

**Committee
Members**

Chairwoman,
Shelia Bratton

Vice Chairman,
Claire Maxwell

Coy Young

Tammy Sharp

Frances Rosales

Katie Darby

Caleb Tidwell

Dr. Kay Martin

Dr. Mark Gullion

Larry Creasy

Ellaina Taylor

Rachel Rigsby

Monica Carr

Jason Scales

Joe Hardman

**Dr. James
Sullivan**

Monika Ridley

Jeff Reed

SPECIAL CALLED POLICY COMMITTEE MEETING

AGENDA

5:00 p.m.

November 2, 2023

Shelia Bratton, Chairwoman

- 1. Call to Order**
- 2. Pledge of Allegiance**
- 3. Approval of Agenda**
- 4. Public Comment**

Public Comment Requests to address the Policy Committee must be provided in writing to the Director of Schools' Office no later than noon (12:00 p.m.) of the day of the meeting. Subject matter must be limited to items on the Policy Committee agenda. Time limit of any single presentation shall not exceed three (3) minutes.

5. Policy Changes

- a. **Policy 1.105 – School Board Legislative Involvement**
Changes the term representative to liaison pursuant to state guidance.
- b. **Policy 1.205 – Board-Director Relations**
Adds process for obtaining additional information by Board members.
- c. **Policy 1.701 – School District Planning**
Adds language for submitting TISA accountability reports pursuant to change in state guidance.
- d. **Policy 2.805 – Purchasing**
Adds language regarding entering into agreements with real estate licensees.
- e. **Policy 3.208 – Facilities Planning**
Adds language that needs assessment presented to the Board will include recommendations for future growth.
- f. **Policy 4.205 – Enrollment in Advanced Courses**
Removes section regarding substitution for certain courses as this information is contained in Policy 4.605.
- g. **Policy 4.600 – Grading System**
Updates language to mirror State Board of Education policies.
- h. **Policy 4.602 – Grade Point Average (GPA)**
Updates language to mirror State Board of Education policies.
- i. **Policy 4.604 – Credit for Prior Courses**
Removes American History
- j. **Policy 4.6041 – Testing for Credit**
Updates language to mirror State Board of Education policies.

- k. Policy 4.605 – Graduation Requirements**
Updates language to mirror State Board of Education policies.
- l. Policy 4.606 – Graduation Activities**
Clarifies distinctions for graduation activities.
- m. Policy 5.402 – Hepatitis B (HBV)**
Updates list of employees who are in positions of high risk of occupational exposure.
- n. Policy 6.201 – Compulsory Attendance Ages**
Clarifies admission for students over eighteen (18) years of age.
- o. Policy 6.302 – Procedural Due Process**
Adds language to correct syntax.
- p. Policy 6.3041 – Title IX and Sexual Harassment**
Changes timeline for notice of before beginning investigation and changes timeline for completion of investigations.
- q. Policy 6.317 – Student Disciplinary Hearing Authority**
Clarifies number of days for appeals.
- r. Policy 6.415 – Student Suicide Prevention**
Adds clarifying language for resources available and requirements for returning to school.

6. New Policies

- a. Policy 2.811 – Consultants**
Policy authorizing engagement of professional consultants by the Board.
- b. Policy 2.9002 – Site Selection and Acquisition**
Policy for school site selection and acquisition.

7. Adjournment

Rutherford County Board of Education

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| Monitoring: Review: Annually, in September | Descriptor Term: School Board Legislative Involvement | Descriptor Code: 1.105 | Issued Date: 07/07/22 |
| | | Rescinds: 1.105 | Issued: 01/15/09 |

1 The Board will work for the passage of new laws designed to advance the cause of improving education
2 and for the repeal or modification of existing laws and the defeat of proposed laws that impede this
3 cause. To accomplish this:

- 4 1. The Board shall stay informed of pending legislation and actively communicate its concerns and
5 make its position known to the elected representatives at both the state and national level;
- 6 2. The Board shall work with other school boards in the state, local citizen groups, and other local
7 officials in acquainting them with the board's legislative priorities and seek their support;
- 8 3. The Board shall annually select one (1) of its members to serve as its representative liaison to the
9 Tennessee Legislative Network (TLN);
- 10 4. The Board shall work with its TLN representative liaison, with TSBA, and other concerned
11 groups in developing an annual legislative program; and
- 12 5. The Board shall include in its budget appropriate resources, including travel expense, necessary
13 for its TLN representative and other board members to accomplish its desired legislative goals.

Rutherford County Board of Education

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| Monitoring: Review: Annually, in September | Descriptor Term: Board-Director Relations | Descriptor Code: 1.205 | Issued Date: 01/15/09 |
| | | Rescinds: 2-3 | Issued: 09/01/94 |

1 The Board shall be responsible for specifying its requirements and expectations of the Director of
2 Schools and then holding the Director accountable by evaluating how well those requirements and
3 expectations have been met. In turn, the Director shall be responsible for specifying requirements and
4 expectations for all administrators who report to him/her and then holding each accountable by
5 evaluating how well requirements and expectations have been met.

6
7 **Board members seeking additional information, outside the scope of board agenda items or committee**
8 **work, shall submit requests to the Director of Schools and the Board Chair. The Director of Schools**
9 **shall ensure that the information is compiled. Once compiled, all information shall be sent to the entire**
10 **Board.**

11 The Board will authorize all expenditures, employ and dismiss all tenured teachers,¹ approve the annual
12 budget, and determine policy. The decisions of the Board concerning these matters will guide the actions
13 of the Director of Schools and his/her staff.

Legal References:

1. TCA 49-2-203(a)(1)(3)(6)
2. TCA 49-2-203(11)(A)(i)
3. TCA 49-2-207

Cross References:

- Role of the Board 1.101
Evaluation of the Director of Schools 5.803

Rutherford County Board of Education

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|---|---|----------------------------------|---------------------------------|
| Monitoring: Review: Annually, in August | Descriptor Term: School District Planning | Descriptor Code: 1.701 | Issued Date: 10/31/18 |
| | | Rescinds: 1.701 | Issued: 01/15/09 |

1 *General*

2 The Board shall develop and implement a written five (5) year strategic plan that addresses identified
3 priority needs and provides for continuous student growth and improvement. The plan shall be updated
4 every two (2) years and shall align with requirements of the State Board of Education.¹

5 The Director of Schools shall develop necessary procedures, forms, or other measures to implement this
6 policy.

7 **BOARD IMPROVEMENT PLAN FOR THE DISTRICT¹**

8 The Board shall develop annual plans with specific goals for improving student performance and that
9 operationalize the district's five (5) year strategic plan. This will be incorporated into the TISA
10 accountability report that must be approved by the Board and filed with the Department of Education
11 each November 1st.²

12 The Board may plan by means of an annual retreat with the Director of Schools and appropriate staff.
13 The purpose of the retreat shall be to:

- 14 1. Review progress on the implementation of priorities, initiatives, and long-range plans;
- 15 2. Determine which goals have been achieved and whether any new efforts are needed;
- 16 3. Review major issues that may affect the school system in the future; and
- 17 4. Create an annual plan for district improvement.

18 A planning coordinator may be designated by the Director of Schools to help coordinate system-wide
19 planning efforts, establish and coordinate an issues-management process, aid district staff in developing
20 specific plans, and monitor implementation schedules.

21 **SCHOOL IMPROVEMENT PLAN¹**

22 The principal of each school shall work with the Director of Schools to develop and implement a school
23 improvement plan that is student focused and in support of the Board improvement plan. The plan shall
24 be updated annually and address the long-range strategic plan of the school district.¹

Legal References

1. TRR/MS 0520-01-03-.03(14); State Board of Education Policy 2.101; TCA 49-1-613
2. **TCA 49-3-112**

Cross References

- Role of the Board of Education 1.101
Qualifications and Duties of the Director of Schools 5.802

Rutherford County Board of Education

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| Monitoring: Review: Annually, in January | Descriptor Term: Purchasing | Descriptor Code: 2.805 | Issued Date: 05/25/23 |
| | | Rescinds: 2.805 | Issued: 07/07/22 |

1 General

2 The school district will purchase competitively and seek maximum educational value for every dollar
3 expended. Authorization to purchase shall be provided by the Board. The Director of Schools, through
4 his/her purchasing agent designee, shall serve as purchasing agent for the system-wide purchasing.¹
5 Principals shall serve as purchasing agents for individual schools.

6 Purchases made by anyone not authorized by the appropriate officials shall become the personal
7 responsibility of the persons making the purchase agreement. The Board will not, under any
8 circumstances, be responsible for payment for any material or supplies purchased by unauthorized
9 individuals or in an unprescribed manner.

10 No school shall be obligated to pay for any expenditures made by a student or a teacher or by any other
11 employee unless she/he first receives a written purchase order from the proper office or unless prior
12 written permission or arrangements are made with the principal.

13 The Board will purchase locally whenever other conditions are comparable or when it is most practical
14 under the circumstances.

15 *Individual Schools*

16 The Director of Schools must approve the following purchases:

- 17 1. A single piece of equipment costing more than fifteen thousand dollars (\$15,000);
- 18 2. One that is to be attached to or one that requires alteration of the building; or
- 19 3. One that will become a permanent fixture.

20 *Central Office*²

21 **ROUTINE PURCHASES**

22 Routine purchases shall include expenditures for supplies, salaries, and routine expenditures required
23 for the operation of the school district. These expenditures shall be anticipated and provided for in the
24 budget and will normally be authorized by the Board at the beginning of the fiscal year. The Director
25 of Schools/designee shall make all routine purchases without further Board authorization; however, the
26 Board shall be promptly informed if any substantial variation from budgeted estimates becomes
27 necessary.

