families and school staff continuously work together to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

• **Standard Four: Speaking Up for Every Child.** Families are informed and enabled to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

• **Standard Five: Sharing Power.** Families and school staff are equal partners with equal representation in decisions that affect students and families and together inform, influence, and create policies, practices, and programs.

• **Standard Six: Collaborating with Community.** Families and school staff work together with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

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

**TITLE I SCHOOLS**

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

A. Supporting schools and nonprofit organizations in providing professional development for district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

B. Supporting programs that reach parents and family members at home, in the community, and at school.

C. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

D. Collaborating, or providing sub-grants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

E. Engaging in any other activities and strategies that KCS determines are appropriate and consistent with its parent and family engagement policy.
Each Title I school shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections C-G listed above. 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.

Each Title I school shall:

A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

C. Involve parents, in an organized, ongoing and timely way, in the planning, review, and improvement of Title I programs, including the school parent and family engagement policy and the joint development of the school-wide program plan;

D. Provide parents of participating children:

- Timely information about programs,
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards, and
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

E. Jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve Tennessee’s high standards. The compact shall:

- Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning, volunteering in their child’s classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum – parent-teacher conferences, children’s progress reports, reasonable access to staff, opportunities to volunteer and participate in child’s class and observation of classroom activities, and ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.
Under the Every Student Succeeds Act (ESSA), which is the latest reauthorization of the Elementary and Secondary Education Act of 1965, Congress provides funding for a number of basic educational programs for states and districts to implement. To receive these federal funds, KCS agreements to comply with the law and these requirements, which are as follows:

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

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

**Section 1006 – District Plans**

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

**Section 1007 – Eligible School Attendance Areas**

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

**Section 1008 – School-Wide Programs**

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

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

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.

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.

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.

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.\(^\text{13}\)

Reference: [https://www.law.cornell.edu/uscode/text/20/chapter-70](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.
10. 20 U.S. Code § 6601.
11. 20 U.S. Code § 6612.
12. 20 U.S. Code § 6613.
The English as a Second Language (ESL) Program Policy is designed to set minimum standards for Tennessee school districts in providing services to non-English language background (NELB) students who are also limited English proficient (LEP). These students are referred to as English Language Learners (ELLs).

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

ANTI-DISCRIMINATION POLICIES AND PRACTICES

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

IDENTIFICATION OF ENGLISH LANGUAGE LEARNERS

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

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

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

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

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

PARENTAL NOTIFICATION AND RIGHTS

School districts shall communicate information to all parents in the language that the parent can 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. 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.

At the high school level, districts shall use one course code 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.

To receive a regular diploma, ELLs must pass all Gateway exams. However, as determined on an individual basis, an ELL may take up to four years and a summer to receive a regular diploma and still be counted in a school's or district's graduation rate for accountability purposes under the No Child Left Behind Act of 2001.

### 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 45 identified ELL students per full-time ESL endorsed teacher unless an alternate staffing ratio is approved by the Department of Education.

Districts seeking approval for an alternate district-wide staffing ratio shall provide the following information annually to the Department of Education:
• The number of ELLs;
• The proficiency levels of ELLs;
• The most recent adequate yearly progress determinations for the ELL subgroup in reading/language arts and mathematics;
• The proposed staffing ratio that will be used in place of the recommended 45 to 1 ratio; and,
• The justification for the alternate staffing ratio.

Legal References:

1. Title VI - Civil Rights Act of 1964
2. TCA §4-21-901
3. Rule 0520-1-3-.056.a.1&2ii
4. Tennessee State Board of Education Policy 3.207
Progress reports shall be sent to parents at regular intervals throughout the school year. Within each school level, the reporting forms shall use the same symbols for every reporting period.

In grades four and above, the minimum standard for a passing mark shall be 70%.

