Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Family Life Instruction**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-110	**August 2011**	

The Tennessee Code Annotated (TCA) provides for Local Education Agencies (LEAs) to deliver the Family Life Curriculum in either of two ways: through a locally devised and implemented program[1] or through the state developed program[2]. The Knox County Schools implements a locally devised program that adheres to the state curricular requirements and therefore is governed by Chapter 6 Part 1301 of Title 49.

Given the sensitive nature of the material covered in the human sexuality components of the state-mandated middle and high school health and wellness curriculum, only Knox County Schools staff and Knox County Health Department personnel will deliver this important and delicate curricular material.

The Knox County Schools instructional supervisors are responsible for ensuring the proper implementation of the family life curriculum and for regularly observing instruction and reviewing and evaluating the instruction with teachers. Teachers' instructional practices will be assessed through the annual teacher evaluation. Additionally, curriculum and instruction supervisory personnel will annually review best instructional practices and parent notification requirements associated with the family life curriculum with all faculty members who teach this curriculum.

School administrators will provide time associated with open house activities for faculty members who teach the family life curriculum to meet with interested parents to discuss the curriculum and to respond to any questions or concerns the parents may present. Teachers will provide a written summary of these information sessions to the school principal and the Assistant Superintendent of Curriculum and Instruction for any action that may be appropriate.

Legal References:

1. T.C.A. § 49-6-1301.
2. T.C.A. § 49-6-1302.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Academic Acceleration in Grades K-8**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-123	**April 2025**	**September 2026**

Knox County Schools recognizes the important role that learning alongside same-grade, same-age peers plays in students' academic, social, and interpersonal development. Therefore, acceleration should not be the first option considered when academically challenging or providing support for students. Any time acceleration is considered, it must include a thorough review of student data as well as the student's individual academic and developmental needs.

In kindergarten through 8th grade, the window to be considered for acceleration for the next school year begins during the spring semester and the deadline to determine acceleration is April 30. All requests should be made in writing and submitted to the student's school. This allows data to be collected and reviewed before the end of the current academic year. There will not be considerations for grade-level or course acceleration after the April 30 deadline, unless a student is a transfer student from a different school district or state or acceleration is deemed necessary to fulfill an IEP. The request window is intended to provide for proper staffing, scheduling, and planning to accommodate acceleration.

INITIATING CONSIDERATION

If a parent makes a verbal or written request for acceleration to another grade - whether in one or all subject areas - the school should open and schedule an S-Team within 10 days. Prior to convening the initial S-Team the following steps should be completed:

- Send home the parent referral for the S-Team. (Note that the school team does not have to wait for the referral to be completed to schedule the S-Team.)
- Gather academic data for the student including screening data, benchmark data, student work samples, transcripts, etc.
- Convene a S-Team of relevant stakeholders that are able to contribute valuable insights to the discussion. This team should include the following, but is not limited to: general education teachers, school administrators, parents, regional content facilitator, content area supervisors, and an intellectually gifted facilitator if the school does not have access to a school-based representative with a gifted education endorsement.
    - *If acceleration from elementary to middle school is being considered, a middle school representative must be present for all meetings.*

During the initial S-Team and prior to making a determination, the administrator is expected to facilitate a conversation including:

- The reason for the requested accelerated coursework or grade level.

- Opportunities for differentiation, including enrichment opportunities within the current course and/or grade level.

- The need and timeline for data collection and analysis based on depth of understanding outlined by Tennessee Academic Standards.

EVALUATING ACCELERATION AS AN OPTION

Full grade acceleration–whether for a single subject or all subjects–is a significant decision. As a result, a comprehensive review of assessment data and exhibited access to enrichment must take place prior to any decision being made regarding the potential for acceleration.

Assessment Data

Data assessment must include, but should not be limited to: content-specific data, state-wide assessment data, and curriculum-based assessments. Transcripts from accredited homeschools or online public schools may also be considered in addition to the pertinent student data points.

Students who exhibit beyond-grade-level expectations as outlined in the Tennessee Academic Standards may be appropriate candidates for acceleration.

Access to Enrichment

Academically rigorous enrichment is often sufficient to meet the advanced learning needs of students. As a result, students should receive access to enrichment prior to considering acceleration as an option.

<u>For Students Who Have Not Experienced Enrichment:</u>

If the student has not previously received enrichment support, the S-Team should create a plan of action designed to provide enrichment and complex material. The support should target areas where assessment data identifies a need for enrichment.

- The detailed action plan will cite the subject, resources, and intended learning outcomes.

- After implementing the enrichment plan and collecting data for an agreed upon period of time, the team should reconvene to discuss whether enrichment resources have provided a challenging experience for the student.

- If the team decides the enrichment opportunity is not sufficient to meet advanced learning needs of the student, acceleration may be needed.

<u>For Students Who Have Previously Experienced Enrichment:</u>

If the S-Team decides the enrichment opportunity is not sufficient to meet advanced learning needs of the student, acceleration may be needed. At this point, the S-Team should complete the following steps:

1. The school will administer assessments to determine grade-level content mastery. Schools should contact the specific content area supervisor for assessments. Content supervisors will support schools with assessment evaluation guidelines and provide an examination of the data and results of the

assessment. Based on the data results, content supervisors will collaborate with schools in making a recommendation.

2. The school will convene a second S-Team meeting to review the results of the data collection and analysis and inform parents of the data results and the school's recommendation.

Making a Determination

Based on the comprehensive review of assessment data and the student's experience with enrichment, one of two determinations may be made:

Candidate for Acceleration

If the following conditions have been met, the student may be a candidate for consideration:

- The school team has developed an instructional plan and implemented enrichment support before considering acceleration.
- The student exhibits beyond grade-level expectations as outlined in the Tennessee Academic Standards.
- Data review warrants a full grade level or subject area acceleration.

Not a Candidate for Acceleration

If the above conditions do not appear to have been met during the comprehensive review, the student should not be considered for acceleration. Instead, the school should develop a plan of action to address the student's individual needs.

INTELLECTUALLY GIFTED EVALUATIONS

If at any point the parent or legal guardian requests an evaluation for IG (intellectually gifted), the school team should contact the school psychologist and IG Facilitator (if there is not a school-based representative with a gifted endorsement) to arrange permission to assess. The use of this process may not be used to delay or deny the provision of a full and individual evaluation to a child suspected of having a disability.

Category:	Procedure:	
Instructional Goals and Objectives	**Senior Classification**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-133	**May 2016**	**March 2022**

KNOX COUNTY'S EQUALIZATION FORMULA FOR DETERMING VALEDICTORIAN AND SALUTATORIAN

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, while retaining the quality points for all Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, National Industry Certification (NIC), and honors courses. This formula considers all course weighting and bonus points for AP, 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 inthis calculation.

Students in middle school who successfully complete a course and the End-of-Course (EOC) examin a class taught using the high school curriculum standards will earn high school credit and havethat credit placed on the student's high school transcript.

The Knox County Equalization Formula will be applied to the seventh semester grades for all students who are competing for the Valedictorian and Salutatorian positions. The top two GradePoint Averages after application of the equalization formula will earn Valedictorian and Salutatorian respectively.

$$\frac{\text{AP, IB Dual Enrollment, Statewide Dual Credit, and National Industry Certification Quality Points (including the bonus points)} + \text{Honors Quality Points (Including the bonus half points)} + \text{Regular Quality Points} * \left[\frac{28 - (\text{Number of AP, IB, Dual Enrollment, Statewide Dual Credit, Honors, and National Industry Certification Courses})}{\text{Number of Regular Courses}}\right]}{28} = \text{GPA}$$

WHEN TO PERFORM THIS CALCULATION

Schools will use the grades from the final marking period at the end of Semester 1. In the case where students are enrolled in year-long courses, (After the 7th semester, schools should apply both bonus points and quality points to the semester grades as if that were the final grade for the year.) The number of attempted credits should also be counted as if they were the final credits forthe year.

CALCULATION OF THE TOP 10%

This ranking is generated by the student information system,(weighted GPA) as Decile 1 at the end of the 7th semester.

During the Spring Semester of each year a common date will be provided for all high schools to publyrelease the Valedictorian, Salutatorian and top decile "Upper 10%."

EXPLANATION OF KNOX COUNTY EQUALIZATION FORMULA

A problem occurs when a student in the running for these awards does not have the same numberof credits as the rest of his or her peers. The majority of students will have completed seven semesters with four units of credit for 28 credits. If a student has an additional credit, like
Driver's Ed from a summer, the effect is a diminishing of that student's grade point average.Fewer courses lead to an expansion of the GPA.

Scenario 1
Student P has 28 credits that are all A's. Four are from AP courses with their additional gradepoints and six are from honors courses with their additional half points. GPA = (4*5 + 6*4.5 +18*4)/28 = 4.25

Student Q has the same grades as student P with an additional regular course where an A was alsoearned. GPA = (4*5 + 6*4.5 + 19*4)/29 = 4.241

Student R has the same grades as student P, but transferred in from a traditional schedule afterR's freshman year with two fewer regular course A's but the same number of AP and honors course. GPA = (4*5 + 6*4.5 + 16*4)/26 = 4.269

What we see is that when the number of AP and honors courses is identical, the number ofregular courses has an effect on the GPA.

A SOLUTION

It has been suggested that GPA be calculated using just quality points. However, if a student equivalent to student P above took an extra regular class and received a D, that student wouldhave more quality points due to the number of classes taken.

In an effort to not penalize honor students who have gone beyond expectations, it was determinedto retain the quality points for all of the AP and honors courses while prorating the regular courses in such a way that the number of credits would be equivalent. Using this process, students Q and R would end up with the same GPA as student P.

Scenario 2
As before, student P has 28 credits that are all A's. Four are from AP courses with their additionalgrade points and six are from honors courses with their additional half points.
GPA = (4*5 + 6*4.5 + 18*4)/28 = 4.25

Student S has 29 credits that are all A's. Five are from AP courses with their additional grade point and six are from honors courses with their additional half point.
GPA = (5*5 + 6*4.5 + 18*4*)/28 = 4.286

Student T has the same grades as student P with an additional honors course where an A was alsoearned.
GPA = (4*5 + 7*4.5 + 18*4*)/28 = 4.268

Student U transferred in from a traditional schedule and only has 26 credits. Four of these are APclasses with A grades, eight of them are honors classes with A grades, and the remaining 14 are regular classes with A grades.
GPA = (4*5 + 8*4.5 + 14*4*)/28 = 4.286

We see that students S and U are tied. This is because their AP and honors quality points are the same. They took the most rigorous courses and were rewarded accordingly. These examples were simplified by using all A's, but the concept remains the same for any combination of grades.When the number of courses is not 28, the AP and honors courses are kept intact while the regular courses are prorated.

Category:	Procedure:	
Instructional Goals and Objectives	**Special Education**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-160	**June 1997**	

Knox County Schools
The Special Educator Handbook
(July 1996, 265 pages)

Knox County Schools
An Administrator's Guide to Discipline Under 504 and IDEA
(1995, 48 pages)

Knox County Schools
Department of Pupil Personnel Handbook on the Use and Description of Forms
(1996, 435 pages)

Tennessee State Department of Education
Special Education Compliance Manual
(1993, 175 pages)

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Interscholastic Athletics**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-171-1	**June 1997**	

Refer to policy. Principal responsible for implementation.

Knox County Schools, Administrative Guidelines for Athletics Programs Gender Equity, 1997. Refer to Athletic Director.

Knox County Schools, Criteria for Cheerleaders, Pom Pom Squads and Dance Teams Selection and Participation, April, 1996. Refer to Athletic Director.

Knox County Schools, Middle School Basketball Regulations.

Knox County Schools, Middle School Track and Field Regulations.

Knox County Schools, Interscholastic Athletics Schedule Report, CI-193.

Knox County Schools, Assignments for Band, Cheerleading, and Coaching, CI-188A and CI-188B.

Knox County Schools, Middle School Coaching Assignments, CI-139.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Homeschool Student Participation in Interscholastic Athletics**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-171-2	**August 2011**	**March 2014**

GENERAL

The Tennessee Secondary School Athletic Association (TSSAA) bylaws and Knox County Board of Education Policy I-171-1 (Interscholastic Athletics) permit home school students registered with the Knox County Schools in grades 6-12 to participate on interscholastic athletic teams provided that the students meet all criteria for participation established by the TSSAA, and their participation does not preclude the participation of any student enrolled in the Knox County Schools who is otherwise eligible.

The Board policy affects only those athletic activities that are sanctioned by the TSSAA. Properly registered homeschool students will receive appropriate consideration for athletic participation based on the TSSAA bylaws and Board of Education policy I-171. Home school students may only be considered for participation on athletic teams fielded by their zoned high school. Students may not be considered for participation on the athletic teams of schools for which their residential address is not zoned.

Homeschool students may participate on Knox County Schools athletic teams only after all Knox County Schools students who express an interest in participation have been provided the opportunity to participate. The practical effect is that teams with a roster cap or where cuts are made to determine membership may not permit a homeschool student to participate if an enrolled Knox County Schools student is cut in the selection process or is unable to participate due to the roster cap.

All TSSAA and Knox County Schools conditions of participation apply to all current and prospective athletes as well as the local rules and conditions established by each principal and team coach. The home school athlete must adhere to the same standards of behavior, responsibility, performance, and code of conduct as other team participants.

Board Policy I-171 and TSSAA rules give a homeschool athlete the opportunity to stand for membership on a school's athletic team. No student is guaranteed participation, but only the opportunity to try out or stand for membership on the team, subject to the other provisions of TSSAA and policy IDFA.

PROCEDURES AND RESPONSIBILITIES

Schools administrators and team coaches are responsible for ensuring that a prospective home school athlete is not permitted to participate on interscholastic athletic teams unless and until the athlete is properly registered with the Knox County Schools. The Knox County Schools supervisor responsible for homeschool oversight will verify registration upon request from school administrators. Specifically, the student shall be enrolled in a home school study program in compliance with Section 49-6-3050(b)(1) of the Tennessee Code and be registered with the Superintendent of Schools by August 1st of the school year in which participation is desired. The parent or guardian must also make application to the principal of the school in which the home school athlete wishes to participate not later than August 15th of school year in which participation is desired.
The home school athlete shall meet the same academic standards required of enrolled student athletes to participate in the athletic program. The school principal shall obtain homeschool student academic performance

information in writing from the instructor of record and provide eligibility reports to the TSSAA as required under that organization's bylaws.

