

BARTLETT CITY BOARD OF EDUCATION BUSINESS MEETING AGENDA

AUDITORIUM
5705 STAGE ROAD
BARTLETT, TN 38134

November 18, 2021
7:00 PM

- I. INVOCATION
- II. PLEDGE OF ALLEGIANCE
- III. CALL TO ORDER & ROLL CALL
 - A. Official Business of the Day
- IV. SPECIAL PRESENTATIONS
- V. PUBLIC COMMENT
- VI. APPROVAL OF AGENDA
- VII. APPROVAL OF MINUTES OF PREVIOUS MEETINGS
 - A. October 28, 2021 Business Meeting Minutes
- VIII. REPORTS
 - A. Chairman's Report
 - B. Superintendent's Report
 - C. General Counsel's Report
 - D. Tennessee Legislative Network (TLN) Representative Report
 - E. Financial Report
- IX. UNFINISHED BOARD BUSINESS
 - A. Policy 4030 Enrollment in Advanced Courses Honors/Advanced Placement Course Selection REVISSED SECOND READING
 - B. Policy 4033: English Learners Limited English Proficiency Students REVISSED SECOND READING
- X. BOARD ACTION ITEMS
 - A. New Board Business
 - 1. 2022-2023 BCS Instructional Calendar
- XI. ADJOURNMENT

**BARTLETT CITY BOARD OF EDUCATION
BUSINESS MEETING MINUTES**

**AUDITORIUM
5705 STAGE ROAD
BARTLETT, TN 38134**

**October 28, 2021
7:00 PM**

INVOCATION AND PLEDGE OF ALLEGIANCE

Chairman Bryan Woodruff said a prayer. The Board and audience recited the Pledge of Allegiance.

Chairman Woodruff read the following statement at the beginning of the October 28, 2021 Board Meeting:

Thank you for attending this BCS Board meeting. For your information, this Board meeting is just that, it is a meeting of the Board to conduct the official business of the District. It is not a public forum or a town hall meeting, so audience participation is not allowed once the meeting is called to order. We do provide a limited time of three minutes per speaker for public comments at the beginning of the meeting and that is the proper time to address the Board. A reminder that any disruption during the meeting will result in you being asked to leave. Tennessee law classifies disruptions during a public meeting as a misdemeanor. Again, we ask that you refrain from any comments or disruptions during the meeting and we thank you in advance for your cooperation.

CALL TO ORDER & ROLL CALL

Official Business of the Day

Chairman Woodruff called the meeting to order at 7:00 p.m. The following Board Members were present.

Ms. Erin Berry
Mr. David Cook
Mrs. Shirley Jackson
Mr. Bryan Woodruff

Absent: Mr. Brad Ratliff

SPECIAL PRESENTATIONS

No Special Presentations.

PUBLIC COMMENT

*Victor Read
6355 Briargate Drive, Bartlett
RE: Masking, PCR Testing, Quarantining, Federal Funding*

APPROVAL OF AGENDA

Mr. David Cook made the motion to approve the agenda. Ms. Shirley Jackson seconded the motion. With all ayes, the agenda was approved

APPROVAL OF MINUTES OF PREVIOUS MEETINGS

September 23, 2021 Business Meeting Minutes

The September 23, 2021 Business Meeting Minutes passed with a motion by Ms. Erin Berry and a second by Mrs. Shirley Jackson.

Mr. Brad Ratliff: Absent, Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Bryan Woodruff: Aye

REPORTS

Chairman's Report

Chairman Bryan Woodruff noted for the Meeting Minutes that Board Member Brad Ratliff is in Nashville for the Special Session representing the District, so he is not present for the Board Meeting tonight.

I appreciate Brad making the trip to represent us. A lot of interesting things are going on in Nashville right now. I recommend, if you feel strongly about the issues, that you reach out to your legislators as they are discussing them actively and quickly right now.

Superintendent's Report

Superintendent Dr. David Stephens provided the following updates:

- The Bartlett High School gym renovation is wrapping up. It looks really nice and we are excited for that portion of the renovation to be completed.
- We have been having conversations regarding Work Force development. As you know, the new Ford Plant, Blue Oval City is coming. We had conversations with the Bartlett Chamber and some of the other different trade groups about what this will look like and the impact on our community. We are excited to continue those conversations. The Daily Memphian recently had a good article on the Advanced Manufacturing program at BHS. We have about 100 students in the program. Those Advanced Manufacturing and Medical Device Manufacturing skills will go along with what will be happening at the Ford Plant.
- We will continue monitoring the Special Session in Nashville and will update if anything changes.