Legal References:

1. TRR/MS 0520-1-3-.05(3)(a); TCA §49-6-901
2. TCA 49-6-7002; TCA §49-6-3004
4. TCA §49-2-203(b)(7)
Section I:

Instructional Goals and Objectives

Knox County Board of Education Policy

Descriptor Term: Authorization for a Grade Change

Descriptor Code: I-311

Issued: 10/08

Reviewed: 5/17

Revised:

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: 5/17
Revised: 4/13

Homework shall be assigned to reinforce and strengthen students’ interests and abilities. It shall be designed as a focused learning experience to meet 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:

- Memorization of basic rules or laws so the skill becomes rote.
- Increase in skill speed, used for improving students' abilities to apply these skills in more complex problem solving.
- Deepening understanding of a concept—providing students time to read further, elaborating on a new idea and expanding 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.
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.

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
Promotion, retention, or acceleration shall be considered on the basis of what is best for the child. The teacher is responsible for making the decision after consulting with the appropriate professional staff. In all cases, parent preference must be taken into account. The parents may appeal the decision to the principal, the Director of Schools, and the Board of Education.\(^1\)

**PROMOTION**

Students who have satisfactorily completed requirements for a grade or subject area are promoted.

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

**RETENTION**

When a pupil is not performing acceptably in a grade or subject and faces possible retention, the parent shall be notified in writing and shall be offered a conference as early as possible, but not later than six (6) weeks before the end of the school year.

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

**ACCELERATION**

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

Legal Reference:


Approved as to Legal Form 10/23/2017

By Knox County Law Director

/Gary T. Dupler/ Deputy Law Director
UNIFORM GRADING POLICY

The State Board of Education is authorized to develop a uniform grading system for students in grades 9-12 or any student completing a high school credit. 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=1.

- 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=.5.

Percentage Points

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

- 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 and Industry Certification Courses.

- 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), and International Baccalaureate Courses.

- Knox County Schools does not award additional percentage points for Dual Enrollment Courses. Grades from dual enrollment courses are assigned by professors and not changed by KCS personnel.
Legal References:
1. T.C.A. § 49-6-407.

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 11/1/2018
/Gary T. Dupler/Deputy Law Director
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: 5/17
Revised: 8/17

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/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 they have 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 they are not making adequate progress.

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 state EOC upon completion of the course.

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

GRADE CALCULATION

The final grade for credit recovery courses must include the original failing grade in the calculation and the transcript must denote that the credit was attained through credit recovery. The original failing grade may also be listed on the transcript. The final grade will be calculated as follows:

Final grade = 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 credit recovery activities and quizzes.

Legal Reference:
1. TSBE High School Policy 2.103, part 6.

Approved as to Legal Form
By Knox County Law Director 6/7/2017
/Gary T. Dupler/Deputy Law Director
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.
Section I:

In Instructional Goals and Objectives

Knox County Board of Education Policy

<table>
<thead>
<tr>
<th>Descriptor Term</th>
<th>Descriptor Code</th>
<th>Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Requirements</td>
<td>1-370</td>
<td>7/95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reviewed</th>
<th>Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/20</td>
<td>12/19</td>
</tr>
</tbody>
</table>

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

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

To earn a regular high school diploma, students must (1) earn the prescribed number of credits, (2) complete the ACT or SAT, and (3) have satisfactory records of attendance and discipline.¹

STUDENTS WITH DISABILITIES

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

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

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.³

PROJECT-BASED CIVICS ASSESSMENT

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

Legal References:

1. T.C.A. § 49-6-6001.
2. TSBE High School Policy 2.103.
3. 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 10/23/2019
By Knox County Law Director
/Gary T. Dupler/Deputy Law Director
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.3

PROJECT-BASED CIVICS ASSESSMENT

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

Legal References:

1. T.C.A. § 49-6-6001.
2. TSBE High School Policy 2.103.
3. 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 10/23/2019
By Knox County Law Director
/Gary T. Dupler/Deputy Law Director
Early graduation should be the result of a definite planned program, approved in advance by the principal and school counselors. The mere accumulation of credits does not, alone, justify early graduation. The credits must be earned according to a plan which, in the professional judgment of the principal and faculty, meets the student's educational needs as effectively as they would be met at regular graduation time.
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 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. TCA § 49-6-405.
2. TCA § 49-6-413.

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
Students may graduate with honors or distinction by meeting the criteria established for the Tennessee diploma with honors or distinction.

