Williamson County School Board Meeting

March 30, 2020 6:30 PM

Executive Committee

1. **Call to Order**
    a. Record Attendance
    b. Pledge of Allegiance
2. **Williamson County School Board is Meeting Electronically Because it is Necessary to Protect Public Health, Safety and Welfare in Light of the Coronavirus.**

    a. Williamson County School Board Meeting held pursuant to Executive Order #16 signed by Governor Bill Lee.
    b. Waiver of Williamson County School Board Policy 1.400 School Board Meetings and Work Sessions
3. **Items of Particular Public Interest (Public Comment)**
4. **Approval of Agenda**
5. **Approval of Consent Agenda**
    a. February 17, 2020 School Board Meeting Minutes
6. **Communications to the Board**
    a. Superintendent's Report
    b. Board Chairman's Report
7. **Unfinished Business**
8. **New Business**
    a. 2019-2020 School Board Budget
        I. General Purpose School Fund Budget Amendment
    b. 2020-2021 High School Courses
    c. 2020-2021 Special Course Applications
    d. Textbook Adoption Committee Recommendations
    e. Board Policies - First Reading
        I. 3.405 Commercial Advertising on Williamson County School Buses
        II. 3.604 Public Records Request
        III. 4.302 Field Trips
    f. Waiver of 2019-2020 Instructional Days
9. **Adjournment**

Williamson County School Board Meeting
February 17, 2020 6:30 PM
Williamson County Administrative Complex Auditorium

1. **Call to Order**
   Vice-Chairman Nancy Garrett called the meeting to order at 6:30 p.m. She thanked the Page High School Choir for their performance prior to the start of the meeting. Vice-Chairman Garrett recognized Boy Scout Troops #130 and #13 and all Administrators in the audience.

   a. Record Attendance
      Attendance Taken at 6:31 PM.

Mr. Gary Anderson:	Absent
Mr. Dan Cash:	Present
Ms. Sheila Cleveland:	Present
Mrs. Angela Durham:	Present
Mrs. Candace Emerson:	Absent
Mr. Brad Fiscus:	Present
Mr. Jay Galbreath:	Present
Mrs. Nancy Garrett:	Present
Mr. KC Haugh:	Present
Mr. Eliot Mitchell:	Present
Mr. Eric Welch:	Present
Mr. Rick Wimberly:	Present

   Present: 10, Absent: 2.

   b. Pledge of Allegiance
      Deputy Eddie Coutrous and Deputy Matt Erickson led the Pledge of Allegiance and after which the Board observed a moment of silence.

2. **Items of Particular Public Interest (Public Comment)**
   - Mr. Richard Young spoke regarding bus issues.

3. **Approval of Agenda**
   Vice-Chairman Garrett presented the agenda for approval.

   Motion Passed: Motion by Mr. Eric Welch to approve. A second was made by Mrs. Angela Durham. Vice-Chairman Garrett called for a roll call vote on the motion.

Mr. Gary Anderson:	Absent
Mr. Dan Cash:	Yes
Ms. Sheila Cleveland:	Yes
Mrs. Angela Durham:	Yes

Mrs. Candace Emerson:	Absent
Mr. Brad Fiscus:	Yes
Mr. Jay Galbreath:	Yes
Mrs. Nancy Garrett:	Yes
Mr. KC Haugh:	Yes
Mr. Eliot Mitchell:	Yes
Mr. Eric Welch:	Yes
Mr. Rick Wimberly:	Yes

Yes: 10, Nay: 0, Absent: 2

4. **Approval of Consent Agenda**

Vice-Chairman Garrett presented the consent agenda for approval.

Motion Passed: Motion by Mr. KC Haugh to approve. A second was made by Mr. Brad Fiscus. Vice-Chairman Garrett called for a roll call vote on the motion.

Mr. Gary Anderson:	Absent
Mr. Dan Cash:	Yes
Ms. Sheila Cleveland:	Yes
Mrs. Angela Durham:	Yes
Mrs. Candace Emerson:	Absent
Mr. Brad Fiscus:	Yes
Mr. Jay Galbreath:	Yes
Mrs. Nancy Garrett:	Yes
Mr. KC Haugh:	Yes
Mr. Eliot Mitchell:	Yes
Mr. Eric Welch:	Yes
Mr. Rick Wimberly:	Yes

Yes: 10, Nay: 0, Absent: 2

a. January 21, 2020 School Board Meeting Minutes
b. Board Policies - Second Reading
   I. 3.3002 Service Animals
   II. 3.4001 Special Transportation for Exceptional Students
   III. 5.109 Evaluations
c. Board Policy - Editorial
   I. 2.805 Purchasing
d. Recommendation for Field Trip Fee Requests
e. 2020-2021 Fieldtrip Student Fees Under $100

5. **Communications to the Board**
   a. Superintendent's Report
   Superintendent Golden addressed the Friday the district was closed, due to illness of staff. In addition, he reminded the Board that Monday was a professional day for staff and that the budget work session is March 12 beginning at 3:00 p.m.

   b. District Update
      I. Student Spotlight
      There were 52 National Merit Finalists which included Brentwood students John Bailey, Ginger Buck, Michael Dillender, Sarah Grace Fisher, Avery Fowler, Christina Jin, Sydney Johns, Luke Lattin, Sarah Memon, Mithul Nallaka, Pardhav Polavarapu, Molly Robinette, Madison Saxton, Jeffrey Seiters, Thomas Stewart and Hannah Uebele. From Centennial, Lexis Khetsavanh, Khushi Jani, Jason Black and Neal Ickes were honored along with Franklin's Emily Bechtel, Evelyn Cook, Dina Cui, Christian

Darr, Nicholas Grummon, Connie Hsu, Natasha Messier, Owen Myatt, Maria Sanchez Boedo and David Xu. Independence High's Collin Coil, Sydney Coil, Samantha Dreussi, Dylan Fichter, Harrison James and Rebekah May; Nolensville's Sydney Hummel and Page High's Connor Flatt, Garrett Hunt and Carsten Rovey were recognized. Ravenood High's Ashwin Balaje, Ian Brown, Ankush Dhar, Spencer Dunn, Ian Gatlin, Jennifer Hall, Mrinmoyee Chakraborty Kalasikam, Adam Kreider, Kristen Lee, Chase Lewis and Rithika Tummala were celebrated along with Marel Smietana from Renaissance High.

Students earning a perfect ACT composite were honored for their accomplishment including Brentwood High's Bronwyn Harris, Eric Sang and Kylie Overton; Independence High's Joshua Cannon and Justin Saye; and Ravenwood High's Ryan Jordan and Aaron Wu.

Mill Creek Middle theatre students were also recognized for receiving national recognition when they earned the Outstanding Production Award from the Junior Theater Festival. Their teacher is Allison Isom.

c. Board Chairman's Report
Vice-Chairman Garrett reminded Board members to sign up for the TSBA annual training and to sign up to attend graduations. She also thanked the Williamson County legislative delegation for meeting with the School Board on Saturday.

6. **Unfinished Business**
There was no unfinished business.

7. **New Business**
a. 2019-2020 School Board Budget

I. General Purpose School Fund Amendment for State Safe Schools Grant
Vice-Chairman Garrett called on Superintendent Golden who recommended approval of the General Purpose School Fund Amendment in the amount of $539,930 for Safe Schools Grant.

Motion Passed: Motion by Ms. Sheila Cleveland to approve. A second was made by Mr. Dan Cash. Vice-Chairman Garrett called for a roll call vote on the motion.

Mr. Gary Anderson:	Absent
Mr. Dan Cash:	Yes
Ms. Sheila Cleveland:	Yes
Mrs. Angela Durham:	Yes
Mrs. Candace Emerson:	Absent
Mr. Brad Fiscus:	Yes
Mr. Jay Galbreath:	Yes
Mrs. Nancy Garrett:	Yes
Mr. KC Haugh:	Yes
Mr. Eliot Mitchell:	Yes
Mr. Eric Welch:	Yes
Mr. Rick Wimberly:	Yes

Yes: 10, Nay: 0, Absent: 2

II. General Purpose School Fund Amendment for Private Grant
Vice-Chairman Garrett called on Superintendent Golden who recommended approval of the General Purpose School Fund Amendment appropriating $5,000 from a private Grant Award.

Motion Passed: Motion by Mr. Eliot Mitchell to approve. A second was made by Mrs. Angela Durham. Vice-Chairman Garrett called for a roll call vote on the motion.

Mr. Gary Anderson:	Absent
Mr. Dan Cash:	Yes
Ms. Sheila Cleveland:	Yes
Mrs. Angela Durham:	Yes
Mrs. Candace Emerson:	Absent
Mr. Brad Fiscus:	Yes
Mr. Jay Galbreath:	Yes
Mrs. Nancy Garrett:	Yes
Mr. KC Haugh:	Yes
Mr. Eliot Mitchell:	Yes
Mr. Eric Welch:	Yes
Mr. Rick Wimberly:	Yes

Yes: 10, Nay: 0, Absent: 2

III. General Purpose School Fund Amendment for the Governors Give Grant
Vice-Chairman Garrett called on Superintendent Golden who recommended approval of the General Purpose School Fund Amendment for the Governors Give Grant appropriating $841,320 to the CTE Program.

Motion Passed: Motion by Mr. Eliot Mitchell to approve. A second was made by Mr. Brad Fiscus. Vice-Chairman Garrett called for a roll call vote on the motion.

Mr. Gary Anderson:	Absent
Mr. Dan Cash:	Yes
Ms. Sheila Cleveland:	Yes
Mrs. Angela Durham:	Yes
Mrs. Candace Emerson:	Absent
Mr. Brad Fiscus:	Yes
Mr. Jay Galbreath:	Yes
Mrs. Nancy Garrett:	Yes
Mr. KC Haugh:	Yes
Mr. Eliot Mitchell:	Yes
Mr. Eric Welch:	Yes
Mr. Rick Wimberly:	Yes

Yes: 10, Nay: 0, Absent: 2

IV. General Purpose School Resolution Inter Category Transfer for Salaries
Vice-Chairman Garrett called on Superintendent Golden who recommended approval of the General Purpose School Resolution Inter Category Transfer for Salaries.

Motion Passed: Motion by Mr. Eliot Mitchell to approve. A second was made by Mrs. Angela Durham. Vice-Chairman Garrett called for a roll call vote on the motion.

Mr. Gary Anderson:	Absent
Mr. Dan Cash:	Yes
Ms. Sheila Cleveland:	Yes
Mrs. Angela Durham:	Yes
Mrs. Candace Emerson:	Absent
Mr. Brad Fiscus:	Yes
Mr. Jay Galbreath:	Yes

Mrs. Nancy Garrett:	Yes
Mr. KC Haugh:	Yes
Mr. Eliot Mitchell:	Yes
Mr. Eric Welch:	Yes
Mr. Rick Wimberly:	Yes

Yes: 10, Nay: 0, Absent: 2

V. Intent to Fund Resolution Asphalt, Roof and Wastewater Treatment Plant
Vice-Chairman Garrett called on Superintendent Golden who recommended approval of the Intent to Fund Resolution in the amount of $6,073,455 for Asphalt, Roof and Wastewater Treatment Plant.

Motion Passed: Motion by Mr. Dan Cash to approve. A second was made by Mrs. Angela Durham. Vice-Chairman Garrett called for a roll call vote on the motion.

Mr. Gary Anderson:	Absent
Mr. Dan Cash:	Yes
Ms. Sheila Cleveland:	Yes
Mrs. Angela Durham:	Yes
Mrs. Candace Emerson:	Absent
Mr. Brad Fiscus:	Yes
Mr. Jay Galbreath:	Yes
Mrs. Nancy Garrett:	Yes
Mr. KC Haugh:	Yes
Mr. Eliot Mitchell:	Yes
Mr. Eric Welch:	Yes
Mr. Rick Wimberly:	Yes

Yes: 10, Nay: 0, Absent: 2

VI. Intent to Fund Resolution for East Elementary School
Vice-Chairman Garrett called on Superintendent Golden who recommended approval of the Intent to Fund Resolution in the amount of $18,000,000 for the new East Elementary School.

Motion Passed: Motion by Mr. Eliot Mitchell to approve. A second was made by Mrs. Angela Durham. Vice-Chairman Garrett called for a roll call vote on the motion.

Mr. Gary Anderson:	Absent
Mr. Dan Cash:	Yes
Ms. Sheila Cleveland:	Yes
Mrs. Angela Durham:	Yes
Mrs. Candace Emerson:	Absent
Mr. Brad Fiscus:	Yes
Mr. Jay Galbreath:	Yes
Mrs. Nancy Garrett:	Yes
Mr. KC Haugh:	Yes
Mr. Eliot Mitchell:	Yes
Mr. Eric Welch:	Yes
Mr. Rick Wimberly:	Yes

Yes: 10, Nay: 0, Absent: 2

b. 2020-2021 Family Tuition Rate
Vice-Chairman Garrett called on Superintendent Golden who recommended approval of the 2020-2021

Family Tuition Rate of $7,439 for families moving into the district but have not established residency within the county and an initial employee rate of $3,850.

Motion Passed: Motion by Mr. Eliot Mitchell to approve. A second was made by Mr. Jay Galbreath. Vice-Chairman Garrett called for a roll call vote on the motion.

Mr. Gary Anderson:	Absent
Mr. Dan Cash:	Yes
Ms. Sheila Cleveland:	Yes
Mrs. Angela Durham:	Yes
Mrs. Candace Emerson:	Absent
Mr. Brad Fiscus:	Yes
Mr. Jay Galbreath:	Yes
Mrs. Nancy Garrett:	Yes
Mr. KC Haugh:	Yes
Mr. Eliot Mitchell:	Nay
Mr. Eric Welch:	Yes
Mr. Rick Wimberly:	Yes

Yes: 9, Nay: 1, Absent: 2

c. 2020-2021 School Fees
Vice-Chairman Garrett called on Superintendent Golden who recommended approval of the 2020-2021 School fees as presented.

Motion Passed: Motion by Mr. Eliot Mitchell to approve. A second was made by Mr. Brad Fiscus. Vice-Chairman Garrett called for a roll call vote on the motion.

Mr. Gary Anderson:	Absent
Mr. Dan Cash:	Yes
Ms. Sheila Cleveland:	Yes
Mrs. Angela Durham:	Yes
Mrs. Candace Emerson:	Absent
Mr. Brad Fiscus:	Yes
Mr. Jay Galbreath:	Nay
Mrs. Nancy Garrett:	Yes
Mr. KC Haugh:	Yes
Mr. Eliot Mitchell:	Yes
Mr. Eric Welch:	Yes
Mr. Rick Wimberly:	Yes

Yes: 9, Nay: 1, Absent: 2

8. **Adjournment**
   There being no further business Vice-Chairman Garrett adjourned the meeting at 7:20 p.m.

_____
Chairperson

_____
Superintendent

School Board Amendment

APPROPRIATING $28,500 FROM FUNDS DONATED FOR PRINCIPAL CELEBRATION

WHEREAS,   the Board hosts an annual principals' celebration that is funded through various
                 donations; and

WHEREAS,   contributions totaling $28,500 are expected to be received for this event and the funds
                 are used to cover the entire cost of the celebration so that no public funds are used;

NOW, THEREFORE BE IT RESOLVED, that the Williamson County Board of Education meeting
                 in regular session on March 23, 2020 approve and amend the 2019-2020
                 General Purpose School Fund budget as follows:

Revenue		
141.445700.P7501	**Contributions-Banquet**	**$28,500**
Expenditure		
141.72320.539900.320 P7501	**Other Materials and Supplies**	**$28,500**

Action Taken:
School Board   Yes___   No___

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MEMORANDUM

DATE: March 4, 2020

TO: Williamson County Board of Education

FROM: Leigh Webb, Ed.D.
            Assistant Superintendent of Secondary Schools

CC: Jason Golden
            Superintendent

SUBJECT: 2020-21 WCS High School Course Offerings

Attached are the course offerings that will be offered to students in the 2020-21 school year, upon board approval. I recommend these courses for approval.

Below are the new courses that will be offered in 2020-21:

Tennessee History	G04H01
IB Dance	G05H73
Principles of Transition: Introduction to Self-determination	S25X28
Principles of Transition: Focus on Adulthood	S25H03
Principles of Transition: Planning for Postsecondary	S25H04
Cybersecurity I	C10H19
Robotics & Automated Systems	C13H15

Thank you.