1 All purchases shall be made in accordance with Tennessee State Law. All purchases of supplies,
 2 materials, and equipment in excess of fifty thousand (\$50,000), including those of individual schools,
 3 shall be based upon competitive bids.³ These bids shall be solicited by advertisement in a newspaper of
 4 general circulation in the district. However, said newspaper advertisement may be waived by the
 5 purchasing agent in case of emergency. The purchasing agent shall advertise for bids. However, bids
 6 are not required where the purchases will be made from State or Federal GSA Contract. Also, when the
 7 purchasing agent deems that the state contract is not in the best interest of the taxpayer, alternative
 8 pricing will be obtained.

9 All purchases estimated to be between \$15,000 and \$50,000, including those of individual schools,
 10 may be made in the open market without newspaper notice, but shall be based on at least three (3)
 11 competitive quotes.³ Any purchases under \$15,000 do not require any quotes.

12 **SPECIAL PURCHASES**

13 Special purchases are those which are not routine, and which may or may not be specifically identified
 14 by line item in the budget. Examples of special purchases are all capital expenditures such as for vehicles,
 15 buildings, major contracts, purchases of major equipment, items for long-term use and supplies of an
 16 unusual quantity or nature. All purchases in this category shall require specific prior Board approval on
 17 an item-by-item basis. In its approval, the Board may place constraints on the director of schools
 18 requiring Board evaluation and/or approval at various steps in the procurement process. This will be
 19 determined by the Board on an individual basis depending on the nature of the procurement action.

20 **EMERGENCY PURCHASES**

21 Emergency purchases are those which are necessary to avert hazards which threaten health or safety, to
 22 protect property from damage or to avoid major disruption of educational activities. If within budgetary
 23 limits and deemed essential, emergency purchases may be made by the Director of Schools. However,
 24 if the purchase is of such significant magnitude as to impact on the integrity of the budget, the Chair
 25 shall call a special or emergency meeting of the Board to deal with the matter. In any event, the Board
 26 shall be advised promptly of all emergency purchases.

27 **PURCHASING OF REAL PROPERTY⁴**

28 **OPTION 1:** The board may request real estate licensees to submit information on real property that could
 29 be used by the district as a school location. The board may pay an established finder’s fee to the licensee
 30 for serving as a facilitator or agent of the seller if the district purchases the real property submitted by
 31 the licensee. The district shall establish the criteria to be used by licensees when submitting potential
 32 school location sites to the district.

33 **OPTION 2:** The board may enter into an agreement with a real estate licensee for the purpose of receiving
 34 information on real property that could be used by the district as a school location. The board may pay
 35 an established finder’s fee to the licensee if the district purchases real property submitted by the licensee.
 36 The district shall establish the criteria to be used by the licensee when submitting potential school
 37 location sites to the district.

38

1 PURCHASING OF SURPLUS PROPERTY

2 The Director of Schools and other employees designated by the Board shall be authorized to act for the
3 Board in acquiring federal surplus property through the Tennessee General Services Department for
4 surplus property and in entering into agreements, certifications and covenants of compliance concerning
5 the use of federal surplus property.

6 Further, the Director of Schools is authorized to purchase any needed items through suppliers approved
7 on the state bid list.

8 COOPERATIVE PURCHASING⁵

9 The Board, at its option, will join in cooperative purchasing with other school districts to take advantage
10 of lower prices for bulk purchasing and to reduce the cost involved in bidding whenever such buying
11 appears to be to the benefit of the district. The availability of money for the fund/account in question
12 should be determined before Purchase Orders are approved.

13 ONLINE PURCHASING

14 The Board recognizes that online purchasing may provide opportunities for savings, but extra precaution
15 shall be used to ensure that accounting procedures are followed. Online purchasing shall be permitted
16 with the following requirements:

- 17 1. Prior authorization shall be obtained from the Director of Schools before setting up new online
18 accounts, and schools shall maintain a list of accounts;
- 19 2. Online purchases shall be for school purposes and made in accordance with established policies
20 and procedures. School employees are prohibited from making personal purchases even with the
21 intent of reimbursing the school district. School employees are prohibited from using a school's
22 tax-exempt status for personal purchases of any kind;⁶
- 23 3. The availability of money for the fund/account in question shall be determined before purchase
24 orders are approved;
- 25 4. All purchase orders shall be properly filled out and approved prior to a purchase; and
- 26 5. Price quotes shall be obtained where possible and/or practical and retained with other purchase
27 documentation.

28 PURCHASING WITH FEDERAL GRANT FUNDS

29 Before grant funds are obligated or expended, the director or his designee shall review the cost of a
30 proposed expenditure and determine if it is an allowable use of federal grant funds.⁷ The director will
31 minimize the time that elapses between the transfer and disbursement of funds once an expenditure is
32 approved.

33 No person officially connected with or employed by the school system may participate in the selection,
34 award, or administration of a contract supported by a federal award if he or she has a real or apparent

1 conflict of interest. A real or apparent conflict of interest arises when the employee, officer, or agent,
2 any member of his or her immediate family, his or her partner, or an organization which employs or is
3 about to employ any of the parties indicated herein, has a financial or other interest in or a tangible
4 personal benefit from a firm considered for a contract. Upon discover of any potential conflict, the
5 director shall disclose the potential conflict to the federal awarding agency in writing.⁸

Legal References

1. TCA 49-2-206(b)(3); TCA 6-36-115
2. *Tennessee Internal School Uniform Accounting Procedure Manual, Section 4-8*
3. TCA 49-2-203; TCA 12-3-1212
4. TCA 62-13-102; TCA 62-13-401
5. TCA 12-3-1205
6. TCA 49-2-608
7. 2 CFR § 200.403
8. 2 CFR § 200.112

Cross References

Executive Committee 1.301
Credit Cards/Credit Lines 2.8051
Purchase Orders and Contracts 2.808
Conflict of Interest 5.601

Rutherford County Board of Education

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| Monitoring: Review: Annually, in October | Descriptor Term: Facilities Planning | Descriptor Code: 3.208 | Issued Date: 03/08/23 |
| | | Rescinds: 3.208 | Issued: 12/12/13 |

1 The director of schools shall present an annual assessment of facility needs to the Board by the end of
2 February. The needs assessment shall include a review of each school site and recommendations for
3 future growth in attendance zones that contain schools with greater than eighty (80%) percent student
4 capacity. Each principal shall prepare the assessment for his/her school with input from staff, parents
5 and community leaders.

6 The individual school needs assessment shall include the following information:

- 7 1. building, site and utility deficiencies
- 8 2. maintenance issues
- 9 3. number of classrooms with class sizes
- 10 4. population and enrollment projections
- 11 5. community needs
- 12 6. other information as directed

13 The system-wide needs assessment shall include the following information:

- 14 1. individual school assessments
- 15 2. system-wide population growth projections
- 16 3. industrial and business forecasts
- 17 4. other information as deemed necessary

18 **ASBESTOS¹**

19 The Director of Schools shall maintain an Asbestos Management Plan for all buildings leased, owned,
20 or otherwise used as school buildings and maintain and update the plan to keep it current with ongoing
21 operations and maintenance, periodic surveillance, inspection, re-inspection, and response action
22 activities.

23 The Director of Schools shall:

- 24 A. annually publish a notification on the Asbestos Management Plan availability and the status of
25 asbestos activities;

- 1 B. educate and train maintenance and custodial staff about asbestos and how to deal with it, in
2 accordance with state and federal statutes;
- 3 C. notify short-term or temporary workers on the locations of the building materials containing asbestos;
- 4 D. post warning labels in routine maintenance areas where asbestos was previously identified or
5 assumed;
- 6 E. follow set plans and procedures designed to minimize the disturbance of building materials containing
7 asbestos; and
- 8 F. survey the condition of these materials every six (6) months to assure that they remain in good
9 condition.
- 10 The Director of Schools shall designate an Asbestos Hazard Emergency Response Act (AHERA)
11 Manager as the designated Asbestos Program Coordinator. All inquiries regarding the asbestos plan and
12 asbestos-related issues should be directed to the AHERA Manager.

Legal References:

1. 40 C.F.R. § 763.91-93

Rutherford County Board of Education

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| Monitoring: Review: Annually, in November | Descriptor Term: Enrollment in Advanced Courses | Descriptor Code: 4.205 | Issued Date: 05/25/23 |
| | | Rescinds: 4.205 | Issued: 02/24/22 |

1 *General*

2 Students in grades seven through twelve (7-12) may enroll in available advanced courses including, but
3 not limited to, advanced English language arts, mathematics, or science courses.¹

4 To enroll in these courses, students shall meet the following standards:

- 5 1. Honors Courses: Students must perform on-track or higher on the most recent TCAP/EOC in
6 that particular content of study OR have maintained a “C” average or higher in the latest course
7 in the particular content of study OR a parent or teacher recommendation will be considered.
8
- 9 2. Dual Credit Courses: Students must meet the eligibility requirements of the higher ed provider.
10
- 11 3. Industry Certification-Aligned Courses: Students must perform on-track or higher on the most
12 recent TCAP/EOC in that particular content if applicable OR have maintained a “C” average or
13 higher in the latest course in that content area OR a parent or teacher recommendation will be
14 considered.
15
- 16 4. Dual Enrollment: Students must meet the eligibility requirements of the higher ed provider.
17
- 18 5. Advanced Placement: Students must perform on-track or higher on the most recent TCAP/EOC
19 in that particular content OR have maintained a “B” average or higher in the latest course in
20 that content area OR a parent or teacher recommendation will be considered.
21
- 22 6. Cambridge International: Students must perform on-track or higher on the most recent
23 TCAP/EOC in that particular content OR have maintained a “B” average or higher in the latest
24 course in that content area OR a parent or teacher recommendation will be considered.
25
- 26 7. College Level Exam Program: Students must perform on-track or higher on the most recent
27 TCAP/EOC in that particular content OR have maintained a “B” average or higher in the latest
28 course in that content area OR a parent or teacher recommendation will be considered.
29
- 30 8. International Baccalaureate: Students must perform on-track or higher on the most recent
31 TCAP/EOC in that particular content OR have maintained a “B” average or higher in the latest
32 course in that content area OR a parent or teacher recommendation will be considered.