**TENNESSEE DIPLOMA WITH HONORS OR DISTINCTION**

**HONORS**

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

**DISTINCTION**

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

1) Earn a national and/or state recognized industry certification

2) Participate in at least one of the Governor’s Schools

3) Participate in one of the state’s All State musical organizations

4) Be selected as a National Merit Finalist or Semi-Finalist

5) Attain a score of 31 or higher composite score on the ACT or SAT equivalent

6) Attain a score of 3 or higher on at least two Advanced Placement exams

7) Successfully complete the International Baccalaureate Diploma Programme

8) Earn 12 or more semester hours of transcripted postsecondary credit

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

**TRI-STAR SCHOLAR**

Students will be recognized as graduating as a Tri-Star Scholar by:

1) 19 ACT or SAT equivalent

2) Capstone industry certification

Schools will recognize a student’s scholar status in the graduation ceremony with a diploma credential or wearable cord with a notation on the program.²
Legal References:
1. Tennessee State Board of Education High School Policy 2.103.
2. T.C.A. § 49-6-6010.

Approved as to Legal Form
By Knox County Law Director 10/23/2017
/Gary T. Dupler/Deputy Law Director
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. TCA §49-10-108.
2. P.L. 94-142.
3. TCA §10-7-504; 20 USC §1232(g).

Approved as to Legal Form 6/19/2017
By Knox County Law Department
/Gary T. Dupler/Deputy Law Director
# Section I: Instructional Goals and Objectives

<table>
<thead>
<tr>
<th>Knox County Board of Education Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptor Term:</strong> Integration of TCAP and EOC Scores in Student Grades</td>
</tr>
<tr>
<td><strong>Descriptor Code:</strong> I-381</td>
</tr>
<tr>
<td><strong>Issued:</strong> 3/11</td>
</tr>
<tr>
<td><strong>Reviewed:</strong> 5/20</td>
</tr>
<tr>
<td><strong>Revised:</strong> 12/18</td>
</tr>
</tbody>
</table>

## 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.

## STATE END-OF-COURSE EXAMS

High school state end-of-course (EOC) exams shall be regulated by statute and State Board Policy.² In the 2018-19 school year and beyond, the weight of EOC exams on students’ final averages is 15%.

## 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.

---

Legal References:

1. T.C.A. § 49-1-617.
2. State Board Policy 2.103 High School Policy.

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 10/24/2018

By Knox County Law Director

/Gary T. Dupler/Deputy Law Director
## Knox County Test Security Measures

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

### BUILDING-LEVEL TEST COORDINATORS

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

### DISTRIBUTION OF TEST MATERIALS

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

### HANDLING AND STORAGE OF TEST MATERIALS

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

### EXAMINERS

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

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

Tests can either be administered in small-group individual classroom or in a cafeteria-style large-group setting.
If a test is administered in a large-group setting, one examiner/proctor shall be provided for every 25 students or fraction thereof.

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

**Category I Test**

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

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

**Category II Test**

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

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

**Category III Test**

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

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

**RETURNING TEST MATERIALS**

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

**HOME SCHOOL TESTING**

All testing of home school students shall be completed in accord with Tennessee law and guidelines.
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.
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 Reference:

1. TCA §49-1-606 (a)
2. TCA §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.
It is in the interest of the Board of Education to be abreast of changes in educational technology, results of current educational research, and innovative educational programs. Therefore, the Board welcomes the opportunity to participate in the development of innovative ideas and quality research in education. Research and/or stand-alone surveys shall be allowed within the Knox County Schools (KCS) when the project contributes to a greater understanding of teaching-learning processes, aligns with KCS goals and is not disruptive to the regular school program.

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

In general, permission to conduct research may be denied when the study is deemed to:

1. interfere with instructional time, or
2. be too socially or politically sensitive, or
3. have little or no educational research value, or
4. place too great a burden on Knox County Schools personnel, or
5. use the Knox County Schools for convenience sampling, or
6. require information identifiable to a particular student, or
7. be redundant in that similar data were gathered through another recent project.

**PARENTAL RIGHTS**

Parents shall have the right to inspect all materials that will be used in surveys, focus groups, interviews, tests or other research instruments and the proposed analyses of research and/or survey results. Parents will also be permitted to opt out of their child’s participation in any survey, focus group, interview, or other research activity.