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES
FOR UNITS OF HIGH SCHOOL CREDIT

Board Approval Pending

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Special courses and course codes are approved by the Tennessee Department of Education.				
LANGUAGE ARTS				
English I	G01H09	1	1	
English I Hnrs	G01H09	1	1	
English II	G01H10	1	1	
English II Hnrs	G01H10	1	1	
English III	G01H11	1	1	
English III Hnrs	G01H11	1	1	
AP English III Language & Composition	G01H17	1	1	
IB English I HL	G01H12	1	1	FHS Only
English IV	G01H13	1	1	
English IV Hnrs	G01H13	1	1	
AP English IV Literature & Composition	G01H18	1	1	
IB English II HL	G01H14	1	1	FHS Only
Creative Writing	G01H16	0.5	1	
Journalism I	G01H15	0.5	1	
Journalism II	G01H02	0.5	1	
Speech & Communications	G01H06	0.5	1	
IB Theory of Knowledge I	G04H00	0.5	1	FHS Only
IB Film I SL	G05H45	1	1	FHS Only
9th English Language Development ELA	G22H00	0.5	1	
10th English Language Development ELA	G22H01	0.5	1	
11th English Language Development ELA	G22H02	0.5	1	
12th English Language Development ELA	G22H03	0.5	1	
English as a Second Language Support 9-12	G22H04	0.5	4	

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES FOR UNITS OF HIGH SCHOOL CREDIT

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Board Approval Pending				
Special courses and course codes are approved by the Tennessee Department of Education.				
Tier III English Language Arts Intervention	G01H19	0.5	1	Pass/Fail
Special Courses				
Greek & Roman Mythology (Special Course)	Y01H20	0.5	0.5	
Leadership (Special Course)	Y26H60	0.5	1	
Multicultural Minds (Special Course)	Y01H21	0.5	1	
Perspectives & Cultural Literacy (Special Course)	Y01H78	0.5	1	
Film as Literature (Special Course)	Y01H19	0.5	1	
MATHEMATICS				
Algebra I	G01H00	1	1	
Algebra I Hnrs	G01H00	1	1	
Algebra I (1A)	G02H03	1	1	
Algebra (1B)	G02H04	1	1	IEP Math Only
Applied Math (Senior)	G02H42	1	1	SENIOR course only
Bridge Math (Senior)	G02H41	1	1	SENIOR course only
Geometry	G02H11	1	1	
Geometry A	G02H14	1	1	IEP Math Only
Geometry B	G02H15	1	1	IEP Math Only
Geometry Hnrs	G02H11	1	1	
Algebra II	G02H05	1	1	
Algebra II Hnrs	G02H05	1	1	
IB Math Studies Hnrs I SL	G02H39	1	1	FHS Only Shall be treated as an Honors, not an IB course for GPA & weighting purposes per Bd Policy 4.600
IB Mathematics I SL	G02H08	1	1	FHS Only
IB Mathematics II SL	G02H72	1	1	FHS Only

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES FOR UNITS OF HIGH SCHOOL CREDIT

Board Approval Pending

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Pre-Calculus	G02H23	1	1	
Pre-Calculus Hnrs	G02H23	1	1	
Calculus Hnrs	G02H18	1	1	
Statistics	G02H37	1	1	
AP Statistics	G02H26	1	1	
AP Calculus AB	G02H24	1	1	
AP Calculus BC	G02H25	1	1	
Tier III Math Intervention	G02H22	0.5	1	Pass/Fail
Special courses and course codes are approved by the Tennessee Department of Education.				
SCIENCE				
Biology I	G03H03	1	1	
Biology IA	G03H06	1	1	IEP Science Only
Biology 1B	G03H07	1	1	IEP Science Only
Biology I Hnrs	G03H03	1	1	
Biology II	G03H09	1	1	
AP Biology	G03H10	1	1	
IB Biology I HL	G03H08	1	1	FHS Only
IB Biology II HL	G03H11	1	1	FHS Only
IB Biology III HL	G03H72	1	1	FHS Only
Chemistry I	G03H12	1	1	
Chemistry I Hnrs	G03H12	1	1	
AP Chemistry	G03H16	1	1	
IB Chemistry I SL	G03H18	1	1	FHS Only
IB Chemistry I HL	G03H37	1	1	FHS Only
IB Chemistry II HL	G03H30	1	1	FHS Only
Ecology	G03H32	1	1	
Ecology Hnrs	G03H32	1	1	

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES FOR UNITS OF HIGH SCHOOL CREDIT

COURSES	NEW STATE COURSE CODE *(Board Approval Pending)*	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Environmental Science	G03H33	1		
AP Environmental Science	G03H25	1	1	
Human Anatomy & Physiology	G03H31	1	1	
Human Anatomy & Physiology Hnrs	G03H16	1	1	
Physical Science	G03H00	1	1	
Physical Science Hnrs	G03H00	1	1	
Physics I	G03H20	1	1	
Physics I Hnrs	G03H20	1	1	
Physics II	G03H27	1	1	
AP Physics I	G03H28	1	1	
AP Physics II	G03H19	1	1	
IB Physics I HL	G03H23	1	1	FHS Only
IB Physics II HL	G03H29	0.5	1	FHS Only
AP Physics C: Mechanics	G03H24	0.5	1	
AP Physics C: Electricity & Magnetism	G03H35	1	1	
Scientific Research Hnrs				
Special Courses — Special courses and course codes are approved by the Tennessee Department of Education.				
Astronomy SL (Special Course)	Y03H11	0.5	1	
Astronomy HL (Special Course)	Y03H11	0.5	1	
Intro to Organic Chemistry HL (Special Course)	Y03H14	1	1	
SOCIAL STUDIES				
Bible	G01H25	1	1	
AP Human Geography	G04H30	1	1	
World Geography	G04H07	0.5	0.5	
World History & Geography	G04H10	1	1	
World History & Geography Hnrs	G04H10	1	1	
AP World History	G04H29	1	1	

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES
FOR UNITS OF HIGH SCHOOL CREDIT

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
	Board Approval Pending			
AP European History	G04H22	1	1	
US History & Geography	G04H11	1	1	
US History & Geography Hnrs	G04H11	1	1	
AP US History	G04H21	1	1	
US Government & Civics	G04H12	0.5	0.5	
US Government & Civics Hnrs	G04H12	0.5	0.5	
AP US Government & Politics	G04H26	0.5	0.5	
AP US Comparative Government & Politics	G04H27	0.5	0.5	
Economics	G04H13	0.5	0.5	
Economics Hnrs	G04H13	0.5	0.5	
AP Microeconomics	G04H24	0.5	0.5	
AP Macroeconomics	G04H25	0.5	0.5	
Personal Finance	G04H36	0.5	0.5	
Psychology	G04H15	0.5	0.5	
AP Psychology	G04H28	1	1	
IB Business Management I SL	G12H02	1	1	FHS Only
IB Business Management II SL	G12H03	1	1	FHS Only
IB Psychology I SL	G04H32	1	1	FHS Only
IB History of the Americas I HL	G04H05	1	1	FHS Only
IB History of the Americas II HL	G04H06	1	1	FHS Only
IB Information Technology in a Global Society I HL	G10H00	1	1	FHS Only
Contemporary Issues	G04H17	0.5	1	
Sociology	G04H14	0.5	0.5	

Special courses and course codes are approved by the Tennessee Department of Education.

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES FOR UNITS OF HIGH SCHOOL CREDIT

Board Approval Pending

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Tennessee History	G04H01	0.5	0.5	New Course
Special courses and course codes are approved by the Tennessee Department of Education.				
Special Courses				
Abnormal Psychology HL (Special Course)	Y04H21	0.5	0.5	
History of Ideas HL (Special Course)	Y04H27	0.5	1	
American Civil War & Reconstruction (Special Course)	Y04H28	0.5	0.5	
WORLD LANGUAGE				
Chinese I (Mandarin) Hnrs	G24H48	1	1	
Chinese II (Mandarin) Hnrs	G24H49	1	1	
Chinese III (Mandarin) Hnrs	G24H51	1	1	
Chinese IV (Mandarin) Hnrs	G24H52	1	1	
AP Chinese Language & Culture	G24H54	1	1	
French I	G24H21	1	1	
French I Hnrs	G24H21	1	1	
French II	G24H22	1	1	
French II Hnrs	G24H22	1	1	
French III	G24H23	1	1	
French III Hnrs	G24H23	1	1	
French IV Hnrs	G24H24	1	1	
AP French Language & Culture	G24H25	1	1	
IB French I SL/HL	G24HE4	1	1	FHS Only
IB French II SL/HL	G24HE5	1	1	FHS Only
German I	G24H29	1	1	
German I Hnrs	G24H29	1	1	
German II	G24H30	1	1	
German II Hnrs	G24H30	1	1	
German III SL	G24H31	1	1	

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES
FOR UNITS OF HIGH SCHOOL CREDIT

Board Approval Pending

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
German III HL	G24H31	1	1	
German IV HL	G24H32	1	1	
AP German Language & Culture	G24H33	1	1	
Latin I	G24H13	1	1	
Latin I Hnrs	G24H13	1	1	
Latin II	G24H14	1	1	
Latin II Hnrs	G24H14	1	1	
Latin III Hnrs	G24H15	1	1	
AP Latin	G24H17	1	1	
Spanish I	G24H04	1	1	
Spanish I Hnrs	G24H04	1	1	
Spanish II	G24H05	1	1	
Spanish II Hnrs	G24H05	1	1	
Spanish III	G24H06	1	1	
Spanish III Hnrs	G24H06	1	1	
Spanish IV Hnrs	G24H07	1	1	
AP Spanish Language & Culture	G24H08	1	1	
AP Spanish Literature & Culture	G24H09	1	1	
Spanish for Heritage Speakers I	G24H60	1	1	
Spanish for Heritage Speakers II	G24H61	1	1	
IB Spanish I SL/HL	G24HG5	1	1	FHS Only
IB Spanish II SL/HL	G24HG6	1	1	FHS Only
IB Language B Spanish Ab Initio I SL	G24HF4	1	1	FHS Only
IB Language B French Ab Initio I SL	G24HF2	1	1	FHS Only
Special courses and course codes are approved by the Tennessee Department of Education.				
PHYSICAL EDUCATION - Only 3 credits may be earned in 4 years (includes Wellness)				
Lifetime Wellness	G08H02	1	1**	

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES
FOR UNITS OF HIGH SCHOOL CREDIT

Board Approval Pending

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Special courses and course codes are approved by the Tennessee Department of Education.				
Physical Education I	G08H00	1	1**	
Physical Education II	G08H01	0.5	0.5	Pass/Fail
JROTC I	G08H04	1	1	
JROTC II	G08H05	1	1	
JROTC III	G08H06	1	1	
JROTC IV	G08H07	1	1	
JROTC IX	G08H12	1	1	
Special Courses				
Weights & Kinesiology I (Special Course)	Y08H11	0.5	1**	
Weights & Kinesiology II (Special Course)	Y08H12	1	1**	
FINE ARTS				
Introduction to Dance Techniques	G05H20	0.5	1	
Intermediate Dance	G05H21	0.5	3	
Advanced Dance	G05H22	0.5	3	
Dance IV	G05H23	0.5	3	
IB Dance SL/HL	G05H73	1	1	New Course/FHS Only
Visual Art I	G05H08	1	1	
Visual Art II:2D	G05H09	1	1	
Visual Art II:3D	G05H09	1	1	
Visual Art III:2D	G05H10	1	1	
Visual Art III:3D	G05H10	1	1	
Visual Art III Honors:2D	G05H10	1	1	
Visual Art III Honors:3D	G05H10	1	1	
Music Theory	G05H44	1	1	
IB Visual Art I SL/HL	G05H46	1	1	FHS Only
IB Visual Art II HL	G05H28	1	1	FHS Only

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES
FOR UNITS OF HIGH SCHOOL CREDIT

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Board Approval Pending				
Special courses and course codes are approved by the Tennessee Department of Education.				
AP Studio Art: Drawing	G05H24	1	1	
AP Studio Art: 3D Design	G05H29	1	1	
AP Studio Art: 2D Design	G05H30	1	1	
AP Art History	G05H25	1	1	
Multi-Age Instrumental Music (Band/Orchestra) 6-12	G05X14	1	4	
Multi-Age Instrumental Music (Band/Orchestra) 6-12 Hrs	G05X14	1	4	9th-12th by audition only
AP Music Theory	G05H26	1	1	
IB Music I SL/HL	G05H12	1	1	FHS Only
Media Arts I	G05H05	0.5	1	
Media Arts II	G05H06	0.5	1	
Media Arts III	G05H07	0.5	1	
Introduction to Guitar	G05H36	1	3	
Intermediate Guitar	G05H37	1	3	
Advanced Guitar	G05H38	1	3	
Guitar IV	G05H39	1	1	
Introduction to Piano	G05H36	1	3	
Intermediate Piano	G05H37	1	3	
Advanced Piano	G05H38	1	3	
Class Piano IV	G05H39	1	4	
Multi-Age Vocal Music (Chorus/Choir) 9-12	G05X12	1	4	
Multi-Age Vocal Music (Chorus/Choir) 9-12 Hnrs	G05X12	1	4	9th-12th by audition only
Theater Arts I	G05H16	1	1	
Theater Arts II	G05H17	0.5	1	
Theater Arts III	G05H18	1	1	
Theater Arts IV	G05H19	1	1	
Art History	G05HC8	1	1	

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES FOR UNITS OF HIGH SCHOOL CREDIT

Board Approval Pending

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Special courses and course codes are approved by the Tennessee Department of Education.				
Special Courses				
Music History	G05HB3	1	1	
Commercial Music HL (Special Course)	Y05H21	1	2	
Theater Arts Production (Special Course)	Y05H22	1	2	
OTHER				
AP Research	G01H23	1	1	
AP Seminar	G01H22	1	1	
Preparing for ACT, Postsecondary, & Career (ACT Review)	G25H00	0.5	1	Pass/Fail
E-Courses		0.5	1	Pass/Fail
Driver Training (Not offered during the regular school day)	G08H03	0.5	0.5	Pass/Fail
Tennessee Student Success	G25H02	0.5	1	
SPECIAL ED				
Alternate Academic Diploma - Algebra II	S02H01	1	1	
Alternate Academic Diploma - Applied Mathematical Concepts	S02H03	1	1	
Alternate Academic Diploma - Earth & Space Science	S03H01	1	1	
Alternate Academic Diploma - Economics	S04H03	0.5	0.5	
Alternate Academic Diploma - English I	S01H00	1	1	
Alternate Academic Diploma - English III	S01H02	1	1	

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES
FOR UNITS OF HIGH SCHOOL CREDIT

Board Approval Pending

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Special courses and course codes are approved by the Tennessee Department of Education.				
Alternate Academic Diploma - English IV	S01H03	1	1	
Alternate Academic Diploma - Geometry I	S02H02	1	1	
Alternate Academic Diploma - Personal Finance	S25H02	0.5	0.5	
Alternate Academic Diploma - Physical Science	S03H00	1	1	
Alternate Academic Diploma - U.S. Government & Civics	S25H00	0.5	0.5	
Alternate Academic Diploma - U.S. History & Geography	S04H01	1	1	
Alternate Academic Diploma - World History & Geography	S04H00	1	1	
Alternate Academic Diploma - Algebra I	S02H00	1	1	
Alternate Academic Diploma - Biology I	S03H02	1	1	
Alternate Academic Diploma - English II	S01H01	1	1	
Completion of Partial SE Schedule	S25X21	0.5	10	Use to fill the schedule of a student on an abbreviated day per IEP team decision.
Comprehensive Program Grades 9-12 (English Language Arts)	S01H04	1	4	
Comprehensive Program Grades 9-12 - Math	S02H04	1	4	
Comprehensive Program Grades 9-12 - Science	S03H03	1	4	
Comprehensive Program Grades 9-12 - Social Studies	S04H04	1	4	
Hearing/Deaf Ed Program Grades 7-12 - Inclusion	S25X20	1	4	
Intellectually Gifted Program Grades 7-12	S25X11			
Language Program Grades 7-12	S25X16			Use only for students receiving walk-in or drop-in language therapy.
Speech Program Grades 7-12	S25X08			
Special Education Intervention Grades 6-12	S25X27	1	4	
Vision Program Grades 7-12 - Inclusion	S25X14	1	4	
Work-Based Learning: Special Ed Transition	S25H01	0.5	6	
Principles of Transition-Introduction to Self-determination	S25X28	1	1	New Course

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES FOR UNITS OF HIGH SCHOOL CREDIT

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Board Approval Pending				
Special courses and course codes are approved by the Tennessee Department of Education.				
Principles of Transition-Focus on Adulthood	S25H03	1	1	New Course
Principles of Transition-Planning for Postsecondary	S25H04	1	1	New Course
TRANSFER CREDITS				
Language Arts				
English Transfer Credit	G01H28			
World Language				
World Language Transfer Credit I	G24H68			
World Language Transfer Credit II	G24H69			
World Language Transfer Credit III	G24H70			
Fine Arts				
Music Transfer Credit	G05H47			
Visual Art Transfer Credit	G05H48			
Theatre Transfer Credit	G05H49			
Dance Transfer Credit	G05H50			
Mathematics				

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES FOR UNITS OF HIGH SCHOOL CREDIT

Board Approval Pending

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Special courses and course codes are approved by the Tennessee Department of Education.				
Mathematics Transfer Credit	G02H46			
Science				
Science Transfer Credit	G03H41			
Social Studies				
Social Studies Transfer Credit	G04H38			
CAREER AND TECHNICAL EDUCATION				
ADVANCED MANUFACTURING				
Principles of Manufacturing	C13H05	1	2	
Digital Electronics	C13H07	1	1	
Mechatronics I	C13H16	1	1	
Mechatronics II	C13H17	1	2	
Advanced Manufacturing Practicum	C13H08	1	2	
AGRICULTURAL, FOOD & NATURAL RESOURCES				
Agriscience	C18H19	1	1	Lab Science & elective focus credit only for students completing a Veterinary & Animal Science or Horticulture Science Program of Studies.
Greenhouse Management	C18H17	1	1	
Landscaping & Turf Science	C18H16	0.5	1	
Large Animal Science	C18H27	1	1	
Principles of Plant Science & Hydroculture	C18H30	1	1	

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES FOR UNITS OF HIGH SCHOOL CREDIT