1 NOTIFICATION¹

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

6 Students may also be removed from an advanced course if the student's teacher determines that the
7 student should be removed based on performance at a length of the principal's discretion but no shorter
8 than thirty (30) days of instruction and the principal approves the request to remove the student.

9 COLLEGE LEVEL COURSES²

10 Students may earn credit by enrolling in a postsecondary institution and taking college level courses.
11 Students who take and pass dual enrollment courses at a postsecondary institution shall have their
12 postsecondary credits accepted for high school credit as a substitution for an aligned graduation
13 requirement course.

14 These courses may be offered at the high school, postsecondary institution, or online. If not offered on
15 the high school campus, the Board shall not be responsible for transportation. Any tuition or fees due to
16 enrollment in college level courses are the responsibility of the parent(s)/guardian(s).

17 Grades earned in such college level courses shall be used to determine class rank, grade point average,
18 and class valedictorian or salutatorian.

19 ~~SUBSTITUTION FOR ALGEBRA II OR INTEGRATED MATH III~~

20 ~~Students may meet their required one (1) credit of Integrated Math III or Algebra II by substituting a~~
21 ~~documented college-level equivalent credit in the following courses:~~

- 22 ~~1. Dual Enrollment College Algebra;~~
23 ~~2. Other college-level course with equivalent standards approved by the board of education.~~

24 ~~The university or college transcript will be required to record the equivalent course.~~

25 ~~The Director of Schools or his/her designee shall be responsible for creating any necessary administrative~~
26 ~~procedures to facilitate such substitutions.~~

27

Legal References

1. TCA 49-6-1012; State Board of Education Policy 3.301
2. TRR/MS 0520-01-03-.03(8)

Cross-References

1. ~~Alternation Requirements 4.609~~
Credit Recovery 4.210
Reporting Student Progress 4.601
Honor Roll, Awards, & Class Ranking 4.602
Promotion and Retention 4.603
Transcript Alterations 4.608

Rutherford County Board of Education

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|---|---|----------------------------------|---------------------------------|
| Monitoring: Review: Annually, in December | Descriptor Term: Grading System | Descriptor Code: 4.600 | Issued Date: 07/27/22 |
| | | Rescinds: 4.600 | Issued: 10/31/18 |

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

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

11 Conduct grades are based on behavior and shall not be deducted from scholastic grades. Conduct grades
12 in K-12 shall be marked as follows:

- 13 • E.....Excellent
- 14 • S.....Satisfactory
- 15 • I.....Improving
- 16 • N.....Needs improving
- 17 • U.....Unsatisfactory

18 **GRADING SYSTEM: GRADES THREE - TWELVE (3-12)¹**

19 Beginning August 2022, schools teaching grades three (3) through twelve (12) shall use the uniform
20 grading system established by the State Board of Education. Using the uniform grading system, students'
21 grades shall be reported for the purposes of application for post-secondary financial assistance
22 administered by the Tennessee Student Assistance Corporation.

23 Subject-area grades shall be expressed by the following letters with their corresponding percentage
24 range:

- 25 • A (90-100)
- 26 • B (80-89)
- 27 • C (70-79)
- 28 • D (60-69)
- 29 • F (0-59)

30 This grading system shall be uniform throughout the school system for each grade.

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

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

8 Students enrolled in **Local Dual Credit, Statewide Dual Credit**, Advanced Placement, Cambridge
9 International, College Level Exam Program (CLEP), and International Baccalaureate courses must sit
10 for the culminating exam in order to receive the additional ~~five (5)~~ percentage points. If a student does
11 not sit for the culminating exam, the District will remove ~~two (2)~~ percentage **the rigor points the semester**
12 **the exam is taken.** ~~points on each quarter for the prior school year.~~

13 Grades at the end of each quarter period will be determined from daily work, homework, written
14 assignments, and tests. The teacher will weigh the value of grades for various assignments and tests
15 within the applicable period in computing the grade. This procedure will enable the teacher to allow for
16 individual student differences in the grading process.

17 The student shall be responsible for making up work missed during excused absences. The work of a
18 student whose grades are satisfactory but are withheld because of failure to complete the required work
19 shall be reported as incomplete (I). An incomplete grade shall be changed to a final grade within the
20 designated time period.

21 A student must attain an average grade of sixty (60) or better to pass a course.

22 If one semester grade is passing and one is failing and the average of the two semesters is below sixty
23 (60), only the semester which is failing must be repeated to earn full credit. The second semester of the
24 course is not required to be completed within the same school year. If one semester is repeated the two
25 grades may be averaged.

26 Exceptions to this policy will be considered by the Board on a case-by-case basis upon a specific school's
27 request and upon recommendation of the Director of Schools.

28 **LOTTERY SCHOLARSHIPS³**

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

32 Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal
33 Student Aid (FAFSA). The FAFSA is available ~~at the guidance office or~~ online at www.fafsa.ed.gov.
34 <https://studentaid.gov>. Students shall be made aware of all applicable FAFSA deadlines and encouraged
35 to submit applications in a timely manner.

36 ~~Elementary~~ **K-8** school counselors should explain the HOPE Scholarship and its requirements to their
37 students and impress upon them the benefits of making good grades.

1 ~~LOTTERY SCHOLARSHIP DAY~~ **EARLY POSTSECONDARY OPPORTUNITIES &**
2 **SCHOLARSHIP AWARENESS**

3 Each school year, prior to scheduling courses for the following school year, schools teaching students in
4 grades 8-11 shall ~~conduct~~ provide Early Postsecondary Opportunities (EPSO) and scholarship awareness
5 ~~activities~~ a lottery scholarship day for students and their parents.⁴

Legal References

1. TRR/MS 0520-01-03-.02, State Board of Education Policy 3.301; Public Acts of 2022, Chapter No. 1080
2. TCA 49-2-203(b)(7); TCA 49-2-301(b)(1)(H)
3. TCA 49-4-904, 907
4. TCA 49-4-932(f)

Cross References

Alternative Credit Options 4.209
Credit Recovery 4.210
Reporting Student Progress 4.601
Honor Roll, Awards, & Class Ranking 4.602
Promotion and Retention 4.603
Transcript Alterations 4.608

Rutherford County Board of Education

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|---|---|----------------------------------|---------------------------------|
| Monitoring: Review: Annually, in November | Descriptor Term: Grade Point Average (GPA) (9-12) | Descriptor Code: 4.602 | Issued Date: 12/15/22 |
| | | Rescinds: 4.602 | Issued: 07/27/22 |

1 All subjects (except pass/fail grades **and courses that have been audited**) are included in the calculation
 2 of the student's GPA. The Tennessee Board of Education's Uniform Grading System will be used for
 3 semester grades. The GPA is based on semester averages only.

| Grade & Quality Points | Percentage Range | | Weighting for Honors/Advanced Honors Courses & National Industry Certification | Weighting for Local and Statewide Dual Credit Courses, and Dual Enrollment Courses | Weighting for Advanced Placement, Cambridge, International Baccalaureate Courses |
|------------------------|------------------|-----|---|---|---|
| A=4 QP | 90 | 100 | Will include the addition of 3 percentage points to the grades used to calculate the semester average* | Will include the addition of 4 percentage points to the grades used to calculate the semester average* | Will include the addition of 5 percentage points to the grades used to calculate the semester average* |
| B=3 QP | 80 | 89 | | | |
| C=2 QP | 70 | 79 | | | |
| D=1 QP | 60 | 69 | | | |
| F=0 QP | 0 | 59 | | | |

4 *Weighting is subject to the grading system requirements outlined in Board Policy 4.600.
 5 When a course is repeated **in credit recovery, the original grade shall not be factored into the GPA.**
 6 **BOTH** grades become a part of the GPA.

7 When the district is not provided with numerical grades from the school the student is transferring from,
 8 which includes Dual Enrollment courses taken at an institute of higher education (IHE), ~~With regard to~~
 9 ~~a Dual Enrollment Course taken by a student at an institute of higher education (IHE), if the IHE does~~
 10 ~~not provide the district with numerical grades,~~ the school district will convert the letter grade to a numeric
 11 grade based upon the following conversion:
 12

| Letter Grade Received from IHE | Numerical Grade Conversion |
|--------------------------------|----------------------------|
| A+ | 100 |
| A | 95 |
| A- | 90 |

| | |
|----|----|
| B+ | 89 |
| B | 85 |
| B- | 80 |
| C+ | 79 |
| C | 75 |
| C- | 70 |
| D | 65 |
| F | 59 |

1
2 The additional four (4) percentage points for **Dual Enrollment courses** will then be added to the student's
3 final grade.

4 **Valedictorian/Salutatorian Criteria:**

- 5 1. The valedictorian/salutatorian shall be the student(s) who attain(s) the highest grade point
6 average for grades 9-12 and;
7 2. The valedictorian/salutatorian shall have taken a minimum of twelve (12) honors or above
8 honors level courses and;
9 3. The valedictorian/salutatorian shall meet all requirements for a student graduating with
10 distinction pursuant to the Tennessee Board of Education's criteria and a student graduating
11 with honors.
12 4. In the event multiple students meet the aforementioned criteria, then the highest achieved
13 ACT composite, not superscore, will serve as the final determination criteria.
14 5. The requirements for valedictorian/salutatorian must be completed by the end of the 7th
15 semester.