No student may, without parental consent, take part in research and/or surveys that cover or discuss:

1. Political or religious affiliations;
2. Potentially embarrassing psychological problems;
3. Sexual behavior or attitudes;
4. Anti-social or demeaning behavior;
5. Critical appraisals of family members;

Legal Reference

1. TCA §49-2-211
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.
Free discussion of controversial issues is the heart of the educative and democratic processes. Freedom of speech and free access to information are among our most cherished traditions. Only through the study of political, economic, or social issues do youth develop an understanding of a democratic society, and through carefully taught conversation and argumentation skills, students develop abilities needed for citizenship in our democracy.

Teachers should use the following criteria for determining the appropriateness of certain issues for consideration as a part of the curriculum:

1. The treatment of the issue in question must be within the range of knowledge, maturity, and competence of the students.

2. There should be study materials and other learning aids available from which a reasonable amount of evidence-based information and/or data pertaining to all aspects of the issue may be obtained.

3. The consideration of the issue should require only as much time as is needed for satisfactory study by the class; however, sufficient time should be provided to cover the issue adequately.

Teachers will establish a process for discussion of controversial issues in their classrooms, and the Office of Professional Development will provide training support for those teachers who need or want to develop their skills for engaging students in discussions around sensitive content.

In discussing controversial issues, the teacher should keep in mind that the classroom is a forum. The class should feel no responsibility for reaching agreement.

The teacher's responsibility is to bring out the facts concerning controversial questions. The teacher has the right to express personal opinions, but in so doing must see that students understand that it is the teacher's own opinion and is not to be accepted by them necessarily as an authoritative answer.

It is recognized that citizens of the community have a right to protest to the school administration when convinced that unfair and prejudiced presentations are being made by a teacher. Such protests shall be registered in compliance with the procedures adopted by the Board of Education for handling complaints.
<table>
<thead>
<tr>
<th>Instructional Goals and Objectives</th>
<th>Knox County Board of Education Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognition of Religious Beliefs, Customs and Holidays</strong></td>
<td>Descriptor Term: I-430 7/95</td>
</tr>
<tr>
<td>Descriptor Code: 7/95</td>
<td>Issued:</td>
</tr>
<tr>
<td>Reviewed: 5/17</td>
<td>Revised: 6/08</td>
</tr>
</tbody>
</table>

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 holidays 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. 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:

2. TCA §49-6-3016.
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. 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;

2. 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

3. 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 along 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.

Legal Reference:
1. TCA § 49-6-2901.
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 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 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. TCA §49-6-2904(c)
Public prayer shall not be allowed at any school-sponsored or school-directed activity, but a period of silence 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:
2. TCA §49-6-1004.
3. TCA §49-6-1004 (C).
Knox County Board of Education Policy

<table>
<thead>
<tr>
<th>Instructional Goals and Objectives</th>
<th>Wellness Policy–Nutritional Standards for Food Items Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor Term:</td>
<td>Descriptor Code: I-440</td>
</tr>
<tr>
<td>Issued:</td>
<td>4/06</td>
</tr>
<tr>
<td>Reviewed:</td>
<td>10/17</td>
</tr>
<tr>
<td>Revised:</td>
<td>3/18</td>
</tr>
</tbody>
</table>

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 without 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 accommodating cultural food preferences and 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. 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.

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

The Smart Snacks in Schools nutrition standards do not apply to foods served as a federally reimbursable meal to students.

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 include:

1. Taste test opportunities for students;
2. Student survey groups; and
3. Posting nutrition and health posters in school cafeterias.
To ensure compliance with this policy and policy I-441 (Wellness Policy – Physical Activity), the Executive Director of Food and Nutrition Services shall develop and implement an annual assessment to gauge progress in meeting Smart Snacks in Schools nutrition standards and activities to promote student nutrition.

Legal References:

1. T.C.A. § 49-6-2307.

Approved as to Legal Form 2/1/2018
By Knox County Law Director
/Gary T. Dupler/Deputy Law Director
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, administrator, 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 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 districts 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**

All foods sold or offered for sale to students (Pre-K–12) on campus during the school day will meet nutrition standards as defined by the USDA in accordance with *The Healthy, Hunger-Free Kids Act of*...
Good nutritional habits shall be encouraged. A la carte items should meet the Smart Snacks in School criteria as provided by USDA. (https://www.fns.usda.gov/school-meals/tools/schools-focusing-smart-snacks)

III. Nutrition Education

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 the 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 be 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.