Board Approval Pending

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Special courses and course codes are approved by the Tennessee Department of Education.				
Small Animal Science	C18H20	1	1	
Veterinary Science	C18H21	1	1	Lab Science & elective focus credit only for students completing a Veterinary Animal Science Program of Studies.
ARCHITECTURE & CONSTRUCTION				
Structural Systems I	C17H26	1	2	
Structural Systems II	C17H27	1	2	
Fundamentals of Construction	C17H15	1	1	
Construction Practicum	C17H22	1	1	
Architectural & Engineering Design I	C17H13	1	1	
Architectural & Engineering Design II	C17H14	1	1	
Architectural & Engineering Design III	C17H10	1	2	
Engineering Practicum - Honors	C17H21	1	1	
Geographic Information Systems	C03H14	1	1	
Plumbing Systems	C17H18	1	1	
HVAC	C17H17	1	1	
ARTS, AUDIO/VISUAL TECHNLOGY & COMMUNICATIONS				
Digital Arts & Design I	C05H07	1	1	Fine Art & elective focus credit only for students completing a Digital Arts & Design Program of Studies.
Digital Arts & Design II	C05H08	1	1	
Digital Arts & Design III	C05H09	1	2	
Applied Arts Practicum	C11H07	1	1	This will used for the practicum course for all POS & SPOS in this Cluster
Television & Film Production/AV Production I	C11H01	1	1	

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES
FOR UNITS OF HIGH SCHOOL CREDIT

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Board Approval Pending				
Special courses and course codes are approved by the Tennessee Department of Education.				
Television & Film Production/AV Production II	C11H02	1	1	
Television & Film Production/AV Production III	C11H03	1	2	
Special Courses				
Music Industry Audio Production III (Special Course)	Y26H57	1	2	
Music Industry Audio Production II (Special Course)	Y26H56	1	1	
Music Industry Audio Production I (Special Course)	Y26H55	1	1	
BUSINESS MANAGEMENT & ADMINISTRATION				
Accounting I	C12H27	0.5	1	
Business Management	C12H17	1	1	
Computer Applications	C12H19	0.5	1	
Virtual Enterprise International	C12H23	1	2	Economics & elective focus credit for students completing any CTE Program of Studies.
Business & Enterprise Practicum	C12H35	1	1	
EDUCATION & TRAINING				
Fundamentals of Education	C25H05	1	1	
Early Childhood Education Careers I	C23H01	1	1	
Early Childhood Education Careers II	C23H02	1	2	
Early Childhood Education Careers III	C23H03	1	2	
Teaching as a Profession I	C25H04	1	1	
Teaching as a Profession II	C25H06	1	1	

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES FOR UNITS OF HIGH SCHOOL CREDIT

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
	Board Approval Pending			
Teaching as a Profession III	C25H07	1	1	
Special courses and course codes are approved by the Tennessee Department of Education.				
FINANCE				
Accounting I	C12H27	0.5	1	
Accounting II	C12H28	1	1	
HOSPITALITY & TOURISM				
Culinary Arts I	C16H06	1	1	
Culinary Arts II	C16H07	1	2	
Culinary Arts III	C16H08	1	2	
Culinary Arts IV	C16H09	1	1	
HUMAN SERVICES				
Cosmetology I	C19H12	1	1	
Cosmetology II	C19H14	1	2	
Cosmetology III	C19H13	1	2	
Cosmetology IV	C19H21	1	2	
Nutrition Across the Lifespan	C19H15	0.5	1	
Nutrition Science & Diet Therapy	C19H16	1	1	
Human Services Practicum	C19H20	1	1	

Board Approval Pending

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Special courses and course codes are approved by the Tennessee Department of Education.				
INFORMATION TECHNOLOGY				
AP Computer Science A	G02H45	1	1	Math course, AP focus credit & Information Techology focus credit
AP Computer Science Principles	G02H44	1	1	
IB Computer Science SL	G02H66	1	1	
Computer Science Foundations	C10H11	1	1	
Coding I	C10H14	1	1	
Coding II	C10H15	1	1	
Web Design Foundations	C10H16	1	1	
Coding Practicum - Honors	C10H08	1	1	
Coding Practicum / Autonomous Vehicles - Honors	C10H08	1	2	
Cybersecurity I	C10H19	1	1	New Course
LAW, PUBLIC SAFETY, CORRECTS & SECURITY				
Criminal Justice I	C15H10	1	1	
Criminal Justice II	C15H11	1	2	

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES
FOR UNITS OF HIGH SCHOOL CREDIT

Board Approval Pending

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Special courses and course codes are approved by the Tennessee Department of Education.				
Criminal Justice III: Investigation	C15H12	1	1	
MARKETING				
Advertising & Public Relations	C12H32	0.5	1	Economics & elective focus credit for students completing any CTE Program of Studies.
Entrepreneurship	C12H31	1	1	Economics & elective focus credit for students completing any CTE Program of Studies.
Marketing & Management I: Principles	C12H29	1	1	Economics & elective focus credit for students completing any CTE Program of Studies.
Marketing & Management II - Advanced Strategies	C12H30	1	1	Economics & elective focus credit for students completing any CTE Program of Studies.
Retail Operations	C12H33	1	1	Economics & elective focus credit for students completing any CTE Program of Studies.
Virtual Enterprise International	C12H23	1	2	Economics & elective focus credit for students completing any CTE Program of Studies.
Event Planning & Management	C16H12	1	1	
Business & Entrepreneurship Practicum	C12H35	1	1	
MEDICAL SCIENCE				
Cardiovascular Services	C14H18	1	1	
Clinical Internship	C14H11	0.5	2	
Diagnostic Medicine	C14H12	1	1	
Emergency Medical Services - Honors	C14H13	1	1	

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES
FOR UNITS OF HIGH SCHOOL CREDIT

Board Approval Pending

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Special courses and course codes are approved by the Tennessee Department of Education.				
Health Science Anatomy and Physiology - Honors	C14H09	1	1	Lab Science & elective focus credit only for students completing a Biotechnology Research, Diagnostic Services, Emergency Services, Therapeutic Clinical Services or Therapeutic Nursing Services Program of Study.
Health Science Education	C14H14	1	1	
Medical Therapeutics - Honors	C14H15	1	1	
Nursing Education - Honors	C14H16	1	1	
Rehabilitation Careers - Honors	C14H08	1	1	
Special Courses				
Medical Interventions (PLTW) - HL (Special Course)		1	1	New Course--Denied, Appealing
Human Body Systems (PLTW) - HL (Special Course)	Y26H62	1	1	Lab Science & elective focus credit only for students completing a Biomedical Science (PLTW) Program of Study.
Principles of BioMedical Science (PLTW)-HL (Special Course)	Y26H61	1	1	
SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS				
Foundations of Technology (EBD)	C03H03	1	1	
Technological Design (EBD)	C03H02	1	1	
Advanced Design Applications (EBD)	C03H05	1	1	
Civil Engineering & Architecture (PLTW) - Honors	C03H10	1	1	
Introduction to Engineering Design (PLTW) - Honors	C03H09	1	1	
Digital Electronics (PLTW) - Honors	C03H08	1	1	
Engineering Design and Development (PLTW) - Honors	C03H13	1	1	

2020-21 WILLIAMSON COUNTY HIGH SCHOOL COURSES FOR UNITS OF HIGH SCHOOL CREDIT

Board Approval Pending

COURSES	NEW STATE COURSE CODE	MINIMUM CREDITS EARNED	MAXIMUM CREDITS EARNED	SPECIAL NOTES
Special courses and course codes are approved by the Tennessee Department of Education.				
Principles of Engineering (PLTW) - Honors	C03H07	1	1	Lab Science & elective focus credit only for students completing an *Engineering Project Lead the Way* Program of Studies.
Engineering Through Service Learning/ Engineering Design-Hnrs	C03H06	1	1	
STEM Practicum/Research - Honors	C03H18	1	1	
Principles of Engineering Technology	C21H04	1	1	
Engineering Design I	C21H05	1	1	
Engineering Design II	C21H06	1	1	
Robotics & Automated Systems HL	C13H15	1	1	New Course
TRANSPORTATION, DISTRIBUTION & LOGISTICS				
Introduction to Collision Repair	C20H20	1	1	
Collision Repair - Non-Structural	C20H13	1	2	
Collision Repair - Painting & Refinishing	C20H14	1	1	
Collision Repair-Damage Analysis, Estimating & Customer Service	C20H19	1	1	
WORK-BASED LEARNING				
Work-Based Learning: Career Practicum	C20H17	0.5	2	
Success Skills through Service Learning (NCTE)	C15H13	0.5	1	Pass/Fail
All WBL placements must follow the guidelines in the work-based learning manual. Certain WCS health science courses are pre-requisites to enrolling in a health clinical. Reference health science state standards.				
GENERAL CTE				
Jobs for Tennessee Graduates (JTG)	C25H09	0.5	1	

Non-Career & Technical Education (NCTE) courses are not recognized as career and technical education (CTE) courses. NCTE courses cannot be used to complete a CTE elective focus for a student.

MEMORANDUM

DATE: March 4, 2020

TO: Williamson County Board of Education

FROM: Leigh Webb, Ed.D.
Assistant Superintendent of Secondary Schools

CC: Jason Golden
Superintendent

SUBJECT: 2020-21 WCS High School Special Course Applications

Listed below and attached are the renewal special course and special program of study applications to be submitted for approval to the Tennessee State Department of Education, upon board approval. I recommend these courses for approval.

Special Courses

Leadership	Renewal
Human Body Systems	Renewal
Principals of Biomedical Science	Renewal
Abnormal Psychology	Renewal

Special Program of Study

Music Industry Audio Production	Renewal

Thank you.

Williamson County Schools
2020-21 Special Course Application

The lead school for a special course must complete the special course application in order to submit for initial approval or to renew a special course. In addition to completion of the special course application, the lead school must develop and/or update a scope and sequence for the special course prior to the start of the next school year. This scope and sequence document will be shared with other schools in the district that offer the special course to ensure consistency across the district.

Special Course Information

Special Course Name: Leadership

Lead School Name: Ravenwood High School

School Contact Name: Pam Vaden

School Contact Title: Principal

Type of Course: General Education

When will this special course be offered?   Fall Semester

Course Delivery Model: Will any portion of this course be delivered online? No

If online delivery: ☐ Asynchronous   ☐ Synchronous

Proposed Level of Special Course: Introduction (Level 1)

Select the content area for which credit will be awarded upon completion of this special course:

Choose an item.   If you chose CTE, specify career cluster: NA
                      If you chose other, specify subject(s) included: Humanities Elective

Special Course Description

General description of the special course:
The Leadership course is designed to equip students to become school and community leaders. Students will study leadership topics through exploration of intrapersonal growth and interpersonal skills. Students will learn to establish healthy relationships, understand the concept of personal responsibility, teamwork, and self-awareness.

Course standards including alignment to Tennessee Academic Standards: This information may be provided in an uploaded separate document.
(See Attached)

Number of credits to be offered: 0.5

Pre-requisite courses: None

Early postsecondary opportunities and/or industry certifications: NA

Teacher requirements: Highly Certified – Any Area

Justification for offering this special course (reason for including this course in the school program): Although our students are highly educated academically, we felt their soft skills could be improved. Our students need more practice with public speaking, communication, real world problem solving, and time management (to name a few). We would like to see our students take this leadership course to not only extensively explore all areas of self-awareness, but also be proficient in skills that would create a more well-rounded and wholistic individual. We feel this leadership class will help accomplish that goal.

Describe how this course was developed:
In spring of 2016 Ravenwood began visiting schools with leadership programs such as Bearden High School and Soddy Daisy High School to observe how these schools set up and managed their leadership class. Stephanie Dykes (teacher) met with Dr. Pam Vaden (principal) to discuss needs for the students at Ravenwood. Ms. Dykes then researched state standards in a variety of areas that would align with the overall vision of the leadership program and developed a topics and pacing guide, curriculum, and "I can" statements for the course.

List the names/titles of the individuals who developed this course: Stephanie Dykes
Content Area/Career Cluster (CTE Only): NA

Industry Certification (CTE Only): NA

Provide any other pertinent information about this course: (See Attached – Course Syllabus)
The first Ravenwood leadership class was offered as a full year elective credit in 2017-2018 serving 18 students. For the 2018-2019 school year the class was offered as a half credit elective, with two sections offered serving 55-60 students enrolled. During the 2019-2020 school year the class was offered as a half credit, with four sections offered serving approximately 100 students. The class continues to grow every year and has been very successful with a high satisfaction rate.

Ravenwood Leadership

INTRAPERSONAL SKILLS

Learning Target

Students will demonstrate the ability to use intrapersonal skills effectively.

Related Standards

- Demonstrate the ability to work independently and cooperatively (SC & CG 1.5)
- Choose attitudes and behaviors that lead to successful learning (SC & CG 1.7)
- Develop a broad range of interests and abilities (SC & CG 1.8)
- Demonstrate dependability, productivity and initiative (SC & CG 1.9)
- Demonstrate the ability to balance school, extracurricular activities, leisure time and family time (SC & CG 3.1)
- Make decisions, set goals, and develop plans for the future (SC & CG 4.3)
- Demonstrate appropriate work ethics (e.g. dependability, responsibility, punctuality, honesty, integrity and a positive attitude) (SC & CG 4.5)

Knowledge

- Time management
- Stress management
- Self-awareness
- Personal goal setting
- Prioritization
- Risk-taking Assessment
- Diversity Awareness

Processes

- Understand and develop a personal stress and time management plan
- Develop and monitor short term goals for long term achievement
- Recognize and identify internal and external forms of personal stress and respond appropriately
- Identify personal strengths and weaknesses through personality evaluations (True Colors)
- Identify personal leadership styles through personal evaluation (Four Corners)
- Develop brain storming strategies considering situations from different points of view through reflective exercises

Student Friendly

- I can develop a personal time management plan
- I can apply time management skills when completing major projects or events
- I can develop a personal stress management plan
- I can analyze personality strengths and weaknesses
- I can identify personal leadership styles
- I can consider problems from different perspectives
- I can recognize how attitudes and values affect life
- I can utilize assessment results in setting personal goals
- I will value self in regards to individual differences

INTRAPERSONAL SKILLS (cont)

Related Standards (cont)		
• Demonstrate respect for diversity in the workplace (SC & CG 4.8) • Develop personal skills that lead to effective, efficient, and productive life choices (SC & CG 7.1) • Recognize and respect the feelings and needs of self and others (SC & CG 7.2) • Analyze stress and its effects on all aspects of health and wellness (SC & CG 9.1)	• Use personality and leadership assessment results to set personal goals	

INTERPERSONAL SKILLS (CONT)

Related Standards	Processes	Student Friendly
- apply employment skills (teamwork, problem solving and organizational skills (SC & CG 4.6) - apply job readiness skills (e.g. writing letters, preparing resumes, and interviewing) (SC & CG 4.9) - Recognize and respect the feelings and needs of self and others (SC & CG 7.2) - apply conflict management skills in interpersonal relationships (SC & CG 6.3) - recognize and respect the feelings and needs of others (SC & CG 7.2) - demonstrate effective communication skills (SC & CG 7.5) - Maintain meaningful relationships (SC & CG 7.6) - Participate in cooperative learning activities (PE 5.1.4) - Provide support and encouragement for classmates (PE 5.2.3) - Understand and demonstrate the importance of team work, sportsmanship, and fair play (PE 5.2.7)	- Apply listening and team building skills for task completion - Recognize and Demonstrate effective listening skills to build meaningful relationships - Recognize and demonstrate listening, team building, and conflict resolution skills in groups. - Communicate effectively through public speaking, and writing professional letters. - Paraphrase and summarize verbally and in writing - Demonstrate and interpret nonverbal communication - Value self and others in regard to individual differences - Develop strategies for initiating a discussion within a group - Value others with regard to individual differences - Identify group needs and roles the members of a group play through assessments and survey - Solve problems using skills such as negotiation and compromise	- I can paraphrase and summarize both verbally and in writing - I can communicate feelings accurately - I will demonstrate and interpret nonverbal communication - I will develop strategies for initiating a discussion within a group - I can provide and utilize constructive feedback - I can explain what personal assets others bring to a cooperative team - I will value others in regard to individual differences - I will use listening, team building, and conflict resolution skills in groups - I can identify group needs and roles the members of a group play - I can solve a problem through negotiation and compromise

EFFECTIVE LEADERSHIP SKILLS AND EVENT PLANNING

Learning Targets

Students will demonstrate the ability to use situational, judgmental, or complex skills needed for effective leadership

Related Standards

- Apply academic and employment readiness skills through work-based learning (e.g. interning, mentoring, and shadowing) (SC & CG 5.7)
- Apply team building skills to task completion (SC & CG 6.2)
- Model appropriate behaviors (SC & CG 7.3)
- Work effectively with diverse populations (SC & CG 7.7)
- Evaluate alternatives, resources, and the impact of consequences in the decision making process (SC & CG 8.1)
- Evaluate alternative plans to achieve goals (SC & CG 8.2)
- Create a plan and persevere to achieve goals (SC & CG 8.3)

Knowledge

- Decision Making Skills
- Problem Solving Strategies
- Event Goal Setting
- Project and Event Planning
- Organizational Skills
- Evaluation and Reflection

Processes

- Plan projects and events while utilizing appropriate decision making and problem solving skills
- Set meaningful goals during project and event planning
- Plan, organize, and execute a project or event from start to finish
- Use reflection through group discussion as well as individual journaling to evaluate a post event or prepare a project report
- Keep a personal journal of reflection documenting the leadership skills learned during event and project planning

Student Friendly

- I can use appropriate decision making skills to plan projects and events
- I can set appropriate goals during project planning
- I can successfully plan and organize a project or event
- I can execute a meaningful project or event
- I can use reflection to evaluate a post event or project report
- I can create and update a personal journal to document skills learned during event planning

EFFECTIVE LEADERSHIP SKILLS (CONT)

	Processes	Student Friendly

• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (ELA 9-10.1)
• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (ELA 9-10.3)
• Create and continually update a personal journal to document skills learned during the event planning experience by reflecting on:
  - Tasks accomplished and completed
  - Positive and negative aspects of the experience
  - How challenges were addressed
  (TN Writing 2, 4, 9; EP & M Standard 2)
• Identify the objective of the event that is to be planned. Prepare, review, and revise a written project proposal including the main objective, goals (such as fundraising and attendance), location, and criteria (TN Reading 3, 4, 7, 9; TN Writing 2, 5, 7; EP & M Standard 6)		

COMMUNITY AND SCHOOL SERVICE

Learning Targets

Students will demonstrate the ability to assess community service needs and examine the philosophical basis of community and school service.

