

Bartlett City Board of Education Business Meeting

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

**July 28, 2022
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. June 23, 2022 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 4006 Library Materials Selection REVISED SECOND READING
- X. BOARD ACTION ITEMS
 - A. Consent Agenda
 - 1. Memorandum of Understanding (MOU) between TCAT Memphis and Bartlett City Board of Education
 - 2. Memorandum of Understanding (MOU) between Bartlett City Board of Education and the Shelby County Sheriff's Office for School Resource Officers
 - 3. Agreement for Special Education Services with the State Special Schools (SSS) including Tennessee School for the Blind and Tennessee School for the Deaf
 - 4. BCS Coordinated School Health District Application
 - 5. Bid FY22014 - Fresh Produce
 - 6. Bid FY22015 - Ice Cream Novelty Products
 - 7. Bid FY22016 - Milk Dairy Products
 - B. New Board Business
 - 1. Approval of School Support Organizations (SSO) 2022-2023
 - 2. Addendum to the BCS Middle School Fees for 2022-2023
 - 3. POLICY 4010: Awarding of Credits REVISED FIRST READING
 - 4. POLICY 4014: Grading System REVISED FIRST READING

5. POLICY 4028: Isolation or Restraint of Students Receiving IDEA
Special Education Services REVISED FIRST READING

XI. ADJOURNMENT

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

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

**June 23, 2022
7:00 PM**

INVOCATION AND PLEDGE OF ALLEGIANCE

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

CALL TO ORDER & ROLL CALL

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. Brad Ratliff
Mr. Bryan Woodruff

SPECIAL PRESENTATIONS

Nick Averwater, Amro Music Stores, Inc. presented the NAMM Best Communities for Music Education Award to BCS. This is the 5th year that BCS has received this award.

2021-2022 Superintendent Evaluation

Kari Shoopman, General Counsel, reviewed the 2021-2022 Performance Evaluation for Dr. David A. Stephens, Superintendent of Bartlett City Schools.

Superintendent of Schools Overall Evaluation Score 2021-2022	
Section I Qualitative:	
Appendix A-Administrator Survey	4.85 X 15 % = .73
Appendix B-Board Observational Data	4.94 X 85 % = 4.20
OVERALL EVALUATION SCORE:	4.93

PUBLIC COMMENT

No public comments.

APPROVAL OF AGENDA

Chairman Woodruff requested that item 12. Policy 4031 Instructional Materials be pulled from the agenda. Mr. David Cook made the motion to approve the amended agenda. Ms. Erin Berry seconded the motion. With all ayes, the amended agenda was approved.

APPROVAL OF MINUTES OF PREVIOUS MEETINGS

May 26, 2022 Business Meeting Minutes

The May 26, 2022 Business Meeting Minutes passed with a motion by Ms. Erin Berry and a second by Mr. David Cook.

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

REPORTS

Chairman's Report

Chairman Woodruff updated the Board that he was asked to serve on the TSBA OPEB Board of Trustees beginning in November. Chairman Woodruff and the Board wished Superintendent Dr. Stephens a Happy Birthday.

Superintendent's Report

Superintendent Stephens provided the following update to the Board:

- I am very appreciative of the Mayor and Alderman for approving 6 additional School Resource Officers (SRO's) for our schools.
- The Bartlett Academy renovation is going well.
- The summer learning camps are going well.
- Commissioner Schwinn visited BHS on her summer tour. Very impressed with the campus and our machining lab.
- I met with the Advanced Manufacturing Industry Council and Ford on Monday.
- Staffing for the new school year is going well.
- Test scores will be released in the middle of July.
- We have begun planning for the start of the school year.
- System Wide Address will be held on August 5th.
- Continue to pray for Jeff Waller's health.

General Counsel's Report

No report.

Tennessee Legislative Network (TLN) Representative Report

No report.

Financial Report

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

UNFINISHED BOARD BUSINESS

No unfinished Business Items.

BOARD ACTION ITEMS

New Board Business

Election of Chairman

Mr. Bryan Woodruff was elected by roll call vote to serve as the Board Chairman beginning July 1, 2022 for a one-year term ending June 30, 2023.

Election of Vice-Chairman

Mr. David Cook was elected by roll call vote to serve as the Vice-Chairman beginning July 1, 2022 for a one-year term ending June 30, 2023.

Election of Tennessee Legislative Network Representative (TLN)

Mr. Brad Ratliff was elected by roll call vote to serve as the Tennessee Legislative Network Representative (TLN) beginning July 1, 2022 for a one-year term ending June 30, 2023.