IV. 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 130 minutes of physical activity each full school week. Elementary schools must offer at least one period of physical activity that is at least fifteen 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.

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.

Legal References:


2. T.C.A. § 49-6-1021.

Approved as to Legal Form 10/23/2019
By Knox County Law Director
/Gary T. Duplicer/Deputy Law Director
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.

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.

Any founding group planning to submit a charter application must submit a Letter of Intent and evidence of public outreach to the Knox County Board of Education and to the State of Tennessee Division of Charter Schools no later than sixty (60) days prior to the deadline for the submission of the application. Applicants who fail to meet this requirement will not be eligible to submit a proposal.

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

All responsive proposals will be evaluated by a committee recommended by the Director of Schools and appointed by the Board of Education. The committee shall consist of individuals from the following KCS departments:
A. Finance
B. Operations
C. Human Resources
D. Research and Evaluation
E. Curriculum and Instruction
F. Community Partner
G. Parent Representative
H. Law Office
I. Other Community Representative

TRADITIONAL CHARTER SCHOOLS

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

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

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

A. A history of proven academic success in currently operating schools or a leadership team with a record of success in increasing student academic achievement

B. A strong and well-organized leader committed to educational reform and possessing a record of success with the proposed educational plan and student profile.

C. An educational plan rooted in high expectations, in line with the school’s stated mission, and providing a personalized learning environment for all students.

D. A comprehensive and research-based curriculum and assessment program designed to hold all students to high-achievement goals, including those with disabilities, limited English proficiency, and specialized needs and abilities.

E. Strategies to attract and retain energetic and highly effective teachers and staff who will actively engage in professional development opportunities and sharing research-based best practices.

F. A strong understanding of the community that the proposed school will serve and demonstrated community support.

G. Meaningful opportunities to involve parents and community along with a sustainable plan for maintaining strong parental and community participation in and support of the school.

H. A strong, knowledgeable, diverse, stable, and committed board of governance or leadership team committed to best practices in school governance and financial management.

I. A detailed and sustainable plan, including a coordinated five-year plan for growth and sustainable improvement.
CONVERSION CHARTER SCHOOLS

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

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

A. clearly identify the specific school to be converted and provide detailed documentation of the need for conversion.

B. offer clear and measurable strategies for achieving dramatic academic improvement by specifically addressing identified needs.

C. offer evidence of community and stakeholder engagement and overwhelming stakeholder interest in converting to a charter school as delineated below.

D. include documentation of how the interests of the Knox County Schools, the students, families, teachers, staff, school community, and broader community would be well served by a conversion to a charter school.

E. identify the specific parameters of conversion as part of the operational and educational plan proposed.

F. detail the transition timeline including effective communication strategies and procedures for exercising options at the family, teacher, staff, and leadership levels.

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

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

CHARTER SCHOOL APPLICATION REVIEW

The deadline for submitting a charter application is February 1st, and the Board will only accept applications for a period of 15 days prior to the deadline. 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 thirty (30) 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”, 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

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

1. For proposals considered high quality and meeting all state, legal and local requirements, an interview will be scheduled with members of the proposed school’s founding group, which should include the applicants, proposed governing board representatives, and other
members who speak knowledgably about the proposed academic program, organizational capacity, budget and governance structure.

2. Proposals of sufficient quality and completeness may undergo a Request for Amendment process in an attempt to resolve review committee concerns and assure compliance with all applicable laws and regulations.

Although the scoring rubric is from the State of Tennessee, the review committee will consider evidence of the following general criteria:

A. A viable plan to meet the needs of special populations: students with disabilities, English Language Learners, and economically disadvantaged students.