16 Exception: Schools in Rutherford County with an enrollment of less than 500 students shall determine
17 valedictorian/salutatorian based upon honors and above honors level courses available.

18 Exception: If there is no student within the school who meets the above listed criteria, the valedictorian
19 shall be the student with the highest grade point average.

20 Each high school principal shall approve a list of courses eligible for Honors/Advanced Honors and
21 Advanced Placement status. A copy of the approved list will be placed in the Administrative Procedures
22 Manual for the preceding school year. All honors/advanced honors and advanced placement courses
23 must meet the Tennessee Board of Education's guidelines regarding standards for honors courses.

24 Students graduating with distinction will be noted and recognized in the graduation printed program.
25 Additional "graduation with distinction" recognition will be the decision of the Board.

Legal References

1. Public Acts of 2022, Chapter No. 1080

Cross References

Grading System 4.600
Graduation Requirements 4.605

Rutherford County Board of Education

| | | | |
|---|---|----------------------------------|---------------------------------|
| Monitoring: Review: Annually, in December | Descriptor Term: Credit for Prior Courses | Descriptor Code: 4.604 | Issued Date: 03/08/23 |
| | | Rescinds: 4.604 | Issued: 01/30/20 |

- 1 Students enrolled in grades nine (9) through twelve (12) who have taken the equivalent of a high school
2 level course in middle school may earn high school credit for graduation, ~~except in American History,~~
3 under the following guidelines:¹
- 4 1. Students shall be given the same comprehensive examination for the course as required for
5 students in grades nine (9) through twelve (12) who earn credit for graduation.
 - 6 2. Students must successfully complete the high school course evident by a passing grade in the
7 course prior to grade nine (9) in order to receive credit.
 - 8 3. If a student attains an industry credential as promoted by the Department of Education while
9 completing the high school course prior to grade nine (9), the industry credential shall be included
10 for student performance, accountability measures, grading and high school graduation with honors
11 and distinction purposes.
- 12 The Director of Schools shall develop procedures and guidelines to ensure that proper credit is given.

Legal References

1. TRR/MS 0520-01-03-.06(2); TCA 49-6-1202; State Board of Education Policy 2.102

Rutherford County Board of Education

| | | | |
|---|---|-----------------------------------|---------------------------------|
| Monitoring: Review: Annually, in November | Descriptor Term: Testing for Credit | Descriptor Code: 4.6041 | Issued Date: 01/30/20 |
| | | Rescinds: 4.604 | Issued: 01/15/09 |

1 **Testing for Homeschool Credit**

2 Students who are transferring from either a Category IV church-related school, Category V private
3 school or home school must given a comprehensive exam for the individual courses that appear on the
4 student's official transcript.

5 The examination for graduation requirements may only cover the last course completed by the student
6 (for example, if a student has completed English I, II and III, the examination may only cover English
7 III).

8 Upon passing a comprehensive exam, the student will receive credit for course and the grade from the
9 student's previous school will be factored into their GPA. For any course that is not passed by an
10 comprehensive exam must be retaken.

11 **Testing for Initial Credit**

12 Students who are enrolled in grades 9-12 may earn up to four (4) graduation credits by obtaining a
13 qualifying score on a credit test for an eligible course in which the student is not enrolled in. The
14 following courses have been approved the State Board of Education1:

- 15 1. English IV
- 16 2. Pre-Calculus
- 17 3. Anatomy & Physiology
- 18 4. Ecology
- 19 5. World History & Geography
- 20 6. Economics
- 21 7. Personal Finance
- 22 8. Latin I
- 23 9. German I
- 24 10. Spanish I
- 25 11. American Sign Language I

26
27 Students will earn credits toward graduation upon passing the credit exam. The student's score shall be
28 included on the student's transcript and calculated into the student's overall grade point average.

29 ~~Students who are enrolled in grades 9-12 may earn credit in U.S. Government and Civics (.5 credit) and~~
30 ~~Economics (.5 credit) through examination in lieu of attending a class. Any student seeking to earn~~
31 ~~credits other than in U.S. Government and Civics or Economics must make a written request to the~~

Assistant Superintendent of Curriculum and Instruction and receive written permission. High school credit may not be given by examination in American History or any EOC course.¹ Students will earn credits toward graduation upon passing a comprehensive written examination.² The following standards should be followed:

1. A student must request permission to study for the course over the summer. No credit will be offered to a student who does not secure permission prior to end of the school year leading into the summer in which they intend to study.
 - a. Students that enroll after the end of the school year must request to test within their first thirty (30) days of school.
2. A student must pass the comprehensive written examination (using a standardized currently adopted textbook produced test whenever possible) with a grade of 70 60 or above.
3. Examinations must provide evidence that the student has mastered all of the terminal objectives in the applicable curriculum framework(s) adopted by the State Board of Education.
4. The examination may be administered only once to each eligible student. The examination must be taken on the date scheduled by the District. Rescheduling of the examination for an individual student with a conflict shall only occur in extreme circumstances upon approval of the Director of Schools or his/her designee.

The Director of Schools shall develop procedures for:

1. Making application for credit;
2. Administering and scoring the examination; and
3. Recordkeeping to ensure that proper credit is given.

Legal References

1. TRR/MS 0520-01-03-06(2) State Board of Education Policy 2.103
2. TCA 49-6-1202

Rutherford County Board of Education

Monitoring:
Review: Annually,
in December

Descriptor Term:

Graduation Requirements

Descriptor Code:
4.605

Issued Date:
03/08/23

Rescinds:
4.605

Issued:
05/04/21

1 General

2 To meet the requirements for graduation, a student shall have attained an approved attendance, conduct
3 and subject matter record which covers a planned program of education, and such record shall be kept
4 on file in the high school.

5 The program of studies shall include areas and content required by the State Board of Education and
6 shall be flexible enough to facilitate progress from one stage of development to another, thus providing
7 for more effective student adjustment.

8 ~~Students shall earn five (5) units of credit in order to be classified as a sophomore, eleven (11) units of~~
9 ~~credit to be classified as a junior, and seventeen (17) units of credit to be classified as a senior.~~

10 Before high school graduation, every student seeking an RCS diploma shall:¹

11 1. Achieve the RCS-required twenty-three units of credit;

12 ^a Students who have been identified as homeless, migrant, foster, military, ESL or Special
13 Education shall only be required to meet the minimum requirements for graduation
14 established by the State Board of Education.

15 2. ~~Take the required end-of-course exams~~ Beginning with the 2024-2025 cohort, students must earn
16 at least one (1) credit of computer science in high school;

17 3. Have satisfactory records of attendance and conduct;

18 4. Take the ACT or SAT in the 11th grade if enrolled in a Tennessee public school during their
19 11th grade year;² and

20 5. Pass a United States civics test.³

21 The curriculum for homebound students is an integral part of the general curriculum of each school;
22 therefore, homebound students shall also have the same participatory privileges with the following
23 stipulations:

24 1. The medical verification of the physical disability of the student to participate is provided to the
25 homebound teacher; and

26 2. The principal of the school be notified by May 1st of the current year by the homebound teacher
27 of the student's intent to participate in graduation rehearsals and exercises.

28 Students who have completed all graduation requirements will be awarded a regular diploma. ~~Students~~
29 ~~who complete all graduation requirements, but have not passed the proficiency test, will be awarded a~~
30 ~~certificate of attendance.~~

1 ~~Any enrolling or transferring students in grades eleven (11) or twelve (12) that are in the care of or~~
2 ~~exiting the custody of the Department of Children's Services shall only be required to meet the minimum~~
3 ~~requirements for graduation established by the State Board of Education~~

4 **SPECIAL EDUCATION STUDENTS⁴**

5 Special education students who earn the State-required twenty-two credit minimum shall be awarded a
6 regular high school diploma.

7 Students who have received the diplomas listed below shall continue to make progress towards a regular
8 high school diploma until the end of the school year in which they turn twenty-two (22) years old.

9 *Special Education Diploma*

10 A special education diploma shall be awarded to students who have not met the requirements for a regular
11 high school diploma⁵ but have:

- 12 1. Completed four (4) years of high school;
- 13 2. Made satisfactory progress on their IEP; and
- 14 3. Maintained satisfactory records of attendance and conduct.

15 *Occupational Diploma*

16 Special education students who do not meet the requirements for a regular high school diploma may be
17 awarded an occupational diploma if the student has:^{1,4}

- 18 1. Completed at least four (4) years of high school;
- 19 2. Made satisfactory progress on their IEP;
- 20 3. Maintained satisfactory records of attendance and conduct;
- 21 4. Completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment
- 22 (SKEMA); and
- 23 5. Has two (2) years of paid or non-paid work experience.

24 The decision to attain an occupational diploma shall be made at the conclusion of the student's 10th grade
25 year or two (2) academic years prior to the expected graduation date.

26 *Alternate Academic Diploma*

27 Special education students who do not meet the requirements for a regular high school diploma may be
28 awarded an alternate academic diploma if the student has:⁴

- 29 1. Completed at least four (4) years of high school;
- 30 2. Participated in the high school alternate assessments;
- 31 3. Earned the State-required twenty-two (22) credits **prescribed by the State** minimum;
- 32 4. Made satisfactory progress on their IEP;
- 33 5. Maintained satisfactory records of attendance and conduct; and
- 34 6. Completed a transition assessment that measures postsecondary education and training,
35 employment, independent living, and community involvement.

1 STUDENT LOAD

2 All full-time students in grades 9-12 shall be enrolled each semester in subjects that produce a minimum
3 of five (5) units of credit for graduation per year. Students with hardships and gifted students may appeal
4 this requirement to the Director of Schools and then to the Board.⁶

5 EARLY GRADUATION⁷

6 High school students shall be permitted to complete an early graduation program. Students intending to
7 graduate early shall inform the school principal of this intent prior to the beginning of 9th grade or as
8 soon thereafter as the intent is known.