Advance Therapy Services, LLC Contract

Advance Therapy Services, LLC Contract passed with a motion by Mrs. Shirley Jackson and a second by Mr. David Cook.

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

Professional Audiological Services, Inc. Contract

Professional Audiological Services, Inc. Contract passed with a motion by Mrs. Shirley Jackson and a second by Mr. Brad Ratliff.

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

Therapy Travelers – Teacher of Visually Impaired

Therapy Travelers - Teacher of Visually Impaired passed with a motion by Ms. Erin Berry and a second by Mr. David Cook.

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

Memorandum of Understanding (MOU) between Lakeside and Bartlett City Board of Education

Memorandum of Understanding (MOU) between Lakeside and Bartlett City Board of Education passed with a motion by Mr. David Cook and a second by Ms. Erin Berry.

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

Memorandum of Understanding (MOU) between Memphis Youth Academy (formerly Archon) and Bartlett City Board of Education

Memorandum of Understanding (MOU) between Memphis Youth Academy (formerly Archon) and Bartlett City Board of Education passed with a motion by Ms. Erin Berry and a second by Mrs. Shirley Jackson.

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

Memorandum of Understanding (MOU) between Youth Villages and Bartlett City Board of Education

Memorandum of Understanding (MOU) between Youth Villages and Bartlett City Board of Education passed with a motion by Ms. Erin Berry and a second by Mr. David Cook.

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

Bartlett City Schools Attendance Plan for Truancy

Bartlett City Schools Attendance Plan for Truancy passed with a motion by Mr. David Cook and a second by Ms. Erin Berry.

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

~~Policy 4031: Instructional Materials REVISED FIRST READING~~ Pulled from Agenda.

Uncollectable Cafeteria Charges

Uncollectable Cafeteria Charges passed with a motion by Mr. David Cook and a second by Ms. Erin Berry.

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

Resolution 9 - 8 Budget Amendment

Resolution 9 - 8 Budget Amendment passed with a motion by Mr. David Cook and a second by Ms. Erin Berry.

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

ADJOURNMENT

The meeting adjourned at 7:40 p.m.

Bryan Woodruff, Chairman

Dr. David A. Stephens, Superintendent

Policy 4006: Library Materials Selection and Adoption

The “Library Collections” for each Bartlett City school have been developed over a period of years, prior to the adoption of this Policy. After the passage of this Policy, the evolution of the BCS school “Library Collections” shall be based upon the following processes set forth in this Policy. Materials for school libraries shall be recommended for purchase by the professional personnel of the school libraries. Consultation must take place with the faculty, administration, students, and central administration.

All materials selected shall support state and national standards of school library service. Gifts to the library may be accepted only with the understanding that the disposition of such gifts becomes the prerogative of the Bartlett City Board of Education.

DEFINITIONS¹

“Library Collections” refers to all materials made available to students by the school but does not include materials made available to students as part of a course of curriculum.

“Materials” refers to books, periodicals, newspapers, manuscripts, films, prints, documents, microfilm, discs, cassettes, videotapes, applications, and subscription content in any form.

DEVELOPMENT OF THE LIBRARY COLLECTIONS²

1. The Principal for each BCS school shall select four classroom teachers at the commencement of each school year to serve on a Library Collection Committee, along with their respective School Librarian. The Library Collection Committee shall review all new materials that will be made available to students other than those materials made available as part of a course curriculum. The BCS Instructional Supervisors shall be consulted by the Library Collection Committee when the Committee is considering new materials that are in the form of subscription content or applications.
- 1.
2. The Library Collection Committee shall recommend to the School Principal the approval of all new materials that will be made available to students other than those materials made available to students as part of a course curriculum.
- 2.
3. The criterion used by the Library Collection Committee when determining whether to approve new materials shall be:
 - a) Whether the materials are appropriate for the age and maturity levels of the students who have access to those materials; and
 - b) Whether the materials are suitable for and consistent with the educational mission of the school.