Participation fees imposed under Board Policy I-171 will be collected by the school and remitted to the Knox County Schools finance office prior to any participation in athletic activities by the homeschool student.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Concussion Guidelines**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-171-3	**February 2014**	

A concussion is a traumatic brain injury caused by a direct or indirect blow to the head. In order to ensure the safety of students that participate in interscholastic athletics, it is imperative that student athletes, coaches, school administrators and parents/guardians are educated about the nature and treatment of sports related concussions. Knox County Schools recognizes that a concussion can be a serious health concern and should be treated according to the recommendations set forth by the Tennessee Department of Health.

Knox County Schools abides by the guidelines and other pertinent information and forms developed by the Tennessee Department of Health. These guidelines and/or information will be utilized to inform and educate student athletes, coaches, school administrators and parents/guardians about the nature, risk and symptoms of a concussion and head injury, including continuing to play after a concussion or head injury.

These guidelines shall govern all activities and those individuals involved in those activities which constitute an organized athletic game or competition against another team or in practice or preparation for an organized game or competition.

REQUIRED TRAINING

1. The Knox County Schools Athletic Director shall ensure that each school athletic director; coaches (including non-faculty and club sports coaches) annually complete the "Concussion in Sports – What You Need to Know" online course. This course may be viewed at www.nffhslearn.com.

2. A concussion and head injury information sheet must be signed by each coach (including non-faculty and club sport coaches) and athletic director on an annual basis.

3. School administrators will distribute a "Concussion and Head Injury" information sheet prior to the initiation of practice or competition to all student athletes and their parent (s)/guardian (s) for review. This form must be signed and returned by the student athlete to their athletic director and/or coach.

4. All completed documentation of the concussion recognition training, head safety education course program, signed parental concussion form and the head injury information sheets shall maintained for a period of three (3) years.

REMOVAL FROM ATHLETICS

1. Any student exhibiting signs/symptoms and/or behaviors consistent with a concussion during an athletic activity or competition shall be immediately removed for evaluation by a licensed healthcare professional, coach or other designated individuals.

2. The Centers for Disease Control concussion signs/symptoms checklist must be used by the school teams' medical provider or other designated personnel in making a determination as to whether the athlete is exhibiting signs/symptoms or behaviors consistent with a concussion.

3. A student athlete presenting with symptoms of a concussion cannot participate in any supervised team activities involving physical exertion to include games, competitions or practices until he/she is evaluated by and received written clearance on the "Tennessee Concussion Return to Play Form" from a licensed healthcare provider (medical doctor, osteopathic physician or a clinical neuropsychologist) with concussion training. A copy of this form must be kept on file at the school.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Interscholastic Sports Examination**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-172	**January 2009**	

In Tennessee, every child entering school for the first time is required to have a physical examination. A doctor of medicine, osteopathic physician, physician assistant, certified nurse practitioner, or a properly trained public health nurse shall perform this examination.

No child shall be admitted to school without proof of immunization except those who are exempt by statute as provided in T.C.A. 49-6-5001.

The Knox County Board of Education requires that every athlete in the **7th and 9th** grade receive a complete health maintenance exam (also known as an **EPSDT** screen) prior to participation in sports.

Only athletes in the 7th and 9th grade will be required to have a health maintenance exam prior to playing sports. The health maintenance exam is a broad exam that includes a thorough history, a physical exam, screening for hearing and vision, laboratory tests, immunizations, and age-appropriate education. The health maintenance exam also covers all the items needed so that athletes can be cleared for participation in sports. These exams are different from sports physicals.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Organization for Instruction**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-190	**June 1997**	

Knox County Schools, High School Program of Studies (pink book), and System-wide Curriculum for Elementary and Middle Schools, Grades K - 8 (blue book). Instruction Department.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Selection of Instructional Materials other than Textbooks**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-211	**August 2013**	**April 2025**

GUIDING PRINCIPLES

Teachers are held accountable for implementing state-approved high-quality instructional materials as the core to the instructional content as outlined in T.C.A. § 49-6-2206. Teachers, school administrators, and instructional supervisors/specialists will collaborate to select appropriate high-quality instructional materials for content areas in which high-quality instructional materials are not outlined by the Tennessee Department of Education. Such materials could include (but are not limited to) books, magazines, newspapers, journals, and video, audio, digital, and web resources.

Decisions around additional instructional materials are most effectively made at the point closest to their impact, i.e. at the school, classroom, or individual student level. Recognizing it is not feasible nor desirable at the district level to develop an exhaustive list of approved resources for every school need, teachers, instructional supervisors/specialists, and administrators will be expected to use professional judgment as well as established review criteria when selecting instructional materials for each usage case. It is expected that educators consult with content area support staff as needed during the planning process.

MATERIALS USAGE CASES

Instructional materials, in addition to the HQIM in the adopted curriculum, may be used in a variety of ways that are suitable for and consistent with the educational mission of the school. The usage case should be considered when selecting instructional materials, as some materials are more suitable for some purposes than others.

- Supplements for direct instruction: Educators may select additional high-quality materials to support their adopted curriculum when a need for supplementation is revealed during the course of instruction and formative assessment. These decisions should be driven by the core actions in the Instructional Practice Guide for the content area. Any supplemental texts should serve to support students in accessing the rigorous grade-level texts and tasks of their core instructional content. In content areas where high-quality instructional materials (HQIM) are in use through state adopted materials, supplemental materials may not replace the HQIM; instead, the supplemental materials may be utilized in addition to the HQIM.

- Audiovisual works: Any audiovisual content selected to supplement classroom instruction should be reviewed using the same criteria and process as textual content. Audiovisual materials will only be shown in teacher-guided activities as part of regular instruction, in ways allowed under U.S. copyright law, as outlined in Knox County Schools Administrative Procedure AP-I-231 “Use of Copyrighted Materials in Educational Settings.”

- Independent choice reading: The school day may include a wide variety of times that are not spent in direct instruction, including early completion of assigned tasks, class or activity transitions, before or

after school periods, etc. Educators may promote independent choice reading during any time that is not dedicated to direct instruction, including materials that are made available to students for their individual perusal and selection, rather than directly assigned. Materials made available for independent choice reading through school library or classroom library collections must comply with the Age Appropriate Materials Act, T.C.A. § 49-6-3803, with additional guidance outlined in Knox County Schools Administrative Procedure AP-I-241 "School Library Collection Development."

- Special events, summer reading, and school-wide reading lists: Teacher and school administrators who approve special events, summer reading lists, and/or school-wide reading assignments (i.e. school-wide, SLC, or advisory book study) should ensure that any potentially sensitive instructional materials will be reviewed through the IMA process.

INSTRUCTIONAL MATERIALS ASSESSMENT

The Instructional Materials Assessment (IMA) process will use the criteria listed below, as well as the attached form and protocol, to review and select materials that will be assigned to students. For instructional materials that include potentially sensitive content, the IMA documentation must be reviewed and approved by the school principal or his/her designee prior to their assignment. The school principal will be responsible and accountable for ensuring that the IMA process is consistently utilized to assess potentially sensitive content.

Teachers will read any written materials and/or carefully preview any non-written materials prior to their assignment. Teachers should use the following criteria along with professional judgment when reviewing instructional materials for classroom use. These criteria are not intended to be used as a checklist; depending on the specifics of the materials usage case, a given material may not meet every point below. However, the preponderance of evidence should support the selection decision in its usage context.

General Criteria for Selection:

- Educational purpose (as defined by the Tennessee State Academic 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
- Measures of complexity: Quantitative, Qualitative, and Reader and Task are appropriate for grade-level and time of year
- 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 each material makes to the breadth of representative viewpoints on controversial issues offered by the materials collection as a whole
- High degree of potential user appeal

- High artistic quality and/or literary style
- Quality and variety of format
- Value commensurate with cost and/or need
- Timeliness or permanence

All materials must be age-appropriate for the student(s) to whom they are assigned or made available. Any instructional materials that include content which might be considered sensitive by parents or students (for example, materials that might contain coarse language, graphic violence, explicit sexual content, illegal use of drugs or alcohol, acutely illicit activity, malicious denigration of religious beliefs, and/or extremist inducements) must be assessed and approved at the school level using the IMA process prior to being assigned. If there is any question as to whether instructional materials are potentially sensitive, then they should be treated as such.

If such instructional materials are assessed and reviewed at the school level and it is determined that their literary and/or educational value greatly outweighs the concerns over the sensitive material, then the materials may be utilized, but only if clear, timely, and detailed notification is made to students and parents about the sensitive content, and alternative materials are offered and communicated at the time of the assignment. Detailed documentation of the IMA process and review shall be forwarded to the Office of Teaching and Learning well prior to the materials being assigned.

If there is not significant literary and/or educational value to the instructional materials being assessed, or if that value does not outweigh the potentially sensitive content, such instructional materials will not be assigned nor utilized.

DISCLOSURE OF INSTRUCTIONAL MATERIALS

To the extent possible, materials used during the course of direct instruction as supplements to the adopted HQIM curriculum should be openly disclosed to parents and guardians *sufficiently in advance of their use with students.*

- At the elementary school level, resources and instructional materials selected from outside the curriculum, including selections by guest readers and other special events, should be communicated through appropriate communication channels (for example: classroom newsletters, websites, class pages, etc.).
- At the secondary school level, all resources and instructional materials used during the course of study should be included in the syllabus and posted for students and their parents/guardians through the learning management system. Schools are responsible for ensuring syllabi have been posted. If teachers discover a useful resource after the syllabus has been posted, parents/guardians must be notified via a syllabus addendum at least two weeks before the start of instruction.

Should a learning opportunity (e.g. a current event requiring a video clip) relating specifically to a teacher's curriculum unexpectedly arise during the course of study, the teacher is expected to use professional judgment along with the established selection criteria to determine the appropriate use with students. If the instructional material in question contains potentially sensitive material, then said materials should not be used until such time as a thorough IMA can be conducted by the teacher, approved by the principal or his/her designee, and communicated to parents through the best available method.

Materials used outside the course of direct instruction, such as those made available for independent choice reading, will be posted online for parents/guardians to access, in accordance with Board of Education Policy I-241 "School Libraries."

- A list of the materials in each school's classroom libraries will be posted on the school website.
- Each school library's open public access catalog (OPAC) will be linked on the school website so that the school library collection may be searched.

Materials used for special events, summer reading, and/or school-wide reading promotions should be reviewed and communicated to parents well in advance of the event or assignments.

Parent notification is not required for the showing of audiovisual works in the following categories, which are disclosed in other ways:

- Materials included in education programs, which have been adopted by the Knox County Board of Education, *i.e.* Character Education and Drug and Violence Prevention.
- Materials provided by the Student Support Services Department specifically for use by school counselors.
- Materials supplied as ancillaries by publishers of Board-approved and adopted textbooks and instructional materials.

CONCERNS ABOUT SELECTED MATERIALS

In the event that a student, a student's parent or legal guardian, or a school employee has a concern about a material selected for instruction in the student's or employee's school, they may request an alternate assignment for their student. 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.

Feedback on instructional materials will be addressed using the process outlined in Knox County Schools Administrative Procedure AP-I-212 "Reconsideration of Instructional Materials and Textbooks."

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Reconsideration of Instructional Materials and Textbooks**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-212	**June 1997**	**April 2025**

In accordance with Board of Education Policies I-211 and I-241, there may be questions concerning some instructional and library materials. Parent(s) or legal guardian(s) may request in writing that a student will be required to read a book, use certain materials, or participate in an activity. Schools will make reasonable attempts to resolve these questions informally, through alternate assignments or other mutually agreeable measures. If these measures cannot adequately address the concern, a formal request for reconsideration may be made.

SUBMITTING FORMAL REQUESTS FOR RECONSIDERATION

A student, a student's parent or legal guardian, or a school employee may provide feedback regarding materials in the library collection or another instructional setting of the student's or employee's school. This feedback may be submitted as a formal request for reconsideration through the following steps:

1. The student, student's parent or legal guardian, or school employee will inform their school's Principal of their intent to formally request reconsideration of one (1) or more materials.

2. The Principal will inform the Executive Director of Teaching and Learning, who will in turn notify the Assistant Superintendent of Academics, the Chief of Staff, and the Supervisor of Academic Resources.

3. The Executive Director of Teaching and Learning will contact the complainant, ensure that he or she is aware of the selection procedures for instructional materials and request the complainant to submit a formal "Request for Reconsideration of Instructional Materials" (MC-114A) for each individual material concerned.

4. Upon receipt of the completed MC-114A form, the Executive Director of Teaching and Learning will review it for completeness and adherence to the established procedure.

MATERIAL REVIEW PROCESS

Following review of the written complaint, the Executive Director of Teaching and Learning will contact the Principal of the appropriate school to initiate a review of the material. A determination on the review is to be reported within sixty (60) days of receiving the completed MC-114A form.

Upon being contacted by the Executive Director of Teaching and Learning, the Principal will establish a school-level ad hoc materials review committee to complete a review of the challenged material. The Principal will appoint a committee chair, and ensure the committee includes, as a minimum, one or more member from each of the following categories:

a. Administrators

b. Certified school librarians

c. Classroom teachers

d. Parents

At the discretion of the Principal as to age and maturity, the review committee may optionally include one or more student members. Informed parental consent should be obtained in writing for student(s) serving on a review committee.

Challenged materials will continue to be available for use during the reconsideration process.

The review committee shall take the following steps after receiving the request for reconsideration and the challenged materials:

1. Read, view and/or listen to the material in its entirety;

2. Check general acceptance of the material by reading recognized and evaluative reviews;

3. Determine the extent to which the material supports the curriculum;

4. Complete the appropriate "Instructional Materials Reconsideration Review" (Form MC-114B) judging the material for its strength and value; and

5. Present a recommendation to the Principal.

The Principal will compile all materials reviewed, the completed MC-114Bs from each committee member, and any other pertinent material generated by the committee. The Principal will submit this information along with a summary memorandum to the Executive Director of Teaching and Learning. The memorandum will summarize the committee's work and present the findings and justification for the recommendation(s) of the committee.