9 In order to graduate early, students shall meet **one of the** following requirements:

- 10 1. Move on When Ready Program:
 - 11 a. Earn the required seventeen (17) credits;
 - 12 b. ~~Achieve a benchmark score for each required end-of-course exam~~ **Scores at the on-track or**
13 **mastered level on each end-of-course assessment taken;**
 - 14 c. Attain a cumulative GPA of at least 3.2 on a 4.0 scale;
 - 15 d. ~~Meet the minimum ACT or SAT benchmark score~~ **Scores at minimum a twenty-five (25)**
16 **on the mathematics and English portions of the ACT;**
 - 17 e. Obtain a qualifying benchmark score on a world language proficiency assessment; and
 - 18 f. Complete at least two (2) types of the following courses:
 - 19 AP;
 - 20 IB;
 - 21 Dual enrollment; or
 - 22 Dual credit.
- 23 2. **A student who does not participate in the Move on When Ready program may still graduate**
24 **earlier than the end of their senior year of high school, provided the student meets all of the**
25 **graduation requirements set by Rutherford County Schools.**

26 The Director of Schools shall develop administrative procedures to ensure that the early graduation
27 program is conducted in accordance with state law.

28 COURSE SUBSTITUTIONS⁸

29 **Students may substitute graduation requirements for courses that have been approved by the State**
30 **Board of Education.**

31 **The following list includes other allowable course substitutions:**

- 32 1. **Integrated Math III or Algebra II:**
 - 33 a. **Dual-Enrollment College Algebra;**
- 34 2. **Chemistry**
 - 35 a. **Dual-Enrollment College Chemistry;**
 - 36 b. **AP Chemistry**

- 1 3. Physics
- 2 a. Dual-Enrollment College Physics;
- 3 b. AP Physics;
- 4 c. Cambridge Physics
- 5 4. Biology
- 6 a. Dual-Enrollment College Biology;
- 7 b. AP Biology
- 8 5. World History and Geography
- 9 a. Dual-Enrollment College World History or Geography;
- 10 b. AP Human Geography, AP European History or AP World History
- 11 Other college- level course with equivalent standards approved by the Board of Education.
- 12 The university or college transcript will be required to record the equivalent course for all dual-
- 13 enrollment and college level courses.
- 14 The Director of Schools or his/her designee shall be responsible for creating any necessary administrative
- 15 procedures to facilitate such substitutions.

Legal References

1. TCA 49-6-6001; State Board of Education Policy 2.103; TRR/MS 0520-01-03-.06
2. TCA 49-6-6001(b); State Board of Education Policy 2.103
3. TCA 49-6-408; State Board of Education Policy 2.103
4. TRR/MS 0520-01-03-.06; State Board of Education Policy 2.103
5. TCA 49-6-6005; State Board of Education Policy 2.103
6. TRR/MS 0520-01-03-.06
7. TCA 49-6-8103; State Board of Education Policy 2.103
8. State Board of Education Policy 3.103

Cross References

Class Size Ratios 4.201
Honor Roll, Awards, & Class Ranking 4.602

Rutherford County Board of Education

| | | | |
|---|--|----------------------------------|---------------------------------|
| Monitoring: Review: Annually, in December | Descriptor Term: Graduation Activities | Descriptor Code: 4.606 | Issued Date: 01/30/20 |
| | | Rescinds: 4.606 | Issued: 02/09/17 |

- 1 Students who have met all graduation requirements on the day of graduation may participate in
2 graduation ceremonies which are held at the end of the school year. Students who are within two (2) or
3 fewer credits of meeting all requirements¹ and can complete the requirements during the summer may
4 participate in graduation activities conducted at the end of the summer school session.
- 5 Students are expected to participate in all graduation activities, and graduation apparel shall be
6 determined by the administration of each school and shall be the personal expense of each student. Any
7 fees required for graduation ceremonies shall be waived for students who are eligible to receive free or
8 reduced price lunches, and in such cases, the school shall assume responsibility for payment of fees.²
- 9 Graduation ceremonies shall be physically accessible to all students, their parents and/or guardians, and
10 other interested citizens.³
- 11 Students who do not wish to participate in graduation activities shall notify the school principal in writing
12 at least five (5) days prior to the day of graduation. Non-participating students shall receive their
13 diplomas or certificates from the principal's office within one (1) week of the day of graduation.
- 14 The ceremony and all activities included shall not be religious in nature.⁴ The content of any students'
15 speeches shall not reflect the endorsement, sponsorship, position, or expression of the school, employees,
16 or board.
- 17 The Director of Schools shall develop procedures to ensure that students are recognized at graduation
18 ceremonies for the following achievements:⁵
- 19 • **District Honors;**
 - 20 • State Honors;
 - 21 • State Distinction;
 - 22 • ~~District Distinction;~~
 - 23 • Tri-Star Scholar;
 - 24 • ~~Students receiving a TN Seal of Biliteracy;~~
 - 25 • Students voluntarily completing at least ten (10) hours of community service each semester the
26 student is in attendance at a public high school;
 - 27 • Students receiving a gold or platinum medal on National Career Readiness Certificate
28 (**WorkKeys**); and
 - 29 • ~~Students graduating with a district developed Work Ethic Distinction; and~~
 - 30 • **Industry 4.0 Distinction.**

Legal References

1. TCA 49-6-405(b)(2)
2. TCA 49-2-114
3. 28 CFR § 36.201
4. *Lee v. Weisman*, 505 U.S. 577(1992), 112 S. Ct. 2649, 120 L. Ed. 2d 467 (1992)
5. State Board of Education Policy 2.103; TCA 49-6-6010

Cross References

Section 504 & ADA Grievance Procedures 1.802
Student Fees and Fines 6.709

Rutherford County Board of Education

| | | | |
|--|--|----------------------------------|---------------------------------|
| Monitoring: Review: Annually, in March | Descriptor Term: Hepatitis B (HBV) | Descriptor Code: 5.402 | Issued Date: 11/20/14 |
| | | Rescinds: 5.402 | Issued: 01/15/09 |

1 All schools shall provide a sanitary environment and shall establish routines for handling body fluids
2 that are recommended by appropriate health professionals.¹

3 All school district personnel shall be advised of routine procedures to follow in handling body fluids.
4 These procedures shall provide simple and effective precautions against transmission of diseases to
5 persons potentially exposed to the blood or body fluids of another. These procedures shall be standard
6 health and safety practices. No distinction shall be made between body fluids from individuals with a
7 known disease and individuals without symptoms or with an undiagnosed disease.

8 The administration shall develop, in consultation with medical personnel, a regulation to be distributed
9 to all staff. Training and appropriate supplies shall be available to all personnel including those
10 involved in transportation and custodial services.

11 In addition to ensuring that these health and safety practices are carried out on a district-wide basis,
12 special emphasis shall be placed in those areas of school district operation that potentially present a
13 greater need for these precautions.

14 **CONFIDENTIALITY AND NON-DISCRIMINATION²**

15 In all instances, district personnel shall respect the individual's right to privacy and treat any medical
16 diagnosis as confidential information. The director of schools shall initiate procedures to ensure that
17 all medical information will be held in strict confidence. Any school staff member who violates
18 confidentiality shall be subject to appropriate disciplinary measures.

19 Under no circumstances shall information identifying an employee with HBV be released to the public.

20 **SAFETY**

21 Employees who are at high risk of occupational exposure shall be identified and provided with
22 personal protective equipment, including HBV vaccinations. Employees considered to be at high risk
23 shall include:

- 24 1. School secretaries and/or paraprofessionals/educational assistants, if they are designated as the
25 person who deals with injuries in the normal performance of their duties;
- 26 2. ~~EDC~~ **Special Education** teachers and paraprofessionals/educational assistants working with
27 developmentally disabled/severely disabled students;
- 28 3. Bus attendants who work with developmentally disabled students;
- 29 4. Custodians;
- 30 5. First Responder team members;
- 31 6. School nurses;

- 1 7. Behavior Intervention teachers and paraprofessionals/educational assistants who work with
2 students with severe behavior problems; and
3 8. RCS Certified De-escalation Team members who respond to crisis events.

4 When any employee is known to have been exposed to HBV on the job site, the employee will be
5 notified immediately by a supervisor, and the Board shall provide vaccinations.

6 The principal will ensure that an accident report is filed for all accidents. The report will include the
7 employee's name, date of the accident, an explanation of the accident and the care used in treating the
8 individual. These reports will be kept on file in the principal's office for a minimum of one (1) year.

9 **EDUCATION AND UNIVERSAL PRECAUTIONS**

10 HBV education, including universal precautions on handling blood and other body fluids, will be
11 provided to all school personnel and volunteers and may include members of the Board.

