

BARTLETT CITY BOARD OF EDUCATION
BARTLETT CITY BOARD OF EDUCATION BUSINESS MEETING
BUSINESS MEETING AGENDA BARTLETT CITY HALL 6400 STAGE ROAD,
BARTLETT 7:00 PM
PO Box 341148
Bartlett, TN 38134

April 27, 2017

7:00 PM

INVOCATION

PLEDGE OF ALLEGIANCE

CALL TO ORDER & ROLL CALL

Official Business of the Day

SPECIAL PRESENTATIONS

PUBLIC COMMENT

APPROVAL OF AGENDA

APPROVAL OF MINUTES OF PREVIOUS MEETINGS

March 23, 2017 Business Meeting Minutes

March 30, 2017 Special Called Meeting Minutes

REPORTS

Chairman's Report

Superintendent's Report

General Counsel's Report

Tennessee Legislative Network (TLN) Representative Report

Financial Report

UNFINISHED BOARD BUSINESS

BOARD ACTION ITEMS

Consent Agenda

The Consent Agenda passed with a motion by Mr. Jeff Norris and a second by Bryan Woodruff.

Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Jeff Norris: Aye, Bryan Woodruff: Aye

Proposed 2017-2018 BCS Elementary, Middle and High School Fees

Special Course Applications

Addendum C to Superintendent Contract for Employment (FY17 Superintendent Performance Standards)

Policy 4014: Grading System REVISED/FIRST READING

Proposal for Design Services - BHS Band Room Renovation

Proposal for Design Services - Bartlett Square Administrative Building

Proposal for Design Services - BHS Gym Re-Roof

Bid Award for Ninth Grade Academy Flooring Contract

Resolution 4-14 General Fund Budget Amendment

Resolution 4-15 Capital Projects Fund Budget Amendment

Resolution 4-16 General Fund Budget Amendment

FY17 BCS Operating Budgets

New Board Business

CBRE Property Management Agreement

The CBRE Property Management Agreement passed with a motion by Bryan Woodruff and a second by Ms. Erin Berry.

Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Jeff Norris: Aye, Bryan Woodruff: Aye

Master Plan

The adoption of the Master Plan Concept for Bartlett High School as previously presented by Fleming and Associates passed with a motion by Mr. Jeff Norris and a second by Bryan Woodruff.

Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Jeff Norris: Aye, Bryan Woodruff: Aye

2017 Tenure Recommendations

The 2017 Tenure Recommendations for Bartlett City Schools passed with a motion by Bryan Woodruff and a second by Ms. Erin Berry.

Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Jeff Norris: Aye, Bryan Woodruff: Aye

ADJOURNMENT

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

Thursday, March 23, 2017

Bartlett High School Library
Building E 2nd Floor
5688 Woodlawn Street, Bartlett

7:00 PM

INVOCATION AND PLEDGE OF ALLEGIANCE

Mr. David Cook said a prayer. The Board and audience recited the Pledge of Allegiance.

CALL TO ORDER & ROLL CALL

***** Official Business of the Day *****

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

Ms. Erin Berry
Mr. David Cook
Mrs. Shirley Jackson
Mr. Jeff Norris

Absent Board Members:

Mr. Bryan Woodruff

SPECIAL PRESENTATIONS

The Bartlett High School wrestling team had another tremendous season, going 29-9 and placing in multiple tournaments. At the end of the season, Bartlett had 3 Individual Region Champions and a total of 11 young men advanced to the Individual State Tournament. Furthermore, Assistant Coach Kylcye Bolden was named Region 8 Assistant Coach of the Year. On top of all this, the coaching staff of Daniel Longo, Kylcye Bolden, and Hunter Siler reached their milestone 100th career victory this season. Below are the Region Medalists and State Qualifiers:

Gabe O'Callaghan; Region Champion
Kolin Koss; 4th in the Region
Matthew Bozarth; 4th in the Region
Kameron Franklin; 3rd in the Region
Cody Longo; 3rd in the Region
Huffstetler; 3rd in the Region
Dalton Cockman; Region Champion
Tyler Longo; 4th in the Region
Trevor Cara; 3rd in the Region
Cameron Oliver; Region Runner-up
Dawson Johnson; Region Champion and 4th in the state