General Counsel's Report

No report.

Tennessee Legislative Network (TLN) Representative Report

No report.

Financial Report

The September 2021-22 Financial Report was accepted by the Board. It is a non-voting item.

UNFINISHED BOARD BUSINESS

No Unfinished Business.

BOARD ACTION ITEMS

Consent Agenda

- 1. Policy 3002 Emergency Closings REVISED SECOND READING**
- 2. Policy 4019 Family Life NEW SECOND READING**
- 3. Policy 5038 Temporary COVID-19 Leave ~~Families First Coronavirus Response Act (FFCRA)~~ REVISED SECOND READING**
- 4. Policy 6014 Home School REVISED SECOND READING**
- 5. Policy 6047 Attendance REVISED SECOND READING**

The Consent Agenda passed with a motion by Mr. David Cook and a second by Mrs. Shirley Jackson.

Mr. Brad Ratliff: Absent, Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Bryan Woodruff: Aye

New Board Business

Policy 4030: Enrollment in Advanced Courses ~~Honors Advanced Placement Course Selection~~ REVISED FIRST READING

The First Reading of Revised Policy 4030: Enrollment in Advanced Courses ~~Honors Advanced Placement Course Selection~~ passed with a motion by Ms. Erin Berry and a second by Mr. David Cook.

Mr. Brad Ratliff: Absent, Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Bryan Woodruff: Aye

Policy 4033: English Learners ~~Limited English Proficiency Students~~ REVISED FIRST READING

The First Reading of Revised Policy 4033: English Learners ~~Limited English Proficiency Students~~ passed with a motion by Mr. David Cook and a second by Mrs. Shirley Jackson.

Mr. Brad Ratliff: Absent, Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Bryan Woodruff: Aye

Safe Schools Grant

The Safe Schools Grant passed with a motion by Mrs. Shirley Jackson and a second by Mr. David Cook.

Mr. Brad Ratliff: Absent, Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Bryan Woodruff: Aye

LEA Compliance Report 2021

The LEA Compliance Report for 2021 passed with a motion by Ms. Erin Berry and a second by Mrs. Shirley Jackson.

Mr. Brad Ratliff: Absent, Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Bryan Woodruff: Aye

**Approval of School Support Organizations (SSO) 2021-2022
Appling Middle School Band Boosters
Bartlett Basketball Booster Club**

Approval of School Support Organizations (SSO) 2021-2022 passed with a motion by Mrs. Shirley Jackson and a second by Mr. David Cook.

Mr. Brad Ratliff: Absent, Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Bryan Woodruff: Aye

Bartlett City Schools 2021-2022 Emergency Operations Plan Annual Approval

Approval of the Bartlett City Schools 2021-2022 Emergency Operations Plan Annual passed with a motion by Mr. David Cook and a second by Ms. Erin Berry.

Mr. Brad Ratliff: Absent, Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Bryan Woodruff: Aye

ADJOURNMENT

The Board Meeting adjourned at 7:15 p.m.

Bryan Woodruff, Chairman

Dr. David A. Stephens, Superintendent

POLICY 4030: Enrollment in Advanced Courses Honors / Advanced Placement Course Selection Procedures

General Requirement: A student may elect to take an Honors/Advanced Placement Course upon successful completion of the prerequisite course(s) with a “C” average.

Students in grades six (6) through twelve (6-12) may enroll in available advanced courses including, but not limited to, advanced English language arts, mathematics, or science courses.¹

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

1. Exceptional Courses: Grades 6-7 - Recommendations for enrollment based on prior success in prerequisite course(s) and proficiency level on TCAP/TNReady tests.
2. Honors Courses in Middle School - Recommendations for enrollment based on prior success in prerequisite course(s) and proficiency level on TCAP/TNReady/EOC tests.
3. Dual Credit Courses: College Partner determined enrollment requirements
4. Dual Enrollment: College Partner determined enrollment requirements

9-12 Honors courses, AP, Industry Certification and CLEP courses are open for enrollment to all students.

The principal shall have the authority to require additional criteria for the enrollment in advanced courses to fit the needs of the students within the school.