Legal References

1. 29 CFR Part 1910.1030
2. TCA 68-10-113

Rutherford County Board of Education

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|--|---|----------------------------------|---------------------------------|
| Monitoring: Review: Annually, in April | Descriptor Term: Compulsory Attendance Ages | Descriptor Code: 6.201 | Issued Date: 08/13/15 |
| | | Rescinds: 6.201 | Issued: 01/15/09 |

- 1 Children between the ages of six (6) and seventeen (17) years, both inclusive, must attend a public or
2 private school.¹ A parent/guardian or legal custodian who believes that their child is not ready to
3 attend school at the designated age of mandatory attendance may make application to the principal of
4 the public school which the child would attend for a one (1) semester or one year deferral in required
5 attendance. Any such deferral shall be reported to the director of schools by the principal. Under
6 certain circumstances the Board may temporarily excuse students from complying with the provisions
7 of the compulsory attendance law.²
- 8 A child entering kindergarten shall be no less than five (5) years of age on or before August 15 of the
9 current school term.⁴ No child shall be eligible to enter first grade without having attended an approved
10 kindergarten program.⁴
- 11 Any transfer student applying for admission who was legally enrolled as a first grade student in
12 another state and who will be six years of age no later than December 31 of the current school year,
13 shall be enrolled in the first grade. Any transfer student applying for admission who was legally
14 enrolled in an approved kindergarten in another state and who will be five years of age no later than
15 December 31 of the current school year, shall be enrolled in kindergarten.
- 16 Any child applying for admission who was legally enrolled in an approved kindergarten in another
17 state during the preceding school year, who is six years of age no later than December 31 of the current
18 school year, and who could have enrolled in first grade in that state during the current school year,
19 shall be enrolled in the first grade.
- 20 A child entering a special education program shall be no less than three (3) years of age.⁵
- 21 A person eighteen (18) years of age or older who applies for admission must have the application
22 approved by the principal and director of schools when a designee appointed by the Director of
23 Schools prior to enrollment. In reviewing the application for admission, the designee shall evaluate:
- 24 1. all credits along with any current grades, and
 - 25 2. attendance from their previous school.
 - 26
 - 27 3. ~~He/she fails to enroll within thirty (30) calendar days after school officially starts ; or~~
 - 28
 - 29 4. ~~He/she has dropped out of school and wants to re-enter.~~
- 30 The compulsory attendance law shall not apply to the following: ²
- 31 1. A student who has received a diploma or other certificate of graduation;

- 1 2. A student who is enrolled and making satisfactory progress in a course leading to a GED; or
- 2 3. A student enrolled in a home school who has reached the age of seventeen (17).

Legal References

1. TCA 49-6-3001(c)(1);
Covell v. State (1920), 143 Tenn. 571, 227 S.W. 41
2. TCA 49-6-3005 TCA 49-3-310(1)(C)
3. TCA 49-6-3001(a); TCA 49-6-3001(b)(1)
4. TCA 49-6-201(3); TCA 49-6-201(8)(d); TRR/MS
0520-1-3-.03(10)
5. 20 U.S.C. Sec 5. 1400-1485

Cross References

Special Education Program 4.202
Adult Education Program 4.208
Special Education Students 6.500

Rutherford County Board of Education

| | | | |
|--|---|----------------------------------|---------------------------------|
| Monitoring: Review: Annually, in April | Descriptor Term: Procedural Due Process | Descriptor Code: 6.302 | Issued Date: 01/15/09 |
| | | Rescinds: 6.302 | Issued: 01/15/09 |

1 Before school ~~authorities~~ administrators administer provide disciplinary measures, ~~reasonable inquiry~~
2 ~~shall be made to determine~~ they shall make reasonable inquiry into the truth of what happened.¹ The
3 nature of this inquiry will vary in degree with the seriousness of the offense and the consequence
4 attached thereto.²

5 For minor offenses where corrective measures are taken by the classroom teacher, no formal procedure
6 is required. ~~An inquiry into the incident to ensure that the offender is accurately identified, that he~~
7 ~~understands the nature of the offense, and that he/she knew the consequences of the offense for which~~
8 ~~he is accused.~~ A sufficient inquiry will accurately identify the offender, will ensure the offender
9 understands the nature of the offense, and will ensure the offender understands the consequences of
10 that offense.

11 In case of severe offenses where there is a possibility of suspension, the student shall be advised of the
12 nature of his/her misconduct, questioned about it, and allowed to give an explanation.

13 If the principal determines that the offense is of such nature that the student's continued presence
14 would be detrimental to the school or persons within the school, he/she shall follow the steps outlined
15 in Policy 6.316.³

Legal References:

1. *Ingraham v. Wright*, 430 U.S. 651 (1977)
2. *Goss v. Lopez*, 410 U.S. 565, (1975)
3. TCA 49-6-3401(c)(4)(A)

Cross References:

- Interrogations and Searches 6.303
- Discipline Procedures 6.313
- Disciplinary Hearing Authority 6.317

Rutherford County Board of Education

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|--|---|-----------------------------------|---------------------------------|
| Monitoring: Review: Annually, in March | Descriptor Term: Title IX & Sexual Harassment | Descriptor Code: 6.3041 | Issued Date: 02/18/21 |
| | | Rescinds: 6.3041 | Issued: 07/28/20 |

1 *General*

2 In order to maintain a safe, civil, and supportive learning environment, all forms of sexual harassment
3 and discrimination on the basis of sex are prohibited.¹ This policy shall cover employees, employees'
4 behaviors, students, and students' behaviors while on school property, at any school-sponsored activity,
5 on school-provided equipment or transportation, or at any official school bus stop in accordance with
6 federal law. This policy shall be disseminated annually to all school staff, students, and
7 parent(s)/guardian(s).² The Title IX Coordinator as well as any personnel chosen to facilitate the
8 grievance process shall not have a conflict of interest against any party of the complaint.³ These
9 individuals shall receive training as to how to promptly and equitably resolve student and employee
10 complaints.³

11 All employees shall receive training on complying with this policy and federal law.⁴

12 **TITLE IX COORDINATOR⁵**

13 The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of
14 sexual harassment. He/she shall be kept informed by school-level personnel of all investigations and
15 shall provide input on an ongoing basis as appropriate.

16 Any individual may contact the Title IX Coordinator at any time using the information below:

17 **Title:** Pierrecia Lyons

18 **Mailing address:** 2240 Southpark Drive, Murfreesboro, Tennessee 37128

19 **Phone number:** 615-893-5812

20 **Email:** lyonsp@rcschools.net

21 **DEFINITIONS⁴**

22 “Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual
23 harassment.

24 “Respondent” is an individual who is reported to be the perpetrator of conduct that could constitute
25 sexual harassment.

26 “Sexual harassment” is conduct on the basis of sex that satisfies one or more of the following:³

- 1 1. A school district employee conditioning an aid, benefit, or service of an education program or
2 activity on an individual's participation in unwelcome sexual conduct;
- 3
- 4 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and
5 objectively offensive that it effectively denies a person equal access to the education program
6 or activity; or
- 7 3. Sexual assault,⁶ dating violence,⁷ domestic violence,⁸ or stalking⁹ as defined in state and federal
8 law.

9 Behaviors that constitute sexual harassment may include, but are not limited to:

- 10 1. Sexually suggestive remarks;
- 11
- 12 2. Verbal harassment or abuse;
- 13
- 14 3. Sexually suggestive pictures;
- 15
- 16 4. Sexually suggestive gesturing;
- 17
- 18 5. Harassing or sexually suggestive or offensive messages that are written or electronic;
- 19
- 20 6. Subtle or direct propositions for sexual favors; and
- 21
- 22 7. Touching of a sexual nature.

23 Sexual harassment may be directed against a particular person or persons, or a group, whether of the
24 opposite sex or the same sex.

25 "Supportive measures" are non-disciplinary, non-punitive, individualized services and shall be offered
26 to the complainant and the respondent, as appropriate. These measures may include, but are not limited
27 to, the following:

- 28 1. Counseling;
- 29
- 30 2. Course modifications;
- 31
- 32 3. Schedule changes; and
- 33
- 34 4. Increased monitoring or supervision.

35 The measures offered to the complainant and the respondent shall remain confidential to the extent that
36 maintaining such confidentiality would not impair the ability of the school district to provide the
37 supportive measures.

1 **GRIEVANCE PROCESS**

2 Upon learning of an instance of alleged sexual harassment, even if no formal complaint is filed, the
3 Title IX Coordinator shall:

- 4 1. Promptly contact the complainant to discuss the availability of supportive measures;
- 5
- 6 2. Consider the complainant's wishes with respect to supportive measures;
- 7
- 8 3. Inform the complainant of the availability of supportive measures; and
- 9
- 10 4. Explain the process for filing a formal complaint.¹⁰

11 While the school district will respect the confidentiality of the complainant and the respondent as much
12 as possible, some information may need to be disclosed to appropriate individuals. All disclosures shall
13 be consistent with the school district's legal obligations and the necessity to investigate allegations of
14 harassment and take disciplinary action.

15 Disciplinary consequences or sanctions shall not be initiated against the respondent until the grievance
16 process has been completed. Unless there is an immediate threat to the physical health or safety of any
17 student arising from the allegation of sexual harassment that justifies removal, the respondent's
18 placement shall not be changed.¹¹ If the respondent is an employee, he/she may be placed on
19 administrative leave during the pendency of the grievance process.¹² The Title IX Coordinator shall
20 keep the Director of Schools informed of any employee respondents so that he/she can make any
21 necessary reports to the State Board of Education in compliance with state law.¹³

22 **Complaints**

23 Any individual who has knowledge of behaviors that may constitute a violation of this policy shall
24 immediately report such information to the Title IX Coordinator, however, nothing in this policy requires
25 a complainant to either report or file a formal complaint within a certain timeframe. If the complaint
26 involves the Title IX Coordinator, the complaint shall be filed with the Director of Schools.

27 If a complaint involves allegations of child abuse, including child abuse on school grounds, appropriate
28 notification shall be made per the board policy on reporting child abuse.

29 Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:¹⁴

- 30 1. Provide written notice of the allegations, and the grievance process to all known parties to give
31 the respondent time to prepare a response before an initial interview;
- 32
- 33 2. Inform the parties of the prohibition against making false statement or knowingly submitting
34 false information;
- 35
- 36 3. Inform the parties that they may have an advisor present during any subsequent meetings; and
- 37
- 38 4. Offer supportive measures in an equitable manner to both parties.