A district review committee comprised of the Executive Director of Teaching and Learning, Supervisor of Academic Resources, and Assistant Superintendent of Academics will review the material for completeness, and thoroughness, adherence to the established administrative procedure, and possible districtwide impact(s). They will then complete the "District Summary Report" (MC-114C) and report the recommendation to the Board of Education at a regularly scheduled meeting. The district's final determination concerning the use of a controversial material shall rest with the Board of Education. The complainant will be provided with written notification of the Board of Education's determination.

STATE-LEVEL APPEALS

If concern cannot be adequately resolved through the district's local reconsideration procedure, it may be referred to the Tennessee Textbook and Instructional Materials Quality Commission[2] for further action in either of two ways:

a. If a determination Is not made within sixty (60) days from the date on which the feedback was formally received, the student, parent/guardian, or school employee who submitted the feedback may request the State Commission to evaluate the material.

b. After a determination has been made, a student, student's parent or legal guardian, or employee may request to appeal it to the State Commission within five (5) days of the report of determination.

LIMITATIONS

The following limitations are to be observed in the implementation of this procedure:

1. Materials that have already been reviewed by through the process outlined above may be reviewed again after three (3) years of the previous review.

2. Individual students, employees, or parents/guardians may only file no more than two (2) requests for reconsideration within one (1) year timeframe.

3. Individual students, employees, or parents/guardians may request to review only one (1) item with each submission.

Knox County Schools will exercise due diligence to complete all reviews in a timely fashion according to the procedures outlined above. However, reasonable constraints in implementation may occasionally occur, such as insufficient copies of the materials available for review, or staff going off contract before a review is completed. If a delay in the process is experienced or anticipated, clear and timely communication about progress will be issued to the person requesting the review or appeal.

References:

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

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Access to Electronic Media**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-220-1	**December 1998**	

Refer to policy. Principal responsible for implementation.

Refer to Forms:

1. MC-107 Acceptable Use of Electronic Media Agreement
2. MC-108 Guidelines for Acceptable Use of Electronic Media

See Reference Section.

Category:	Procedure:	
Instructional Goals and Objectives	**Acquisition of Technology Resources**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-220-2	**September 2001**	

TECHNOLOGY EQUIPMENT SPECIFICATIONS

Technology specifications are provided to guide district and campus administrators in their purchasing decisions regarding new technology. It is the responsibility of the Instructional Technology department and the Information Systems department to establish, review, update, and communicate specifications that provide guidance in the purchase of technology resources.

The current specifications may be found on the Instructional Technology web site. These specifications apply to any and all equipment that becomes a portion of the inventory of Knox County Schools during the fiscal year.

a. Responsibility – All Central Office staff members, site administrators, and Building Level Technology Contacts are expected to reference these specifications prior to purchasing additional technology resources. Questions regarding specifications should be addressed to the Instructional Technology department prior to initiating purchase.

b. Specification Review Procedure – Technology Equipment Specifications will be reviewed a minimum of twice annually. Typically, these reviews will be made prior to the beginning of a new school year and, again, prior to the beginning of the second semester. Adjustments may also be made to the specifications in conjunction with state or local bids that may impact performance or price of the equipment available to schools.

c. Feedback regarding Technology Equipment Specifications – The Instructional Technology department welcomes the opportunity to receive input or to answer questions regarding current or future specifications. Requests for information should be made via e-mail to the Supervisor of Instructional Technology. Feedback is welcomed from any community member; however, anonymous feedback cannot receive appropriate response and may not be considered as valid input.

d. Application of Technology Equipment Specifications – Any equipment, whether purchased with system funds, special project funds, school funds, PTA/PTO/PTSO funds, club-generated funds, new equipment to be donated to the school, etcetera, is required to meet specifications. It is the responsibility of the principal or departmental supervisor to ensure that equipment added to the school inventory meets the current technology equipment guidelines.

e. Exceptions – Exceptions may be sought for extraordinary circumstances. The following procedure should be adhered to when seeking to make purchases that are outside the current technology specifications:

(1) Prior approval from the Supervisor of Instructional Technology for any purchase that does not meet specifications should be sought and received in writing prior to the purchase of equipment.

(2) Written approval should be kept as a portion of the purchase record to insure the equipment will be supported and serviced.

(3) Unapproved equipment added to the inventory that does not meet Knox County specifications will be considered expendable and therefore, will not be eligible for training, support, or repair.

f. Technology Purchase Approval Process and Guidelines – Requests for the acquisition of technology resources must be approved prior to procurement in accordance with the following guidelines.

DEFINITION OF TECHNOLOGY-RELATED PURCHASES

Technology related purchases are defined as those components that provide a technology resource to a campus or a department. These include but are not limited to the following:

a. Hardware
(1) Computers – Workstations, Laptops, Handheld Computers, Graphing Calculators, etc.
(2) Printing Devices – Laser, Inkjet, or Thermal Printers
(3) Storage Devices – Any type of device used to store data or apply data to removable media
(4) Digital Capture Devices – Digital still cameras or digital camcorders, etc.
(5) Network Devices – Any server or client system that will be attached to the district network
(6) Audio-Visual Equipment – Televisions, VCR's, presentation systems which will interface with a computer or attach to the district network

b. Software
(1) Administrative Applications
(2) Productivity Applications
(3) Educational Applications

c. Components
(1) Replacement Parts
(2) Maintenance Parts
(3) System Upgrades

d. Services
(1) Installation Services
(2) Network Services
(3) Maintenance or Repair Service

SCHOOL PURCHASE APPROVAL OF TECHNOLOGY-RELATED ITEMS

In accordance with Board of Education policy, technology related purchases in excess of $2,000 must be submitted to the Board of Education for approval of expenditure. Proposals for technology related purchases must be reviewed and approved by the Supervisor of Instructional Technology prior to being placed on the agenda for Board of Education approval.

a. Rationale – The technology review of school purchases is performed to assure the Board of Education that:

(1) The purchase meets current technology resource specifications.
(2) All bids are for functionally equal items.

(3) All technology resources that are deployed are consistent with the campus technology plan.
(4) All technology resources proposed are consistent with the campus platform selection and can be supported in the most effective method.

b. Process – All proposals must be submitted to the Assistant Superintendent of Finance on the appropriate form. Letters, faxes, bids, and other documentation may accompany the specified form. More information regarding the approval process may be found in the Purchasing and Approval Guidelines found elsewhere in the procedures manual.

c. Equipment Standards – All proposals must meet the current equipment specifications unless accompanied by a written exception approval.

d. Equipment on State or Local Bid – Proposals which meet current specifications and are available through local or state term bids do not need further accompanying documentation.

e. Bid Proposal Approval – Proposals submitted for Board of Education approval that are not on current local, state or federal term bids must be accompanied by a minimum of (3) written bid proposals for functionally identical products.

(1) All bid documents must be for items of essentially equal specifications. Please refer to the appropriate section of the equipment specification.
(2) The Department of Instructional Technology is available to answer questions or to clarify specifications.
(3) All bids must clearly identify the equipment that is proposed, including brand name, model number, and a delineation of all major features included in the proposal.
(4) Bid documents may not include hand-written amendments.
(5) Purchase of refurbished equipment is strongly discouraged.
(6) All bids must include name, address, phone number, fax number, and contact name to facilitate requests for additional information in regard to the proposal.

f. Sole Source – Items may be submitted for approval as “sole source” items. These are items that are available from only the publisher or the manufacturer of the product directly.

(1) Items do not necessarily qualify as “sole source” if they have merely a limited distributorship agreement with the manufacturer. This may be viewed as a restrictive agreement that serves only to maintain a higher price for an item.
(2) A sole source form should accompany the Request for Board Approval.

g. Schedule for Approvals – To ensure that an approved proposal reaches the Board of Education in a timely manner, it is strongly encouraged that proposals be sent to the Assistant Superintendent for Finance (ten) 10 working days prior to the Board of Education meeting. This gives all parties the opportunity to respond to concerns that arise without delaying the approval process.

CENTRAL OFFICE PURCHASE APPROVAL OF TECHNOLOGY-RELATED ITEMS

All purchase requisitions that include a technology related purchase as defined above must be reviewed and approved by the Supervisor of Instructional Technology prior to being forwarded to the Knox County Purchasing Department. Technology related purchases include any hardware, software, technology-related peripheral, or maintenance item. Requisitions should be left with the clerk in the Instructional

Technology Office. Every effort will be made to review and approve requisitions within 24 hours. Emergency review may be available; please contact the office in advance.

In accordance with current Finance Department regulations, purchases over $5,000 should be submitted for bid unless the proposed purchase is on a currently active term bid. Bid information should be included on purchase requisitions.

CONTRACT BID ITEMS

All personnel are encouraged to use current state or local term bids whenever possible. Please remember that most term bid items are issued to derive single unit pricing. Should an office or a site have need of a large quantity of a term bid item, you are encouraged to contact the contract vendor and request a quotation for the desired quantity purchase prior to submitting the requisition for approval.

Purchases over $5000 that are not currently on term bid should be submitted for bid. The following items will be kept on term bid at all times:

Windows Hardware	**Apple Hardware**	**Multimedia Devices**	**Technology Furniture**	**Network Materials**
Workstations	Workstations	25” – 36” Stereo TVs	Workstation Tables	Building Cable
Servers	Servers	VCRs	Mobile Computer Carts	Patch Panels & Cables
Laptops	Laptops	VHS Camcorders	A/V Carts	Electronics
Laser Printers	Laser Printers	DVD Players/Rec	Wall / Ceiling TV Mounts	Printer Servers
Inkjet Printers	Inkjet Printers	CD-ROM / CD-RW	Task Chairs	
Monitors	Monitors	Digital Still Cameras		
Peripheral Devices	Peripheral Devices	Digital Video Cameras		

DONATION OF USED EQUIPMENT

The policies and procedures outlined in the Board of Education Policies and Procedures Handbook regarding donated equipment apply to donations of technology resources.

Further, used donated equipment should meet district minimum specifications that are posted on the Instructional Technology web site. Typically, this will indicate the equipment is not more than three or four years old and will remain useful in the classroom for some reasonable period of time. Equipment outside of this recommendation should not be accepted. New equipment must meet the current technology equipment specification.

The Instructional Technology web site will contain information regarding the current threshold for acceptable donations of used computer workstations according to the Knox County Schools specifications. Schools are not obligated to accept donations that do not facilitate the school technology plan, are not compliant with the selected school computing platform, or that may cause the site and/or the district to incur additional costs to make the equipment viable.

DOCUMENT AVAILABILITY

It is expected that vendors, community organizations, or businesses will not attempt to sell, donate, or otherwise provide equipment that does not meet specifications to the school system. A copy of these specifications may be provided to any interested party. Should anyone express a question or concern

regarding these specifications, they should be advised to contact the Instructional Technology department at 594-1726.

These specifications will be posted on the Instructional Technology web site. The current version of this document will also be available from the Department of Instructional Technology in fax or e-mail form, if requested.

QUESTIONS REGARDING THESE GUIDELINES

Questions, comments, or concerns regarding specifications should be addressed to the Instructional Technology Department of Knox County Schools (Voice 594-1726 or Fax 594-1325).

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Use of Technology Resources**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-220-3	**September 2001**	

1. Acceptable Use of Knox County School District Technology Resources

The Knox County School District provides technology resources to its students and staff for educational and administrative purposes. The goal in providing these resources is to promote educational excellence by facilitating resource sharing, innovation, and communication with the support and supervision of parents, teachers, and support staff. The use of these technology resources is a privilege afforded students and staff and should not be considered a right.

With access to computers and people around the world comes the potential availability of material that may not be considered to be of educational value in the context of the school setting. The employees of Knox County Schools firmly believe that the value of information, interaction, and research capabilities available outweigh the possibility that users may obtain material that is not consistent with the educational goals of the district.

Proper behavior, as it relates to the use of computers, is no different than proper behavior in other aspects of school activities. All users are expected to use the computers and computer networks in a responsible, ethical, and polite manner. This document is intended to clarify those expectations as they apply to computer and network usage.

2. Definition of District Resources

The District's computer systems and networks consist of many configurations of hardware and software. These systems and networks include all of the computer hardware, operating system software, application software, stored text, and data files at any Knox County campus or administrative site and extends to equipment loaned to employees or student for their use at home. This includes all equipment, software, or other technology resources provided regardless of source.

Further, this includes electronic mail, local databases, remotely accessed databases, CD-ROM, optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available.

The District reserves the right to monitor all technology resource activity.

3. Definition of Acceptable Use

The District's technology resources will be used only for learning, teaching, and administrative purposes consistent with the District's mission and goals. Commercial use of the District's system is strictly prohibited.

The District will make training available to all users in the proper use of the system and will make copies of acceptable use guidelines available to all users. All training in the use of the District's

system will emphasize the ethical use of this resource. Other issues applicable to acceptable use include:
a. Copyright: All users are expected to follow existing copyright laws, copies of which may be found in each campus library.

b. Supervision and permission: Student use of computer and/or the computer network is only allowed when supervised or granted permission by a staff member.

c. Identity theft: Attempting to log on or logging on to a computer or e-mail system by using another's password is prohibited. Assisting others in violating this procedure by sharing information or passwords is unacceptable.

d. Improper use of any computer or the network is prohibited. This includes the following:
(1) Use of racist, profane, or obscene language or materials
(2) Using the network for financial gain, political or commercial activity
(3) Attempting to or harming equipment, materials or data
(4) Attempting to or sending anonymous messages of any kind
(5) Using the network to access inappropriate material
(6) Knowingly placing a computer virus on a computer or the network
(7) Using the network to provide addresses or other personal information that others may use inappropriately
(8) Accessing of information resources, files, and documents of another user without permission

4. System Access

Access to District networks systems will be governed as follows:

a. Students will have access to the District's resources for class assignments and research with a staff member's permission and/or supervision.

b. For systems that require password access, staff members with accounts will be required to maintain password confidentiality by not sharing the password with students, staff members, or others.

c. With the approval of the immediate supervisor, district employees will be granted access to appropriate district systems.

d. Any system user identified as a security risk or having violated District Acceptable Use Guidelines may be denied access to the District's system. Other consequences may also be assigned.