¹ T.C.A. §49-6-3802

² T.C.A. §49-6-3803

4. Based upon the Committee’s recommendation, the School Principal shall either approve or deny the Committee’s recommendation.
5. The Library Collection Committee shall review the Library Collection annually to determine whether there are any materials that:
 - a) May not be appropriate for the age and maturity levels of the students who have access to the materials; and/or
 - b) May not be suitable for and consistent with the educational mission of the school.
6. If the Committee determines that any of the materials in the school’s Library Collection are not appropriate for the age and maturity levels of the students who have access to the materials and/or may not be suitable for and consistent with the educational mission of the school, the Committee shall recommend to the School Principal:
 - a) That the material be removed from the school’s Library Collection; or
 - b) That the material be removed from access to students based upon students’ ages or maturity levels.
7. The School Principal shall act on the Committee’s annual review recommendations within thirty (30) days after receiving the Committee’s recommendation.

A list of materials in the school’s “Library Collection” shall be maintained on each school’s website.

FEEDBACK³

If a student, student’s parent or guardian, or school employee believes that one or more of the materials in the school’s “Library Collection” of the student’s or employee’s school is:

- a) Not appropriate for the age and maturity levels of the students who have access to the materials; and/or
- b) Not be suitable for and/or consistent with the educational mission of the school,

then the student, student’s parent or guardian, or school employee may provide feedback to the “Library Collection Committee” of their concern. The feedback must be provided on a form that will be provided on the school’s website.

The Committee shall review all feedback provided and will recommend to the School Principal the appropriate response to the feedback and action, if any, to be taken based upon the review of

³ T.C.A. §49-6-3803

the feedback. The School Principal shall provide a response to the student, student's parent or guardian, or school employee within thirty (30) calendar days of when the feedback was received by the Committee.

If the student, student's parent or guardian, or school employee is dissatisfied with the response of the School Principal, the student, student's parent or guardian, or school employee shall submit the original feedback form and the School Principal's response to the BCS Chief Academic Officer for his/her review and evaluation. The BCS Chief Academic Officer shall provide a response to the student, student's parent or guardian or school employee within thirty (30) calendar days of when the feedback was received by the BCS Chief Academic Officer.

If the student, student's parent or guardian, or school employee is dissatisfied with the response of the BCS Chief Academic Officer, the student, student's parent or guardian, or school employee shall submit the original feedback form, the School Principal's response, and the response of the BCS Chief Academic Officer to the BCS Board Chairman for consideration by the full BCS Board of Education.

The full BCS Board of Education must consider the feedback provided at its next regular Board meeting following the Board Chairperson's receipt of the feedback form with responses. If a majority of the BCS Board of Education determines that the material in question is not appropriate for the age and maturity levels of the students who have access to the materials, and/or is not suitable for, or consistent with, the educational mission of the school, then the school shall remove the material from its Library Collection.

~~In order to provide a current, highly usable collection of materials in every library, media specialists shall provide for constant and continuing renewal of the collection, not only by the addition of up-to-date materials, but by the careful elimination of those materials that are no longer usable.~~

Policy 4010: Awarding of Credits

A student receiving a passing grade earns credit in the course according to the number of periods the class meets each day. All earned credits will apply toward meeting graduation requirements. Credits will be awarded each semester as indicated.

Period(s) Class Meets each Day	Minimum Credit Per Semester	Total Credit Per Year
1	0.5	1.0
2	1.0	2.0
3	1.5	3.0

| Only in performing and visual arts will students be allowed to duplicate credits.¹

¹ TRR/MS 0520-01-03-.06(f)

Bartlett City Board of Education		4014
Descriptor Term: GRADING SYSTEM	Descriptor Code: Instructional Services	Issue Date: 07/24/2014
	Rescinds:	Revised: 04/28/2016; 06/23/2016; 06/22/2017; 03/10/2020

1 The Bartlett City Schools grading system will follow all applicable statutes, rules, and regulations of
2 the State Board of Education. The grading system shall be uniform district-wide¹, except to the
3 extent that BCS operates ungraded and/or unstructured classes in grades K-3 in accordance with
4 state rules and regulations.² Conduct grades are based on behavior and shall not be deducted from
5 scholastic grades. Student conduct grades shall reflect “E” for excellent, “G” for good, “S” for
6 satisfactory, “N” for needs improvement”, or “U” for unsatisfactory and shall be reported at each
7 grading period.

8 **REPORT CARDS**

9 The report card form, content, and procedure shall be approved by the Board prior to
10 implementation. Report cards shall include the information necessary to communicate student
11 progress to parents, and they shall provide academic progress and attendance information on a
12 regular basis. Report cards are distributed at the end of each nine-week grading period. At the
13 midpoint of the nine weeks, parents will be notified of students’ progress through an interim report.
14 When a student’s behavior or academic performance falls below acceptable levels, the teacher
15 must notify the parent through interim reports or student report cards. All elementary report cards
16 shall contain sufficient space for teacher and parent comments.