The BHS cheer program has been competitive since 2013. The successful season ended with the team competing at Nationals in Orlando in JV tumbling, JV non-tumbling, and JV Game Day. The JV non-tumbling team is nationally ranked, earning 8th place this year at Nationals. The JV Game Day team is ranked nationally as well as winning 2nd place in their division at Nationals. The program is made up of girls in grades 7-12. Denise Henry is the sponsor of the team, and coaches are Darius Henderson, Candace Nurse, and Molly Duchemin.

The JV Game Day team members were presented a certificate for their 2nd place win at Nationals: Abby Douglas, Adriana Griffin, Anne Marie Gaffney, Ashley Stephens, Ashlyn Chaudoin, Bailey Glidewell, Catelyn Bonnett, CeCe Deaton, Elaina Gray, Emma McCreave, Erin Looke, Gracie Tyler, Hailee Ruhl, Haven Walker, Jada Sandridge, Jayda Woodard, Jenna Gillaspie, Jordan Baker, M'Kiah Miller, Madison Price, Nyala Barr, Olivia Holland, Riley Davidson, Stephanie Harris, Taylor Woodard, Tori Baldelli (alternate) and Amberly Franks (alternate).

PUBLIC COMMENT

No comments.

APPROVAL OF AGENDA

Mr. David Cook made the motion to approve the agenda. Ms. Erin Berry seconded the motion. With all ayes the March 23, 2017 agenda was approved.

APPROVAL OF MINUTES OF PREVIOUS MEETINGS

February 23, 2017 Business Meeting Minutes

Ms. Erin Berry made the motion to approve the February 23, 2017 Business Meeting Minutes. Mr. David Cook seconded the motion. With all ayes the meeting minutes were approved.

REPORTS

Chairman's Report

Chairman Norris serves on the CPAC which is the Pre-K Council. He updated the Board regarding the staff and community members that make up the Council. The Pre-K grant application is submitted annually. It is complete and ready to be submitted to the State. Two grants are funded through the State of Tennessee and one through Shelby County Education Foundation.

Chairman Norris distributed to the Board a Notice of Findings from the State Comptroller's Office. The issues have been addressed and new plans are in place.

Chairman Norris announced that there will be a Board Work Session at 7 p.m. next Thursday, March 30th in the Bartlett High School Auditorium for Fleming Architects to present the Master Plan for the High School.

Superintendent's Report

Superintendent Stephens updated the Board that he is pursuing the option to combine the State of Tennessee Identification Numbers for the High School and the Ninth Grade Academy. One school number will assist in compiling testing results, reports, student data collection and eliminate confusion.

At the recent principal's meeting, the new math and ELA TN Standards were presented. Training will be provided by the State in April and throughout the summer. BCS will utilize the "train the trainer" model.

BHS students took the ACT last Tuesday. Funding was provided so that all 10th grade students were given a practice ACT test.

There are on-going issues with our busing service, Durham. Ken Demetriou, Debbie Rike and I met with the Vice-President and the Regional Manager of Durham last Tuesday. They are not meeting our requirements with the amount of drivers and being on time. It is a driver shortage issue and they are currently training additional drivers.

We are exploring the idea of a 4 day, 10 hour work week for six weeks in the summer for the 12 month employees. A survey was sent out today to poll the 12 month employees.

We have issued an RFP for custodial services. It is a man power issue with ABM which results in an employee shortage. We have divided the bid into three pods and the high school counts as two. So companies can bid on a pod of three schools, a pod of all schools or just one school.

General Counsel's Report

No report as General Counsel Kari Shoopman is attending a conference.

Tennessee Legislative Network (TLN) Representative Report

No report. TNL Representative Bryan Woodruff is absent.

Financial Report

The February 2016-2017 Financial Report was accepted by the Board. It is a non-voting item.