Related Standards

- Select co-curricular and community activities to enhance the school experience (SC & CG 3.4)
- Connect insights from informational texts to describe obligations of civic-mindedness including voting, being informed about civic issues, volunteering and performing public services, and serving in the military or alternative service. (GC.38)

Knowledge

- School Needs Assessments
- Community Needs Assessments
- Volunteerism

Processes

- Identify and evaluate the needs within the school by surveying and questioning the student population
- Identify and evaluate the needs within the community by surveying and questioning members of the community
- Plan and execute a school service event to meet the needs within the school.
- Plan and execute a community service event to meet the needs within the community
- Recognize the importance of volunteerism and community service by identifying and participating in a volunteer project.

Student Friendly

- I can identify and evaluate needs within the school
- I can identify and evaluate needs within the community
- I can plan and execute a school service event
- I can plan and execute community service project or event
- I can identify the importance of volunteerism and community service

SC & CG: School Counseling and Career Guidance
PE: Physical Education and Wellness
EP & M: Event Planning and Management
ELA: English Language Arts
GC: Government and Civics

2020-21 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES
Required for all special course applications

Special Course Name: LEADERSHIP

School District: WILLIAMSON COUNTY SCHOOLS

We verify that the information on this application is complete and accurate. Assigning the proposed instruction to this special course will not preclude having all State Board of Education approved courses taught by the appropriately endorsed teachers.

Date of Approval by Local Board of Education:

Chairperson's Signature	Date
Director of Schools' Signature	Date

Williamson County Schools
2020-21 Special Course Application

The lead school for a special course must complete the special course application in order to submit for initial approval or to renew a special course. In addition to completion of the special course application, the lead school must develop and/or update a scope and sequence for the special course prior to the start of the next school year. This scope and sequence document will be shared with other schools in the district that offer the special course to ensure consistency across the district.

Special Course Information

Special Course Name: PLTW: Human Body Systems

Lead School Name: Ravenwood High School

School Contact Name: Jessica Mancini

School Contact Title: Teacher

Type of Course: Career & Technical Education

When will this special course be offered?   Year-long

Course Delivery Model: Will any portion of this course be delivered online? No

If online delivery: ☐ Asynchronous   ☐ Synchronous

Proposed Level of Special Course: Intermediate (Level 2)

Select the content area for which credit will be awarded upon completion of this special course:

Other   If you chose CTE, specify career cluster: Biomedical
    If you chose other, specify subject(s) included: In this class students receive both an elective/CTE credit and a science credit.

Special Course Description

General description of the special course:
Biomedical Anatomy and Physiology class that focuses on how the body works by incorporating medical knowledge and ever changing medical ideals and technology.

Course standards including alignment to Tennessee Academic Standards: This information may be provided in an uploaded separate document.
See attached document.

Number of credits to be offered: 2 (one elective/CTE credit, one science credit)

Pre-requisite courses: Principles of Biomedical Science (introductory course)

Early postsecondary opportunities and/or industry certifications: None at this time

Teacher requirements: 2 weeks PLTW Biomedical training required before teaching

Justification for offering this special course (reason for including this course in the school program):
Working in community with many highly motivated students interested in medical/research fields.

Describe how this course was developed:
PLTW (Project Lead the Way) developed the curriculum. I attended a two week training to learn the curriculum and learn how to implement it.

List the names/titles of the individuals who developed this course: Project Lead the Way
Content Area/Career Cluster (CTE Only):   Biomedical/Health Science

Industry Certification (CTE Only):   N/A

Provide any other pertinent information about this course: Click or tap here to enter text.

Course Standards Aligned with Tennessee State Anatomy Standards

PLTW Standards	TN State Standards
1.1 - 1 How do different body systems work together to complete specific functions, such as movement and communication?	**HAP.LS1.1** Investigate the organization of the human body in relation to its ability to accomplish life functions and construct an explanation for the relationship between anatomy and physiology. **HAP.LS1.2** Differentiate the major organ systems of the human body by their anatomy and physiology and engage in argument about defined boundaries due to their functional connectivity.
1.1 - 2 What is the advantage of using regional and directional terms when discussing location in the body?	**HAP.LS1.4** Use a human model to differentiate the major body cavities and organs located within them. Describe the model using proper anatomical and directional terminology for body regions, planes, and cavities.
1.2 - 1 How does the structure of specific human tissue provide clues to its function in the human body?	**HAP.LS1.3** Describe the organizational levels of the human body and observe patterns in cell types and tissue types across organ systems.
1.2 - 2 How do all tissues in the body contribute to the identity of a person?	**HAP.LS1.3** Describe the organizational levels of the human body and observe patterns in cell types and tissue types across organ systems.
1.3 - 1 What role does DNA play in human identity?	**HAP.LS1.1** Investigate the organization of the human body in relation to its ability to accomplish life functions and construct an explanation for the relationship between anatomy and physiology. **HAP.LS1.40** Examine the microscopic structures of the human egg and sperm and explain how their structures relate to their functions.
1.3 - 2 How can molecular biology techniques be used to compare the DNA of two individuals?	**HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.
2.1 - 1 What are the consequences of miscommunication in the human body?	**HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.

	HAP.LS1.36 Compare and contrast the structures and functions of the somatic nervous system and the autonomic nervous system.
2.1 - 2 How does understanding the structure and function of the human brain help with diagnosis of disease?	HAP.LS1.33 Anatomically distinguish between the central nervous system and the peripheral nervous system. Explain how their structures and locations are related to their physiological roles. HAP.LS1.37 Model the major parts of the brain and spinal cord, relating each part to its source of sensory information and/or its primary target of regulation. HAP.ETS2.1 Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.
2.2 - 1 What would happen in the body if the action of neurotransmitters was impaired?	HAP.LS1.34 Model the cellular and subcellular structures of neurons and explain the molecular neurophysiology of membrane potentials and the conduction of information through synaptic transmission. HAP.LS1.35 Identify and describe the types of sensory receptors found in the human body.
2.2 - 2 Why does reaction time typically differ in reflex and voluntary actions?	HAP.LS1.38 Explain the structures, functions, and limitations of the human sensory systems (senses): hearing, balance/proprioception, sight, touch, smell, and taste.
2.3 - 1 How do hormones and feedback mechanisms maintain homeostasis in the human body?	HAP.LS1.32 Explain, using examples, the mechanism of negative feedback in hormonal production and control.
2.3 - 2 How can improper levels of a hormone lead to disease or dysfunction in the human body?	HAP.LS1.30 Using a model, name and locate the major endocrine glands and identify additional organ tissues in the human body that produce hormones. Describe the hormones produced and their physiological effects on other body targets. HAP.ETS2.1 Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.

2.4 - 1 How do the eye and the brain work together to process what we see?	**HAP.LS1.38** Explain the structures, functions, and limitations of the human sensory systems (senses): hearing, balance/proprioception, sight, touch, smell, and taste.
2.4 - 2 How does an error in the structure or function of the eye relate to disease or dysfunction?	**HAP.LS1.38** Explain the structures, functions, and limitations of the human sensory systems (senses): hearing, balance/proprioception, sight, touch, smell, and taste.
2.4 - 3 How does information received through sight initiate a response in other body systems?	**HAP.LS1.38** Explain the structures, functions, and limitations of the human sensory systems (senses): hearing, balance/proprioception, sight, touch, smell, and taste.
2.4 - 4 How can new technology improve human vision?	**HAP.LS1.38** Explain the structures, functions, and limitations of the human sensory systems (senses): hearing, balance/proprioception, sight, touch, smell, and taste.
3.2 - 1 How does the body obtain and use energy from food?	**HAP.LS1.24** Model the sequential organization of the alimentary canal and its accessory organs in order to describe the physiological role of each. **HAP.LS1.25** Analyze gastrointestinal wall histology and explain the anatomical architecture that supports efficient absorption and transport of molecules into cardiovascular or lymphatic circulation. **HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.
3.2 - 2 Why does an enzyme only catalyze a specific chemical reaction under specific conditions?	**HAP.LS1.26** Investigate the actions of major digestive enzymes and hormones and identify their sources.
3.2 - 3 How is the air you breathe and the food you eat used in the production of ATP?	**HAP.LS1.18** Explain how the anatomy of the respiratory system functions to provide oxygen and carbon dioxide transport mechanisms between the lungs and the circulatory system, considering capillary structures, red blood cell structures, diffusion, and affinity.

3.3 - 1 How do the systems of the human body work together to facilitate gas exchange?	**HAP.LS1.18** Explain how the anatomy of the respiratory system functions to provide oxygen and carbon dioxide transport mechanisms between the lungs and the circulatory system, considering capillary structures, red blood cell structures, diffusion, and affinity.
3.3 - 2 How can analysis of lung capacity be used to diagnose or treat a patient?	**HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.
3.3 - 3 How can an individual improve or damage their lung function?	**HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.
3.4 - 1 How does the nephron function to maintain fluid and electrolyte balance in the human body?	**HAP.LS1.28** Model the sequential organization of the male and female urinary tracts in order to describe the physiological role of blood filtration and waste excretion from the body. **HAP.LS1.29** Identify the parts of a nephron and describe how they assist in homeostatic mechanisms through urine formation.
3.4 - 2 How can the composition of urine provide clues about problems in human body systems?	**HAP.LS1.28** Model the sequential organization of the male and female urinary tracts in order to describe the physiological role of blood filtration and waste excretion from the body. **HAP.LS1.29** Identify the parts of a nephron and describe how they assist in homeostatic mechanisms through urine formation.
3.4 - 3 How do hormones help maintain water balance in the human body?	**HAP.LS1.29** Identify the parts of a nephron and describe how they assist in homeostatic mechanisms through urine formation. **HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.
4.1 - 1 How does the structure of a joint provide information about its function?	**HAP.LS1.10** Explain the processes of bone formation, growth, and repair.

4.1 - 2 How do bones, muscles, and joints work together to enable movement and locomotion for the human body?	**HAP.LS1.8** Identify major bones within the axial and appendicular divisions, describing their physiological roles in creating a body scaffold, internal organ protection, and anchor points for skeletal muscles participating in movement.
4.1 - 3 Why would medical professionals measure range of motion at a joint?	**HAP.LS1.10** Explain the processes of bone formation, growth, and repair. **HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.
4.2 - 1 How do muscles assist with movement of the body and of substances around the body?	**HAP.LS1.13** Model the anatomical connections between the skeletal system and muscular system and explain how they generate movement through antagonistic muscle groups.
4.2 - 2 What do skeletal muscle structure and attachment to bones indicate about function?	**HAP.LS1.11** Differentiate visceral, cardiac, and skeletal muscle tissues based on anatomical criteria and their physiological role in the movement of body parts and/or substances. **HAP.LS1.12** Model the gross and microscopic anatomy of skeletal muscle and a muscle fiber and use the model to identify and explain the roles of subcellular structures that participate in the events of muscle fiber contraction and heat generation.
4.2 - 3 How can neurological diseases affect overall muscle function?	**HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.
4.3 - 1 How do the cardiovascular and respiratory systems work together to maintain homeostasis in the human body?	**HAP.LS1.14** Describe, in terms of structure and function, the systemic and pulmonary paths of the cardiovascular system.
4.3 - 2 How do the structure of arteries, veins, and capillaries relate to their function in the body?	**HAP.LS1.17** Examine the structure (molecular and cellular) of blood constituents and describe their function. **HAP.LS1.15** Prepare and/or use a model of a human heart to explain systole and diastole and the heart's internal and external control mechanisms involved in producing the heartbeat.

4.3 - 3 What medical interventions are available to improve circulation in impaired blood vessels?	**HAP.LS1.16** Explain blood pressure in terms of systole and diastole. Describe the factors affecting blood pressure and blood pressure's role in homeostasis. **HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.
4.4 - 1 What body systems are involved with powering an athlete through a running race?	**HAP.LS1.11** Differentiate visceral, cardiac, and skeletal muscle tissues based on anatomical criteria and their physiological role in the movement of body parts and/or substances. **HAP.LS1.25** Analyze gastrointestinal wall histology and explain the anatomical architecture that supports efficient absorption and transport of molecules into cardiovascular or lymphatic circulation.
4.4 - 2 How are we able to overcome muscle fatigue?	**HAP.LS1.12** Model the gross and microscopic anatomy of skeletal muscle and a muscle fiber and use the model to identify and explain the roles of subcellular structures that participate in the events of muscle fiber contraction and heat generation. **HAP.LS1.13** Model the anatomical connections between the skeletal system and muscular system and explain how they generate movement through antagonistic muscle groups.
5.1 – 1 Explain how a skin injury impacts function of multiple body systems.	**HAP.LS1.6** Describe the anatomical structures of the integumentary system and explain their role in the physiological processes of protection, temperature homeostasis, and sensation.
5.1 – 2 Recognize that the structure of cells, tissues, and organs are related to their function in the body.	**HAP.LS1.1** Investigate the organization of the human body in relation to its ability to accomplish life functions and construct an explanation for the relationship between anatomy and physiology. **HAP.LS1.3** Describe the organizational levels of the human body and observe patterns in cell types and tissue types across organ systems. **HAP.LS1.7** Diagram a cross-sectional image of skin layers identifying the microscopic

	components and describe the life cycle of cells that maintain these layers. **HAP.LS1.8** Identify major bones within the axial and appendicular divisions, describing their physiological roles in creating a body scaffold, internal organ protection, and anchor points for skeletal muscles participating in movement. **HAP.LS1.9** Diagram microscopic bone structures, identifying regions that participate in hematopoiesis and storage of minerals and fat.
5.1 – 3 Describe how the systems of the body work together to maintain homeostasis and overall good health	**HAP.LS1.1** Investigate the organization of the human body in relation to its ability to accomplish life functions and construct an explanation for the relationship between anatomy and physiology. **HAP.LS1.3** Describe the organizational levels of the human body and observe patterns in cell types and tissue types across organ systems. **HAP.LS1.6** Describe the anatomical structures of the integumentary system and explain their role in the physiological processes of protection, temperature homeostasis, and sensation. **HAP.LS1.8** Identify major bones within the axial and appendicular divisions, describing their physiological roles in creating a body scaffold, internal organ protection, and anchor points for skeletal muscles participating in movement. **HAP.LS1.9** Diagram microscopic bone structures, identifying regions that participate in hematopoiesis and storage of minerals and fat
5.2 - 1 How does the overall structure of bone provide strength and flexibility but keep bone from being too bulky and heavy?	**HAP.LS1.10** Explain the processes of bone formation, growth, and repair.
5.2 - 2 How do specific cells and hormones assist with bone remodeling and blood calcium balance in the human body?	**HAP.LS1.9** Diagram microscopic bone structures, identifying regions that participate in hematopoiesis and storage of minerals and fat. **HAP.LS1.10** Explain the processes of bone formation, growth, and repair

5.2 - 3 How can technology be used to diagnose injury to bone?	**HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.
5.3 - 1 How do the lymphatic and immune systems work together to help maintain homeostasis in the human body?	**HAP.LS1.20** Describe the relationship between the structure and function of the lymphatic system. **HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.
5.3 - 2 How does the body react when exposed to an antigen for the second time?	**HAP.LS1.21** Differentiate between innate and adaptive immunity, identifying immune cells that play a role in each.
5.3 - 3 How do doctors determine compatible donors and recipients for blood transfusions?	**HAP.LS1.17** Examine the structure (molecular and cellular) of blood constituents and describe their function. **HAP.LS1.22** Analyze ABO and Rh blood groups as a basis for blood transfusion and infant incompatibility reactions
6.1 - 1 How does the body's reaction to the external environment impact the internal environment?	**HAP.LS1.19** Explain the relationship between the integumentary, muscular, and circulatory systems in temperature homeostasis. **HAP.LS1.38** Explain the structures, functions, and limitations of the human sensory systems (senses): hearing, balance/proprioception, sight, touch, smell, and taste.
6.1 - 2 How do medical interventions help medical professionals and patients prevent, diagnose, and treat disease?	**HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders. **HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders. **HAP.ETS2.1** Research system disorders to communicate information on the known facts about the disorders and identify technology that has been developed to diagnose and/or treat the disorders.

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2020-21 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES
Required for all special course applications

Special Course Name: PLTW: HUMAN BODY SYSTEMS

School District: WILLIAMSON COUNTY SCHOOLS

We verify that the information on this application is complete and accurate. Assigning the proposed instruction to this special course will not preclude having all State Board of Education approved courses taught by the appropriately endorsed teachers.

Date of Approval by Local Board of Education:

Chairperson's Signature	Date
Director of Schools' Signature	Date

Williamson County Schools
2020-21 Special Course Application

The lead school for a special course must complete the special course application in order to submit for initial approval or to renew a special course. In addition to completion of the special course application, the lead school must develop and/or update a scope and sequence for the special course prior to the start of the next school year. This scope and sequence document will be shared with other schools in the district that offer the special course to ensure consistency across the district.