5. Maintenance of Local Hard Drives

All classroom workstations and some administrative workstations allow access to the local hard drive for installing software. This access is enabled so that staff members may preview and deploy software as needed without requiring the assistance of a member of the district technology team or the building technology contact.

This access does not allow or encourage the installation of personal software on district computing systems. In a routine matter of service, it may be necessary to reformat the hard drive of one of the district computing systems. With this in mind, please keep any installation disks in an identified location at your local campus should the need for reinstallation arise. Users are personally responsible for making backups of any data files that are stored on local hard drives.

6. Vandalism Prohibited

Any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's system, or any of the agencies or other networks to which the district has access is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of district guidelines and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.

7. Forgery Prohibited

Forgery or attempted forgery of electronic messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited.

Forgery or attempted forgery of documents or currency is prohibited. Deliberate attempts to create, copy or modify official documents or currency using district technology resources may be viewed as a violation of district guidelines and, possibly, as criminal activity under applicable state and federal laws.

8. Information Content/Third Party Supplied Information

System users and parents/guardians of students with access to district network systems should be aware that the use of the system may provide access to electronic communications systems outside of the district's filtered network system that may contain inaccurate and/or objectionable material. Students bringing prohibited materials into the school's electronic environment will be subject to appropriate disciplinary action and/or revocation of privileges on the district's system. An employee knowingly bringing prohibited materials into the school's electronic environment will be subject to disciplinary action and/or revocation of access to district systems in accordance with district policies.

9. Computing Platform Selection

The selection of platforms that are supported in the district is the responsibility of the Technology department. In so much as is possible, Knox County Schools currently supports three instructional computing platforms, Windows, Macintosh, and PalmOS. In addition to these campus platforms the Information Systems Department may support additional administrative platforms.

The selection of the campus computing platform is the responsibility of the school technology committee in accordance with their school technology plan and with the concurrence of the site administrator. No school department, government entity, or other outside organization shall impose equipment on the site that cannot be maintained and supported in a reasonable fashion by the Building Technology Team. It should be assumed that all school departments will select "required" applications that are available on both supported platforms. Training for district mandated software products shall be available on both computing platforms. All equipment deployed at the school site should be able to make use of all appropriate network resources. Schools are encouraged to select systems that can be supported effectively. While any site may elect to attempt to support a mixed platform environment, it has been demonstrated that supporting multiple platforms in a networked environment requires a significantly higher level of expertise and additional time for the support staff. Consequently, technology committees and site administrators are advised as follows:

a. Elementary and middle school sites are strongly encouraged to select a single computing platform for all computing functions.

b. In the high school environment, sites are encouraged to, at a minimum, "departmentalize" their platform selection as much as possible.

10. Building Level Technology Contacts

a. Selection of a Building Level Technology Contact – The principal will serve as or designate a staff member to serve as the primary Building Level Technology contact. The primary BLTC will serve with the approval of the Instructional Technology department. Should the principal elect to delegate the role of BLTC, the principal and the supervisor of Instructional Technology will work cooperatively to select the most appropriate person to serve as the BLTC for the campus.

b. Multiple Building Level Technology Contacts – A principal may elect to share the roles and duties of the BLTC among several staff members. This is encouraged at sites with larger enrollments or higher computer to student ratios.

c. Role of Building Level Technology Contacts – Any person selected for the role of Building Level Technology agrees to perform the following functions at their campus:

(1) Demonstrate the positive and ethical use of technology resources in the classroom.

(2) Assist the Instructional Technology and Information Systems departments by communicating procedures, policies, and other operational information to the campus staff.

(3) Assist the Instructional Technology and Information Systems departments with the training of staff members in regard to hardware use, applications training, and classroom integration.

(4) Facilitate the inventory of technology related resources as defined in Section 2.

(5) Provide a first-line of assistance to other staff members in the diagnosis and resolution of minor hardware, software, and network issues.

d. Additional Responsibilities of the Primary Building Level Technology Contact – In addition to the duties and responsibilities defined in Section 10c above, the Primary Building Level Technology Contact will:

(1) Serve on the Campus Technology Committee. In many cases, the primary BLTC may chair the committee but this is not a procedural requirement.

(2) Will be responsible for acting as a liaison with the Instructional Technology department and the Information Services department to ensure accurate and appropriate information is disseminated to campus staff members.

(3) Be available a minimum of two days annually for scheduled BLTC training sessions. The Instructional Technology department will provide substitute teachers on these days if necessary.

e. The building administrator should be sensitive to the fact that the BLTC position is not a paid position. Most of the staff members who elect to serve in the BLTC do so out of interest in technology and

commitment to the integration of technology in the classroom. The following recommendations should be observed in regard to BLTC activities:

(1) BLTC's should never be interrupted during contact time with students.

(2) At sites with large inventories of technology resources or high numbers of staff, troubleshooting responsibilities should be shared among several staff members.

(3) BLTC's should be considered favorably when technology conferences and off-site training opportunities are made available.

(4) When it is possible, BLTC's should be considered for release time or extended contracts to facilitate the completion of the requests that are made of them by other staff members.

11. Technology Equipment Specifications

Technology specifications are provided to guide district and campus administrators in their purchasing decisions regarding new technology. It is the responsibility of the Instructional Technology department and the Information Systems department to establish, review, update, and communicate specifications that provide guidance in the purchase of technology resources. The current specifications may be found on the Instructional Technology web site. These specifications apply to any and all equipment that becomes a portion of the inventory of Knox County Schools during the fiscal year.

a. Responsibility – All Central Office staff members, site administrators, and Building Level Technology Contacts are expected to reference these specifications prior to purchasing additional technology resources. Questions regarding specifications should be addressed to the Instructional Technology department prior to initiating purchase.

b. Specification Review Procedure – Technology Equipment Specifications will be reviewed a minimum of twice annually. Typically, these reviews will be made prior to the beginning of a new school year and, again, prior to the beginning of the second semester. Adjustments may also be made to the specifications in conjunction with state or local bids that may impact performance or price of the equipment available to schools.

c. Feedback regarding Technology Equipment Specifications – The Instructional Technology department welcomes the opportunity to receive input or to answer questions regarding current or future specifications. Requests for information should be made via e-mail to the Supervisor of Instructional Technology. Feedback is welcomed from any community member, however, anonymous feedback cannot receive appropriate response and may not be considered as valid input.

d. Application of Technology Equipment Specifications – Any equipment, whether purchased with system funds, special project funds, school funds, PTA/PTO/PTSO funds, club-generated funds, new equipment to be donated to the school, etcetera, is required to meet specifications. It is the responsibility of the principal or departmental supervisor to ensure that equipment added to the school inventory meets the current technology equipment guidelines.

e. Exceptions – Exceptions may be sought for extraordinary circumstances. The following procedure should be adhered to when seeking to make purchases that are outside the current technology specifications:

(1) Prior approval from the Supervisor of Instructional Technology for any purchase that does not meet specifications should be sought and received in writing prior to the purchase of equipment.

(2) Written approval should be kept as a portion of the purchase record to insure the equipment will be supported and serviced. Unapproved equipment added to the inventory that does not meet Knox County specifications will be considered expendable and therefore, will not be eligible for training, support, or repair.

12. Questions Regarding These Guidelines

Questions, comments, or concerns regarding these guidelines should be addressed to the Instructional Technology Department of Knox County Schools (Voice 594-1726 or Fax 594-1325).

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Electronic Mail**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-220-4	**September 2001**	

E-mail has become one of the most used communications tools in both our constituents' homes and their workplaces. As a portion of Knox County Schools' contract with the recommended contractor for the Tennessee Department of Education, the service provider provides e-mail accounts and services to all employees of Knox County Schools at no charge to the employee. As it is now an integral part of all Knox County School District classrooms and offices, the following guidelines are important to keep in mind.

a. Establishment of Accounts – Each employee is expected to establish an account through the official system and use that e-mail account for official communications. In most cases, a short training session pertaining to the utilization of the e-mail system will be required prior to the issuing of an account.

b. Security Responsibilities –

(1) Usernames and passwords should be protected from unauthorized use at all times. Do not post any of this information where it may be viewed by others.

(2) Usernames and passwords should not be shared among staff members or with students.

(3) Passwords should never be shared via e-mail. All legitimate requests for this type of information must be requested in person.

c. Termination/Revocation of System User Account – The District may suspend or revoke a system user's access to the District's system upon violation of District policy and/or administrative regulations regarding acceptable use. Termination of an employee's account will be effective on the date the principal or department head receives notice of user withdrawal or of revocation of system privileges, or on a future date if so specified.

d. Consequences of Improper Use – Improper or unethical use may result in disciplinary actions consistent with existing Human Resource policies and, if appropriate, other local, state or federal laws. This may also require restitution for costs associated with system restoration, hardware, and software costs.

e. Outside or Personal E-mail Services – E-mail services outside of the system should not be used for official communication.

f. Confidentiality – The software and hardware that provides e-mail capabilities to Knox County Schools' employees have been publicly funded. For that reason, it should not be considered a private, personal form of communication. Although, there is currently no requirement in the state's contract to actively monitor e-mail communications, the contents of any communication of this type should be considered public record. The district would have to abide and cooperate with any legal request by the proper authorities to access e-mail contents.

g. Publication of E-mail Addresses – Since e-mail access is provided as a normal operating tool for employees who require it to perform their jobs, individual staff e-mail addresses must be shared

with interested parents and community members who request to communicate with staff in this fashion. While there is no published district-wide directory of e-mail addresses, each campus and department should post a list of e-mail addresses for their staff on their web site.

h. Timeline for Answering E-mail – Staff should be expected to return e-mail communications to parents or other public members who have a legitimate request within 48 hours whenever possible. Requests from outside agencies for information do not fit into this same category and may be handled with a different timeline or in a manner consistent with previous experience in working with similar requests. Staff should not participate in e-mail surveys without district authorization.

i. Network Etiquette – System users are expected to observe the following network etiquette (sometimes known as "netiquette"):

(1) Use appropriate language: swearing, vulgarity, ethnic or racial slurs, and any other inflammatory language are prohibited.
(2) Pretending to be someone else when sending/receiving messages is prohibited.
(3) Transmitting obscene messages or pictures is prohibited.
(4) Revealing such personal information as addresses or phone numbers of users or others is prohibited.
(5) Be polite. For example, messages typed in capital letters are the computer equivalent of shouting and are considered rude.

j. Misaddressed E-mail – Incoming e-mail that is misaddressed will remain "undeliverable". Our email contractor does not have the resources to personally inspect all messages of this type and forward them to the proper person.

k. Utilization of Correct E-mail Addresses – Please be certain that the correct e-mail address is given to the person who requests contact. Please check school web pages carefully to insure that lists of staff address are correct. The school web page containing staff addresses should also contain a disclaimer that makes the user aware that if an e-mail is not responded to in a 48 hour timeframe, it may have been misaddressed and should be resent.

l. Requests for Confidential Information – Requests for personal information on students or staff members should never be honored via e-mail. It is critical for a personal contact to be made with any individual requesting personal information. This relates particularly to any requests for student grades, discipline, attendance or related information. In addition, security information such as usernames or passwords should not be sent via e-mail for any reason.

m. E-mail Notification – Professionals are advised to turn off your e-mail notifier during student contact time to prevent interruptions. Staff members should set aside time at least once a day to check and respond to e-mail messages.

n. Responding to E-mail – E-mail does not have to be answered immediately, simply allow enough time so that a 48-hour turnaround time can be met in most instances. If it is not reasonable to effectively obtain the answer to a question within the recommended 48-hour turnaround time, it is recommended that the staff member at least respond with a confirmation of receipt of the request.

o. Appropriate Types of Messages – Since e-mail is provided for school business related use, employees are asked not to forward messages that have no educational or professional value. An example would be any number of messages that follow a "chain letter" concept. These messages should be deleted.

p. Utilization of Lists and Groups – List serves will be developed for use within the district to facilitate larger, logical mail groups. The Instructional Technology Department will assist schools in developing

groups to facilitate mass e-mails at the campus level. Users are advised to use these functions appropriately. Do not send messages to the entire staff when only a small group of people actually needs to receive the message. Users are also advised to use care when using the “reply” or “reply to all” function and insure their reply is targeted to the appropriate audience.

q. Attachments – Attachments to e-mail messages should only include data files. At no time should executable code be sent or forwarded via e-mail. This activity may violate software licensing requirements. Further, there exists the possibility that any program files received as attachments over the Internet may include viruses or other destructive capabilities once they are “launched”. Users who receive an attachment of this sort are advised to delete the entire message immediately without saving or looking at the attachment.

r. E-mail Subscriptions – Subscriptions to Internet list serves should be limited to professional or educational digests due to the amount of traffic generated by general subscriptions. Users are encouraged to use their personal e-mail to receive subscriptions of a general interest.

s. Student Accounts – Students will not be issued individual accounts. For projects that involve email communications, the staff member may use their district account as a facilitator of the activity, or, work with the Instructional Technology department to activate a special project account for a limited time. Students’ personal accounts should never be used.

t. Unsolicited E-mail – The Instructional Technology department should be notified if a user receives unsolicited e-mail, particularly if it is of a “hate mail” nature. Every attempt will be made to track down the source of the e-mail and steps will be taken to prevent the user from receiving additional unsolicited e-mail.

u. Disclaimer – The District’s e-mail system is provided on an “as is, as available” basis. The District does not make warranties, whether expressed or implied, including, without limitation, those of fitness for a particular purpose with respect to any services provided by the system and any software contained therein. The District uses a variety of vendor supplied hardware and software and contracts some services. Therefore, the District does not warrant that the functions or services performed will meet the user’s requirements. Neither does the District warrant that the system will be uninterrupted or error-free, nor that defects will be corrected.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**File Servers**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-220-5	**September 2001**	

The Knox County School District provides file servers at both the district and school sites to facilitate curriculum, communication, and the management of data.