UNFINISHED BOARD BUSINESS

Policy 6055: Student Surveys NEW SECOND READING

Motion Passed: The second reading of New Policy 6055: Student Surveys passed with a motion by Mr. David Cook and a second by Ms. Erin Berry.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

BOARD ACTION ITEMS

New Board Business

Interlocal Agreement (ILA) for Benefits Services

Motion Passed: The Interlocal Agreement (ILA) for Benefits Services passed with a motion by Mr. David Cook and a second by Mrs. Shirley Jackson.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

Interlocal Agreement (ILA) for Business Information Management Services

Motion Passed: The Interlocal Agreement (ILA) for Business Information Management Services passed with a motion by Ms. Erin Berry and a second by Mr. David Cook.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

Interlocal Agreement (ILA) for Payroll Services

Motion Passed: The Interlocal Agreement (ILA) for Payroll Services passed with a motion by Mrs. Shirley Jackson and a second by Ms. Erin Berry.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

Interlocal Agreement (ILA) for Planning Services

Motion Passed: The Interlocal Agreement (ILA) for Planning Services passed with a motion by Ms. Erin Berry and a second by Mr. David Cook.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

Interlocal Agreement (ILA) for Purchasing Services

Motion Passed: The Interlocal Agreement (ILA) for Purchasing Services passed with a motion by Ms. Erin Berry and a second by Mrs. Shirley Jackson.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

Interlocal Agreement (ILA) for Energy Management Services

Motion Passed: The Interlocal Agreement (ILA) for Energy Management Services passed with a motion by Mrs. Shirley Jackson and a second by Ms. Erin Berry.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

Interlocal Agreement (ILA) for Career and Technical Education (CTE) Services

Motion Passed: The Interlocal Agreement (ILA) for Career and Technical Education (CTE) Services passed with a motion by Mr. David Cook and a second by Ms. Erin Berry.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

Interlocal Agreement (ILA) for Nutrition Services

Motion Passed: The Interlocal Agreement (ILA) for Nutrition Services passed with a motion by Ms. Erin Berry and a second by Mrs. Shirley Jackson.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

Interlocal Agreement (ILA) for Transportation Services

Motion Passed: The Interlocal Agreement (ILA) for Transportation Services passed with a motion by Ms. Erin Berry and a second by Mrs. Shirley Jackson.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

Interlocal Agreement (ILA) for Student Information Services

Motion Passed: The Interlocal Agreement (ILA) for Student Information Services passed with a motion by Mrs. Shirley Jackson and a second by Ms. Erin Berry.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

BCS High School CTE Textbook/Instructional Material Adoption

Motion Passed: The BCS High School CTE Textbook/Instructional Material Adoption passed with a motion by Ms. Erin Berry and a second by Mrs. Shirley Jackson.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

ADJOURNMENT

Meeting adjourned at 7:50 p.m.

Jeff Norris
Chairman

Dr. David A. Stephens
Superintendent

**BARTLETT CITY BOARD OF EDUCATION
SPECIAL CALLED MEETING MINUTES**

Thursday, March 30, 2017

Bartlett City Schools
Central Office Conference Room
5650 Woodlawn Street, Bartlett

6:30 PM

INVOCATION AND PLEDGE OF ALLEGIANCE

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

CALL TO ORDER & ROLL CALL

***** Official Business of the Day *****

Chairman Norris called the meeting to order at 6:30 p.m. The following Board Members were present:

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

ANNOUNCEMENT OF MEETING PURPOSE

Chairman Norris stated the purpose of today's Special Called Meeting is to approve the amended Sales Agreement for the property known as Bartlett Square and Resolution 4-13 Budget Amendment.

PUBLIC COMMENT

No comments.

APPROVAL OF AGENDA

Ms. Erin Berry made the motion to approve the agenda. Mr. Bryan Woodruff seconded the motion. With all ayes the March 30, 2017 agenda was approved.

BOARD ACTION ITEMS

New Board Business

Approve amended Bartlett Square Purchase and Sales Agreement

Motion Passed: Approval of the amended Bartlett Square Purchase and Sales Agreement in the amount of \$1.3 Million passed with a motion by Mr. David Cook and a second by Mrs. Shirley Jackson.