NOTIFICATION

Parent(s)/guardian(s) shall be provided written notification of a student’s eligibility to enroll in advanced courses pursuant to this policy. The notification shall state that once enrolled, a student will remain enrolled in the course unless the parent/guardian timely submits a written request for removal. The Superintendent or his/her designee shall determine the deadline to submit a request for removal, and such deadline shall be included in the written notification of advanced course eligibility.

Should a student encounter difficulty in making adequate academic progress in an

¹ T.C.A. 49-6-1012; TRR/MS

Honors or Advanced Placement Course, the following procedures should be followed:

The student must first consult the teacher for ways to improve. If academic difficulty continues, the parent may request a school meeting to include the teacher, the student, the parent(s), and the appropriate school counselor along with the appropriate Assistant Principal. This team will form a plan of action.

Students may also be removed from an advanced course if the student's teacher determines that, based on the student's performance in the course after thirty (30) days of instruction, the student should be removed and placed in an alternate course. If a teacher makes such a determination, a removal request shall be submitted to the Principal or his/her designee, and the request may be approved or denied.

COLLEGE LEVEL COURSES²

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

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

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

HONORS COURSES AND EARLY POSTSECONDARY OPPORTUNITIES³

Bartlett City Schools will offer honors and early postsecondary opportunities (EPSO) for all students to better prepare them for postsecondary and career. These offerings shall provide opportunities for students to earn postsecondary credits, obtain recognized industry certifications, and/or substantially exceed existing content standards of high school courses as approved by the State Board of Education. Students completing such courses shall receive additional grade weighting consistent with Policy 4014: Grading System. The Board shall annually approve the list of such courses and shall provide this information readily to all Bartlett City Schools students and the public.

Should a student encounter difficulty in making adequate academic progress in an Honors or Advanced Placement Course, the following procedures should be followed:

² TRR/MS 0520-01-03-.03(8)

³ Tennessee State Board of Education Policy 3.301

- ~~• The student must first consult the teacher for ways to improve.~~
- ~~• If academic difficulty continues, the parent may request a school meeting to include the teacher, the student, the parent(s), and the appropriate school counselor along with the appropriate assistant principal. This team will form a plan of action.~~

~~The final approval for a student to drop a course is at the discretion of the principal and shall be based upon multiple factors, including available space in an alternative class at the time of the request.~~

~~Framework of Standards for Honors Courses~~ HONORS COURSES⁴

~~Honors courses are high school courses that provide additional rigor and substantially~~ Honors courses will substantially exceed the ~~content academic~~ standards, learning expectations, and performance indicators approved by the State Board of Education. Teachers of honors courses will model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology.

~~4. All honors courses must include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, an honors course shall include a minimum of five of the following components:~~

- ~~i. Extended reading assignments that connect with the specified curriculum.~~
- ~~ii. Research-based writing assignments that address and extend the course curriculum.~~
- ~~iii. Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, PowerPoint, or other modes of sharing findings. Connection of the project to the community is encouraged.~~
- ~~iv. Open-ended investigations in which the student selects the questions and designs the research.~~
- ~~v. Writing assignments that demonstrate a variety of modes, purposes, and styles. ^[1]_{SEP}~~
 - ~~1. Examples of mode include narrative, descriptive, persuasive, expository, and expressive.~~
 - ~~2. Examples of purpose include to inform, entertain, and persuade. ^[1]_{SEP}~~
 - ~~3. Examples of style include formal, informal, literary, analytical, and technical.~~
- ~~vi. Integration of appropriate technology into the course of study.~~
- ~~vii. Deeper exploration of the culture, values, and history of the discipline.~~
- ~~viii. Extensive opportunities for problem-solving experiences through imagination, critical analysis, and application.~~

⁴ [Tennessee State Board of Education Policy 3.301](#)

~~ix.~~ Job shadowing experiences with presentations which connect class study to the world of work.

ix.

All course types which meet the above framework will be classified as honors, eligible for additional percentage point weighting.

INDUSTRY CERTIFICATION ALIGNED COURSES

Career and Technical education courses that are aligned to offer a National Industry Certification through a nationally recognized examination and/or an industry certification recognized by the Tennessee Department of Education may be weighted by adding 3 additional points to all grades used to calculate the semester average.