1. General Information regarding District Server Platforms

Knox County Schools will establish network server platforms to provide services and disseminate information to district sites and to the community at large.

a. Web Server – The district will provide server space for hosting departmental web sites. The Communications department will have the responsibility for management of the District Web Server. Final decisions regarding information posted to the District Web Server will lie with the Communications Supervisor. The Instructional Technology department will provide direct support for update and maintenance of the District Web Server. To facilitate a consistent point of contact with the district, individual departments should not attempt to establish and maintain individual web servers or establish a web presence through another service provider or agency.

b. File Servers – The district will establish appropriate server platforms for the distribution and communication of approved functions and services. Departments that wish to host applications over the district internet should coordinate services through the Instructional Technology department.

c. Administrative Servers – Servers that provide and maintain administrative services will be deployed, updated, and maintained by the Information System department. These services include but are not limited to Student Information Systems, Food Service Systems, Payroll Systems, and other similar functions.

d. Intranet Servers – Intranet services will be deployed and coordinated by the district network team. Individual departments shall not establish communication systems outside of the district intranet or e-mail system without consultation with the district network team and written approval by the Supervisor of Instructional Technology and the Supervisor of Information Systems.

e. Other Servers – In special circumstances, the decision may be made to establish an additional server presence to manage specialized tasks of limited scope. Examples of this type of server might include departmental servers to handle sensitive, confidential data localized to only one site. These servers should not support district-wide access. The administration and maintenance responsibilities associated with these servers will be defined when the service platform is established.

2. General information regarding School Server Platforms

Each school in Knox County has a minimum of three network servers: a web server, a curriculum server, and a library server. Some sites may house additional servers called lab servers dedicated to a single curriculum area or program function. As suggested by the names, each server is intended to perform a different function.

a. Web Server – There are only two approved uses for the school Web server - hosting the school's official web site, and hosting an internal web site. The primary use of the school's web server is to house the school's official web site. This site should be maintained by a designated staff member who will oversee its update and maintenance.

(1) School Intranet – The Curriculum server will house an intranet web site. This intranet should be the learning grounds for students and teachers to explore web site design.

(2) This site is not to be shared with the general public but serves as an area where the techniques of proper gathering, formatting, evaluation, and presentation of ideas are refined.

(3) Students from different grade levels across different subject areas are encouraged to work together on projects that are then shared through links on this internal site.

More information regarding web services and procedures may be found in the Departmental and School Web Pages Guidelines.

b. Curriculum Server – The Curriculum Server is one of the most important elements in the local area network of each school site. There are two primary functions of the curriculum server:

(1) Network / Site Licensed Curriculum Software – Networkable software should reside on the curriculum server. For example, those schools owning a site/network license for a product such as Classworks should deploy it via the Curriculum server:

(2) Dedicated File Storage Space – The school curriculum server houses instructional network software and serves as a location where instructional material or projects may be stored. The curriculum server provides storage space to house documents created by students and staff so that they are accessible from any computer in the school.

c. Library server – Local library servers perform functions which support and extend media functions at the campus.

(1) Circulation and Catalog System – The school library server should house the school library's catalog and circulation system.

(2) Library Support and Curriculum Systems – The library server may also include Accelerated Reader and other software related to the function or services of the school library. For more information about materials that are appropriate for deployment via the library servers, contact Library Support Services.

d. Lab Servers – Lab servers are units dedicated to the delivery of curriculum and/or management services of limited scope. These will typically be deployed to either facilitate the delivery of a particular program across the site or to facilitate effective dissemination of materials in a laboratory setting. The deployment of Lab Servers must be approved by the Supervisor of Instructional Technology and the deployment coordinated with the Knox County Schools Network Team Leader.

3. Electronic Mail Services

The Knox County School District in cooperation with the State of Tennessee Department of Education provides internet and e-mail services through a state approved contractor. The e-mail system specified above is the official e-mail communications system for the Knox County School District.

a. As long as these services are outsourced, the Knox County School District will not establish or maintain an e-mail server.

b. Individual departments are not to establish or maintain e-mail servers for the purpose of providing accounts to staff members.

c. Schools are not to establish or maintain e-mail servers for the purpose of providing accounts for staff members.

d. The establishment of e-mail servers for the purpose of hosting student e-mail services except student-to-teacher systems included in some integrated curriculum systems is prohibited.

e. The proposed deployment of any e-mail service must be approved by both the Supervisor of Instructional Technology and the Supervisor of Communications.

More information regarding e-mail may be found in the Knox County Electronic Mail Guidelines.

4. Server Platform

Servers will be deployed to match the school or departmental workstation selection at the time of deployment. Schools are encouraged to be deliberate in selecting and/or changing computer platforms in that a change in direction may cause a significant reduction of network services if a compatible server platform cannot be deployed.

The Knox County Schools Network Team supports two server platforms. These platforms have been selected to meet the needs of both the Macintosh OS and Microsoft Windows workstation environments. All principals, department heads, and building technology contacts are strongly encouraged to coordinate the purchase of new servers with the Instructional Technology department's Network Team. The following actions may occur should a server be purchased with operating systems not currently supported by the Network Team of the Instructional Technology Department:

a. The server may be reformatted to a currently supported server operating system.

b. The server may not be placed on or will be removed from the network.

c. In extreme circumstances, the server may be removed from the site until such time as a suitable use can be found for the hardware. Exceptions to the above procedure should be sought prior to purchase. If previous approval from the District Network Administrator has not been granted in writing, additional costs for software, installation, or support services may be charged to the department or school responsible for the purchase.

5. Passwords

Administrator level passwords must be registered with the District Network Administrator for all servers connected to the district network. The District Network Administrator should be notified anytime passwords are changed. Servers without registered passwords will be disconnected from the network.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Web Pages**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-221	**December 1998**	**September 2001**

With the introduction of network servers to the school, new possibilities for sharing information and accessing educational resources are available on a wide scale. These are powerful communication tools, and the guidelines contained in this policy are designed to allow the Knox County School System to make efficient and coordinated use of these tools.

1. General Information – The school web site should enhance communication between parents, students, staff, and the community, and must adhere to Knox County Board of Education Policy I-221.

2. Responsibility

a. District Level

(1) The Instructional Technology department will offer training and support for staff members designated to develop and maintain district level web sites within the Knox County School System.

(2) The Communications Supervisor will be responsible for content of the district page and for providing guidance to individual schools concerning the school's web site.

(3) Each department head is responsible for the development and updates of the departmental web site.

(4) The day-to-day execution and oversight of departmental sites may be designated, in writing, to a staff member* within the department by the department head. A designated representative must be an individual employed by the school district in an administrative, professional or teaching capacity within the department.

(5) New web page files will be posted to the district web server by either the Communications Supervisor or the Instructional Technology department.

b. School Level

(1) Each school principal is responsible for the development and updates of the school's web site. The Instructional Technology department will offer training and support for staff members designated to develop and maintain sites for their schools.

(2) The day-to-day execution and oversight of this function may be designated, in writing, to an individual staff member*. A designated representative must be an individual employed by the school district in an administrative, professional or teaching capacity.

(3) Principals or his/her designated representative will approve all content prior to posting to the web site. The principal or their designated representative will be responsible for posting files to the school web server. At no time will files be posted that are submitted directly by students.

(4) Principals are encouraged to designate a web site committee to assist in content development and review. The committee may be composed of administrators, teachers, parents, community members, and students. The chairman must be a designated staff member*.

(5) The principal or his designated representative is responsible for acquiring a signed KCS release or authorization to publish from a child's guardian prior to posting any student's name, picture, art, written work, voice, verbal statements or portraits (video or still) on the school's web pages. This form must be signed by the parents and filed at the school. This form is available from the Knox County Schools Public Affairs Office.

*The designated staff member must be identified and approved in writing by the Building Principal or Department Head using the form provided by the Instructional Technology Department. A list of the designated staff members responsible for web sites will be maintained by the Instructional Technology department and published on the Instructional Technology web site.

3. Web Site Requirements and Restrictions

The Knox County School System Web Servers are for educational use only. Contents of the site should give information and promote school activities (PTA, classes, staff, departments, sports, school projects, calendars, volunteering opportunities, etc.). School or district web pages may not be used for personal gain.

a. District/School Symbology – All pages must contain the Knox County Schools' crest and the words *"People, Possibilities, Potential"* in either the upper right or left corner of the page. This will be the only distinguishing symbology on district and departmental web pages. Schools may further individualize their pages with recognized school specific symbology or verbiage.

b. Page Titles – All Web pages must have a title (which appears on the Web browser's title bar).

c. Time-Sensitive Information – Pages containing time-sensitive information (calendars, school events, staff information) must be updated weekly (at a minimum) to insure current, accurate information.

d. General Contact Information – Each school's homepage must include the school's name, address, phone number, a link to the Knox County Schools web site, and all school administrators' e-mail addresses. Each departmental web site must include department name or descriptor, address, phone number, a link to the Knox County Schools web site, and all administrative staff members' e-mail addresses.

e. Navigation – Each page must (at minimum) contain a link back to the previous level in the school's site, and a link to the site's main navigational page.

f. External Links –
(1) Fundraising Information – Approved school and district fundraising information is allowed and encouraged to be posted on web sites.

(2) Commercial Links – Business partners may be recognized but links to commercial sites are prohibited. All other commercials, commercial transactions, or advertisements are prohibited on school pages.

(3) Educational Links

i. The Instruction department in conjunction with the Instructional Technology department will actively research and provide sites that support and enrich curriculum. These sites will be provided via the appropriate departmental web site.

ii. External educational links may be allowed by the building principal. Care should be taken that educational links are in no way commercial in nature.

iii. In all cases where an "external link" (any link to a site or content that is not hosted on the official Knox County Schools Web Server) is used on a school's web site, the following disclaimer statement must be present on the school's main navigation page: "Knox County Schools is not responsible for contents on external sites or servers."

g. Individual/Classroom Web Pages – Teachers or staff members may post individual classroom pages with their school's Web site following the same protocol and guidelines presented in this document.

h. Policy Infringement – Files hosted on the KCS Web server(s) and hyperlinks from these files should not contain information that is in violation of (or promotes the violation of) any district policy or regulation nor any local, state, or federal regulation or law.

i. Staff Contact Information –

(1) Staff members' official KCS e-mail addresses and contact telephone numbers will be maintained as public information, on the district's web site.

(2) Individual school staff members' e-mail addresses should also be posted on each school's Web site. (It is recommended that schools also include telephone extensions and staff photos, if available.)

(3) Personal contact information such as e-mail address, phone numbers, addresses, etc. should never be published on the school web site.

j. Student Information – The following student information is generally acceptable to include on a school's web page, if the guardian(s) have given permission/consent to use it by signing a district release form. No other personal information about a student is allowed, such as e-mail address, phone number, home address.

(1) Elementary students: Student's picture or work with first name, or first name and last initial only.

(2) Secondary students: Student's picture or work with first and last name, or first name and last initial, or first name.

k. Copyrighted Materials – Unauthorized use of copyrighted material is prohibited. Giving credit (web address or active link) to a company that has created a graphic, design, etc. for a school page may be allowed, unless the district internet filter blocks the site.

l. Prohibited Items – The following items are expressly prohibited on any Knox County school, departmental, or district web site:

(1) Location of Students – Information giving the physical location of a student at any given time.

(2) Personal Information of staff or volunteers - Personal information about staff and parent volunteers including: Non-district e-mail addresses, non-district mailing address, and non-district phone numbers except as approved by the building principal. Example: PTSO/PTA/Booster organization officer/contact requests to have their personal e-mail address listed in the appropriate area on the school's page(s) and principal approves the request. Note: Pictures and names of staff and parent volunteers will be allowed with principal's approval.

(3) Student Contact Information – Student personal contact information of any kind including but not limited to address, phone/pager numbers, social security information, or e-mail addresses.

(4) External Links to Personal Pages – Links to staff, volunteer or student personal home pages including hidden links associated with graphics or pictures.

(5) External Links to Remote Web Servers – Links to "non-official" KCS related sites that are hosted on remote/external (non-district) web servers - Examples: athletic booster pages, PTA pages, teacher created classroom pages, etc. However, booster organizations, PTA, teachers, etc. are welcomed and encouraged to post their pages on their school's Web site following the same protocol and guidelines presented in this document.

(6) Messaging Systems – "Guest books", "chat areas", "message boards", "Instant messaging systems" or similar links to sites that are not accessible inside the network (through the district network filter)

m. Recommended Items for School Pages – The following information should be included on school pages:

(1) Welcome – A greeting from the principal

(2) General information about the school – Namesake, history, when the school opened, last renovation, student population, etc.

(3) Event information – School calendar, upcoming events/meetings, special programs, days off, early release days, etc.

(3) School Technology Committee information – Names, addresses and phone numbers of members, committee's role and mission, annual report, and technology action plan.

(5) Organizational Information – Information about the PTA, PTO or other volunteer organizations including officers and board members with phone numbers so newcomers can access them, events, programs, and volunteer opportunities.

(6) Student/Parent Handbook – Pertinent information from student and parent handbooks including policies and procedures regarding attendance, discipline, tardies, etc.

(7) Newsletters – Include on-line copies of school newsletter and other publications disseminated to parents or students.

(8) Demographic Information – Links to attendance area information or non-confidential demographic information i.e. total number of students, students at each grade level.

(9) Achievement Information – Links to test score information at the district level or information regarding test scores, information regarding initiatives designed to impact student achievement or testing schedules.

(10) Recognition or awards – Recognition of students and teachers, achievements of school organizations including but not limited to sports teams, musical organizations, vocational teams, scholarship awards.

(11) General information for parents – Parenting information to help parents tutor or assist their children.

(12) Fundraising activities – Details regarding current fund-raising initiatives by the district, school, or school organizations.

n. Web Page Formatting Recommendations

(1) Page Size & Resolution – Pages should be sized so they will display properly in a variety of screen resolutions. Pages should be previewed and tested at least at “640 x 480”, “800 x 600”, and “1024 x 768”.