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

RESOLUTION 4-13 to Approve the Planned Use of General Fund Balance and to Amend the 2016-2017 Fiscal Year Educational Capital Projects Fund of the Bartlett City Schools

Motion Passed: RESOLUTION 4-13 to approve the Planned Use of General Fund Balance and to Amend the 2016-2017 Fiscal Year Educational Capital Projects Fund of the Bartlett City Schools passed with a motion by Mr. Bryan Woodruff and a second by Ms. Erin Berry.

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

ADJOURNMENT

Meeting adjourned at 6:35 p.m.

Jeff Norris
Chairman

Dr. David A. Stephens
Superintendent

2017-18 Special Course Application Package

Contents of this Application Package

- Special Course Approval and Implementation Information (page 2)
- Special Course Application Worksheet (page 3-5)
- Special Course Standards Template (page 6)
- 2017-18 Special Course Local Approval and Assurances Form (page 7)

Special Course Application Submission Instructions

Special course applications must originate from the central office of a school district.

Step 1: Review this *2017-18 Special Course Application Package* and the [2017-18 Special Course FAQ document](#).

Step 2: Compile the required information in the *Special Course Application Worksheet* (pages 3-6) to request approval of any secondary education course that is not approved by the State Board of Education.

Step 3: Each application must be approved by the local board of education and signed and dated by the local board of education chairperson and the director of schools prior to submission to the department. The *2017-18 Special Course Application Local Approval and Assurances* form (included in this package) must be signed and uploaded as part of the complete application.

Step 4: Submit the completed application and supporting documentation via this [online form](#). A complete application submission includes

- all required fields on the submission form,
- a complete course standards document (uploaded),
- a signed, completed assurances form (uploaded), and
- any additional required documentation (based on type of special course).

The deadline for submitting special course applications is May 5, 2017 for fall semester and year-long courses. The deadline for spring semester courses is Sept. 15, 2017.

For questions about the special course application process, email Charlotte.Woehler@tn.gov.

Special Course Approval and Implementation Information

- A complete special course application must be submitted for each special course that is proposed for a given academic year.
 - Approved special courses are valid for a duration of one, three, or six years as outlined in the special course approval letter issued by the department.
 - Districts that would like to continue offering approved special courses in subsequent school year(s) following the duration of approval must submit a special course application.
 - Special course applications that can be accommodated through existing SBE-approved courses will not be approved.
- A copy of the standards to be taught in the special course must be uploaded with the application.
 - A template that includes the required information (course description, standards, and other information) can be found on page 6.
 - The standards should follow the same format as that used for all courses.
 - Reference to any current Tennessee Academic Standard(s) should be included where appropriate.
- Approved special courses are valid only for the school(s), teacher(s), and endorsement(s) listed in the application, unless otherwise specified by the department.
 - Special courses must be taught by fully licensed and properly endorsed instructors. No permits or waivers are allowed. Special courses may not be taught outside the approved area of endorsement.
 - Prior to assigning a teacher to a special course, the district must ensure that all currently offered SBE-approved courses are taught by an appropriately endorsed teacher. If this is not the case, the proposed instructor of a special course should be assigned to teach in areas where their particular endorsement is in demand for an SBE-approved course.
- Occasionally, special courses are approved with conditions or modifications to the items as submitted in the application.
 - In these instances, department staff works with the district to ensure the course standards match the level of rigor and alignment required of all SBE-approved courses.
 - In order to ensure timely review and approval, all requests for revisions/additional information from the department must be fulfilled by the district within 30 days.
 - In many cases, these modifications and/or conditions result in revised special course standards or modifications to the list of approved teacher endorsements. Any approved special courses contingent upon modifications/conditions will have all conditions listed in the approval letter.
- Special courses submitted for career and technical education are strongly recommended to be accompanied by a special program of study application. Failure to do so will result in the special course only being approved as an elective and would not count toward a student's progression through a program of study and hence would not allow a student to be identified as a concentrator.

SPECIAL COURSE APPLICATION WORKSHEET

Use this document to compile all information required for online submission of the online 2017-18 special course application form. *Special Course Application Worksheets will not* be accepted as complete submissions and will not be reviewed.