17 Kindergarten Report Cards

18 Kindergarten grade level standards shall be as prescribed by the State of Tennessee. Students are
19 evaluated based on their progress toward meeting benchmarks for each standard. Progress shall
20 be indicated by “M” for “Mastery and “X” for “Non-Mastery” for each skill. Letter grades are used to
21 express basic grading for non-core content areas like art, music, and physical education. Letter
22 grades include “E” for excellent, “G” for good, “S” for satisfactory, “N” for needs improvement or “U”
23 for unsatisfactory.

¹ T.C.A. §49-1-302(a)(17)

² T.C.A. §49-1-302(g)

1 **GRADING SCALE GRADES ONE (1) THROUGH TWELVE (12)**

2 The grading system for core content areas is expressed by the letters “A”, “B”, “C”, “D”, and “F”
3 according to the numerical values listed on the grading scale below. First (1st) and second (2nd)
4 grade science and social studies will be expressed by the letter grades “S” or “N”.

A	90-100
B	80-89
C	70-79
D	65-69 60-69
F	Below 60 5

5 State Standardized Assessments

6 For students in grades 3-12, scores on state standardized assessments shall comprise the
7 minimum percentage of the students’ final grades as permitted by law.³

8 All state standardized raw assessment data shall be calculated by using the target grade
9 methodology as prescribed by the State Department of Education.

10 High School Grading

11 Students who meet only the minimum requirements should be given minimum passing grades. No
12 student may fail for the semester or year if the only failing grade is that of the semester examination.

13 Students who successfully complete a high school course will earn high school credit. Credits will
14 be awarded in .5 increments upon successful completion of a semester. A student will receive one
15 full credit in the course if he/she receives a passing yearly grade in the course.

16 For courses which have no state mandated end of course (“EOC”) exam, each semester grade is
17 fifty percent (50%) of the final grade. For courses which include a state EOC exam, each semester
18 grade is forty-five percent (45%) of the final grade, and the EOC exam accounts for ten percent
19 (10%). For the 2017-2018 school year and beyond, each semester grade is forty-two point five
20 percent (42.5%) of the final grade, and the EOC exam accounts for fifteen percent (15%).

21 Students enrolled in a high school course having an eighty-seven (87) or higher course average
22 who have five (5) or fewer excused absences (distance learning days do not count as an absence)
23 may be exempted from the district spring semester exam. Any unexcused absence disqualifies the
24 student from all exam exemptions. Students in ~~the twelfth (12th)~~ grades 9-12 may be exempted for
25 both fall and spring semester exams.

26 Weighted Grades

27 For Advanced Placement (A.P.) courses, teachers will add five (5) points to each quarter and
28 semester exam grade. For dual enrollment, dual credit, and national industry certification courses,
29 teachers will add four (4) points to each quarter and semester exam grade. For Honors courses,
30 including middle school courses taught at the Honors level, teachers will add three (3) points to
31 each quarter and semester exam grade. Points shall not be added to the final grade.

³ T.C.A. §49-1-617

1 Calculation for High School Course GPA

2	Grade	Value	Regular	Honors	Dual Credit	A.P./Dual Enrollment
3	A	90-100	4	4.5	4.75	5
4	B	80-89	3	3.5	3.75	4
5	C	70-79	2	2.5	2.75	3
6	D	60 5-69	1	1.5	1.75	2
7	F	Below 60 5	0	0	0	0

8 This weighted grading scale shall be used for all official purposes including report cards, GPA, class
9 rank, honor roll, etc. except the Lottery / Hope Scholarship as described below.

10 Tennessee Uniform Grading Scale for Lottery/HOPE Scholarship

11 Students applying for lottery scholarships and other Tennessee Student Assistance Corporation
12 funds must be evaluated using the Tennessee State Uniform Grading Scale. The scale is as follows:

- 13 A.....~~90~~3-100
- 14 B.....~~80~~5-~~89~~92
- 15 C.....~~70~~5-~~79~~84
- 16 D.....~~60~~70-~~69~~74
- 17 F.....Below ~~60~~70

18 Each school year, prior to scheduling courses for the next school year, all middle schools, and
19 Bartlett High School shall conduct a lottery scholarship day for students and their parents.⁴ Each
20 school counselor will provide incoming freshmen with information on college core courses required
21 for lottery scholarships as well as necessary criteria (grade point average, ACT, and SAT score,
22 etc.) that must be met in order to receive a scholarship.