~~If honors courses and courses that offer National Industry Certification are offered, the Board shall annually approve the list of such courses. This list of National Industry Certification courses and of approved honors courses with a complete syllabus for each course shall be approved by the Board and made readily available to all Bartlett City Schools students.~~

~~Advanced Placement Courses~~ ADVANCED PLACEMENT COURSES⁵

~~The Board shall annually approve a list of Advanced Placement courses and make such list. This list of approved courses shall be made~~ readily available to all Bartlett City Schools students and the public. Approved courses must substantially incorporate the learning objectives and course descriptions as defined by the College Board Agency.

Only Advanced Placement courses that have end-of-course national examinations qualify for the addition of 5 points to grades used to calculate semester averages, and such additional weighting shall be removed if the student does not participate in the culminating exam by the end of the school year in which the course was completed.

⁵ Tennessee State Board of Education Policy 3.301

Bartlett City Board of Education		4033
Descriptor Term: LIMITED ENGLISH PROFICIENCY STUDENTS ENGLISH LEARNERS	Descriptor Code: INSTRUCTIONAL SERVICES	Issue Date: 5/22/2014
	Rescinds:	Revised:

1 ~~The Board recognizes the need to provide equal educational opportunities for all students in the~~
2 ~~District. Therefore, if the inability to speak and understand the English language excludes a~~
3 ~~student from effective participation in the educational programs offered by the District, the District~~
4 ~~shall take appropriate action to rectify the English language deficiency in order to provide the~~
5 ~~student equal access to its programs. Students who have limited English proficiency (LEP) shall~~
6 ~~be identified, assessed and provided appropriate services.~~

7 ~~Limited English Proficiency (LEP): Refers to a student whose proficiency in reading, writing,~~
8 ~~listening and/or speaking English is below that of grade and age-level peers. Limited English~~
9 ~~proficiency is based on the assessment of a student's English language proficiency.~~

10 ~~Non-English Proficiency (NEP): Refers to a student who is not proficient in reading, writing,~~
11 ~~listening and/or speaking English.~~

12 ~~Language Instruction Education Program: An instructional course in which an LEP or NEP child~~
13 ~~is placed for the purpose of developing and attaining English proficiency while meeting~~
14 ~~challenging state academic standards as required by law. The program may make instructional~~
15 ~~use of both English and a child's native language and may include the participation of English~~
16 ~~proficient children if such course is designed to enable all participating children to become~~
17 ~~proficient in English and a second language.~~

18 Language Instruction Program

19 ~~The Board directs the administration to develop and implement language instruction programs~~
20 ~~that:¹~~

- 21 ~~1. Appropriately identify language minority students through the use of a Student Home~~
22 ~~Language Survey. The building administrator shall develop procedures to ensure that all~~
23 ~~new and currently enrolled students complete the Home Language Survey.~~
- 24 ~~2. Appropriately identify students with limited English proficiency.~~
- 25 ~~3. Determine the appropriate instructional environment for LEP students.~~
- 26 ~~4. Annually assess the English proficiency of LEP students and monitor the progress of~~
27 ~~students receiving ESL instruction in order to determine their readiness for the mainstream~~
28 ~~classroom environment.~~
- 29 ~~5. Provide parents with notice of and information regarding the instructional program as~~
30 ~~required by law. Parental involvement will be encouraged and parents will be regularly~~
31 ~~apprised of their child's progress.²~~

¹No Child Left Behind, Part A §3116

²No Child Left Behind, Part A §1112(g) & (4)

1 The Board recognizes the need to provide equal educational opportunities for all students
2 in the district. Therefore, if the inability to speak and understand the English language
3 excludes a student from effective participation in the educational programs offered by the
4 district, the district shall take reasonable actions to provide the student equal access to its
5 programs. Students who are English Learners ("EL") shall be identified, assessed, and
6 provided appropriate services. No child shall be admitted to or excluded from any program
7 or extra-curricular activity based on the student's or their parents'/guardians' surname, ~~or~~
8 EL status, or actual or perceived citizenship or immigration status.¹
9

10 ENGLISH LANGUAGE INSTRUCTION PROGRAM

11
12 The Board directs the administration to develop and implement language instruction
13 programs that:²
14

- 15 1. Appropriately identify EL students in a timely, valid, and reliable manner.
- 16
- 17 2. Determine the appropriate instructional environment for EL students. Every EL student
18 will have an Individual Learning Plan (ILP) with growth trajectories including language
19 goals, accommodations if needed, and academic data.
- 20
- 21 3. Provide EL students with a language assistance program that is a state-approved
22 instructional service delivery model and proven successful.
- 23
- 24 4. Annually assess the English proficiency of EL students and monitor the progress of
25 students in order to determine their readiness for standard instructional program.
- 26
- 27 5. Monitor the progress of students that have exited the EL program.
- 28