DISTRICT AND SCHOOL INFORMATION		
Special Course Name: Classical Mythology		
School District Name: Bartlett City Schools	School District Number: 794	
District Contact Name: Katie McCain	Email: kmccain@bartlettschools.org	
Contact Title: 6-12 Instructional Supervisor	Phone: 901-202-0855	
List the school(s) and state school number(s) where this course will be offered for the 2017-18 school year: Bartlett High School; School Code 25		
COURSE INFORMATION		
Type of Course <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> Enrichment <input checked="" type="checkbox"/> General Education <input type="checkbox"/> Special Populations		
Course Delivery Model: Will any portion of this course be delivered online? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Blended	If Online Delivery: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous	Proposed Level of Special Course: <input checked="" type="checkbox"/> Introduction (Level 1) <input type="checkbox"/> Intermediate (Level 2) <input type="checkbox"/> Advanced (Level 3) <input type="checkbox"/> Capstone (Level 4) Note: the final determination of the level of the special course will be included in the final letter of approval.
Credit must be awarded in a specific area and cannot be requested simply as "elective credit". Select the content area for which credit would be awarded upon completion of this special course.		
<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Fine Arts <input type="checkbox"/> World Language <input type="checkbox"/> Wellness & P.E. <input type="checkbox"/> Special Populations	<input type="checkbox"/> Career and Technical Education Specify career cluster: _____ <input type="checkbox"/> Other Specify subject(s) included: _____
Special course standards are attached and include all appropriate references to Tennessee Academic Standards <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		

SPECIAL COURSE APPLICATION WORKSHEET

Use this document to compile all information required for online submission of the online 2017-18 special course application form. *Special Course Application Worksheets* will not be accepted as complete submissions and will not be reviewed.

SPECIAL COURSE DESCRIPTION
<p>1. Upload a copy of the course standards for this course. The standards attachment must include the following information:</p> <ul style="list-style-type: none"> • Course description • Course standards • Alignment to Tennessee Academic Standards • Number of Credit(s) • Pre-requisite course(s) • Early postsecondary opportunities and/or industry certifications • Teacher requirements <p>A template containing this information can be found on page 6 of this application package, but districts may submit course standards in any format as long as the information listed above is included.</p>
<p>2. Provide justification for offering this special course (reason for including this course in the school program): We offer Classical Mythology to high school students to increase student interest in reading, writing, and researching ancient history.</p>
<p>3. Describe how this course was developed: This course was developed by qualified educators to support student learning across ELA state content standards.</p>
<p>4. List the names/titles of individuals who developed the course: Blount Smith</p>
<p>5. Provide any other pertinent information about this course:</p>

SPECIAL COURSE APPLICATION WORKSHEET

Use this document to compile all information required for online submission of the online 2017-18 special course application form. *Special Course Application Worksheets* will not be accepted as complete submissions and will not be reviewed.

CAREER AND TECHNICAL EDUCATION (CTE) COURSES

Complete this section if CTE credit will be awarded.

1. Will this course be included in a CTE Special Program of Study application? Yes No
If yes, please submit all special course and SPOS applications with supporting documentation simultaneously to allow for a streamlined, concurrent review of all materials. Failure to submit a SPOS will result in the special course only being approved as an elective and would not count toward a student's progression through a program of study and hence would not allow a student to be identified as a concentrator.
2. Explain how this course fits into a CTE Special Program of Study aligned with postsecondary and local/regional labor market opportunities.
3. Interpret and summarize the need for this course in your community. Attach labor market data to support the need for the proposed course and cite the source of this data.
4. Are there identified early postsecondary opportunities and/or industry certifications aligned to this course?
If yes, please list the postsecondary institution and/or the certifying agency.
5. If this is a CTE course that has been retired for the 2017-18 school year, upload a detailed transition plan which outlines how the district will phase out this course for the 2018-19 school year and what offerings will replace this course (if any). Successful transition plans will include a plan to address staffing, professional development, and/or equipment needs resulting from this transition.