⁴ T.C.A. §49-4-932(f)

POLICY 4028: Isolation or Restraint of Students Receiving IDEA Special Education Services

Bartlett City Schools encourages using positive behavioral interventions with students to promote safety and support appropriate behavior. The District, however, recognizes that occasionally more restrictive interventions may be necessary to effectively handle behaviors that present a an emergency situation. ~~threat to the physical safety of the student and/or others.~~ In such circumstances, the District shall support the reasonable use of isolation and/or physical restraint as an approved behavior intervention for students receiving IDEA special education services in accordance with such students' individualized education programs ("IEP's").

Nothing in this policy shall prohibit District staff from taking actions to break up a fight or to take a weapon from a student; however, these acts shall be reported to the school Principal or his/her designee.¹, ~~Vice-Principal or Assistant Principal.~~²

Definitions³

- ~~1. IDEA – a federal law governing how states and public agencies provide early intervention, special education and related services to children with disabilities.~~
1. “Behavior intervention training program”– means a training program in evidence-based positive behavioral supports, evidence-based crisis intervention, and evidence-based techniques for the safe use of isolation and restraint.
2. “Chemical restraint” means a medication that is prescribed to restrict a student's freedom of movement for the control of extreme violent physical behavior. Chemical restraints are medications used in addition to, or in replacement of, a student's regular drug regimen to control extreme violent physical behavior. The medications that comprise the student's regular medical regimen, including PRN medications, are not considered chemical restraints, even if their purpose is to treat ongoing behavioral symptoms;
- ~~2. positive behavioral supports, crisis intervention and the safe use of restraint and isolation.~~
3. “Emergency situation”– means any circumstance in which a student's behavior poses a threat to the physical safety of the student or others nearby.
4. “Isolation” or “seclusion”–
(Aa) Means the confinement of a student, alone, with no other students, staff, or persons present, in a room with or without a door, or other enclosed area or structure pursuant to T.C.A.49-10-1305(g) where the student is physically prevented from leaving because a door, object,; and
~~4. (Bb) Del~~oes not include time out, a behavior management procedure in which the opportunity for positive reinforcement is withheld, contingent upon the demonstration of

¹ T.C.A. §49-10-1305

² T.C.A. §49-10-1305

³ T.C.A. §49-10-1303

undesired behavior; provided, time-out may involve the voluntary separation of an individual student from others.

~~5.1. Extended isolation – isolation which lasts longer than one (1) minute per year of the student's age or isolation which lasts longer than the time provided in the child's individualized education program (IEP).~~

~~6.5. "Isolation room" means –any space, structure, or area pursuant to TCA 49-10-1305(g) used to isolate a student. Any space used as an isolation room shall be (1) unlocked and incapable of being locked; (2) free of any condition that could be a danger to the student; (3) well ventilated and temperature controlled; (4) sufficiently lighted for the comfort and well being of the student; (5) where school personnel are in continuous direct visual contact with the student at all times; (6) at least forty square feet (40 sq. ft.); and (7) in compliance with all applicable state and local fire, health, and safety codes.~~

~~7. "Restraint~~

~~– Chemical restraint – medication that is prescribed to restrict a student's freedom of movement for the control of extreme violent physical behavior. Chemical restraints are medications used in addition to, or in replacement of, a student's regular drug regimen to control extreme violent physical behavior. The medications that comprise the student's regular medical regimen, including PRN medications, are not considered chemical restraints, even if their purpose is to treat ongoing behavioral symptoms.~~

~~6. Mechanical restraint" means –application of a mechanical device, material or equipment attached or adjacent to the student's body, including ambulatory restraints, which the student cannot easily remove and that restrict freedom of movement or normal access to the student's body. Mechanical restraint does not include:~~

~~(A) The use of restraints for medical immobilization, adaptive support, or medical protection; or~~

~~(B) The use of a seat belt or other device, including, but not limited to, a belting system or harness, to secure a child with a disability during transit on a bus or vehicle operated by an LEA or a provider contracted to serve the LEA's transportation needs.~~

~~7. "Noxious substance" means the use of any defense spray or substance as defined by departmental rule.~~

~~8. "Physical holding restraint " means the use of body contact by school personnel with a student to restrict freedom of movement or normal access to the student's body, except for:~~

~~(A) The holding of a student by an adult in order to calm or comfort the student in the absence of an emergency;~~