1 If the Title IX Coordinator dismisses a complaint, written notice, including the reasons for dismissal,
2 shall be provided to both parties simultaneously.¹⁵

3 **Investigations**¹⁶

4 The Title IX Coordinator, and as needed, principals, shall serve as the investigator/s and be responsible
5 for investigating complaints in an equitable manner that involves an objective evaluation of all relevant
6 evidence. The burden for obtaining evidence sufficient to reach a determination regarding responsibility
7 rests on the school district and not the complainant or respondent.

8 ~~Once a complaint is received~~ Once a respondent has received sufficient notice of the formal complaint,
9 no less than ten (10 days), the investigator shall initiate an investigation within forty-eight (48) hours of
10 receipt of the complaint. If an investigation is not initiated within forty-eight (48) hours, the investigator
11 shall provide the Title IX Coordinator, or, if the Title IX Coordinator is the investigator, the Director of
12 Schools, with appropriate documentation detailing the reasons why the investigation was not initiated
13 within the required timeframe.

14 All investigations shall be completed within ~~twenty (20)~~ sixty (60) calendar days from the receipt of the
15 initial complaint. If the investigation is not complete within ~~twenty (20)~~ sixty (60) calendar days, the
16 investigator shall provide the Title IX Coordinator with appropriate documentation detailing the reasons
17 why the investigation has not been completed.

18 All investigations shall:

- 19 1. Provide an equal opportunity for the parties to present witnesses and evidence;
- 20 2. Not restrict the ability of either party to discuss the allegations under investigation or gather
21 and present relevant evidence;
- 22 3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that
23 seek disclosure of information protected under a legally recognized privilege unless such
24 privilege has been waived;¹⁷
- 25 4. Provide the parties with the same opportunities to have others present during any grievance
26 proceeding;
- 27 5. Provide to parties whose participation is requested written notice of the date, time, location,
28 participants, and purpose of all investigative interviews, or other meetings, with sufficient time
29 for the party to prepare to participate;
- 30 6. Provide both parties an equal opportunity to inspect and review any evidence directly related to
31 the allegations in the formal complaint; and
- 32 7. Result in the creation of an investigative report that fairly summarizes relevant evidence.
 - 33 a. Prior to the completion of the investigative report, the investigator shall send to each
34 party the evidence subject to inspection and review. All parties shall have at least ten
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1 (10) days to submit a written response which shall be taken into consideration in
2 creating the final report.

3 Within the parameters of the federal Family Educational Rights and Privacy Act,¹⁸ the Title IX
4 Coordinator shall keep the complainant and the respondent informed of the status of the investigation
5 process. At the close of the investigation, a written final report on the investigation will be delivered to
6 the parent(s)/guardian(s) of the complainant, parent(s)/guardian(s) of the respondent, and to the
7 Director of Schools.

8 **Determination of Responsibility**¹⁹

9 The respondent is presumed not responsible for the alleged conduct until a determination regarding
10 responsibility is made at the conclusion of the grievance process.²⁰ The preponderance of the evidence
11 standard shall be used in making this determination.²¹

12 The Assistant Superintendent of Human Resources and Support Services and/or his/her designee shall
13 act as the decision-maker. He/she shall receive the final report of the investigation and allow each party
14 the opportunity to submit written questions that he/she wants asked of any party or witness prior to the
15 determining responsibility.

16 The decision-maker shall make a determination regarding responsibility and provide the written
17 determination to the parties simultaneously along with information about how to file an appeal.

18 A substantiated charge against a student may result in corrective or disciplinary action up to and
19 including expulsion. A substantiated charge against an employee shall result in disciplinary action up to
20 and including termination.

21 After a determination of responsibility is made, the Title IX Coordinator shall work with the complainant
22 to determine if further supportive measures are necessary. The Title IX Coordinator shall also determine
23 whether any other actions are necessary to prevent reoccurrence of the harassment.

24 **APPEALS**²²

25 Either party may appeal from a determination of responsibility based on a procedural irregularity that
26 affected the outcome, new evidence that was not reasonably available at the time of the determination
27 that could affect the outcome, or an alleged conflict of interest on the part of the Title IX Coordinator or
28 any personnel chosen to facilitate the grievance process. Appeals shall be submitted to the Title IX
29 Coordinator within ten (10) days of a determination of responsibility.

30 Upon receipt of an appeal, the Title IX Coordinator shall:

- 31 1. Assign an impartial hearing officer within five (5) days of receipt of the appeal; and
- 32 32
- 33 2. Notify the parties in writing.

34 During the appeal process, the parties shall have a reasonable, equal opportunity to submit written
35 statements. Within ten (10) calendar days, the hearing officer shall issue a written decision describing

1 the result of the appeal and the rationale for the result. The written decision shall be provided
2 simultaneously to both parties.

3 **RETALIATION**²³

4 Retaliation against any person who makes a report or complaint or assists, participates, or refuses to
5 participate in any investigation of an act alleged in this policy is prohibited.

Legal References

1. 34 CFR § 106.1
2. 34 CFR § 106.8(b),(c)
3. 34 CFR § 106.45(b)(1)(iii); 34 CFR § 106.45(b)(10)(D)
4. 34 CFR § 106.30(a)
5. 34 CFR § 106.8(a)
6. 20 USCA 1092(f)(6)(A)(v); TCA 36-3-601(10); TCA 71-6-302
7. 34 USCA 12291(a)(10)
8. 34 USCA 12291(a)(8); TCA 40-14-109
9. 34 USCA 12291(a)(30); TCA 39-17-315; TCA 36-3-601(11)
10. 34 CFR § 106.44(a)
11. 34 CFR § 106.44(c)
12. 34 CFR § 106.44(d)
13. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c)
14. 34 CFR § 106.45(b)(2)
15. 34 CFR § 106.45(b)(3)
16. 34 CFR § 106.45(b)(5); 34 CFR § 106.45(b)(1)(v)
17. 34 CFR § 106.45(b)(1)(x)
18. 20 USCA § 1232g
19. 34 CFR § 106.45(b)(7)
20. 34 CFR § 106.45(b)(1)(iv)
21. 34 CFR § 106.45(b)(1)(vii)
22. 34 CFR § 106.45(b)(8)
23. 34 CFR § 106.71

Cross References

Section 504 and ADA Grievance Procedures 1.802
 Discrimination/Harassment of Employees (Sexual, Racial,
 Ethnic, Religious) 5.500
 Staff-Student Relations 5.610
 Code of Conduct 6.300
 Student Discrimination, Harassment, Bullying, Cyber-
 bullying, and Intimidation 6.304
 Child Abuse and Neglect 6.409

Rutherford County Board of Education

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|--|---|----------------------------------|---------------------------------|
| Monitoring: Review: Annually, in April | Descriptor Term: Student Disciplinary Hearing Authority | Descriptor Code: 6.317 | Issued Date: 12/15/22 |
| | | Rescinds: 6.317 | Issued: 06/05/19 |

1 A Disciplinary Hearing Authority (DHA) shall conduct appeals for students who have been suspended
2 for more than ten (10) school days. The Board shall appoint members of the DHA which shall consist
3 of school and district administrators. The Director of Schools shall recommend members of the DHA
4 to the Board for approval. No administrator from the school of the suspended student will serve on the
5 DHA of that student.¹

6 The director of schools shall appoint a chairman of the DHA from the members appointed by the Board.
7 The chairman shall perform the following duties:

- 8 1. Identify the members of the DHA assigned to hear each individual case;
- 9 2. Prepare and disseminate the minutes of each meeting;
- 10 3. Set the time, place and date for each hearing;
- 11 4. Notify appropriate persons of each hearing as soon as possible after receiving the request for the
12 hearing; and
- 13 5. Sign and maintain a copy of minutes or report of each meeting.

14 Upon receiving notification of the request to appeal the suspension decision, the DHA shall provide
15 written notification to the parent or guardian of the student, the student, and any other appropriate person
16 of the time, place and date of the hearing.

17 Each hearing shall be conducted by the DHA, and no member of the DHA shall be from the home school
18 of the suspended student. The hearing before the DHA shall be closed to the public. The appellant shall
19 have the right to have an attorney present, but the attorney may only render advise directly to his/her
20 client and may not openly participate on the record. Each hearing must be held, each decision must be
21 rendered, and notification of the decision must be provided to the parents and/or student and the principal
22 no later than ten (10) **calendar** days after the beginning of the suspension. Notification shall include a
23 statement of the right of either party within five (5) **calendar** days after receiving the decision to request
24 a review by the ~~Board~~. **Director of Schools.**

25 The DHA may take the following disciplinary actions:²

- 26 1. Affirm the decision of the school principal;
- 27 2. Order removal of the suspension unconditionally;
- 28 3. Order removal of the suspension upon such terms and conditions as it deems reasonable;
- 29 4. Assign the student to alternative program; or
- 30 5. Suspend the student for a specified period of time.*

31 Within five (5) calendar days of the DHA rendering a decision, the student, principal, principal-
32 teacher, or assistant principal may request a review by the Director of Schools, and the Director of

1 Schools shall review the record. Following the review, the Director of Schools may affirm, overturn,
2 or modify the decision of the DHA.

3 Within five (5) calendar days of the Director of Schools rendering a decision, the student, principal,
4 principal-teacher, or assistant principal may request a review by the Board, and the Board shall review
5 the record. Following the review, the Board may take the following actions:

- 6 1. Affirm the decision of the hearing authority; or
- 7 2. Modify the decision to a lesser penalty*; or
- 8 3. Grant a hearing before the Board.

9 If the Board chooses to grant a hearing, it may:

- 10 1. Affirm the decision of the hearing authority; or
- 11 2. Modify the decision in any manner*; or
- 12 3. Impose a more severe penalty than that of the hearing authority.