Special Course Information

Special Course Name: Principles of Biomedical Science

Lead School Name: Ravenwood High School

School Contact Name: Elizabeth Greer

School Contact Title: Teacher

Type of Course: Career & Technical Education

When will this special course be offered?   Year-long

Course Delivery Model: Will any portion of this course be delivered online? No

If online delivery: ☐ Asynchronous   ☐ Synchronous

Proposed Level of Special Course: Introduction (Level 1)

Select the content area for which credit will be awarded upon completion of this special course:

Career & Technical Education   If you chose CTE, specify career cluster: Biomedical Science
              If you chose other, specify subject(s) included: Click or tap here to enter text.

Special Course Description

General description of the special course:
In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. Throughout the course, the students learn about forensic science, diabetes, nutrition, sickle cell disease, genetics, heart structure and heart health, microbiology and infectious diseases.

Course standards including alignment to Tennessee Academic Standards: This information may be provided in an uploaded separate document.
See attached documents

Number of credits to be offered: 1

Pre-requisite courses: Biology (prior or concurrently)

Early postsecondary opportunities and/or industry certifications: None at this time but aspire to

Teacher requirements: Project Lead the Way Core Training

Justification for offering this special course (reason for including this course in the school program):
Working in a community with many highly motivated students that are interested in medical and
research fields.

Describe how this course was developed:
PLTW (Project Lead the Way) develops and updates the curriculum. We purchase the curriculum and
implement. I attended a PLTW required Core Training for two weeks to learn the curriculum and
implement the course.

List the names/titles of the individuals who developed this course: Project Lead the Way
Content Area/Career Cluster (CTE Only):   Biomedical Science / Health Science

Industry Certification (CTE Only):   N/A

Provide any other pertinent information about this course: PLTW is updating each course starting
this fall. This fall, the Principles of Biomedical Science course will be slightly different.

TN Standards 2019-2020	PLTW Standards
Biology	Principles of Biomedical Sciences
BIO1.LS1: From Molecules to Organisms: Structures and Processes	
1) Compare and contrast existing models, identify patterns, and use structural and functional evidence to analyze the characteristics of life. Engage in argument about the designation of viruses as non-living based on these characteristics.	**Unit 5.1** S2 - Compare and contrast the biology and pathology of various infectious agents. K3 - Identify the basic structures of a bacterial cell.
2) Evaluate comparative models of various cell types with a focus on organic molecules that make up cellular structures.	**Unit 2.1** Diabetes – understanding what happens in glucose regulation Students build a cell model creating phospholipid bilayer, insulin protein, transport protein, glucose molecule **Unit 2.2** • U1 - Foods contain macromolecules, particularly carbohydrates, lipids, and proteins, which are broken down and reassembled for use in the human body. • U2 - The human body utilizes nutrients, vitamins, and minerals consumed in food to maintain overall health and homeostasis. • U3 – Energy is stored in the chemical bonds of the macromolecules found in food. • S2 - Demonstrate the processes of dehydration synthesis and hydrolysis. **Unit 4.3** U1 - Cholesterol is a lipid that is necessary for the proper functioning of cells and for maintaining a healthy body.
3) Integrate evidence to develop a structural model of a DNA molecule. Using the model, develop and communicate an explanation for how DNA serves as a template for self-replication and encodes biological information.	**Unit 1.2** • U1 - Human DNA is a unique code of over three billion base pairs that provides a genetic blueprint of an individual. • U2 - DNA is packaged as chromosomes, which each contain numerous genes or segments of DNA sequence that code for traits. • U3 - DNA from all living organisms has the same basic structure – the differences are in the sequences of the nucleotides. Students build a model of DNA
4) Demonstrate how DNA sequence information is decoded through transcriptional and translational processes within the cell in order to synthesize proteins. Examine the relationship of structure and function of various types of RNA and the importance of this relationship in these processes.	**Unit 3.2** K1 - Recognize that the sequence of nucleotides in DNA determines the sequence of amino acids in a protein. • K2 - Explain the process of protein synthesis. • K3 - Explain how changes in the b-globin protein are due to the mutation associated with sickle cell disease.
5) Research examples that demonstrate the functional variety of proteins and construct an argument based on evidence for the importance of the molecular structure to its function. Plan and carry out a controlled investigation to test predictions about factors, which should cause an effect on the structure and function of a protein.	**Unit 3.2** S1 - Demonstrate transcription and translation to create a simulated protein. • S2 - Analyze the effect that base pair mutations have on a simulated protein. • S3 - Manipulate computer simulated proteins to visualize the interactions between amino acids and analyze protein structural changes.

6) Create a model for the major events of the eukaryotic cell cycle, including mitosis. Compare and contrast the rates of cell division in various eukaryotic cell types in multicellular organisms.	**Unit 3.3** K1 - Recognize that in order for cellular division to occur, exact copies of the DNA must be transferred to the resulting daughter cells. S1 - Demonstrate the processes of mitosis and meiosis
7) Utilize a model of a cell plasma membrane to compare the various types of cellular transport and test predictions about the movement of molecules into or out of a cell based on the homeostasis of energy and matter in cells.	**Unit 2.1 –Diabetes Unit** K1 – Recognize that insulin is the protein that regulates the transfer of glucose into body cells. K2 – Recognize that blood glucose levels are regulated by the feedback action of the hormones insulin and glucagon. **Unit 2.3 – Diabetes Unit** U2 - Blood glucose concentration affects osmosis, the movement of water in and out of body cells. S3 - Demonstrate how water moves across a cell membrane to balance the level of dissolved solutes on either side.
	Unit 3.1 K1 - Explain the function of each of the major components of blood. S1 - Compare normal vs. sickle-shaped red blood cells S2 - Demonstrate how sickle-shaped red blood cells lead to decreased oxygen flow to body tissues.
9) Create a model of aerobic respiration demonstrating flow of matter and energy out of a cell. Use the model to explain energy transfer mechanisms. Compare aerobic respiration to alternative processes of glucose metabolism.	**Unit 4.3** U1 - Cholesterol is a lipid that is necessary for the proper functioning of cells and for maintaining a healthy body. Not covered in PLTW standards but could easily be aligned with Unit 2.2 – the macromolecules and food unit or Unit 2.1 – Diabetes – a closer look at the insulin glucose relationship. Students learn about the beta cells in the pancreas producing insulin in response to increased glucose levels – they have to model the insulin binding to a receptor protein allowing GLUT 4 to open and allow glucose in via facilitated diffusion. It would be very easy to go one step further and explain how that glucose is converted to ATP via cellular respiration.
BIO1.LS2: Ecosystems: Interactions, Energy, and Dynamics	
1) Create a model tracking carbon atoms between inorganic and organic molecules in an ecosystem. Explain human impacts on climate based on this model.	**Unit 2.2** U1 - Foods contain macromolecules, particularly carbohydrates, lipids, and proteins, which are broken down and reassembled for use in the human body. U2 - The human body utilizes nutrients, vitamins, and minerals consumed in food to maintain overall health and homeostasis. U3 - Energy is stored in the chemical bonds of the macromolecules found in food. S2 - Demonstrate the processes of dehydration synthesis and hydrolysis.
BIO1.LS3: Heredity: Inheritance and Variation of Traits	
1) Model chromosome progression through meiosis and fertilization in order to argue how the processes of sexual reproduction lead to both genetic similarities and variation in diploid organisms.	**Unit 3.3** S1 - Demonstrate the processes of mitosis and meiosis. U1 S2 - Model the inheritance of genetic diseases. U1, U2 S3 - Analyze genotype to determine phenotype. U2
Compare and contrast the processes of sexual and asexual reproduction, identifying the advantages and disadvantages of each.	**Unit 5.1** K1 - Describe the mode of transmission and mode of reproduction of various infectious agents. U1 K2 - Describe the prevention of and treatment for various infectious agents. U1, U4 K3 - Identify the basic structures of a bacterial cell. U1, U3

2) Explain how protein formation results in phenotypic variation and discuss how changes in DNA can lead to somatic or germ line mutations.	**Unit 3.2** K3 – Explain how changes in the b-globin protein are due to the mutation associated with sickle cell disease Q2 – How do changes in DNA sequences relate to genetic diseases? **Unit 3.3** Recognize that chromosomes in reproductive cells contain numerous genes that carry traits through the generations. U1 - Chromosomes transfer genetic material from cell to cell as well as from generation to generation, in processes called mitosis and meiosis.
3) Through pedigree analysis, identify patterns of trait inheritance to predict family member genotypes. Use mathematical thinking to predict the likelihood of various types of trait transmission.	**Unit 3.3** T1 – Analyze genetic case files and provide written and oral feedback to a patient or family. T2 – Determine which situations would require the expertise of a genetic counselor. **Unit 3.4** K1 - Explain how pedigrees can be used to determine the mode of inheritance of genetic diseases. Q1 – How do genetic counselors analyze genetic risk? • S1 - Draw and analyze pedigree charts to illustrate passage of a trait through generations. • S2 - Determine and compare the experimental probability and the theoretical probability of inheriting a trait. • S3 - Analyze pedigrees to calculate the probability of inheriting a trait or disease. **Unit 4.3** S2 - Use proper laboratory techniques to separate DNA fragments by gel electrophoresis. • S3 - Analyze the results of the gel electrophoresis to correctly diagnose the presence of the familial hypercholesterolemia mutation. Create a family pedigree with results.
BIO1.LS4: Biological Change: Unity and Diversity	
2) Using a model that demonstrates the change in allele frequencies resulting in evolution of a population over many generations, identify causative agents of change.	**Unit 3.4** 3.4.3 World Distribution of Sickle Cell Disease. Bean simulation lab exploring how the world distribution of sickle cell matches the world distribution of malaria
BIO1.ETS2: Links Among Engineering, Technology, Science, and Society	
1) Obtain, evaluate, and communicate information on how molecular biotechnology may be used in a variety of fields.	**Unit 1.1** K2 - Describe how evidence at a crime scene, such as blood, hair, fingerprints, and shoeprints can help forensic investigators determine what might have occurred and help identify or exonerate potential suspects. U1 **Unit 1.2** • U4 - Restriction enzymes recognize and cut specific sequences in DNA. • U5 - Gel electrophoresis separates DNA fragments based on size and is used in Restriction Fragment Length Polymorphism (RFLP) analysis. **Unit 3.3** T1 – Analyze genetic case files and provide written and oral feedback to a patient or family. T2 – Determine which situations would require the expertise of a genetic counselor. **Unit 4.3** S2 - Use proper laboratory techniques to separate DNA fragments by gel electrophoresis. S3 - Analyze the results of the gel electrophoresis to correctly diagnose the presence of the familial hypercholesterolemia mutation. K2 - Describe how restriction enzymes and gel electrophoresis can be used to analyze genetic information.

2) Investigate the means by which karyotypes are utilized in diagnostic medicine.	**Unit 3.3** – optional activity S4 - Use proper techniques to examine, count, and measure chromosomes. U1 (Optional)
3) Analyze scientific and ethical arguments to support the pros and cons of application of a specific biotechnology technique such as stem cell usage, in vitro fertilization, or genetically modified organisms.	**Unit 3.3** U3 – There are many moral, ethical, and legal considerations surrounding the right to a person's tissues and organs. (Optional)
	Discussion of gene therapy as a treatment for sickle cell disease
	Unit 3.4 Q3 – What are the ethical implications of analyzing our genetic makeup?

The other PLTW PBS Standards that are not covered in Biology Curriculum are aligned with Next Generation Science Standards (NGSS). They are on the separate attachment.

2020-21 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES
Required for all special course applications

Special Course Name: PRINCIPLES OF BIOMEDICAL SCIENCE

School District: WILLIAMSON COUNTY SCHOOLS

We verify that the information on this application is complete and accurate. Assigning the proposed instruction to this special course will not preclude having all State Board of Education approved courses taught by the appropriately endorsed teachers.

Date of Approval by Local Board of Education:

Chairperson's Signature	Date
Director of Schools' Signature	Date

The lead school for a special course must complete the special course application in order to submit for initial approval or to renew a special course. In addition to completion of the special course application, the lead school must develop and/or update a scope and sequence for the special course prior to the start of the next school year. This scope and sequence document will be shared with other schools in the district that offer the special course to ensure consistency across the district.

Special Course Information

Special Course Name: Abnormal Psychology

Lead School Name: Franklin High School

School Contact Name: Corrie Butler

School Contact Title: General Education Teacher

Type of Course: General Education

When will this special course be offered?   Year-long

Course Delivery Model: Will any portion of this course be delivered online? No

If online delivery: ☐ Asynchronous   ☐ Synchronous

Proposed Level of Special Course: Intermediate (Level 2)

Select the content area for which credit will be awarded upon completion of this special course:

Choose an item.   If you chose CTE, specify career cluster: Click or tap here to enter text.
                       If you chose other, specify subject(s) included: Psychology; social studies; elective

Special Course Description

General description of the special course:
The general purpose of this course is to increase your understanding of historical foundations, theories, research, assessment, and treatment of abnormal psychology. This course will include basic knowledge of the DSM-IV used to classify a wide range of specific psychotic, cognitive, behavioral, emotional, and developmental disorders, as well as current research and treatment approaches. Each major disorder, its symptoms, and treatment strategies will be examined, using case material to supplement the chapter text.

Course standards including alignment to Tennessee Academic Standards: This information may be provided in an uploaded separate document.
Students will explore perspectives on abnormal behavior and categories of psychological disorders.Define psychologically abnormal behavior.Describe historical and cross-cultural views

of abnormality and major models of abnormality.Discuss how stigma relates to abnormal behavior.Discuss the impact of psychological disorders on the individual, family and society

Number of credits to be offered: .5

Pre-requisite courses: Psychology

Early postsecondary opportunities and/or industry certifications: N/A

Teacher requirements: 426   Psychology 9-12 licensure

Justification for offering this special course (reason for including this course in the school program):
There are only 5 semester electives (.5 credits) that students can take throughout the 4 year high school career—need more electives. Outside of A.P. Psychology, students have no other classes to take in the Psychology field. Class would be beneficial and essential to a student who wishes to pursue a career in psychology; stand out on transcript. Students have a vast interest in mental disorders and abnormal psychology, but psychology only learn about 20 disorders for only a few chapters towards the end of the semester. Abnormal Psychology builds upon standards and units that have already been state approved for high school curriculum. Mental health is relevant to the personal lives of students. Help students understand the causes and the help offered for mental disorders. This course will also help mental health stigma and give students resources to seek help or aid if mental health crisis develops.

Describe how this course was developed:
Course was crafted using several college textbooks and syllabus, as this class is almost only found taught at university/collegiate level. Course was developed as a need for students in the adolescent years to learn more about mental disorders and mental health as adolescence is when many disorders begin to show symptoms. Several students in class have disorders that we discuss, and I believe it helps them better understand the disorder, know they are not alone, and know that it is quite common.

List the names/titles of the individuals who developed this course: Corrie Butler
Content Area/Career Cluster (CTE Only):   Click or tap here to enter text.

Industry Certification (CTE Only):   Click or tap here to enter text.

Provide any other pertinent information about this course: Chapters involved in course: 1) Abnormal Behavior in Historical Contex (and current views on mental illness) 2) Anxiety & Mood Disorders 3) Somatoform and Dissociative Disorders 4) Eating, Sleep, Impulse Control Disorders 5) Personality Disorders 6) Schizophrenia and Other Psychotic Disorders 7) Childhood and Stress Disorders 8) Mental Health and the Law

2020-21 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES

Required for all special course applications

Special Course Name: ABNORMAL PSYCHOLOGY

School District: WILLIAMSON COUNTY SCHOOLS

We verify that the information on this application is complete and accurate. Assigning the proposed instruction to this special course will not preclude having all State Board of Education approved courses taught by the appropriately endorsed teachers.

Date of Approval by Local Board of Education:

Chairperson's Signature	Date
Director of Schools' Signature	Date

Williamson County Schools
2020-21 CTE Special Program of Study Application

The lead school for a special program of study (SPOS) must complete the SPOS application in order to submit for initial approval or to renew a SPOS. In addition to completion of the SPOS application, the lead school must develop and/or update a scope and sequence for each special course within the SPOS prior to the start of the next school year. This scope and sequence document will be shared with other schools in the district that offer the SPOS to ensure consistency across the district.

SPOS Information

SPOS Name: Music Industry/Audio Production

Lead School Name: Renaissance High School

School Contact Name: Brian Bass/Paula Wolak

School Contact Title: Principal/Instructor

Career Cluster: CCTE - Arts, Audio/Visual Technology, & Communications

Provide a brief description and rationale for the proposed SPOS:

This special program of study introduces high school students to the concepts and multidisciplinary skills that are required to secure a job in the music business and related audio technology professions. Williamson County is teeming with residents who are involved in the music business and in music production as songwriters, producers, studio and live sound engineers, and tour support personnel. They run record companies and publishing houses. This POS touches on aspects of these various professions and gives students an understanding of what is involved in the day to day operation of creating music and getting it out to the listener. This SPOS has evolved since its inception to reflect the evolution within the Nashville music industry from selling CD's and albums to digital streaming and an emphasis on live sound. Courses are rooted in creativity, collaboration, communication, and critical thinking as students create a diverse portfolio showcasing their skills and the mastery of standards.

Identify the occupation(s) and careers aligned to this SPOS and summarize and interpret the local/regional job outlook for the identified occupation(s)/career(s), including labor market data and citation of multiple sources. Districts may insert charts/figures from labor market sources that support the implementation of the proposed SPOS.