(2) Page Fonts – Regular text entries on web pages should be limited to the fonts “Arial” and “Times New Roman” on the PC, or “Helvetica” and “Times” on the Macintosh. Any special fonts should be saved and used as graphics to ensure that they display properly.

(3) Coloration – Avoid color schemes or backgrounds that make the information on the page hard to read. Colors should be “web safe” as much as possible, so they will display properly in 216 colors. Avoid using white text or links (white is difficult to print).

(4) Graphics – Graphics should be used judiciously. Photos and other graphics should generally not exceed a total 100k (file size) per page.

(5) Animation – Animated GIF files should be used very sparingly and need to be relatively small. The amount, size, and type of graphics used have the most direct effect on the “load time” of Web pages.

(6) Multimedia – Video and audio files may be used when they are appropriate and are compressed properly. Be aware that these files are generally large files and take extended “load times” for the user. Also be sensitive to the fact that many audio and video files require users of non-district workstations to have special plug-ins or viewers/players that they may not have loaded on their browser in order to view or hear the files.

4. Web Technologies Supported on District and School Server(s)

a. Supported Browsers – The district supports both Netscape Navigator and Microsoft Internet Explorer. Users are encouraged to use the most current browser that their workstations are capable of utilizing. Please see the Instructional Technology Web site for current version information and assistance in downloading current browsers supported by the Knox County Instructional Technology department.

b. Java Applets – All district-networked computers utilize Java capable browsers.

c. CGI Scripting – The district/campus web servers do not support “cgi” script.

d. FrontPage Web Extension – The district/campus web servers do not support Microsoft FrontPage Extensions.

e. Browser Plug-in Technologies – All district/campus networked computers support a variety of browser plug-in technologies. The following plug-ins are considered to be commonly available:

– Windows Media Player Plugin

– HyperStudio Plugin
– Macromedia Shockwave
– Macromedia Shockwave Flash
– RealPlayer
– QuickTime Plugin
– Adobe Acrobat
– Netscape Default Plugin

Please see the Instructional Technology Web site for current version information and assistance in downloading current browsers supported by the Knox County Instructional Technology department.

5. Security

Maintaining the integrity of the Knox County Schools educational network is extremely important. Security must be a primary concern of those responsible for network servers.

a. Carefully think through plans regarding who will have authority to manage any or part of a server.

b. Passwords should be kept strictly confidential and not shared with anyone other than the school administration and the district administration.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Use of Copyrighted Materials in Educational Settings**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-231	**November 2023**	

INTRODUCTION

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

Copyrighted materials may include, but are not limited to, the following:

- Curriculum materials and their ancillary products
- Print materials such as books, magazines, newspapers, or journals
- Graphic materials such as photographs, illustrations, or logos
- Audiovisual materials such as videos or sound recordings (in any format)
- Digital materials such as eBooks, databases, or other subscription products
- Online materials such as website content or social media posts

Any copyrighted materials beyond the state-approved adopted curriculum must be selected in compliance with Board of Education Policy I-211, "Selection of Instructional Materials other than Textbooks."[1]

FAIR USE

Fair use permits the limited unlicensed use of copyright-protected works in certain circumstances, as codified in Section 107 of the Copyright Act.[2] It defines a four-factor test federal judges use to determine whether any particular case is a fair use:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes
2. The nature of the copyrighted work
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. The effect of the use upon the potential market for or value of the copyrighted work

Because only a judge can definitively determine fair use, there are no firm "rules of thumb" as to how a copyrighted work can be fairly used in an educational setting. Teachers, administrators, and instructional supervisors/specialists should collaborate to do due diligence in striving for fair use, applying the whole four-factor test to any desired use of a copyrighted material.

PUBLIC PERFORMANCE OF AUDIOVISUAL WORKS

Section 110 of the Copyright Act[3] permits the performance or display of a work by educators or students in the regular course of face-to-face instruction, as long as that work has not been illegally copied. The instructional usage of the material, not the method of acquiring it (i.e. borrowed from a library, brought from home, purchased from a certain vendor or type of budget, etc.), determines permission to show it.

In order to comply with the public performance exception, audiovisual works should not be presented to students during instructional time under any circumstances in the following non-instructional ways:

a. For entertainment/reward purposes
b. During field trips, including travel time on bus trips
c. As an incentive for completing assignments or good behavior
d. For facilitating a teacher group meeting for administrative duties such as grade-level planning, preparation of grades, end-of-year duties, etc.
e. By a substitute teacher unless the audiovisual work is contained within the regular class lesson plan or syllabus
f. During any other school-sponsored activity in instructional time

Audiovisual works may be shown in the above non-instructional ways if and only if both of the following conditions are met:

a. The showing is outside of the school day
b. The school has purchased public performance rights for the showing through a reputable licensing company

Vendors and providers of digital content services (for instance, streaming video) may place additional terms or restrictions on public performance beyond what is noted in the Copyright Act as part of their user agreements. Individual users are responsible for understanding and complying with these agreements.

ADDITIONAL GUIDANCE FOR DIGITAL DELIVERY OF INSTRUCTION

The TEACH Act of 2002[4] clarified Section 110 of the Copyright Act as it applies to instruction delivered via digital technology. In digital settings, copyrighted materials should be used in ways that are as similar to face-to-face settings as possible:

- Works can be performed or displayed in ways directly analogous to how they would be used in a face-to-face setting
- Performance or display of works should be guided and supervised by educators, and used only in ways necessary to meet instructional goals
- The portion of the work made digitally available should be the same portion of the work that would be used in a face-to-face setting
- To the extent possible, password protection and/or other technological tools should be used to limit digital access to a) the students enrolled in the course and b) the educators who need it for their work.

EDUCATOR RESPONSIBILITIES

All educators are responsible for adhering to the law in their use of copyrighted materials. Teachers will model responsible and ethical use of these materials in their instructional practice, and they will instruct students on responsible and ethical practice in cases where their assignments may involve the creative use, sharing, repurposing, or remixing of copyrighted content.

The Human Resources Department will require that all employees read the Knox County Schools' *Guidelines for the Use of Audiovisual Works*[5], and sign the *Acceptable Use of Audiovisual Works Agreement*[6] as part of their staff onboarding.

References:

1. Knox County Board of Education Policy I-211 “Selection of Instructional Materials other than Textbooks.”
2. U.S. Code Unannotated Title 17. Copyrights § 107. Limitations on exclusive rights: Fair Use.
3. U.S. Code Unannotated Title 17. Copyrights § 110. Limitations on exclusive rights: Exemption of certain performances and displays.
4. Pub. Law. 107-273, 116 Stat. 1758, Title III, Subtitle C § 13301.
5. Form MC-100 Guidelines for the Use of Audiovisual Works.
6. Form MC-101 Acceptable Use of Audiovisual Works Agreement.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**School Library Collection Development**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-241-1	**September 2022**	**April 2025**

INTRODUCTION

The primary purpose of the school library is to enrich and support the educational program of the school. A comprehensive and high-quality collection of print materials, eBooks, databases, and digital products in the school library supports teaching and learning in all content areas and allows students to pursue personalized interests. These collections should meet the requirements set forth by the state of Tennessee[1] and the guidance of the American Association of School Librarians.

Individual schools or classrooms may choose to provide classroom libraries in addition to their school library. Classroom libraries include any materials, regardless of form or physical location in the school, made available to students outside the course of curriculum and direct instruction.[2]

OVERVIEW

The development of the school's library collection is the responsibility of the school library media specialist, in cooperation with teachers, students, parents, and administrators. Additional detail on this cooperative responsibility is found in Knox County Schools Administrative Procedure AP-I-241-2 "School Library Councils."[3] Using multiple data points and a variety of stakeholder input, continuous development will result in a school library collection appropriate for the age and maturity levels of the students who may access the materials, and that is suitable for and consistent with the educational mission of the school. Collection development, a continual and integral part of school librarianship, includes the following processes:

1. Needs Assessment.
2. Selection & Acquisition.
3. Access.
4. Evaluation.

NEEDS ASSESSMENT

In order to build a collection suitable for the users at a particular library, the needs of the users must be considered and assessed. The Needs Assessment not only addresses what the users need, but by extension, it also addresses what the collection needs. Consequently, it addresses what capital is needed as well. The following steps are recommended for conducting a Needs Assessment:

1. Determine the needs of the users through student data, surveys, requests, instructional collaboration, and/or curriculum alignment, as appropriate to the school.

2. Determine the needs of the collection through circulation data, online usage data, digital collection analysis, as appropriate to the school. Identify gaps in the current collections' offerings.

3. Create a long-range plan to address the needs of the users and the collection.

   a. Apportion the long-range plan into smaller, short-range plans that can be accomplished within the school year.

   b. Strategically allocate the budget to accommodate the short-range plans for the year.

SELECTION AND ACQUISITION

Once the users' needs have been identified and prioritized, materials should be sought to meet those needs. Long- and short-range goals should be served by selection decisions. Materials should represent a balanced treatment of subject matter. Personal biases should be monitored.

As described in Knox County Board of Education Policy I-241 "School Libraries,"[4] materials selected must be in compliance with the Age-Appropriate Materials Act[5]. Beginning in the 2024-25 school year, materials may not contain, in whole or in part, nudity, or descriptions or depictions of sexual excitement, sexual conduct, excess violence, or sadomasochistic abuse, nor may they be patently offensive or appeal to the prurient interest, as those terms are defined in T.C.A. § 39-17-901.

The following general selection criteria, as delineated in Knox County Board of Education Policy I-211 "Selection of Instructional Materials Other Than Textbooks,"[6] provide guidance for assessing each item under consideration. These criteria are not intended to be used as a checklist; depending on the expected usage, or the role it plays within the full collection, a given material may not meet every point below. However, the preponderance of evidence should support the selection decision.

- Educational purpose (as defined by the Tennessee State Academic 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.
- Measures of complexity: Quantitative, Qualitative, and Reader and Task are appropriate for grade-level and time of year.
- 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 each material makes to the breadth of representative viewpoints on controversial issues offered by the materials collection as a whole.
- High degree of potential user appeal.

- High artistic quality and/or literary style.
- Quality and variety of format.
- Value commensurate with cost and/or need.
- Timeliness or permanence.

Materials are ordered according to the processes defined by the Knox County Schools Finance Department and the Knox County Purchasing Department. Detailed guidance for ordering from library vendors will be provided and updated by the Academic Resources Department each year.

ACCESS

The preparation of selected materials for use should work to maximize materials access to users. Physical access includes organization within the facility according to standard classification schemes, labeling, repair, regular inventory audits, and other administrative tasks associated with each material item.

Digital access for all parts of the school library collection should be provided through the school library website. Additional digital access routes may be provided through the district's learning management system or other platforms relevant for the school. Records of all non-digital items in the school library's collection will be maintained through standard library automation software and made searchable through the open public access catalog (OPAC).

These technical processes should be aligned with instructional and promotional efforts, facility scheduling, circulation routines, and other programmatic factors affecting access.

EVALUATION

Ongoing evaluation of the collection is a vital part of ensuring that users' needs are being met. The following factors are recommended for evaluating the success of the selection process:

1. Usage and circulation of new items.
2. Quality and relevance of items purchased.
3. Alignment of content to the school's educational mission and the library's programming.

With any substantial addition of materials, the collection shifts and changes. This affects the overall composition of the collection and its usefulness to patrons. Regular deselection of some items in a collection helps ensure maximum collection quality and access to the remaining materials. Successful evaluation of materials selection, therefore, should also include evaluation of individual materials for possible deselection, as part of a comprehensive review process based on multiple data points including stakeholder input.

School library materials selected prior to 2024-25 that are not in compliance with the updated standards set by the Age Appropriate Materials Act, described above in the Selection and Acquisition section of this document, must be excluded from the collection. The following additional factors are recommended for evaluating items for deselection:

1. Age and condition of items.

2. Outdated information in age-sensitive nonfiction classifications.

3. Appropriateness of material and illustrations.

4. Bias in materials, particularly through shifting cultural norms over time

Materials in a school's collection may be requested for reconsideration by a student, a student's parent or guardian, or a school employee in accordance with Knox County Board of Education Policy I-212,[7] "Reconsideration of Instructional Materials and Textbooks." That policy and its accompanying administrative procedure provides details on the contacts, timeline, and appeal process to follow if an item is requested for review.

Items deemed no longer beneficial to the school library through deselection or reconsideration should be removed from circulation or discarded according to guidance provided and updated annually by the Academic Resources Department.

Evaluation of the collection will inform the Needs Assessment for the next year's collection development cycle. As necessary, the long-range plan may be adjusted to accommodate the results of the collection evaluation. Library media specialists will periodically receive feedback from peers, building-level leadership, and Academic Resources staff to help ensure that this ongoing cycle results in collections that are appropriate for the age and maturity of the students and consistent with the educational mission of the school.

CLASSROOM LIBRARIES

Classroom libraries are subject to the same legal and policy requirements as school libraries. Teachers who choose to implement classroom libraries should, to the best of their knowledge and ability, make a reasonable approximation of the same Needs Assessment, Selection and Acquisition, Access, and Evaluation cycle in maintaining their own collections, at a scale commensurate with the size and depth of the collection. Materials in all classroom libraries must be publicly listed on their schools' websites, in compliance with the Age-Appropriate Materials Act.

DISTRICT-WIDE COLLECTIONS

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. While the core of collection development should happen at the building level, in order to narrowly tailor resources to each school community's unique needs, the efficiency and cost savings realized by district-wide resource sharing can provide a significant benefit to all students when used appropriately. Shared resources may include databases, digital resources, and/or eBooks. Districtwide resources will be selected and evaluated based on needs assessment by Academic Resources staff, school librarians, content-area specialists, and other stakeholders as needed. District-wide collections will be developed using the same major processes as school-based collections.

GIFTS

Any acceptance of gift materials should be in compliance with Knox County Board of Education Policy D-130 "Donations, Gifts, and Bequests"[8] and is contingent upon the previously established selection standards and the school librarian's discretion.

In the event that a donor organization wants to gift a material to all school library collections districtwide, the Academic Resources department staff will consult with appropriate school leaders and content-area specialists to assess the material, then place the proposed donation in one of the following categories:

- Accept the materials for all schools.
- Accept the materials per a specific regional need.
- Accept the materials generally, but allow individual schools to opt out of receiving.
- Do not accept the materials generally, but allow individual schools to opt in to receive.
- Do not accept the materials for any schools.