~~(B) Contact necessary to physically escort a student from one area to another in the absence of an emergency;~~

~~(C) Assisting a student in completing a task or response if the student does not resist or if the resistance is of minimal intensity or duration;~~

(D) Physically redirecting a student if the student does not resist or if the resistance is of minimal intensity or duration; or

(E) School personnel blocking a student's exit or elopement by physically placing themselves

~~— "Physical Holding Restraint" – use of body contact by school personnel with a student to restrict freedom of movement or normal access to the student's body.~~

~~— Extended Restraint – a physical holding restraint lasting longer than five (5) minutes or physical holding restraint which lasts longer than the time provided in the child's IEP.~~

9. Positive Behavioral Supports" means - a systematic approach using evidence-based practices to improve school environments, and to prevent and respond to problem behavior that

(A) (a) is proactive and instructional, rather than reactive and punitive;

(B) O(b) operates on the following three (3) levels:

(i) an individual;

(ii) , Group or classroom; and

(iii) The w, and whole school level;

(C) I(c) includes a system of continual data collection;

(D) U(d) utilizes data-based decision-making;

(E) A(e) applies research-validated positive behavioral interventions; and

(F) I(f) improves academic and social outcomes for all students, including those with the most complex and intensive behavioral needs.

10. "Restraint" means a chemical restraint, mechanical restraint, or physical holding restraint.

12. "School personnel" means an individual employed on a full-time or part-time basis by a public school.

11.

Conditions Requirements for Usage of Isolation and Restraint

To respect the dignity and rights of students receiving special education services and to ensure that every student receiving special education services is free from the unreasonable, unsafe, and unwarranted uses of isolation and restraint, isolation and ~~physical~~ restraint practices may ~~shall always be a last alternative and shall be administered~~ only be used in emergency circumstances. Isolation and restraint ~~procedures-practices~~ shall be administered in accordance with state law and Board policy. ~~by school personnel verified by the Department of Exceptional Children as certified in District approved behavior intervention training program. Other staff in emergency situations may administer isolation or restraint procedures when staff certified in a District approved behavior intervention training program is not immediately available.~~⁴

Individualized education programs that provide for the use of isolation or a physical holding restraint for certain behavior must contain a data driven functional behavior assessment and a plan for modification of the behavior developed and implemented by a qualified team of professionals.

⁴T.C.A. §49-10-1304

In the event that a physical holding restraint or isolation is imposed on a student, it shall be imposed by:

1. School personnel who have been trained and certified for completing a behavior intervention training program; or
2. Other school personnel when trained and certified personnel are not immediately

Any space used as an isolation room shall be⁵:

- (1) unlocked and incapable of being locked;
- (2) free of any condition that could be a danger to the student;
- (3) well ventilated and temperature controlled;
- (4) sufficiently lighted for the comfort and well-being of the student;
- (5) Where school personnel are in continuous direct visual contact with the student at all times;
- (6) At least forty square feet (40 sq. ft.); and
- (7) in compliance with all applicable state and local fire, health, and safety codes.

Whenever possible, one additional staff member should observe any physical holding restraint to monitor the health and safety of all involved. School personnel shall remain in the physical presence of any restrained student and shall maintain a continuous direct line of sight to a student who is in isolation to monitor the health and well-being of the student.

~~If school personnel impose isolation or restraint, then the school s or isolation are used in an emergency situation, the school personnel imposing the restraint or isolation shall immediately contact the school Principal or his/her designee, Vice-Principal or Assistant Principal. The school Principal or his/her designee, Vice-Principal or Assistant Principal shall see must observe and evaluate the student's condition within a reasonable time after the isolation or restraint was used. The Principal or his/her designee shall notify intervention and the student's parent or guardian shall be notified, orally or by written or printed communication on; the same day the isolation or restraint was used. The school-Principal or his/her designee, Vice-Principal or Assistant Principal to whom the restraint or seclusion was reported shall record the use of the isolation or restraint and the facts surrounding such use. School personnel shall be held harmless for failure to notify a student's parent or guardian if reasonable effort has been made to notify the student's parent or guardian as provided above.~~

In accordance with state law, physical contact falling into an identified exception to "physical holding restraint" above is considered permissible and shall not require parental notification.

An IEP team meeting must be convened within ten (10) days of the use of a restraint if:

1. The student's IEP does not provide for the use of a physical holding restraint generally, or for the behavior that precipitated the use of the restraint; or
2. A physical holding restraint is used for an extended period of time, as determined by the state board of education.