Careers that are aligned to this SPOS include: studio engineers, live sound engineers, music producers, musicians, songwriters, artist managers, record company personnel, music publishing personnel, tour support personnel, and promotions for industry products. In addition to these careers in the music industry, this SPOS also introduces students to growing related career fields in audio post-production for video, podcasts, and gaming. According to the U.S. Bureau of Labor Statistics, demand for broadcast and sound engineering technicians is projected to see an 8% growth rate (faster than average) between 2018 and 2028. Sound engineering technicians are listed as the #6 best Creative and Media career in 2020 by US News and World Report. In addition to the postsecondary pathways listed below, US News and World Report (2020) ranks sound engineer technicians as the ninth best highest paying jobs available without a degree.

List of references/sources used in developing the SPOS:

The course was developed primarily based on the real-world knowledge and experience of instructor Paula Wolak, a veteran Nashville audio producer and engineer, who maintains professional relationships within the music industry. In addition, this SPOS reflects standards and outcomes outlined in recording programs such as MTSU's Media and Entertainment and Recording Industry programs, and The Blackbird Academy Professional School of Audio's series of courses.

SPOS Course Sequence: For each level, provide the course name and, where appropriate, identify special courses, early postsecondary opportunities (including type of EPSO and postsecondary partner), and industry certifications.

- Level 1: Music Industry/Audio Production 1
- Level 2: Music Industry/Audio Production 2
- Level 3: Music Industry/Audio Production 3
- Level 4: Applied Arts Practicum

Aligned Postsecondary Pathways: Explain the local/regional postsecondary programs and industry certifications students expect to pursue upon completion of this SPOS at all types of postsecondary (TCAT, community college, four-year). Specify each institution where aligned programs are available (ex: TCAT-Anytown).

MTSU, Murfreesboro TN: MTSU College of Media and Entertainment; Department of Recording Industry with an emphasis in either Audio Production or Recording Industry; B.M. and B.S.

Belmont University, Nashville TN: Mike Curb College of Entertainment and Music Business;Programs in Audio Engineering, Music Business, Creative and Entertainment Industry Studies, and Songwriting; B.M. and B.S.

Lipscomb University, Nashville TN: Commercial Music Program with an emphasis in Production or Songwriting; B.A.

Columbia State Community College, Franklin TN: Commercial Entertainment; A.A./A.S.

Nashville State Community College. Nashville, TN: Music Technology Technical Certificate

Blackbird Academy Professional School of Audio, Nashville, TN - technical certificate

Dark Horse Recording, Franklin, TN: technical certificate

For each special course within this SPOS, complete the next two sections (special course information and special course description). For example, if the SPOS includes three special courses, these next two sections must be completed three times. Once for each of the three special courses.

Special Course Information

Special Course Name: Music Industry/Audio Production I

School Contact Name: Paula Wolak

School Contact Title: Instructor

When will this special course be offered? This course will be offered yearly beginning with academic year 2020-2021

Course Delivery Model: Will any portion of this course be delivered online? No

Proposed Level of Special Course: This is the introductory/foundational course in the POS. It will be offered to 1st year students, typically Freshmen.

Special Course Description

General description of the special course:
Music Industry Audio Production I (MIAP I) is a foundational course in the Arts, A/V Technology & Communications cluster for students interested in audio production occupations. Upon completion of this course, proficient students will be to explain and operate basic audio technology including but not limited to microphones, mixers, and a consumer level editing software (i.e.: Garageband). Students will establish basic skills in operating audio mixers and other professional audio hardware. Standards in this course include an overview of the history and evolution of audio production, the fundamental principles of sound and wave propagation, digital processing and storage, career exploration, and issues affecting audio production. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them and update throughout the full sequence of courses in this program of study.

Course standards including alignment to Tennessee Academic Standards: This information may be provided in an uploaded separate document.

The standards for this course have been uploaded as a separate document. These standards are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee State Standards for Physical World Concepts, Physics, and Visual Art.

Number of credits to be offered: 1.0

Pre-requisite courses: None

Early postsecondary opportunities and/or industry certifications: None.

Teacher requirements: 597 Electronic Media Endorsement

Justification for offering this special course (reason for including this course in the school program):
Renaissance is an out-of-zone choice public high school who serves students from across Williamson County Schools with a passion, talent, and interest in one of our Creative Academies: Apps, Arts, and Audio. The mission of Renaissance High School is to help students leverage these creative passions into career possibilities. Renaissance therefore has 1/3 of our students with a particular interest in audio production, mixing, engineering, performing, and live sound. Furthermore, our proximity to Nashville makes a career in the music industry or audio production relevant and attainable. This course introduces high school students to the concepts and skills that are required to secure a job in the music business and support professions. This POS touches on aspects of these professions and gives students an understanding of what is involved in the day to day operation of creating music and getting it out to the audience.

Describe how this course was developed:
This course is a compilation of various curricula from high schools, community colleges, and recording degree programs and Lynda.com course outlines. The course also has benefitted from consecutive years of teaching and refining the program based on the student's interests, industry recommendations, feedback from professional musicians, sound engineers and industry personnel.

List the names/titles of the individuals who developed this course: Paula Wolak/Renaissance Audio Academy Teacher, Kurt Howell/industry veteran & Director of NTP Technology, Lynn Fuston/recording engineer and technical writer for Sweetwater Sound

Content Area/Career Cluster (CTE Only): Arts, Audio/Visual Technology, & Communications

Industry Certification (CTE Only): n/a

Provide any other pertinent information about this course: This is the first of four courses in the Program of Study that culminates in students' completion of a digital portfolio via the Applied Arts Practicum.

Special Course Information

Special Course Name: Music Industry/Audio Production II (MIAP II)

School Contact Name: Paula Wolak

School Contact Title: Instructor

When will this special course be offered? Yearly beginning with academic year 2020-2021.

Course Delivery Model: Will any portion of this course be delivered online? No

Proposed Level of Special Course: This is the 2nd year, intermediate-level course of this POS. This course will be offered to 2nd year students, typically Sophomores.

Special Course Description

General description of the special course:
Music Industry Audio Production II is the second course in the *Audio Production* program of study intended to prepare students for careers in audio production. Building on knowledge acquired in *Audio Production I*, this course advances technical skill in utilizing industry equipment related to audio, and places special emphasis on the setup and implementation of live sound. Upon completion of this course, proficient students will be to set up and operate audio equipment associated with live events such as concerts and understand the basic knowledge needed for installation of audio equipment. Standards in this course include using live PA equipment, tuning a system, understanding audio design and installation, troubleshooting and exploring careers in the live event industry. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

Course standards including alignment to Tennessee Academic Standards: This information may be provided in an uploaded separate document.

The standards for this course have been uploaded as a separate document. These standards are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee State Standards for Physical World Concepts, Physics, and Visual Art

Number of credits to be offered: 1.0

Pre-requisite courses: Music Industry/Audio Production I

Early postsecondary opportunities and/or industry certifications: n/a

Teacher requirements: 597 Electronic Media Endorsement

Justification for offering this special course (reason for including this course in the school program):
Renaissance is an out-of-zone choice public high school who serves students from across Williamson County Schools with a passion, talent, and interest in one of our Creative Academies: Apps, Arts, and Audio. The mission of Renaissance High School is to help students leverage these creative passions into career possibilities. Renaissance therefore has 1/3 of our students with a particular interest in audio production, mixing, engineering, performing, and live sound. Furthermore, our proximity to Nashville makes a career in the music industry or audio production relevant and attainable. This course introduces high school students to the concepts and skills that are required to secure a job in the music business and support professions. This POS touches on aspects of these professions and gives students an understanding of what is involved in the day to day operation of creating music and getting it out to the audience.

Describe how this course was developed:
This course is a compilation of various curricula from high schools, community colleges, and recording degree programs and Lynda.com course outlines. The course also has benefitted from consecutive years of teaching and refining the program based on the student's interests, industry recommendations, feedback from professional musicians, sound engineers and industry personnel.

List the names/titles of the individuals who developed this course: Paula Wolak/Renaissance Audio Academy Teacher, Kurt Howell/industry veteran & Director of NTP Technology, Lynn Fuston/recording engineer and technical writer for Sweetwater Sound

Content Area/Career Cluster (CTE Only):   Arts, Audio/Visual Technology, & Communications

Industry Certification (CTE Only):   n/a

Provide any other pertinent information about this course: This is the second of four courses in the Program of Study that culminates in students' completion of a digital portfolio via the Applied Arts Practicum. Because the focus of the course is live sound, students in this course take a lead role in setting up, supervising, and breaking down live performances done at school.

Special Course Information

Special Course Name: Music Industry/Audio Production III (MIAP III)

School Contact Name: Paula Wolak

School Contact Title: Instructor

When will this special course be offered?   Yearly beginning with academic year 2020-2021.

Course Delivery Model: Will any portion of this course be delivered online? No

Proposed Level of Special Course: This is the 3rd year, advanced level course in this POS. It will be offered to 3rd year students in the POS, typically Juniors.

Special Course Description

General description of the special course:
Audio Production III is an advanced course in the Arts, A/V Technology & Communications cluster for students interested in audio production occupations. Building on knowledge acquired in *MIAP 2*, this course advances technical skill in recording audio and it places special emphasis on the completion of a full scale recording project. This course will include an introduction to audio for post production. Standards in this course include ethical and legal issues, and the organization of professional roles in various audio industries. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

Course standards including alignment to Tennessee Academic Standards: This information may be provided in an uploaded separate document.

The standards for this course have been uploaded as a separate document. These standards are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee State Standards for Physical World Concepts, Physics, and Visual Art

Number of credits to be offered: 1.0

Pre-requisite courses: Music Industry/Audio Production I, Music Industry/Audio
Production II

Early postsecondary opportunities and/or industry certifications: n/a

Teacher requirements: 597 Electronic Media Endorsement

Justification for offering this special course (reason for including this course in the school program):
Renaissance is an out-of-zone choice public high school who serves students from across Williamson County Schools with a passion, talent, and interest in one of our Creative Academies: Apps, Arts, and Audio. The mission of Renaissance High School is to help students leverage these creative passions into career possibilities. Renaissance therefore has 1/3 of our students with a particular interest in audio production, mixing, engineering, performing, and live sound. Furthermore, our proximity to Nashville makes a career in the music industry or audio production relevant and attainable. This course

introduces high school students to the concepts and skills that are required to secure a job in the music business and support professions. This POS touches on aspects of these professions and gives students an understanding of what is involved in the day to day operation of creating music and getting it out to the audience.

Describe how this course was developed:
This course is a compilation of various curricula from high schools, community colleges, and recording degree programs and Lynda.com course outlines. The course also has benefitted from consecutive years of teaching and refining the program based on the student's interests, industry recommendations, feedback from professional musicians, sound engineers and industry personnel.

List the names/titles of the individuals who developed this course: Paula Wolak/Renaissance Audio Academy Teacher, Kurt Howell/industry veteran & Director of NTP Technology, Lynn Fuston/recording engineer and technical writer for Sweetwater Sound

Content Area/Career Cluster (CTE Only):   Arts, Audio/Visual Technology, & Communications

Industry Certification (CTE Only):   n/a

Provide any other pertinent information about this course: This is the third of four courses in the Program of Study that culminates in students' completion of a digital portfolio via the Applied Arts Practicum. Since the focus of the course is on recording projects, students in this course will take a lead role in creating, recording, and editing a regular podcast series that showcases Renaissance student songwriters and musicians. Students will also assist 4th-year Applied Arts Practicum students in the creation of the yearly Renaissance album comprised of original songs written, performed, and produced by Renaissance students. Proceeds from the sales of this album go to a local nonprofit chosen by the senior class.

Music Industry/Audio Production I

Course Description

Music Industry/Audio Production I is a foundational course in the Arts, A/V Technology & Communications cluster for students interested in audio production occupations. Upon completion of this course, proficient students will be to explain and operate basic audio technology including but not limited to microphones, mixers, and a consumer level editing software (i.e.: Garageband). Students will establish basic skills in operating audio mixers and other production equipment. Standards in this course include an overview of the history and evolution of audio production, career exploration, and legal issues affecting audio production. In addition, students will begin compiling artifacts for inclusion in a portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee State Standards for Physical World Concepts, Physics, and Visual Art.*

Program of Study Application

This is the first course in the *Music Industry/Audio Production* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Arts, A/V Technology & Communications website at http://www.tn.gov/education/cte/artstech.shtml.

Course Standards

I   **SAFETY**

1) Accurately read and interpret safety rules, including but not limited to rules published by the Occupational Safety and Health Administration (OSHA), and state and national code requirements. Be able to distinguish between the rules and explain why certain rules apply in a written, oral, or digital presentation using domain-specific terminology.

2) Explain the intended use of equipment available in the classroom. Demonstrate how to properly inspect, use, and maintain safe operating procedures with equipment. Incorporate safety procedures and complete a written safety test with 100 percent accuracy.

3) Determine the safety considerations for working both in the studio and in the field. Create a hazard assessment checklist and perform safety inspections for various environments, including a classroom studio and live performance environment.

II   **HISTORY AND EVOLUTION OF THE MUSIC BUSINESS AND AUDIO PRODUCTION**

4) Research the development of audio production throughout history, analyzing how advances in technology have impacted the music industry. Identify how sound recording technology, especially the introduction of multitrack recording, has influenced the development of musical styles. Create an annotated timeline or visual graphic illustrating the significant people, time periods, and technological advances affecting audio production.

5) Analyze the impact of audio production on society. Investigate the role of audio, and of media in general, in communicating ideas in society, emphasizing how social, cultural, economic and political developments are reflected in and influenced by media, including the impact of social media on the audio industry. Discuss audio's importance in entertainment, education, convention, business and other industries.

III   **INTRODUCTION TO THE SCIENCE OF AUDIO**

6) Explore the basic scientific theory of sound and how it is affected by different environments. Analyze and interpret waves and waveform characteristics including types of waves, frequency, and amplitude. Analyze the perception of space and direction in the stereo listening environment. Explain basic audio terminology and theory related to the science of sound. Use basic mathematics to demonstrate sound properties.

7) Discover health issues related to audio and how it affects human ears. Research regulations set forth by OSHA in relation to sound related issues. Research the anatomy of the human ear and correctly label and describe what the major parts do. Describe ways to minimize premature hearing loss and other health problems related to sound.

8) Demonstrate an understanding of the fundamentals of digital audio technology, including an understanding of analog to digital conversion, digital sampling and word length. Examine and evaluate different digital sound formats, such as mp3s, wav, and AIFF.

IV   **SIGNAL FLOW AND AUDIO COMPONENTS**

9) Examine the features and functions of an audio mixer. Explain the functions and locations of input and output connectors, input gain, EQ, auxiliaries, mute, pan, sub groups and master output sections. Summarize audio signal flow through an input channel to the output of the mixer.

10) Analyze the different types of microphones and their characteristics. Describe how to choose a specific microphone for a particular application. Explain the major types of pick-up/polar patterns. Complete a research project on microphones, properly matching polar patterns and transducer types to various audio applications.

11) Examine the major components needed to create a sound system or recording system. Become familiar with cable and connectors commonly used in audio production in both studio and live applications. Identify and define audio hardware components such as microphone preamps, compressors, equalizers, and other effects processors. Give examples of when and how each component might be used. Identify hardware components that are also software processors and plug ins, and describe the differences, and the advantages and disadvantages of each version

12) Explore basic and professional audio DAWs and workstations. Define DAW and explain how they work, the cost for the basic system, how they can be best implemented, and the system expansion and application for larger systems. Research the hardware necessary to operate various DAWs. Research and provide a line item cost to start or create a basic home or project studio for a specific application.

13) Create a flow chart showing the signal path through a complete audio system, detailing each step in order through various components. Demonstrate the ability to read flow charts to operate and troubleshoot various pieces of audio equipment.

V   RECORDING, EDITING AND MIXING ON A DAW

14) Use a DAW (ie. Garageband) to create original music using pre-recorded audio loops. Use the tools available in the program to customize the loops. Create and customize drum beats within the DAW.

15) Use a DAW to demonstrate an understanding of MIDI. Use MIDI to transpose a track, change notes, change tempo, and change sounds on a project. Examine and evaluate how a MIDI controller works. Use a MIDI controller connected to the DAW to create an instrument track. Create a drum track using the pads on the MIDI controller.

16) Use a DAW to create original material using a microphone and audio interface. Create a flowchart tracking the proper connection of computer hardware to interfaces, instruments or microphones, headphone or speaker monitors and other equipment needed to use the DAW.

17) Create a basic project on the DAW using loops and real or midi instruments, showing the ability to edit and manipulate audio using cut and paste, pan, EQ, compress, etc.

18) Create a basic mix of audio material, using fade, automation and bounce to a final stereo product.

VI   ANALYZING RECORDINGS

19) Analyze recorded material for musical content, including the characteristics that indicate a particular style or genre of music. Research various styles of music and point out the characteristics common to that genre. Investigate historic details that affected the music and culture of the time.

20) Demonstrate a basic understanding of song form, such as verse, chorus, ABA form, stanza, etc. Explain basic concepts of music organization and rhythm, such as tempo, time signature, and beats.

21) Examine instruments and instrument combinations commonly used in recordings. Listen to recognize each instrument, how it's played, the general sound it makes. Identify the instrument's function in the track and place in the overall sound of the track. Describe what ranges and frequencies those instruments encompass.

22) Identify a musical hook and describe how it helps to create a signature for that piece of music. Point out other production techniques commonly utilized in different types of production that make a song memorable.