Communication about the donation will be made with school librarians accordingly.

All gifts become the property of Knox County Schools.

References:

1. "District and School Operations." TRR/MS 0520-02-.07.
2. Ballard, Christy. (2022). "The Age Appropriate Materials Act of 2022" [Memorandum to Directors of Schools and Public Charter School Leaders]. Tennessee Department of Education. Retrieved from https://www.tn.gov/content/dam/tn/education/legal/PC0744_Age-Appropriate_Materials_Memo.pdf.
3. Knox County Schools Administrative Procedure AP-I-241-2.
4. Knox County Board of Education Policy I-241.
5. T.C.A. § 49-6-3803 and T.C.A. § 39-17-901.
6. Knox County Board of Education Policy I-211.
7. Knox County Board of Education Policy I-212.
8. Knox County Board of Education Policy D-130.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**School Library Councils**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-241-2	**April 2025**	

OVERVIEW

Each school will have a School Library Council as a stakeholder committee to support the school library media specialist's work in effectively leading and administering the school library. In accordance with Board of Education Policy I-241 "School Libraries," Councils will periodically review the library collection at each school, to ensure that the school's library collection contains materials appropriate for the age and maturity levels of the students who may access the materials, and that are suitable for, and consistent with, the educational mission of the school.

Classroom libraries are subject to the same legal and policy requirements as school libraries. Each building's School Library Council should therefore provide similar support, as needed, to teachers who choose to implement classroom libraries.

PURPOSE

School libraries are the responsibility of the school library media specialist, and classroom libraries are the responsibility of the teacher. However, both school library and classroom library collections are to be maintained in cooperation with teachers, students, parents, and administrators. The School Library Council provides a formal structure for this cooperation, ensuring that a continuous cycle of stakeholder feedback supports the development of comprehensive and high-quality collections that enrich and support the educational program of the school.

MEMBERSHIP

The Principal and the school library media specialist will collaborate to identify members of the School Library Council. The school library media specialist shall always be a member of this Council; if a school has more than one library media specialist, then each of them should belong to the Council. Other members should include, at a minimum, at least one representative from each of the following categories:

- Administrators
- Classroom teachers
- Parents

Wherever possible, given each building's unique needs and resources, schools are also encouraged to include a Council member from a related staff specialty, such as School Counselors, School Psychologists, Instructional Coaches, or other perspective that may enrich the quality of the collection development and maintenance processes.

Student needs, interests, and perspectives are essential to effective collection development. At the discretion of the school as to age and maturity, the School Library Council may therefore also include one or more student members. However, it is equally valid if the Council prefers to use other methods for considering student input, such as reader advisory conversations, surveys, circulation reports, title requests, etc.

RESPONSIBILITIES

As outlined in Knox County Schools Administrative Procedure AP-I-241, school library collection development involves a continuous cycle through the phases of Needs Assessment, Selection and Acquisition, Access, and Evaluation. In order to add vital perspectives to the process and ensure its high quality, School Library Councils will interface with the collection development cycle through these responsibilities:

- Ensuring strategic alignment of funding to programming priorities
- Regular review of incoming and outgoing materials
- Collaborative decision-making around response to concerns

Executing these responsibilities will allow each Council to periodically review the collection for age-appropriateness and suitability for the school's educational mission. The Principal and the school library media specialist will collaborate to set a meeting structure and workflow routine to accomplish these responsibilities, tailored to the unique needs of their school and their Council members.

Category:	Procedure:	
Instructional Goals and Objectives	**Off-Campus Trips**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-250	**December 2021**	

Parent/Guardian picking up a student from a field trip:
Knox County Schools understands that parents/guardians may choose to assume responsibility of their students at the conclusion of a field trip as opposed to having them return to the school under the supervision of a Knox County Schools employee. This practice is allowable as long as there is adherence to the following:

- The parent/guardian must submit a request in writing to the school's front office at a minimum of 24 hours prior to the field trip. *(This will give the school time to verify the request and ensure everything is in order.)*
- The KCS employee in charge of the field trip will check with the front office prior to leaving for the trip to verify the list of students who are approved to be picked up at the field trip rather than return to the school.
- The KCS employee in charge of the field trip will verify the parent/guardian's identity at the field trip site, parent is to furnish valid ID, and have him/her sign a sign-out sheet turning over responsibility to the parent/guardian.
- The parent/ guardian may only assume responsibility of the student(s) for which he/she has legal custody.
- A parent/guardian who is serving as a chaperone may not leave the field trip to take his/her personal student home, since it may compromise the adult to student ratios that must be maintained at the number below.
- The Knox County School employee in charge of the field trip has discretion and reserves the right to deny the request of the parent/guardian if the previous steps were not followed or if he/she feels the student's safety may be in jeopardy.

Chaperone to student ratio for Field trips by grade-level:
KCS values the participation of volunteer chaperones to be used for supervision on field trips. Adult-to-student ratios may vary but must be adequate for the field trip activity and the number and age of the students. Below are the expected adult-to-student ratios for Knox County Schools:

Elementary (Grades Pre-K -5)

Type of Field Trip	Adult: Student Ratio
Pre- K-2	1:5
Grades 3-5	1:10
Overnight	1:10

Secondary (Grades 6-12)

Type of Field Trip	Adult: Student Ratio
In-County Day field trips	1:15
Out of County or overnight field trips	1:10

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**School Volunteers**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-260	**September 2012**	**October 2013**

Refer to policy I-260.

All employees of the Knox County Schools and all volunteers must have a clear understanding of what is expected of a volunteer in the KCS.

Depending on the type of volunteer activity proposed, volunteers may be required to submit to a background check and/or provide information about themselves. The Knox County Schools will not accept volunteers who have been convicted of a felony listed in Tennessee Code Annotated (TCA) § 40-35-501(i)(2) or convicted of an offense listed in TCA § 39-17-417. Nor will volunteers be accepted if legal action is pending for any alleged activity under these statutes.

In order to volunteer in the Knox County Schools, an individual must:

- Sign a confidentiality agreement to protect the rights of students and parents
- Sign in and out each time they visit a school
- Be punctual and prepared, and notify the appropriate school contact in the event of an absence or delay
- Appear clean, neat, and appropriately attired
- Wear an identification tag at all times while on school grounds
- Work with students in areas designated by school staff
- Only provide food or drink to a student if authorized by the student's teacher or principal.

VOLUNTEER CLEARANCE LEVELS

Level 1 (Supervised): Task takes place under the supervision of an employee of the Knox County Schools and involves little or no student contact

Level 2 (Supervised): Task takes place under the supervision of a certified employee in a classroom or other group setting

Level 3 (Unsupervised - without driving students) - Task involves direct contact with students under limited supervision by school staff

Level 4 (Supervised - with driving students) – Task involves unsupervised contact with students on or off campus

	Level 1	***Level 2***	***Level 3***	***Level 4***
Descriptors	• *Public setting* • *Staff or adults may enter and observe at any time* • *No solitary time with student* • *Always within unobstructed view of school staff or multiple adults*	• *Public setting* • *Staff or adults can enter and observe at any time* • *No solitary time with student* • *Always within sight of school staff or multiple adults, but ability of staff to monitor volunteer's interactions with students limited by own responsibilities or other factors*	• *Public setting* • *Staff or adults can enter and observe at any time* • *Could have solitary time with student(s) of short duration (30 minutes or less)* • *May be outside of view of school staff or multiple adults for brief periods* • *May involve access to confidential student information (<u>only</u> if parent consents)*	• *Private setting in home or community* • *Extended solitary time with student* • *Solitary time with student on a regular basis* • *Overnight trips* • *Students must have a signed parental form*
Screening Tools	• *KCS Volunteer Profile form (online)* • *Task descriptions* • *List of volunteers and volunteer sign-in record*	• *KCS Volunteer Profile form (online)* • *Task descriptions* • *List of volunteers and volunteer sign-in record* • *Personal interaction/interview with school staff*	• *KCS Volunteer Profile form (online)* • *Task descriptions* • *List of volunteers and volunteer sign-in record* • *Personal interview* • *Full national criminal background check including sex offender screening* • *Orientation/training for volunteers including through task descriptions*	• *KCS Volunteer Profile form (online)* • *Task descriptions* • *List of volunteers and volunteer sign-in record* • *In-depth personal interview* • *Reference check* • *Full national criminal background check including sex offender screening* • *Training*

Examples	• *Resource speakers* • *Clerical/office assistance* • *PTA fundraising activities* • *Outdoor projects (i.e., Landscaping)*	• *Classroom tutors* • *Read-with-me or other reading help* • *Lunch buddies* • *Classroom helpers* • *Field days* • *Athletic concessions* • *School fairs* • *Day field trips*	• *Athletic/club sports coach* • *Small group sessions* • *Reading buddies (in separate rooms)* • *Day field trip chaperone (unsupervised)* • *Health clinic assistant*	• *Mentor* • *Field trip chaperone overnight trip*

PROVIDING TRANSPORTATION

Volunteers will not transport students away from campus except as part of a properly approved field trip as provided for under Board of Education policy IFCB Off Campus Trips.

PROHIBITED ACTIVITIES

Tasks requiring volunteers to use or to supervise students in the use of dangerous machinery or equipment are prohibited.

BACKGROUND CHECKS

As stated above, volunteers requiring clearance levels 3 and 4 will require a national background check. Background checks for volunteers differ from background checks for employees and are managed by the Knox County Schools Public Affairs Office at no cost to the requesting school or volunteer. The Knox County Schools will maintain a contract with an appropriate agency to complete these volunteer background checks and shall also make use of such local systems as are available through law enforcement agencies.

School administration will complete a background check request form provided electronically by the Knox County Schools and submit this request to the public affairs office for execution. School administration will receive written notification when volunteers have been cleared for or restricted from level 3 and 4 activities.

All background checks that return any arrest information will be reviewed by a committee minimally composed of the Director of Public Affairs, the Chief of Security (or designated representative), the supervisor of Business Partnerships and the Supervisor or Family and Community Engagement to determine if the findings are such that the volunteer should not be cleared for level 3 and 4 activities.

The Director of Public Affairs shall maintain a data base of all completed background checks and shall be responsible for notifying volunteers of their status based upon the completed background check process.

Once a volunteer completes a background check, that background check will be valid within the Knox County Schools for a period of six years.

If a volunteer is affiliated with a business or community organization that has completed a background check on the individual in the last six years that is of equal or better quality than the KCS required check, this background check may be used rather than initiating a new one. However, the organization must provide to the Knox County Schools a complete copy of the results returned from this check, and the school administration will forward this information to the public affairs office for documentation.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Title I**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-280	**June 1997**	

Refer to policy.

Knox County Schools
Title I Handbook FY (Year)
(*173 Pages*)

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Reporting Student Progress**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-310	**June 1997**	

Knox County Schools, report cards for each school division. Elementary, Middle and High School Departments.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Promotion, Retention, Acceleration**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-340	**June 1997**	

Refer to policy. Knox County Schools, Retention Guidelines (Memo). Elementary Department.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Uniform Grading**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-341	**December 2020**	**January 2021**

Four (4) percentage points shall be added to the grades used to calculate the semester average for dual enrollment courses taken by a student at an institution of higher education (IHE). The district will use the process below if the institution of higher education (IHE) does not assign numeric final grades.

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

Letter Grade Received from IHE	Numerical Grade Conversion	KCS Grade
A+	96	100-A
A	95	99-A
A-	93	97-A
B+	90	94-A
B	88	92-B
B-	85	89-B
C+	83	87-B
C	79	83-C
C-	75	79-C
D+	72	76-C
D	70	74-D
D-	68	72-D
F	65	69-F

- If the IHE provides a final numerical grade, 4 percentage points will be added to the numerical grade for the high school transcript.

- In the event the IHE provides a final numerical grade which equals a lower KCS letter grade after adding the 4 percentage points than the IHE transcript, the higher of the two will be entered on the KCS transcript. (Ex: The student receives a 70% C from the IHE. When 4 points are added, the student has a 74% D. The student would then be awarded a 75% C for the high school transcript grade.)

Note: *The district can only accept transcript grades from the IHE. Students report cards and/or communications cannot be applied to the uniform grading policy.*

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Test Security**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-383	**June 1997**	

Refer to policy. Research and Evaluation Office, Principal, Building level testing coordinator, teachers, and proctors responsible for implementation.

State Department of Education, Mandated Testing of Home School Students, 1997. Research and Evaluation Office.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Public Charter Schools**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-450	**October 2023**	

When there are breaches in charter contracts or violations of State and Federal laws, Knox County Schools must ensure that schools correct deficiencies. Charters are granted autonomy for methods used to achieve the goals outlined in the Charter; however, Knox County Schools must ensure that charter schools are held to the same laws as district-run schools. The table following table summarizes charter school standing and possible actions to address the standing. Charter schools that do not correct deficiencies will not be renewed or may have their contract revoked.

*Note: While the Charter School will be assigned a status following the annual monitoring process, Knox County Schools reserves the right to put schools at any status at any time if more immediate actions are warranted. Offenses of serious or dangerous nature could lead to immediate revocation of the Charter School.