SPECIAL COURSE STANDARDS TEMPLATE

Use this document to compile all information required to upload the required course standards file of the online 2017-18 special course application form. Please save this completed **template** in a separate document. This template may be modified to reflect the characteristics of a special course. *Special Course Application Worksheets* will not be accepted as complete submissions and will not be reviewed.

Special Course Name

Special Course Information	
Content Area/Career Cluster:	English
Credit(s):	.5
Pre-Requisite(s):	None
Early Postsecondary Opportunities:	N/A
Industry Certifications:	N/A
Teacher Requirements:	ELA 7-12

Course description This course emphasizes Greek and Roman mythology that appears in literature throughout all English studies. It is designed for students interested in reading, studying ancient cultures, and seeking to understand how literature and myth are related to modern culture.

Course standards

- . Identify the structure and purpose of selected myths
- . Explain the similarities between myths from different geographic locations
- . Form theories about myths from discussions
- . Matrix cultural data from myths
- . Present findings through a variety of ways: maps, matrixes, oral presentations, murals, books
- . Create an original creation myth that is reflective of a particular culture and is consistent with its environment
- . The qualities of classical gods and goddesses display the cultural ideals of ancient Greeks.
- . Knowledge of the classical pantheon and the myths of its members provide insight to the beliefs of the time as well as today’s common core beliefs.
- . Interaction between and among gods and mortals display what is important to a person as a member of society and as a member of the human race.
- . Analyzing the ethical and social messages of classical mythology will enhance one’s understanding of the ethical and social concerns in modern society.
- . Identify the members of the classical pantheon
- . Explain the significance of the relationships between and among the Greek gods and goddesses as a reflection

SPECIAL COURSE STANDARDS TEMPLATE

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- of the ancient culture’s social structure and prevailing attitudes
- . Analyze the interactions between gods and men and the message such relationships and interactions portray about personal and societal responsibility
- . Evaluate current societal concerns and use classical stories to offer solutions that address them
- . Identify common mythic elements in ancient heroic myths and modern adventure films
- . Explain the significance of the physical and psychological challenges faced by successful and unsuccessful heroes in relation to the lesson each provides
- . Apply Campbell’s idea of archetypes and use it to map out the underlying structures in a hero’s journey or “mono-myth”
- . Employ all elements of the hero’s journey when creating an original myth
- . Identify the structure and purpose of selected epics
- . Explain the similarities among epics from varying cultures
- . Form theories about why epics differ from culture to culture
- . Analyze and present findings of several epics
- . Explore the enduring impact and influences of epics in modern literature, film, and art
- . Categorize myths according to various functions
- . Read, analyze and evaluate a variety of mythology/folklore of literary merit from civilizations and countries around the world, and explain its cultural significance.
- . Demonstrate an understanding of the relationship between a culture, its mythology, and the individual
- . Read, discuss, and comprehend the explanatory myths, morality myths, and hero/journey myths
- . Compare myths from cultures, expanding beyond Greece and Rome
- . Use print, electronic databases, and online resources to access information, organize ideas and develop writing

- . Work cooperatively with group members, distributing labor equally among all members
- . Recognize allusions as stylistic devices
- . Identify the origin of common mythological allusions in the arts and sciences
- . Interpret mythological references in a variety of sources
- . Use mythological allusions in writing and speaking

SPECIAL COURSE STANDARDS TEMPLATE

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Alignment to Tennessee Academic Standards Reading Standards for Literature: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.6, RL.9-10.10, RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5, RL.11-12.6, RL.11-12.10 Writing Standards: WS.9-10.3a, WS.9-10.3b, WS.9-10.3c, WS.9-10.3d, WS.9-10.3e, WS.9-10.4, WS.9-10.5, WS.9-10.9a, WS.9-10.10, WS.11-12.3a, WS.11-12.3b, WS.11-12.3c, WS.11-12.3d, WS.11-12.3e, WS.11-12.4, WS.11-12.5, WS.11-12.9a, WS.11-12.10