VII   THE BUSINESS OF MUSIC/CAREER EXPLORATION

23) Research audio production occupations, such as recording engineer, a/v equipment technician, live event audio technician, mastering editor, repair technician, producer, installation technician, acoustical engineer, systems designer or product sales. Interpret labor market data, such as information from the Bureau of Labor Statistics, O*Net OnLine, and AES documentation to identify the industries that audio production professionals work in, including but not limited

to audio installation, live events, recording industry and more. Determine areas of largest growth and discuss emerging trends and careers in audio production-related industries.

24) Research the postsecondary institutions (colleges of applied technology, community colleges, and four-year universities) in Tennessee and other states that offer audio recording-related programs. Based on the research, determine how postsecondary study and other advanced training help facilitate career development. Identify specific occupations of interest, outline preliminary employment goals, and devise a tentative career plan to reach those goals. Include in the plan descriptions of admissions criteria, postsecondary programs of study, and the secondary courses that will prepare a student to be successful in a chosen recording career.

VIII   PORTFOLIO

25) Create an electronic student resume to be published on the video bio/website that will be kept current through the full sequence of this POS. The resume will list and include relevant artifacts connecting personal career preparation to concepts learned in this course, including descriptions of projects and outcomes.
26) Compile relevant artifacts to create a student portfolio connecting personal career preparation to concepts learned in this course, including aural and written descriptions of project processes and reflections on learning outcomes.

Standards Alignment Notes

*References to other standards include:
- TN Reading: Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
    - o   Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
    - o   Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN Math: Tennessee State Standards for Mathematics; Math Standards for High School: Number and Quantity, Statistics (pages 58-83).
    - o   Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project based activities or collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative and statistical reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- P21: Partnership for 21st Century Skills Framework for 21st Century Learning

o   Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Music Industry/Audio Production II

Course Description

Music Industry/Audio Production II is the second course in the *Music Industry/Audio Production* program of study intended to prepare students for a career in audio production. Upon completion of this course, proficient students will be to set up and operate audio equipment associated with live events such as concerts and understand the basic knowledge needed for installation of audio equipment. Standards in this course include using live PA equipment, tuning a system, understanding audio design and installation, troubleshooting and exploring careers in the live event industry. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee State Standards for Physical World Concepts, Physics, and Visual Art.*

Program of Study Application

This is the second course in the *Music Industry/Audio Production* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Arts, A/V Technology & Communications website at http://www.tn.gov/education/cte/artstech.shtml.

Course Standards

I   SAFETY
1) Accurately read and interpret safety rules, including but not limited to rules published by the Occupational Safety and Health Administration (OSHA), and state and national code requirements. Be able to distinguish between the rules and explain why certain rules apply in a written, oral, or digital presentation using domain-specific terminology.
2) Explain the intended use of equipment available in the classroom. Demonstrate how to properly inspect, use, and maintain safe operating procedures with equipment. Incorporate safety procedures and complete a written safety test with 100 percent accuracy.
3) Determine the safety considerations for working both in the studio and in the field. Create a hazard assessment checklist and perform safety inspections for various environments, including a classroom studio and live performance environment.

II   SIGNAL FLOW AND AUDIO COMPONENTS
4) Analyze the signal flow showing how audio moves through the studio. Draw a diagram of signal flow from the originating audio source(s) to the final playback of recorded material.
5) Research cutting edge recording techniques and/or equipment in modern recording. Research and write a detailed explanation of new technologies and techniques, explaining the benefits and drawbacks of their use. Provide examples of situations when these techniques or equipment would be useful.
6) Drawing on knowledge from *MIAP I*, show ability to set up studio equipment using proper technique based on instructions from the "producer" or "engineer." Techniques should be

accomplished individually and in groups. After reviewing each studio setup, summarize in writing what was correct about the set ups and should be changed, with an explanation as to what and why changes should be made.

7) Examine user manuals for equipment found in the classroom/studio (mixer(s), microphones, signal processors, etc). Paraphrase specific parts of a manual to help peers further their understanding of the hardware. Accomplish a predetermined task on a piece of audio equipment by following the appropriate instructions from the manual.

III ANALYZING RECORDINGS

8) Analyze commercial studio recordings of various genres, tempos, etc. Point out the differences between them in sound quality, recognizing instruments, techniques, effects used and overall recording quality. Create a review of a studio recording. Research and read professional reviews as an example.

9) Examine popular recordings for sonic quality, including consideration of spatial information (left, center, right), depth (front to back) and frequency spectrum (low to mid to high frequencies). Analyze a recording, detailing how each is handled.

IV LIVE AUDIO - SIGNAL FLOW AND COMPONENTS

10) Execute a full PA system set up for a planned event. Create a drawing of a stage or installation for set up with labels. Demonstrate setup and use of live audio production equipment including analog and digital mixers, powered and non-powered speakers, wireless microphones (both handheld and lapel), in-ear monitors, floor monitors and other outboard gear. Practice positioning and operating the equipment. Examine speaker positioning software used for the set up as well as prior knowledge about each piece of equipment. Interpret documented requests from the "client" to fulfill the needs of the event properly, efficiently and within budget.

11) Create documentation to organize the proper equipment and then set the system up according to schedule, requests and budget. After operating the system, follow a logical order for taking the system down.

12) Examine testing equipment to help troubleshoot audio issues related to studio and live audio equipment such as cables and speakers. Document the steps and sequence for general troubleshooting. Practice using the testing equipment and document action taken to remedy the issue. Discover quick troubleshooting processes and techniques for repairing equipment in and during a live event to keep the event continuing. Examine ideas for resolving issues and problems quickly in various live scenarios. Learn basic repairs of equipment after returning from an event or on location for an installation.

13) Analyze the design of studio and live-event monitors and the basic principles of how they work. Choose speakers based on matching the application to the specification sheets from the manufacturer. Research speakers based on appropriate criteria such as application, price, coverage, power requirements, etc.

14) Research the development and use of wireless technologies in audio production including wireless microphones, wireless in-ear monitors, wireless intercom, and wireless controls (tablets, phones). Research new FCC rulings about frequency allocations and how it affects the

entertainment industry. Investigate new technologies manufacturers are developing utilizing wireless technology.

V   PRODUCTION

15) Building on the experiences and knowledge from *MIAP I*, conduct research and write pre-production planning notes for a recording project, including microphone selection, mic technique, and channel assignments for conducting a recording session. Explain how budgeting, musician scheduling, and timelines are addressed as part of the pre-production process.

16) Apply the recording process to complete recording projects (independently and in teams). Demonstrate the ability to set goals according to the project plan, and select and use the appropriate equipment and procedures to achieve goals. Use all aspects of pre-production to achieve a final product. Keep production notes. Prepare an informative narrative to explain the final product to a peer, emphasizing how the pre-production process and implementation of good recording practices were applied.

17) Create a rubric to evaluate the effectiveness of a production. Use the rubric to reflect upon project outcomes and gather feedback from peers. Note constructive feedback received, and use it to improve the outcomes of future projects. Similarly, evaluate the work of others, drawing on project goals to provide clear, specific, and constructive feedback.

18) Explain the entire production process for a recording project, beginning with the project concept through final audio master. Describe the components of each phase of production, including pre-production, production, and post-production. Exhibit findings in a written, oral, or digital presentation, citing resources used.

VI   PORTFOLIO

19) Update materials from coursework to add to the portfolio started in *AP I*, and continually reflect on coursework experiences to update resume/bio. Projects should include audio and visual media compositions; for example music recording, recorded interviews, live recording, and an example of a jingle or commercial. Include written descriptions of project types and reflections on learning outcomes.

20) Compile relevant artifacts connecting personal career preparation to concepts learned in this course. Reflect on the outcomes of productions created in the course. Write a critical review of a production, citing evidence to justify claims made. Evaluate whether the various elements of the production meet the goals set in the production plan.

Standards Alignment Notes

*References to other standards include:
- TN Reading: Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).

- o Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
    - o Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN Math: Tennessee State Standards for Mathematics; Math Standards for High School: Number and Quantity, Statistics (pages 58-83).
    - o Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project based activities or collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative and statistical reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
    - o Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Music Industry/Audio Production III

Course Description

Music Industry/Audio Production III is an advanced course in the Arts, A/V Technology & Communications cluster for students interested in audio production occupations. Building on knowledge acquired in *Music Industry/Audio Production II*, this course advances technical skill in utilizing industry equipment related to recording audio, and it places special emphasis on the completion of a full scale recording project. Upon completion of this course, proficient students will be able to plan, budget, and execute a recording project individually and through collaboration in teams. This course will also include an introduction to audio for post production, plus ethical and legal issues, technology, and the organization of professional roles in various audio industries. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, Tennessee State Standards for Physical World Concepts, Physical Science, Physics, and Visual Art.*

Program of Study Application

This is the third course in the *Music Industry/Audio Production* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Arts, A/V Technology & Communications website at
http://www.tn.gov/education/cte/artstech.shtml

Course Standards

I   **SAFETY**
1) Explain the intended use of equipment available in the classroom. Demonstrate how to properly inspect, use, and maintain safe operating procedures with equipment. Incorporate safety procedures and complete a written safety test with 100 percent accuracy.
2) Determine the safety considerations for working both in the studio and in the field. Create a hazard assessment checklist and perform safety inspections for various environments, including a classroom studio and live performance environment.

II   **BASIC AUDIO FOR POST AND VIDEO PRODUCTION**
3) Demonstrate common procedures to manage digital files and distinguish between the various types of digital video, image, and audio files. Describe file storage in cameras and calculate the amount of recording time a device can hold based on the settings. Log, upload, and organize video resources in preparation for editing, converting file formats as necessary. Utilize online file management services to backup files.
4) Demonstrate the ability to use industry equipment to record video. Select and set up the most appropriate production equipment for a chosen production location. Properly use the appropriate equipment, camera and microphone techniques, and composition principles to capture video and audio according to a pre-production plan.

5) Perform basic software operations to edit videos, including assembling clips for proper sequencing, applying transition effects, and inserting basic text to enhance video (i.e. captions and credits). Utilize digital video and/or audio editing software to individually perform post-production procedures to create a short production, such as a three-minute film, news report, or radio broadcast.

6) Examine the process, methods, and tools of location sound. Identify and explain the roles of the location sound crew. Review and assess the sound schedule for a production or feature film.

7) Demonstrate knowledge of production dialogue and ADR. Demonstrate ability to record voice over for announcer in a QuickTime Movie, including preparing the physical studio space for voice recording. Demonstrate familiarity with an ADR cue sheet, including how to create and follow a cue sheet.

8) Demonstrate familiarity with Foley. Create a cue sheet for Foley recording. Spot and prepare to record Foley for a simple scene. Prepare a physical studio space for Foley recording. Direct and record a Foley session in ProTools.

9) Examine music editing for film and television. Identify and assess the music elements of a QuickTime Movie, and demonstrate techniques for editing music. Demonstrate knowledge of stems of audio for inclusion in post production.

III   RECORDING/EDITING/MIXING AND MASTERING

10) Develop intermediate skills using a professional DAW (Pro Tools, Logic or Digital Performer) to create audio recordings. Demonstrate ability to control pre-amp gain to provide for best signal to noise ratio. Create session templates for a variety of recording sessions within the DAW. Compare using a physical console with mixing on a virtual console "in the box." Show ability to properly route audio signal to and from the DAW using the corresponding audio interface.

11) Develop intermediate skills in studio miking techniques. Demonstrate knowledge of which microphones are best suited for various applications. Compare and contrast the types, uses, and pick-up patterns of various microphones. Create a visual display illustrating pick-up patterns of microphones and listing example scenarios when each is commonly used. Understand the difference that microphone choice and placement makes on the sound and create a microphone journal with descriptive words for each microphone used in different positions to record. Experiment with different microphones and predict the pick-up pattern of each. Consult instructional manuals and manufacturer online resources to evaluate if the conclusions are correct.

12) Develop intermediate skills using a professional DAW (Pro Tools, Logic Pro or Sonar) to edit audio recordings. Use copy and cut and paste commands to assemble a music project.

13) Utilize hardware and DAW plug-ins to add signal processing to the audio signal as it is being recorded, and to audio tracks within the session. Demonstrate working knowledge of reverb and delay units, and dynamic processors, such as compressors, limiters and gates. Increase familiarity with the operations of these signal processors to maximize their use by reading manuals and online resources.

14) Practice mixing recorded material, focusing on spatial, depth, and frequency considerations. Demonstrate the ability to affect these parameters in a mix by using signal processors within a DAW. Based on analysis of commercial music, make predictions as to where each track will "sit" in the mix with regard to spatial, depth and frequency considerations.

15) Research and present different mastering techniques and options, including level adjustment, equalization and song sequencing. Practice the mastering techniques using basic plug-ins and/or outboard signal processing gear. Keep a descriptive log, noting audio changes while mastering an audio project. Compare the costs of self-mastering or hiring out for mastering services.

IV   THE BUSINESS OF MUSIC/ENTREPRENEURSHIP

16) Identify the major entities, both individuals and corporations, involved in the music industry, and their respective roles and functions. Demonstrate knowledge and roles of key stakeholders in the music industry, such as publishing companies and record labels, as well as other industry-related companies, such as PROs, etc., by engaging in discourse, relevant projects and scenarios. Develop a working understanding of critical staff positions and compare the processes of these businesses and how and where they overlap. Describe the music industry's main income streams. Evaluate various income streams, including old and current income streams.

17) Discuss the business of/with artists and writers (letters of intent, assignments, notifications, contracts, etc.) that communicate legal intention to major copyright stakeholders and government agencies. Analyze and compose various artist plans (including record production, tours and public performances, promotion, royalties and other financial/budgetary matters). Develop an understanding of various creative processes, including branding of the artist image.

18) Understand the legal framework of music business. Explain the rights associated with intellectual property. Create a timeline of US copyright law from the Constitution forward, detailing important changes, acts, and rights associated with the law. Examine changes to the laws and their validity.

V   PORTFOLIO

19) Update the portfolio to reflect the cumulative total of all projects undertaken across the program of study. Continually reflect on coursework experiences and revise and refine the career plan generated in *Audio Production II*. Include written descriptions of project types and reflections on learning outcomes.

20) Compile relevant artifacts to create a student portfolio connecting personal career preparation to concepts learned in this course, including written descriptions of project processes and reflections on learning outcomes.

Standards Alignment Notes

*References to other standards include:
- TN Reading: Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).

- o Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
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  - o Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN Math: Tennessee State Standards for Mathematics; Math Standards for High School: Number and Quantity, Statistics (pages 58-83).
  - o Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project based activities or collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative and statistical reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
  - o Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

2020-21 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES

Required for all special course applications

Special Course Name(s): MUSIC INDUSTRY AUDIO PRODUCTION I
MUSIC INDUSTRY AUDIO PRODUCTION II
MUSIC INDUSTRY AUDIO PRODUCTION III

School District: WILLIAMSON COUNTY SCHOOLS

CTE Director Assurances:

I verify and affirm that the information contained in this application and supporting attachments is accurate and complete. I understand that assigning a proposed instructor to this SPOS does not preclude having all State Board approved courses taught by appropriately endorsed teachers.

Signature:

We verify that the information on this application is complete and accurate. Assigning the proposed instruction to this special course will not preclude having all State Board of Education approved courses taught by the appropriately endorsed teachers.

Date of Approval by Local Board of Education:

Chairperson's Signature	Date
Director of Schools' Signature	Date

TO: Williamson County School Board

FROM: David Allen, Assistant Superintendent for Teaching,
              Learning, and Assessment

CC: Jason Golden, Laurette Carle, Denise Goodwin, Leigh Webb, Jeremy Qualls, Jenny Lopez,
              Nannie Curry, Cassandra Harrington, Marianne Gilbert, Karen Wight,

DATE: March 12, 2020

RE: 2020 Adoption of ELA Textbooks/Resources, CTE (Criminal Justice, Culinary Arts,
              Journalism) Textbooks/Materials

As per state law, all district teachers, administrators, and community members were given the
opportunity to review the available textbooks and ancillary materials up for adoption in 2019-2020
for use beginning in the 2020-2021 school year. District-wide adoption committee members made up
of parents and teachers evaluated the textbooks/materials.

Based on the district-wide selection, attached are the recommendations of the committees charged
with selecting these materials.

As in the past, it is understood that while the staff is asking the School Board for approval of the
following titles for adoption, approval does not mean that the district will purchase the texts at
this time.