29 PARENTAL NOTIFICATION³

30
31 Parents of EL students shall be given notice of, and information regarding, the instructional
32 program within the first thirty (30) days of the school year, or within the first two weeks of
33 a student being placed in a language instruction educational program (LIEP). All
34 communication shall be communicated in the language and method that the parent can
35 understand, to the extent practicable. At a minimum-, the notice will include the following:³
36

- 37 1. The reason for identifying the child as an EL student;
- 38
- 39 2. The child's level of English language proficiency, including how the level was
40 assessed, and the status of the child's academic achievement;
- 41
- 42 3. Methods of instruction used in the program, methods of instruction in other
43 available programs, and how they differ;

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

- 4. How the program meets the educational strengths and needs of the student, and how the program will help the student reach English language proficiency and meet academic standards
- 5. Program exit requirements, rate of transition to a standard instructional program classroom, and expected rate of high school graduation;
- 6. How the program meets the goals of an EL student with an IEP; and information on the parents' right to withdraw the student from the program or choose another program or method of instruction if available.

Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.⁴

Parents of English Learners have the right to refuse placement of their children in ESL programs by giving notice to their child's school Principal.

1. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 112(e)(3)(D); State Board of Education Policy 3.207

2. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 113(b)(3)(B); State Board of Education Policy 3.207

3. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 112(e)(3)(A); State Board of Education Policy 3.207

4. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 112(e)(3)(C); State Board of Education Policy 3.207



2022-2023 Instructional Calendar

Before School Begins

July 27, 2022	Administrative Day
July 28, 29; August 1, 2022	Inservice Days
August 2, 2022	Administrative Day
August 3-4, 2022	Inservice Days
August 5, 2022	Administrative Day

First Semester					83 Days
Date	Day	Event	Students	Teachers	
August 8	Monday	1 st Day for Students 1 st Day 1 st Quarter	In	In	
September 5	Monday	Labor Day	Out	Out	
September 22	Thursday	Parent Conferences (4-7 PM)	In	In (Full Day + ½ Conference)	
October 7	Friday	End of 1 st Quarter	In	In	
October 10-14	Monday-Friday	Fall Break	Out	Out	
October 17	Monday	1 st Day 2 nd Quarter	In	In	
November 11	Friday	Veterans Day	Out	Out	
November 21-22	Monday-Tuesday	Inservice Flex Days	Out	Flex	
November 23-25	Wednesday-Friday	Thanksgiving Break	Out	Out	
December 16	Friday	End of 2 nd Quarter	In (1/2 Day)	In (1/2 Day)	
December 19-20	Monday-Tuesday	Winter Break Inservice Flex Days	Out	Flex	
December 21-30	Wednesday-Friday	Winter Break	Out	Out	
Second Semester					92 Days
Date	Day	Event	Students	Teachers	
January 2	Monday	Students Return 1 st Day 3 rd Quarter	In	In	
January 16	Monday	MLK Jr. Day	Out	Out	
February 9	Thursday	Parent Conferences (4-7 PM)	In	In (Full Day + ½ Conference)	
February 20	Monday	President's Day Professional Development	Out	In	
March 10	Friday	End of 3 rd Quarter	In	In	
March 13-17	Monday-Friday	Spring Break	Out	Out	
March 20	Monday	1 st Day 4 th Quarter	In	In	
April 7	Friday	Good Friday	Out	Out	
May 19	Friday	End of 4 th Quarter	In (1/2 Day)	In (1/2 Day)	

175 Instructional Days

Q 1=44 Days
Q 2=39 Days

(S 1=83 Days)

Q 3=48 Days
Q 4=44 Days
(S2=92 Days)

Inservice

July 28 (1)
July 29 (1)
August 1 (1)
August 3 (1)
August 4 (1)

=====

5 Days

P.D. Stockpile

November 21 (1)-FLEX
November 22 (1)-FLEX
December 19 (1)-FLEX
December 20 (1)-FLEX
February 20 (1)

=====

5 Days

Admin

July 27 (1)
August 2 (1)
August 5 (1)
Fall Adm Day - TBD (.5)
Spring Adm Day - TBD (.5)

=====

4 Days

Conference

November 8 (.5)
February 9 (.5)

=====

1 Day