An IEP team meeting must be convened within ten (10) days of the use of an isolation if:

1. The student's IEP does not provide for the use of an isolation generally, or for the behavior that precipitated the use of the isolation; or

⁵ T.C.A. §49-10-1305

2. An isolation is used for an extended period of time, as determined by the state board of education.

If the behavior that precipitated the isolation or restraint also warrants a change of placement, then the student shall have all rights provided under applicable state and federal law.

Isolation

~~In accordance with state law, school personnel shall maintain a continuous direct line of sight to a student who is in isolation and any space used as an isolation room shall be: (a) unlocked and incapable of being locked; (b) well ventilated and temperature controlled; (c) sufficiently lighted for the comfort and well-being of the student; (d) where school personnel are in continuous direct visual contact with the student at all times; (e) at least forty square feet; and (f) in compliance with all applicable state and local fire, health, and safety codes.~~

Restraint

~~The administration of a restraint procedure shall be observed by an additional staff member when possible, to monitor the health and safety of individuals involved. Appropriate documentation and reporting of any incident involving isolation or restraint of a student receiving IDEA special education services shall be completed in accordance to guidelines established under state law and Board policy.~~

Exceptions

~~In accordance with state law, minimum contact necessary to physically escort a student from one area to another; assisting a student in completing a task or response if the student does not resist, or resistance is minimal in intensity or duration; or holding a student for a brief time in order to prevent any impulsive behavior that threatens the student's immediate safety is permissible and notification of the parent/guardian shall not be required.~~

Restrictions on Isolation and Restraint⁶

Administering a chemical restraint to a student receiving special education services, as defined by T.C.A. §49-10-102, is prohibited; provided, that nothing shall prohibit the administration of a chemical restraint when administered for therapeutic purposes under the direction of a physician and with the student's parent or guardian's consent to administer such chemical restraint.

Administering a noxious substance to a student receiving special education services, as defined by T.C.A. §49-10-102, is prohibited.

The use of any mechanical restraint on any student receiving special education services as defined by T.C.A. §49-10-102, is prohibited.

Any form of life threatening restraint, including restraint that restricts the flow of air into a person's lungs, whether by chest compression or by other means, to a student receiving special education services, as defined by T.C.A. §49-10-102, is prohibited.

In accordance with state law, the District shall prohibit (a) ~~T~~the use of isolation ~~or~~and restraint as a ~~form~~ means of punishment, coercion, retaliation or convenience on any student receiving special education services is prohibited.

⁶ T.C.A. §49-10-1305

~~R; (b) the use of mechanical restraint or noxious gas; (c) the use of chemical restraint except as administered for therapeutic purposes under the direction of a physician and with the consent of the parent/guardian; (d) any form of life threatening restraint; (e) the removal or disabling of any equipment or device that a student requires, including, but not limited to, a power wheelchair, brace, augmentative communication device, or walker, as a means of coercion, punishment, convenience, or retaliation on any student receiving special education services is prohibited.~~

~~T; and (f) the use of a locked door, or any physical structure, mechanism, or device that substantially accomplishes the function of locking a student in a room, structure, or area, is prohibited.~~

Documentation, Notification and Reporting (including reporting of suspected criminal activity)⁷

All records of isolation and restraint of any student receiving ~~IDEA~~ special education services must be maintained by the ~~P~~principal at the school in accordance with T.C.A. § 49-10-1306.

~~On a semiannual basis, each school shall submit a report to the Department of Exceptional Children that includes: Individualized Education Plans (IEPs)⁸~~

- ~~1. The number of incidents involving the use of isolation and restraint since the previous semiannual report;~~
- ~~2. The number of instances in which the school personnel imposing an isolation or restraint were not trained or certified;~~
- ~~3. Any injuries, deaths, or property damage that occurred;~~
- ~~4. The time at which the student's parent or guardian was notified on the day the isolation or restraint was used; and~~
- ~~5. Demographic information to determine whether disproportionate use of these interventions exists.~~

~~The District shall use the information obtained from records of isolation and restraint in developing its behavior intervention training program.~~

~~IEPs that provide for the use of restraint or isolation in emergency situations shall contain a data driven functional behavior assessment and a plan for modification of the behavior developed and implemented by a qualified team of professionals. When the use of restraint or isolation is proposed at an IEP meeting, parents/guardians shall be advised of the provisions of T.C.A. § 49-10-1301, et seq. Tennessee Board of Education Rule 0520-01-09-.23 and the IDEA procedural safeguards.~~