2020 Adoption Section E
English Language Arts, Journalism, Criminal Justice, Culinary Arts
AP Advanced Placement Language, AP Advanced Placement Literature

ELA Grades K-5
Great Minds
Wit & Wisdom, 2017

ELA Grades 6-8
Pearson Education, Inc.
myPerspectives
Morrell, Hiebert, Gallagher, Cummins PH. D., 2021

ELA English I-IV
Pearson Education, Inc.
myPerspectives
Morrell, Hiebert, Gallagher, Cummins PH. D., 2021

ELA ADVANCED PLACEMENT LANGUAGE & COMPOSITION
Bedford, Freeman & Worth
The Language of Composition: Reading, Writing & Rhetoric
3rd ed. Shea, Scanlon, Aufses & Pankiewicz 2018

ELA ADVANCED PLACEMENT LITERATURE & COMPOSITION
Cengage Learning
Perrine's Literature: Structure, Sound & Sense
13th edition, Johnson, & Arp, 2018

CTE CRIMINAL JUSTICE
Cengage Learning
Introduction to Criminal Justice, 16th edition, Siegel & Worrall, 2018

CTE JOURNALISM I
Goodheart-Willcox
Journalism: Publishing Across Media, Ewell, Balmeo, Austin & Hamm, 2016
Grade 9-12

CTE CULINARY ARTS
Goodheart-Willcox
The Culinary Professional 3rd ed., Draz, Koetke, 2017

CEV Multimedia, Ltd.
iCEV *Family & Consumer Science*- Culinary Arts I, II, & III

Williamson County Board of Education

Monitoring: **Review: Annually, in October**	Descriptor Term: **Commercial Advertising on Williamson County School Buses**	Descriptor Code: **3.405**	Issued Date: **11/18/19**
		Rescinds: **3.4003**	Issued: **05/27/14**

1 Commercial advertising space shall be displayed on the exterior or interior of Williamson County
2 School Buses and is subject to the following restrictions and limitations:[1]

3   1. ~~Advertising~~ The size and location of the advertisement shall be in accordance with state law
4   and approved by the Superintendent of Schools or his/her designee; [1]
5

6   2. The Superintendent of Schools or his/her designee shall be responsible for the sale and
7   approval of the advertisement;
8

9   3. Advertising space shall be limited to the rear quarter panel of each school bus. No more than
10   two (2) advertisements per rear quarter panel shall be permitted.
11

12   4. There shall be no advertising on school buses of tobacco products, alcohol products, political
13   campaigns, [2] or individual food items that cannot be sold to students through vending
14   machines;[3] ~~Advertising space on each bus shall not exceed sixteen inches (16") in height and~~
15   ~~sixty inches (60") in length on each side of the bus~~.
16

17   5. All advertising shall be displayed in black lettering on a white background, and/or include
18   vendor logo;
19

20   6. ~~There will be no advertisement of tobacco products, alcohol products,~~
21

22   7. The only advertisement authorized under this policy is the following: "(Name of Vendor)
23   Supports Williamson County Schools;"
24

25   8. The advertisements shall not cover any structural or sheet metal damage or alterations;
26

27   9. Costs of advertising shall not exceed $1,500 annually per school bus.

Legal References

1. TCA 49-6-2109(d); TRR/MS 0520-01-05-.01(7)
2. TCA 2-19-144
3. TCA 49-6-2307

Williamson County Board of Education

Monitoring: **Review: Annually, in October**	Descriptor Term: **Public Records Request**	Descriptor Code: **3.604**	Issued Date: **11/18/19**
		Rescinds: **3.604**	Issued: **08/21/17**

1 The Tennessee Public Records Act ("TPRA") provides that all state, county and municipal records
2 shall, at all times during business hours be open for personal inspection by any citizen of this state, and
3 those in charge of the records shall not refuse such right of inspection to any Tennessee citizen, unless
4 otherwise provided by state law.[1] Accordingly, the public records of Williamson County Schools
5 ("WCS") are presumed to be open for inspection unless otherwise provided by law. Access to public
6 records shall be limited to Tennessee citizens.

7 Personnel of Williamson County Schools shall timely and efficiently provide access and assistance to
8 Tennessee citizens requesting to view or receive copies of public records to the degree required by
9 applicable law. No provisions of this Policy shall be used to hinder access to open public records.
10 However, the integrity and organization of public records, as well as the efficient and safe operation of
11 Williamson County, shall be protected as provided by current law. Concerns about this Policy should
12 be addressed to the Public Records Request Coordinator for Williamson County Schools or to the
13 Tennessee Office of Open Records Counsel ("OORC").

14 This Policy is available for inspection and duplication at the Williamson County School's central
15 office and at www.wcs.edu. This Policy shall be reviewed every two years to ensure continued
16 compliance with applicable law.

17 This Policy shall be applied consistently throughout the various offices, departments, and/or divisions
18 of Williamson County Schools.

19 **Definitions**:

20 1. Records Custodian: The office, official or employee lawfully responsible for the direct custody
21   and care of a public record. The records custodian is not necessarily the original preparer or
22   receiver of the record.
23
24 2. Public Records: All documents, papers, letters, maps, books, photographs, microfilms,
25   electronic data processing files and output, films, sound recordings, or other material,
26   regardless of physical form or characteristics, made or received pursuant to law or ordinance or
27   in connection with the transaction of official business by any governmental agency.
28
29 3. Public Records Request Coordinator: The individual, or individuals, designated in Section III,
30   A.3 of this Policy who has, or have, the responsibility to ensure public record requests are
31   routed to the appropriate records custodian and are fulfilled in accordance with the TPRA. The
32   Public Records Request Coordinator ("PRRC") may also be a records custodian.

1 4. Requestor: A Tennessee Citizen seeking access to a public record, whether it is for inspection
2   or duplication.

3 **Requesting Access to Public Records**

4 1. Public record requests shall be made to the Public Records Request Coordinator
5   (”Coordinator”) or his/her designee in order to ensure public record requests are routed to the
6   appropriate records custodian and fulfilled in a timely manner.
7

8 2. ~~Requests for inspection only cannot be required to be made in writing. The Coordinator should~~
9   ~~request a mailing or email address from the requestor for providing any written communication~~
10   ~~required or permitted under the TPRA.~~ Requests for inspections may be made orally. WCS
11   would, however, prefer but does not require a written or digital request. The Coordinator shall,
12   however, request a U.S. mail address or email address from the Requestor in order to provide
13   any written communication required under the TPRA.
14

15 3. Requests for inspection may be made orally, ~~or~~ in writing or in person at the Williamson
16   County Schools Central Office located at 1320 Main Street, Suite 202, Franklin, Tennessee
17   37064; by U.S. mail at the Williamson County Schools, 1320 Main Street, Suite 202, Franklin,
18   Tennessee 37064 or by calling Williamson County Schools at 615-472-4000.
19

20 4. Requests for copies of public records shall be made in writing delivered in one of the following
21   ways: in person at the Williamson County Schools Central Office located at 1320 Main Street,
22   Suite 202, Franklin, Tennessee 37064; by U.S. mail at the Williamson County Schools, 1320
23   Main Street, Suite 202, Franklin, Tennessee 37064 or by calling Williamson County Schools at
24   615-472-4000.
25

26 5. Proof of Tennessee citizenship by presentation of a valid Tennessee driver's license or
27   alternative acceptable form of ID is not required as a condition to inspect or receive copies of
28   public records, unless there is an indication that the Requestor is not a Tennessee citizen.

29 **Responding to Public Records Requests**

30 1. The Coordinator shall review public record requests and make an initial determination of the
31   following: a. If the requestor provided evidence of Tennessee citizenship; b. Whether the
32   records requested are described with sufficient specificity to identify them; and c. Whether the
33   records are Williamson County Schools records and, if so, what Williamson County School is
34   the custodian of the records
35

36 2. The PRRC shall acknowledge receipt of the request and take any of the following appropriate
37   action(s):
38

39   a. Advise the requestor of this Policy and ask for proof of Tennessee citizenship;
40

41   b. If the requester asks for copies explain the form that needs to be completed and any
42   fees, if not otherwise waived.
43

c. If permitted under this Policy, the Custodian shall inform the requester in writing that the request has been denied and an explanation of the reason why the request is denied, including any one of the following reasons:
   i. The requestor is not, or has not presented evidence of being, a Tennessee citizen.
   ii. The requestor's description of the records is not specific enough to determine what records are being requested.
   iii. An exemption makes the record not subject to disclosure under the TPRA and provide the exemption in written detail.
   iv. Williamson County Schools are not the custodian of the requested records.
   v. The records do not exist.

d. If appropriate, contact the requestor to see if the public records request can be narrowed and/or clarified.

e. If known, forward the records request to the appropriate records custodian in Williamson County School.

f. If requested records are in the custody of a different governmental entity, and the Coordinator knows the correct governmental entity, advise the requestor of the correct governmental entity and Coordinator for that entity if known.

3. The designated Coordinators for Williamson County are:

   a. For Requests from citizens of the State of Tennessee to Williamson County Schools is Dana Ausbrooks General Counsel;

   b. For Personnel Requests to Williamson County Schools is Vickie Hall, Assistant Superintendent of Human Resources;

   c. For Media Requests for to Williamson County Schools is Carol Birdsong, Communications Director;

   d. Contact Information: Williamson County Schools, 1320 West Main Street, Suite 202, Franklin, Tennessee 37064; public.records@wcs.edu.

4. Distributing Public Records Request to the Appropriate Records Custodian:

   a. Upon receiving a public records request, a records custodian shall promptly make requested public records available in accordance with Tenn. Code Ann. § 10-7-503. If the records custodian is uncertain that an applicable exemption applies, the custodian may consult with the Coordinator, legal counsel, or the Office of Records Counsel.

   b. If not practicable to promptly provide requested records because additional time is necessary to determine whether the requested records exist; to search for, retrieve, or otherwise gain access to records; to determine whether the records are open; to redact records; or for other similar reasons, then a records custodian shall, within seven (7)

business days from the records custodian's receipt of the request notify the requestor in
writing.

   c. If a records custodian denies a public record request, he or she shall deny the request in
writing.

   d. If a records custodian reasonably determines production of records should be segmented
because the records request is for a large volume of records, or additional time is
necessary to prepare the records for access, the records custodian shall notify the
requestor in writing that production of the records will be in segments and that a records
production schedule will be provided as expeditiously as practicable. If appropriate, the
records custodian should contact the requestor to see if the request can be narrowed.

   e. If a records custodian discovers records responsive to a records request were omitted,
the records custodian should contact the requestor concerning the omission and produce
the records as quickly as practicable.

5. Redacting Confidential Information or Information not otherwise subject to the Public Records
Act.

   a. If a record contains confidential information or information that is not open for public
inspection, the records custodian shall prepare a redacted copy prior to providing
access. If questions arise concerning redaction, the records custodian should coordinate
with counsel or other appropriate parties regarding review and redaction of records.

   b. Whenever a redacted record is provided, a records custodian should provide the
requestor with the basis for redaction. The basis given for redaction shall be general in
nature and not disclose confidential information. A records custodian is otherwise not
required to provide any sort of privilege log.

6. Inspection of Records

   a. There shall be no charge for inspection of open public records that are subject to
inspection under the TPRA.

   b. Inspection of public records shall take place at Williamson County Schools located in
Williamson County, Tennessee. The location for inspection of public records within
Williamson County Schools shall be determined by the PRRC or the appropriate
records custodian. A member of WCS staff will assist the requestor while inspecting
public records.

   c. Appointments for inspection of public records are required. The record Custodian will
cooperate with the requester and try to schedule a time during regular business hours
that is convenient for the requestor.

7. Copies of Records

    a. A records custodian shall promptly respond to a public record request for copies.

    b. Copies will be available for pickup at a location specified by the records custodian.

    c. Upon payment for postage, copies will be delivered to the requestor's home address by the United States Postal Service.

    d. A requestor is not permitted to make copies of records with any type of personal equipment, including but not limited to cell phones, portable scanners, flash drives or portable copy machines, and is prohibited from removing the records to have copied by a third party.

8. Fees and Charges and Procedures for Billing and Payment

    a. Records custodians shall provide requestors with an itemized estimate of the charges prior to producing copies of records, to the extent possible, and may require pre-payment of such charges before producing requested records.

    b. When fees for copies and labor do not exceed five dollars ($5.00), the fees may be waived. Requests for waivers of any fees above must be presented to the Coordinator who is authorized to determine if such waiver is in the best interest of Williamson County and in the public good. Fees associated with aggregated records requests will not be waived.

    c. The Superintendent, or his or her designee, may waive or reduce any part of the fees calculated under this policy upon a submission of a written request for waiver or reduction. Any decision to waive or reduce the fees is in the sole discretion of the Superintendent, is not subject to judicial review and does not establish any precedent.

    d. Payment in advance is required for all requests for copies of public records.

    e. Fees and charges for copies are as follows:
        i. $0.15 per page for letter- and legal-size black and white copies.
        ii. $0.50 per page for letter- and legal-size color copies.
        iii. Other fees: A Public Records Custodian may charge higher fees for copies of documents that are on a medium other than 8½ x 11 inch paper or 8½ x 14 inch paper.
        iv. Cost of Labor to produce copies. When the total time to fulfill a public records request exceeds 1 hour the records custodian may charge the Requester a labor fee after the Requester is notified of the labor charge.
            1. In calculating the charge for labor, a Records Custodian shall determine the number of hours each employee spent producing a request.
            2. The Records Custodian shall then subtract the 1 hour threshold from the number of hours the highest paid employee spent producing the request.

3. The Records Custodian will then multiply the total number of hours to be charged for the labor of each employee by that employee's hourly wage.
4. Finally, the Records Custodian will add together the totals for all the employees involved in the request and that will be the total amount of labor that can be charged.
   v. In calculating the charge for labor, a Records Custodian shall determine the number of hours each employee spent producing a request.
   vi. The Records Custodian shall then subtract the 1 hour threshold from the number of hours the highest paid employee spent producing the request.
   vii. The Records Custodian will then multiply the total number of hours to be charged for the labor of each employee by that employee's hourly wage.
   viii. Finally, the Records Custodian will add together the totals for all the employees involved in the request and that will be the total amount of labor that can be charged.
   ix. If an outside vendor is used, the actual costs assessed by the vendor.
   x. ~~Payment in advance is required.~~

9. Aggregation of Frequent and Multiple Requests.

   a. Williamson County Schools may ~~will not~~ aggregate public record requests when more than (4) requests are received within a calendar month either from a single individual or a group of individuals deemed working in concert, and WCS adopts the "Frequent and Multiple Request Policy" and any successor policy developed by the Office of Open Records Counsel.

   b. Such requests may be aggregated on any level whether by school, department, program, office or otherwise.

   c. The PRRC is responsible for making the determination that a group of individuals are working in concert. The PRRC must inform the individuals that they are deemed to be working in concert and that they have the right to appeal the decision to the Office of Open Records Counsel.

_____

Legal References

1. TCA 10-7-503(a)(2)(A)

PUBLIC RECORDS REQUEST FORM

The Tennessee Public Records Act (TPRA) grants Tennessee citizens the right to access open public records that exist at the time of the request. The TPRA does not require records custodians to compile information or create or recreate records that do not exist.

To: Williamson County Schools

Requestor's Name: _____

Requestor's Address: _____

_____

Requestor's Phone Number and Email: _____

Is the requestor a Tennessee citizen?____Yes_____No

Request:_____ Inspection (The TPRA does not permit fees or require a written request for inspection only).

_____Copy/Duplicate (The cost for copies is .15 per page for black and white copies).

Records Requested:

Provide a detailed description of the record(s) requested, including (1) type of record; (2) timeframe or dates for the records sought; and (3) subject matter or key words related to the records. Under the TPRA, record requests must be sufficiently detailed to enable Williamson County Schools to identify the specific records sought. As such, your record request must provide enough detail to enable the records custodian responding to the request to identify the specific records you are seeking.

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_____   _____
Signature of Requestor and Date Submitted   Date Received by Williamson County Schools

Williamson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: **Field Trips**	Descriptor Code: **4.302**	Issued Date: **06/17/19**
		Rescinds: **4.302**	Issued: **11/27/17**

1 All school-sponsored field trips must be educational in nature and be clearly relevant to a specific lesson
2 or unit of study in the established curriculum. All school-sponsored field trips must be approved by the
3 school Principal. Overnight school-sponsored field trips must be approved in advance by the school
4 Principal and the Superintendent of Schools.

5 Each student shall have written permission from a parents or guardian on file at the school, prior to
6 leaving on a trip.

7 The individual school must pay from its funds the cost of hiring the bus driver as per Board approved
8 schedule.

9 At least one teacher must accompany each bus on any school-sponsored field trip.

10 **Post-Secondary Institution Visits**

11 Seniors may visit post-secondary institutions during the school year for no more than four (4) days per
12 year. The student must bring documentation from the post-secondary institution indicating the student
13 visited. Post-secondary institution visits will be considered field trips for attendance purposes as long as
14 the student provides documentation. Documentation must be returned to the school following the post-
15 secondary institution visit within three (3) school days for the student's absence to be considered a field
16 trip for attendance purposes.

17 **Independently Planned Trips**

18 Trips privately planned by school district employees, acting outside the scope of their employment, are
19 not authorized by the school district.

20 These trips are not approved by the Board and are not considered a part of the curriculum. Total
21 responsibility for privately planned trips rests with the chaperone(s) as well as with the
22 parent(s)/guardian(s) of the students participating in the trip. The following restrictions shall apply:

23   1. Board funds or resources shall not be used;
24   2. School district materials shall not be used;
25   3. The Board shall not assume any liability;
26   4. Employees are not authorized to act on behalf of the school district;
27   5. Recruitment efforts made by an employee shall not occur during the instructional school day;
28   and
29   6. Absences caused by participation in privately planned trips shall be considered unexcused.

Cross References

Special Use of School Vehicles 3.402
Extracurricular Activities 4.300
Attendance 6.200

To: Board of Education

From: Jason Golden, Superintendent

RE: Request for Waiver of 2019-2020 Instructional Days

Date: March 24, 2020

Board Members,

Our 2019-2020 Board-approved school calendar has ten inclement weather days "stockpiled" based on our daily instructional time exceeding the State standard, but with schools being closed due to the COVID-19 pandemic, we have exceeded those days as of Thursday, March 26. Our school calendar anticipated ten "snow days" and the possibility of a reduced spring break or an extended school year if we exceeded those snow days.

On Monday, March 23, 2020, the Commissioner of Education notified Superintendents that she is issuing a blanket waiver of school days due to the COVID-19 pandemic. Schools are just to enter "waived" in our electronic reports.

I request that the Board approve our waiving missed instructional days in the 2019-2020 calendar that exceed our ten stockpiled days as a result of the COVID-19 pandemic.