B. Increasing high school graduation rates for students at risk of not graduating

C. A focus on middle school students’ academic achievement and the transition to high school

D. Use of high quality assessments designed to measure the learning of the critical concepts and are aligned with Tennessee State Standards and Common Core Standards

E. Management and leadership capability to overcome initial start-up challenges and establish a fiscally viable school

F. Increasing the acquisition, adoption and use of professional development systems that provide teachers and school leaders with the information and resources they need to inform and improve instructional practices, decision-making and overall effectiveness

G. Use of data to make instructional decisions with an established system of communication between administration, school director and teachers

H. Partnering with schools located in the area in which the school will locate to share best practices and innovations

I. A well-developed plan to build and extend relationships with community partners, stakeholders, parents and the school district personnel

J. Adherence to the Board’s stated charter school priorities

In cases where the proposed school would partner with a non-profit Charter School Management Organization (CMO) or a business, community or educational partner organization, the review committee will conduct a due diligence process with the organization to ascertain the organization’s structure, staffing, finances, plans for the future and the academic performance of other schools it serves that enroll similar populations of students.

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

A charter school shall be operated in accordance with the Charter Agreement approved by the Board of Education. Should adjustments or amendments to the Charter Agreement be needed, the governing body may apply to the Board for any amendment to or deviation from the Charter Agreement. Material deviations from the Charter Agreement may result in the revocation of the Charter Agreement by the Board. Examples of substantial deviations may include, but are not limited to, changes to transportation or special education services, changes to the governing board, or alteration of the opening date of school, the location of the school, the targeted student population, etc. Should the Charter School substantially deviate from the charter without prior approval from the Board, the Board may revoke the Charter.

A. Training - The governing body of an approved charter school is to conduct at least one annual board training course and provide documentation of such training to the Board of Education. The training course must be certified by the Tennessee Charter Schools Association.

B. Reporting Requirements - The Governing Body of an approved charter school shall make a written report to the Board annually between August 1 and September 1. This reporting requirement shall begin in the year after the year in which the charter school begins operation. This annual report shall include:

1. The progress of the public charter towards achieving the goals outlined in the school’s charter agreement;
2. Financial records of the public charter school, including revenues and expenditures; and
3. A detailed accounting, including amounts and sources, of all funds received by the public charter school, other than the funds received under T.C.A. § 49-13-112(a).

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

C. Renewals - Not later than October 1st of the year prior to the year in which the charter agreement expires, the governing body of a public charter school may submit a renewal application to the Board. The Board shall make its renewal decision based on the Governing Body's annual report. The Board may revoke or deny renewal of a public charter school agreement for:

1. a material violation of the conditions, standards or procedures set forth in the Charter;
2. a pattern of failure to meet expectations through the annual authorizer report; or
3. failure to meet generally accepted standards of fiscal management.

D. Waiver of Requirements - Waivers granted by the Commissioner of Education must be presented in writing. The Director of Schools may grant waivers with regard to the Knox County Schools rules, procedures, requirements or any other administrative regulation that applies to the Charter School. Any application for waiver that conflicts with the Charter Agreement will be denied.
1. All waiver requests shall be submitted in writing no later than sixty (60) days prior to the Charter School’s intention to implement the waiver, if granted.

2. All waiver requests shall include a listing of the specific administrative regulation requested to be waived.

3. All waiver requests shall include detailed documentation of the grounds for requesting the waiver and specific evidence showing how the administrative regulation currently inhibits or hinders the proposed charter school’s ability to meet its goals or comply with its mission statement.

4. All waiver requests filed with the administration shall contain information on any other waiver requests filed with the Commissioner of Education, including the status of those waiver requests.

E. The Board will annually withhold 3% of a charter school’s funds or $35,000, whichever is lesser, if the charter school is contracting with the Knox County Schools for services. If, for the school year, the total amount of the authorizer fees collected by the LEA exceeds the amount used by the LEA to perform its authorizing obligations and responsibilities, the LEA shall distribute the amount remaining to its authorized charter schools. This allowance will prevent a substantial loss if the Knox County Schools provides services, such as food service, transportation or other contracted student services, and a charter closes prior to paying for such services or obligations.

Legal References:

7. T.C.A. § 49-13-120.
8. T.C.A. § 49-13-120.

Approved as to Legal Form 10/23/2019
By Knox County Law Director
/Gary T. Dupler/Deputy Law Director