Status*	Possible actions in response to status	Explanation of Notices and Letters
Good Standing: The Charter School is functioning as agreed upon in the Charter Agreement. Some minor infractions may occur, but when notified of concerns, the Charter School promptly comes into compliance.	● Standard timeline and procedures followed by KCS and Charter School ● Phone call made to discuss and rectify any minor infractions (if needed) ● *Notice of Concern* sent to Charter School detailing area of concern with the process for the administrative review and possible corrective plan request with timeline for rectifying the concern(s)	A charter school may receive a *Notice of Concern* if KCS has been made aware of or notices any signs of weak performance identified through routine monitoring, through implementation, compliance, or performance review, or by any other means. Corrective action steps with a timeline will be requested to address each area of concern.
Deficient: The Charter School has functioned inadequately in an identified area(s). When notified, the Charter School creates a Performance Improvement Plan to address the area of deficiency.	● *Notice of Deficiency* sent to Charter School Director and CEO with a requirement that a Performance Improvement Plan is developed with improvements, objectives, timelines, and measures (The Performance Improvement Plan must be approved by KCS.) ● The Charter School will have ten days to submit a Performance Improvement Plan with improvements, objectives, timelines, and measures.	A charter school may receive a *Notice of Deficiency* for failure to ● Meet multiple performance targets. ● Comply with applicable state laws and/or district policies. ● Comply with terms of the charter. ● Rectify any infractions or concerns.
Probation: The Charter School is demonstrating weak performance and is working with the KCS to follow a given Corrective Plan.	● *Notice of Probation* sent to the Charter School Director, Charter School CEO, and Charter Governing Board to serve as notification of probationary status and outlining terms of probation. KCS will create a Corrective Plan of Action with the Charter School that addresses	A charter school may receive a *Notice of Probation* if there is ● Continued failure to meet performance targets. ● Failure to meet objectives set forth in the Performance Improvement Plan. ● Continued failure to comply with state laws and/or district policies.

	the deficits and has measurable outcomes, a timeline, and improvement expectations.	Continued failure to comply with conditions of the Original Charter.
Revocation Review: The Charter School is underperforming. A KCS committee will conduct a review to determine if the school should continue to serve students or if the Charter Agreement should be revoked.	• *Revocation Review Letter* sent to the Charter School Director, Charter School CEO, and Charter Governing Board to serve as notice of potential school closure. • KCS recommendation sent to the KCS Board of Education to review the Charter School status and consider revocation. • Decision by the KCS Board of Education to revoke or not revoke the charter or impose lesser sanctions. • Charter School can elect to self-revoke the Charter Agreement.	A charter school may receive a *Revocation Review Letter* if there is • Failure to successfully address the terms of a previous probation. • Flagrant disregard of the charter agreement such as fraud. • Misappropriation of funds. • Extended patterns of failure to comply with applicable law. • Extended pattern of failure to comply with the terms of the charter including fiscal management and academic performance. A copy of this letter will be sent to the KCS Board of Education, the governing body of the charter school and the parents and staff of the charter school.
***Revocation*:** The Charter School has failed to meet Performance Standards and will no longer remain open. The Closure Plan will begin upon notification by KCS.	• *Revocation Letter* sent to the Charter School Director, Charter School CEO, and Charter Governing Board. • Charter School to submit closure action plan to KCS. • Follow TDOE Charter School Closure Guidance.	A Charter School will receive a *Revocation Letter* if • The school is included on the Tennessee Department of Education's State Priority list (See law 49-13-122). • The Revocation Review results in a recommendation to revoke. • The Charter School has done any of the following: committed a material violation of any conditions, standards or procedures set forth in the charter agreement and/or in the original charter goals, achievement of the state's accountability system. • failed to meet generally accepted standards of fiscal management. A copy of this letter will be sent to the KCS Board of Education, the governing body of the charter school and the parents and staff of the charter school.

Category:	Procedure:	
Instructional Goals and Objectives	**Public Charter Schools-Applications**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-451-1	**July 2026**	

CHARTER SCHOOL APPLICATIONS

A timeline for the application and review process will be in alignment with state law and state board policies. A copy of the protocol will be available on the district's website.

The Letter of Intent should be completed on the forms provided by the State Board of Education. The Letter of Intent should be submitted by the sponsor to the Board and the Tennessee Public Charter School Commission (the Commission).

The authorizer will confirm receipt and provide the sponsor with the current federal, state, and local per-pupil funding estimates.

Charter school applications should be completed using the forms provided by the State Board of Education. The application shall provide all the information required by state law.

The application (electronic and print) shall be submitted to the Board on or before 11:59 pm Central Time on February 1st of the year preceding the year in which the proposed charter school plans to begin operation as a charter school. Applicants will be assessed a fee of $2,500 when their applications are submitted to offset the costs incurred during the application and evaluation process. If the deadline for the Letter of Intent or the Application falls on a weekend or holiday, submissions will be accepted the next business day.[1]

All responsive applications will be evaluated by a committee recommended by the Director of Schools/designee and approved by the Board of Education (KCBOE Policy I-451). The committee shall consist of internal and external evaluators with varied expertise.

The review committee shall use the application scoring rubric provided by the State Board of Education and submit a recommendation to the Board for each application. The recommendation will include a consensus decision from the charter review committee to approve or deny the application. [2]

COMMITTEE REPRESENTATIVES

The committee shall consist of individuals with the following experience:

A. Academics (KCS)
B. Business & Talent (KCS)
C. Operations (KCS)
D. Student Services (KCS)
E. Law Office
F. Parent Representative
G. Community Representative

COMMITTEE RESPONSIBILITIES

The Charter Review Committee will be appointed to serve for one calendar year. They will review any applications to the Board, including amendments, new school/replication applications, or renewals.

Legal References:

1. T.C.A. § 49-13-107, TN Comp. R & Regs: 0520-14-01-.01.
2. T.C.A. §§ 49-13-107 and 108; State Board of Education Policy 6.111; TN Comp. R & Regs: 0520-14-01-.01.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Public Charter Schools-Agreements**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-451-2	**July 2026**	

OVERVIEW

Charter school agreements shall articulate the rights and responsibilities of each party as referenced in policy I-451.

All charter school agreements shall:[1]

a. Clearly state the rights and responsibilities of the school and the authorizer;

b. Define the material terms of the agreement as being those relevant to renewal;

c. Allow amendments subject to the approval of both parties;

d. State and respect the autonomies to which schools are entitled (e.g. programming, staffing, budgeting, and scheduling);

e. Define performance standards, criteria, and conditions for renewal, intervention, revocation, and non-renewal;

f. State the amount of the authorizer fee and when it will be collected;

g. Establish the consequences for meeting or not meeting standards as outlined by the Board;

h. State the statutory, regulatory, and procedural terms and conditions for the school's operation;

i. State reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety, and other legal requirements prior to opening; and

j. State the responsibility and commitment of the school to adhere to essential public education obligations, including admitting and serving all eligible students so long as space is available, and not expelling or counseling out students except pursuant to a legal discipline policy approved by the Board.

Legal Reference:

1. T.C.A. § 49-13-110; State Board of Education Policy 6.111.

Category:	Procedure:	
Instructional Goals and Objectives	**Public Charter Schools- Performance and Accountability**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-452-1	**July 2026**	

CHARTER SCHOOL OVERSIGHT

The district shall create a comprehensive performance, accountability, and compliance monitoring system based on the charter school agreement and communicate the results to each charter school and the Board. The Board shall utilize the results when making decisions. Reports on charter school oversight shall be compiled by the Director of Schools or designee and published on the district's webpage annually.
Communicate with the authorized charter schools, including both the charter school leader and the governing board, in accordance with Administrative Procedure AP-I-452-2.

Performance Framework

Charter school agreements shall include a performance framework.[1] Sources for obtaining this information shall be outlined in the framework. At a minimum, the framework shall include the following:
Academic performance standards that set expectations for student achievement and growth, incorporate state and federal accountability systems, and set expectations for postsecondary readiness (for high schools);

Financial performance standards that enable the Board to evaluate the charter's financial stability; and

Organizational performance standards that define the vital components of the educational program, state and federal legal requirements, and school environment expectations for which the Board shall hold the charter accountable.

Monitoring System

The district shall implement a performance and compliance monitoring system per the terms of the charter school agreement. This information will be available to the Board on an annual basis or as requested. To aid in this, the district shall develop a reporting calendar that outlines when information required by state law shall be provided. Monitoring evidence will include data provided through state/federal accountability systems, school submission, or authorizer evidence, including the annual site visit.
Charter School Reporting
Charter schools shall provide the information required by the charter school agreement and state law to the Board. The district shall coordinate with the school to outline the expectations of the reporting calendar and process for submission.

CHARTER SCHOOL INTERVENTION

General

The Board shall develop a clear plan for monitoring charter schools that shall be set forth in the charter school agreement. If the Board identifies a deficiency in the academics, finances, or operations of the charter

school, the district shall communicate the problem to the charter school. Any intervention shall be proportionate to the identified problem and adhere to the provisions of the charter school agreement, and intervention strategies shall preserve the school autonomy and responsibility while clearly stating consequences for noncompliance.[5]

The district shall give the charter school timely notice of any charter school agreement violations or performance deficiencies requiring intervention. Notices shall state the:

1. Deficiency;

2. Applicable regulatory, performance, or contractual provision(s) not achieved;

3. Expected remedy; and

4. Timeframe by which the Board expects the deficiency to be remedied or a corrective action plan to be submitted.

The district shall provide charter schools with reasonable time and opportunity to remedy the deficiency or to submit a corrective action plan.

The Board shall assign a level of intervention for the charter school as defined by the charter school agreement if deficiencies are identified following the Administrative Procedure AP-I-452-2. Depending on the severity of the deficiency, the Board reserves the right to revoke the charter school agreement in accordance with state law.[6]

Legal References:

1. State Board of Education Policy 6.111.
2. T.C.A. § 49-13-122.
3. T.C.A. §§ 49-13-110, 49-13-122, 49-13-130.

Administrative Procedure

Category:	Procedure:	
Instructional Goals and Objectives	**Public Charter Schools-Intervention**	
Descriptor Code:	Issued Date:	Revised Date:
AP-I-452-2	**July 2026**	

OVERVIEW

When there are breaches in charter school agreements or violations of state and federal laws, Knox County Schools must ensure that the charter school corrects any deficiencies. Charter schools are granted autonomy for methods used to achieve the goals outlined in the charter school agreement; however, Knox County Schools must ensure that charter schools are held to the same expectations as district-run schools. The following table summarizes our intervention procedure and the charter school's standing, possible triggers, and possible actions to address the status. Possible triggers may be related to state law (Tennessee Code Annotated, T.C.A.), State Board of Education (SBE) Rules or Policies, Tennessee Department of Education (TDOE) guidance, or federal laws and regulations.

INTERVENTION OF PERFORMANCE

Status and Notice/Letter	Possible Triggers	Possible Actions/Consequences
Level 0: Good Standing ***Noncompliance***	• Non-emergency situations related to T.C.A., SBE, Model Performance Framework, and/or charter school agreement that can be remedied with specific follow-up from school-level leadership.	• An email is sent to the school/network leadership to identify the infraction.
Level 1: Concern ***Notice of Concern***	• Non-emergency situations previously identified are unremedied. • Weak performance is identified through routine monitoring, implementation, compliance, performance review, or by any other means. • Financial weakness was identified through an annual financial audit. • Repeated failure to submit required compliance documents on a timely basis. • Achievement of "falls far below standard" in one area of the performance framework or achievement "does not meet standard" in multiple (2-4) areas of the performance framework.	• A written ***Notice of Concern*** is sent to the charter schools' governing board and the identified school/network leadership detailing the area of concern, the process for administrative review, and resources for compliance. Corrective action steps with a timeline may be requested.
Level 2: Deficient ***Notice of Deficiency***	• Achievement of "falls far below standard" in multiple (2-4) areas of the performance framework or achievement of "does not meet standard" in a significant (5 or more) number of areas of the performance framework. • Significant financial weakness was identified through an annual financial audit. • Failure to comply with applicable state laws and/or policies, terms of the charter, or other regulations. • Failure to rectify previously identified area of concern in a timely manner.	• A written ***Notice of Deficiency*** is sent to the charter school's governing board and the identified school/network leadership detailing the deficiency. A Performance Improvement Plan is developed by the school to include specific improvements, objectives, timelines, and measures, and submitted to the KCS charter office within 10 days. The KCS charter office must approve the plan.

Status and Notice/Letter	Possible Triggers	Possible Actions/Consequences
Level 3: Probationary ***Notice of Probation***	• Continued failure to meet multiple performance targets (state accountability, charter contract, or performance framework). • Identified as a priority/CSI school as defined by the TDOE's accountability system.[1] • Failure to meet objectives set forth in the deficiency status Performance Improvement Plan. • Continued or significant financial weakness identified through an annual financial audit or other means. • Continued or significant failure to comply with applicable state laws and/or policies, terms of the charter, or other regulations.	• A written ***Notice of Probation*** is sent to the charter school's governing board and the identified school/network leadership detailing the deficiency and outlining the terms of the probation. A Corrective Action Plan will be co-created with the charter school and will have measurable outcomes, a timeline, improvement expectations, and comprehensive support. The KCS charter office must approve the plan.
Level 4: Charter Revocation Review ***Revocation Review Letter***	• Pattern of failure to meet multiple performance targets (state accountability, charter agreement, or performance framework). • Three consecutive years of achieving "falls far below standard' on the performance framework in the same category. • Failure to meet objectives set forth in the probationary status Corrective Action Plan. • According to T.C.A. §49-13-122, a flagrant disregard of the charter agreement, misappropriation of funds, extended patterns of failure to comply with law, and extended failure to comply with the terms of the charter, including academic performance. • Two years identified as a priority/CSI school from the TDOE. [1]	• A ***Revocation Review Letter*** is sent to the charter school's governing board, the identified school/network leadership, and the KCBOE detailing the deficiency and outlining the terms of the review. • A decision by the KCBOE will follow and may be for revocation of the charter agreement or may impose lesser sanctions. • A copy of the letter, as well as the final decision, will be sent to the parents and staff of the charter school.
Level 5: Charter Revocation ***Revocation Letter***	• The Charter Revocation Review results in a decision to revoke the charter agreement.	• A ***Revocation Letter*** is sent to the charter school's governing board, the identified school/network leadership, and the KCBOE detailing the deficiency and outlining the terms of the charter revocation. • A plan and timeline for charter school closure will be included following state closure guidance and laws.[2] • A copy of the letter, as well as the school closure plan, will be sent to the parents and staff of the charter school.

CHARTER STATUS

Charter schools will be assigned a status following the annual monitoring process. Knox County Schools reserves the right to put schools at any status at any time if more immediate actions are warranted. Offenses of a serious or dangerous nature could lead to immediate revocation of the charter agreement.

Legal References:

1. T.C.A. § 49-13-122.
2. T.C.A. §§ 49-13-110, 49-13-122, 49-13-130.