Number of Credit(s) 0.5

Pre-requisite course(s) None

Early postsecondary opportunities and/or industry certifications None

Teacher requirements English Language Arts Certification

BASIC TEXTBOOK – MYTHOLOGY by Edith Hamilton

CLASSICAL MYTHOLOGY SYLLABUS

OBJECTIVE

The objective of this class, Classical Mythology, is to bring the students the best of the Classical Greek and Roman myths that for over 2500 years have influenced and embellished the literature, the art and the daily speech of the civilized world. With the mingling of fact and fancy, or realities and ideals, these myths represent the aspirations of man for a knowledge of the mysterious and unseen. Through these myths the ancient Greeks and Romans tried to explain what happened in their everyday lives. Where we have scientific data to explain the seasons, the Greeks and Romans created a myth to do so.

CREATION OF THE WORLD – Chaos becomes the world.

MAJOR DIVINITIES

LESSER DIVINITIES

HEROES

SOME FAMILIAR MYTHS

THE TROJAN WAR

THE STORY OF AENEAS' WANDERINGS

THE STORY OF ODYSSEUS

NORSE MYTHS

February 2017

2017-18 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES

Required for all special course applications.

Special Course Name: Classical Mythology

School District: Bartlett City Schools

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

Date of Approval by Local Board of Education:

Chairperson's Signature

Date

Director of Schools' Signature

Date

2017-18 Special Course Application Package

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Special Course Application Submission Instructions

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Step 1: Review this *2017-18 Special Course Application Package* and the [2017-18 Special Course FAQ document](#).

Step 2: Compile the required information in the *Special Course Application Worksheet* (pages 3-6) to request approval of any secondary education course that is not approved by the State Board of Education.

Step 3: Each application must be approved by the local board of education and signed and dated by the local board of education chairperson and the director of schools prior to submission to the department. The *2017-18 Special Course Application Local Approval and Assurances* form (included in this package) must be signed and uploaded as part of the complete application.

Step 4: Submit the completed application and supporting documentation via this [online form](#). A complete application submission includes

- all required fields on the submission form,
- a complete course standards document (uploaded),
- a signed, completed assurances form (uploaded), and
- any additional required documentation (based on type of special course).

The deadline for submitting special course applications is May 5, 2017 for fall semester and year-long courses. The deadline for spring semester courses is Sept. 15, 2017.

For questions about the special course application process, email Charlotte.Woehler@tn.gov.

Special Course Approval and Implementation Information

- A complete special course application must be submitted for each special course that is proposed for a given academic year.
 - Approved special courses are valid for a duration of one, three, or six years as outlined in the special course approval letter issued by the department.
 - Districts that would like to continue offering approved special courses in subsequent school year(s) following the duration of approval must submit a special course application.
 - Special course applications that can be accommodated through existing SBE-approved courses will not be approved.
- A copy of the standards to be taught in the special course must be uploaded with the application.
 - A template that includes the required information (course description, standards, and other information) can be found on page 6.
 - The standards should follow the same format as that used for all courses.
 - Reference to any current Tennessee Academic Standard(s) should be included where appropriate.
- Approved special courses are valid only for the school(s), teacher(s), and endorsement(s) listed in the application, unless otherwise specified by the department.
 - Special courses must be taught by fully licensed and properly endorsed instructors. No permits or waivers are allowed. Special courses may not be taught outside the approved area of endorsement.
 - Prior to assigning a teacher to a special course, the district must ensure that all currently offered SBE-approved courses are taught by an appropriately endorsed teacher. If this is not the case, the proposed instructor of a special course should be assigned to teach in areas where their particular endorsement is in demand for an SBE-approved course.
- Occasionally, special courses are approved with conditions or modifications to the items as submitted in the application.
 - In these instances, department staff works with the district to ensure the course standards match the level of rigor and alignment required of all SBE-approved courses.
 - In order to ensure timely review and approval, all requests for revisions/additional information from the department must be fulfilled by the district within 30 days.
 - In many cases, these modifications and/or conditions result in revised special course standards or modifications to the list of approved teacher endorsements. Any approved special courses contingent upon modifications/conditions will have all conditions listed in the approval letter.
- Special courses submitted for career and technical education are strongly recommended to be accompanied by a special program of study application. Failure to do so will result in the special course only being approved as an elective and would not count toward a student's progression through a program of study and hence would not allow a student to be identified as a concentrator.