13 The request for appeal to the Board shall include a statement that, unless the student's parent or
14 guardian requests an open hearing in writing within five (5) **calendar** days of the receipt of the notice,
15 any hearing will be closed to the public, except in the case of zero tolerance offenses.

16 *Note: Zero tolerance offenses as set forth in the statute require mandatory calendar year expulsion or
17 assignment to alternative placement for a calendar year unless modified by the director of schools.
18

Legal References

1. TCA 49-6-3401(c)(4)(C)
2. TCA 49-6-3401 (c)(4)(A)

Cross References

- Procedural Due Process 6.302
Suspension/Expulsion/Remand 6.316

Rutherford County Board of Education

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|--|---|----------------------------------|---------------------------------|
| Monitoring: Review: Annually, in April | Descriptor Term: Student Suicide Prevention | Descriptor Code: 6.415 | Issued Date: 06/09/15 |
| | | Rescinds: | Issued: |

1 The Board is committed to protecting the health and well-being of all students and understands that
2 physical, behavioral, and emotional health are integral components of student achievement. Students
3 are strongly encouraged to report if they, or a friend, are feeling suicidal or in need of help. Students
4 will be provided information regarding ~~The National Suicide Prevention Lifeline—1-800-273-8255~~
5 (~~TALK~~) **suicide intervention and prevention resources.**

6 **PREVENTION¹**

7 All district employees shall attend either the annual in-service training in suicide prevention or
8 participate in other equivalent training approved by the director of schools. The training shall include,
9 but not be limited to, identification of risk factors, warning signs, intervention and response
10 procedures, referrals, and postvention.

11 **INTERVENTION¹**

12 Any employee who has reason to believe that a student is at imminent risk of suicide shall report such
13 belief to the principal or designee. Belief that a student is at imminent risk of suicide shall include, but
14 not be limited to, the student verbalizing the desire to commit suicide, evidence of self-harm, or a
15 student self-refers.

16 Upon notification, the principal or designee shall ensure the student is placed under adult supervision
17 until a parent/guardian or other authorized individual accepts responsibility for the student's safety.
18 Emergency medical services shall be contacted immediately if an in-school suicide attempt occurs. The
19 principal or designee shall contact the director of schools or designee as soon as practicable.

20 Prior to contacting the student's parent/guardian, the director of schools or designee shall determine if
21 there could be further risk of harm resulting from parent/guardian notification. If parent/guardian
22 notification could result in further risk of harm or endanger the health or well-being of the student, then
23 local law enforcement and the Department of Children's Services shall be contacted.²

24 The director of schools or designee will seek parental permission to communicate with outside mental
25 health care providers regarding a student. If the student is under the age of 18 and the parent/guardian
26 refuses to seek appropriate assistance, the director of schools or designee shall contact the Department
27 of Children's Services.²

28 The director of schools or designee shall document the contact with the parent/guardian by recording:

- 29 1. The time and date of the contact;
30 2. The individual contacted;

- 1 3. The parent/guardian's response; and
- 2 4. Anticipated follow-up.

3 Prior to a student returning to school, the director of schools or designee and/or principal shall meet
4 with the student's parent/guardian, and student if appropriate. The parent/guardian shall provide
5 documentation from a mental health care provider stating that the student has received care and is no
6 longer **an immediate** danger to themselves or others **and is cleared to return to school.**

7 **POSTVENTION¹**

8 Immediately following a student suicide death, Student Services personnel work with teachers to
9 identify the students most likely to be impacted by the death in order to provide additional assistance
10 and counseling if needed.

11 **REPORTS**

12 Schools will compile information related to suicide threats during the school year which require
13 implementation of this policy and submit a report to the director of schools/designee at the end of each
14 school year.

Legal References

1. Public Acts of 2016, Chapter No. 623
2. T.C.A. 37-1-403

Cross References

News Releases, News Conferences and Interview 1.503
Crisis Management 3.203
Student Discrimination, Harassment, Bullying, Cyber-
bullying and Intimidation 6.304
Promoting Student Welfare 6.400
Student Wellness 6.411

Rutherford County Board of Education

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|---|--|----------------------------------|--------------|
| Monitoring: Review: Annually, in July | Descriptor Term: Consultants | Descriptor Code: 2.811 | Issued Date: |
| | | Rescinds: | Issued: |

1 The Board may engage the services of qualified professional consultants.

2 Before engaging any consultant, the Board will require submission of a written proposal which can be
3 incorporated into a contract or purchase order if deemed necessary by the Board. The proposal will
4 detail:

5 1. The specific objectives to be accomplished by the consultant;

6 2. The specific tasks to be performed;

7 3. The procedures to be used in carrying out the tasks;

8 4. The target dates for the completion of tasks; and

9 5. The method to be used to report results to the Board and/or to deliver any product to the Board.

10 The Director of Schools will establish procedures necessary to develop an efficient working
11 relationship between the consultant and the Board and/or staff members.

Cross References

Bids and Quotations 2.806
Purchase Orders and Contracts 2.808
Estimating Facility Costs 3.209

Rutherford County Board of Education

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|--|---|-----------------------------------|---|
| Monitoring: Review: Annually, in September | Descriptor Term: Site Selection and Acquisition | Descriptor Code: 2.9002 | Issued Date: Click on the calendar icon |
| | | Rescinds: | Issued: |

1 School facilities occupy a prominent place in the community. The selection of a school site or other
2 property for school system use should meet the educational needs of the system. Size, location, health
3 and safety issues, topography and population needs will be considered to ensure proper location of
4 facilities.

5 The purpose of this policy is to direct the process of obtaining property for school system use.

6 I. STANDARDS

7 A. Determination of Need

8 The need for a site is determined by numerous factors, including, but not limited to, overcrowding
9 of existing buildings, projected enrollment, observed and anticipated increase in development, census
10 data relating to size of families, and changes in facility needs to keep pace with program or system
11 requirements. Trends in present and future availability and price of land and infrastructure will be used
12 to determine the optimum time for acquiring sites at the least cost to the taxpayers.

13 B. Considerations for School Sites

14 The process for selecting new school sites should consider the following:

- 15 1. Sufficient and appropriate acreage to provide the anticipated educational program as well
16 as parking, playing fields, and accommodations for community use. The Director of
17 Schools will recommend guidelines for the acreage of school sites of each organizational
18 level.
- 19 2. Restrictions on the location of school service areas such as neighborhood boundaries and
20 the presence of reasonably well-defined geographic barriers which constitute impractical
21 or hazardous crossing conditions, such as major highways, railroad tracks, large bodies
22 of water, etc.
- 23 3. The prescribed limits which a child is expected to walk to school, if walking is desirable,
24 beyond which transportation must be provided.

1 4. The desirability of maintaining sufficient flexibility in site location to allow for
2 population migration and/or possible changes in future educational programs for staffing
3 requirements.

4 5. Economic considerations in developing a pattern for school facilities which will result in
5 the greatest degree of facility utilization while providing optimum learning environments.

6 C. Location of Sites

7 1. Selection of proposed sites is to be based upon relevant regulations to ensure proper
8 location and maximum utilization of the facility. Applicable guidance and regulations
9 include, but are not limited to, the School System's master plans as well as regulations
10 pertaining to subdivision, roads, wetlands, and stormwater management.

11 2. School sites should be as central as possible to the ultimate area to be served by the school
12 in order to minimize long-range transportation requirements, reduce the need for some
13 children to walk disproportionate or long distances, and enhance the ability of the greatest
14 number of children to participate in after-school activities.

15 3. Location of school sites near industrial or employment complexes should be avoided in
16 order to minimize traffic hazards, disturbing noises, odors, smoke and fumes. School sites
17 planned for a part of a mixed use community may be considered.

18 4. All school sites should have frontage on or egress to a public road or street to obtain a
19 reasonable means of vehicular egress.

20 5. Consideration of property for acquisitions must be in designated growth areas.

21 D. Physical Properties of Sites

22 The site must be suitable for the economical construction of the proposed facility.

23 1. Generally, a Phase 1 Environmental Site Assessment should be conducted prior to
24 acquisition to determine suitability.

25 2. Safe pedestrian and vehicular access should be reasonably attainable.

26 3. The shape of a school site should be suitable for school construction and use. Elongated
27 and extreme shapes should be avoided.

28 4. The topography of the site should facilitate property drainage and allow for economical
29 grading costs at the time the site is developed.

30 5. Consideration should be given as to whether public water and sewer are available, and if
31 not, whether onsite water and sewer service meeting regulatory requirements are
32 reasonably attainable.

1 E. Approval of Sites

- 2 1. Procedures for the identification and acquisition of sites must comply with state and local
3 laws and regulations and include the following:
- 4 a. Preliminary consultation with school staff.
- 5 b. Consideration and recommendations by the Director of Schools.
- 6 2. To purchase property, the school system should only deal with the owner of the property,
7 the owner's licensed realtor, or the owner's attorney. Proof of ownership is required. If
8 dealing with owner's licensed realtor, proof of seller agency agreement is also required.
- 9 3. When authorized by the Board, the site may be acquired.

10 **II. COMPLIANCE**

- 11 A. The Director of Schools is responsible for recommending property for acquisition to the
12 Board. Any parcels of land must be vetted by Director's designee before presenting the land
13 before the Board.
- 14 B. The Director or his/her designee is responsible for directing staff on all matters relating to
15 site acquisition.

16 **III. DELEGATION OF AUTHORITY**

17 The Director of Schools is authorized to develop procedures to implement this policy.

Legal References

1. TCA 39-13-609(b)
2. FAA Modernization and Reform Act of 2012, Public Law 112-95 § 336 (112th Congress, 2d session).
3. FAA Modernization and Reform Act of 2012, Public Law 112-95 § 333 (112th Congress, 2d session); 14 CFR § 21
4. TCA 39-13-903(a)(3)

Cross References