~~If the student's IEP does not provide for the use of isolation or restraint for the behavior precipitating such action or if school personnel are required to use isolation or restraint over an extended period of time (see definition section for extended isolation and extended restraint) as determined by Tennessee Department of Education Rules, then an IEP meeting shall be convened within ten (10) days following the use of the isolation or restraint.~~

⁷ T.C.A. §49-10-1306

⁸ T.C.A. §49-10-1304; TRR/MS 0520-1-9-.23

Notification of Isolation or Restraint to Parent/Guardian⁹

~~If restraints or isolation are used in an emergency situation, the school personnel imposing the restraint or isolation shall immediately contact the school Principal, Vice Principal or Assistant Principal. The school Principal, Vice Principal or Assistant Principal shall see and evaluate the student's condition within a reasonable time after the intervention and the student's parent or guardian shall be notified, orally or by written or printed communication, the same day the isolation or restraint was used. The school Principal, Vice Principal or Assistant Principal to whom the restraint or seclusion was reported shall record the use of the isolation or restraint and the facts surrounding such use. School personnel shall be held harmless for failure to notify if reasonable effort has been made to notify the student's parent or guardian as provided above.~~

Reporting Criminal Activity

School personnel should report a suspected crime by calling a law enforcement official.

School personnel may file a juvenile petition against a student receiving special education services, but only after conducting a manifestation determination review in compliance with the requirements of 34 C.F.R. §300.530 that results in a determination that:

1. The conduct in question behavior that resulted in the act requiring disciplinary action was not caused by, and did not have a direct and substantial relationships to, the student's disability; and
2. The conduct in question was not the direct result of the LEA's failure to implement the student's IEP.

~~the student's disability.~~ A school resource officer may upon witnessing an offense, take the student into custody.

Training Requirements¹⁰

The District ~~shall ensure that will provide training for all BCS administrators and special education teachers concerning behavior intervention. At each school site, a~~ minimum of one school administrators, and as deemed appropriate, ~~teachers school staff members~~ providing special education services ~~must receive annual training and maintain certification through the Crisis Prevention Institute and/or the Professional Crisis Management Association and other staff at each school site, are trained and maintain certification in an approved behavior intervention training program.~~ Training ~~certification~~ shall include but not be limited to the following components:

- a.1. Training in evidence-based techniques shown to be effective in the prevention of isolation and physical restraints;
- b.2. Training in evidence-based techniques shown to be effective in keeping both school personnel and students safe when imposing a physical holding restraint or isolation;

⁹ T.C.A. §49-10-1304

¹⁰ T.C.A. §49-10-1301

- ~~e.3.~~ Evidence-based skills training on positive behavioral interventions and supports, conflict prevention, functional behavior assessments, de-escalation, and conflict management;
- ~~d.4.~~ Information describing state statutes, policies, rules, and procedures on restraint and isolation; and
- ~~e.~~ Training in the identification and reporting of abuse and neglect in the school setting; and
- ~~g.5.~~ Evidence-based training on understanding the warning signs of early-onset mental illness in children and adolescents.

Certifications for school personnel who have completed a behavior intervention training program shall be renewed on an annual ~~periodic~~ basis as determined by the Superintendent or his/her designee. ~~Bartlett City Board of Education's Executive Director of the Department of Exceptional Children.~~

Responsibility

~~Each principal shall be responsible for ensuring that staff in his/her building receives training. The Department of Exceptional Children is responsible for reviewing school documentation of the use of isolation and restraint and for implementing this policy. The Superintendent is responsible for ensuring that this policy is followed.~~ by school personnel verified by the Department of Exceptional Children as certified in District-approved behavior intervention training program. Other staff in emergency situations may administer isolation or restraint procedures when staff certified in a District-approved behavior intervention training program is not immediately available.^{††} Extended isolation – isolation which lasts longer than one (1) minute per year of the student's age or isolation which lasts longer than the time provided in the child's individualized education program (IEP).

Any space used as an isolation room shall be (1) unlocked and incapable of being locked; (2) free of any condition that could be a danger to the student; (3) well ventilated and temperature controlled; (4) sufficiently lighted for the comfort and well-being of the student; (5) where school personnel are in continuous direct visual contact with the student at all times; (6) at least forty square feet (40 sq. ft.); and (7) in compliance with all applicable state and local fire, health, and safety codes.

^{††}T.C.A. §49-10-1304