SPECIAL COURSE APPLICATION WORKSHEET

Use this document to compile all information required for online submission of the online 2017-18 special course application form. *Special Course Application Worksheets will not* be accepted as complete submissions and will not be reviewed.

DISTRICT AND SCHOOL INFORMATION		
Special Course Name: Etymology		
School District Name: Bartlett City Schools	School District Number: 794	
District Contact Name: Katie McCain	Email: kmccain@bartlettschools.org	
Contact Title: 6-12 Instructional Supervisor	Phone: 901-202-0855	
List the school(s) and state school number(s) where this course will be offered for the 2017-18 school year: Bartlett High School; School Code 25		
COURSE INFORMATION		
Type of Course <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> Enrichment <input checked="" type="checkbox"/> General Education <input type="checkbox"/> Special Populations		
Course Delivery Model: Will any portion of this course be delivered online? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Blended	If Online Delivery: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous	Proposed Level of Special Course: <input checked="" type="checkbox"/> Introduction (Level 1) <input type="checkbox"/> Intermediate (Level 2) <input type="checkbox"/> Advanced (Level 3) <input type="checkbox"/> Capstone (Level 4) Note: the final determination of the level of the special course will be included in the final letter of approval.
Credit must be awarded in a specific area and cannot be requested simply as "elective credit". Select the content area for which credit would be awarded upon completion of this special course.		
<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Fine Arts <input type="checkbox"/> World Language <input type="checkbox"/> Wellness & P.E. <input type="checkbox"/> Special Populations	<input type="checkbox"/> Career and Technical Education Specify career cluster: _____ <input type="checkbox"/> Other Specify subject(s) included: _____
Special course standards are attached and include all appropriate references to Tennessee Academic Standards <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		

SPECIAL COURSE APPLICATION WORKSHEET

Use this document to compile all information required for online submission of the online 2017-18 special course application form. *Special Course Application Worksheets* will not be accepted as complete submissions and will not be reviewed.

SPECIAL COURSE DESCRIPTION
<p>1. Upload a copy of the course standards for this course. The standards attachment must include the following information:</p> <ul style="list-style-type: none"> • Course description • Course standards • Alignment to Tennessee Academic Standards • Number of Credit(s) • Pre-requisite course(s) • Early postsecondary opportunities and/or industry certifications • Teacher requirements <p>A template containing this information can be found on page 6 of this application package, but districts may submit course standards in any format as long as the information listed above is included.</p>
<p>2. Provide justification for offering this special course (reason for including this course in the school program): Etymology is intended to provide students with the opportunity to gain a deeper insight into the intricacies of the English language. It helps students build a larger vocabulary by learning specific words, mastering word-learning strategies, and developing an ability to use language successfully. The curriculum has three main units: introductory, core, and interest-building. Each unit contains goals/objectives, activities, and resources and has been developed so that it is practical, informative, and enjoyable for all students.</p>
<p>3. Describe how this course was developed: This course was developed by qualified educators to support vocabulary access for students.</p>
<p>4. List the names/titles of individuals who developed the course: Blount Smith</p>
<p>5. Provide any other pertinent information about this course:</p>

SPECIAL COURSE APPLICATION WORKSHEET

Use this document to compile all information required for online submission of the online 2017-18 special course application form. *Special Course Application Worksheets* will not be accepted as complete submissions and will not be reviewed.

CAREER AND TECHNICAL EDUCATION (CTE) COURSES

Complete this section if CTE credit will be awarded.

1. Will this course be included in a CTE Special Program of Study application? Yes No
If yes, please submit all special course and SPOS applications with supporting documentation simultaneously to allow for a streamlined, concurrent review of all materials. Failure to submit a SPOS will result in the special course only being approved as an elective and would not count toward a student's progression through a program of study and hence would not allow a student to be identified as a concentrator.
2. Explain how this course fits into a CTE Special Program of Study aligned with postsecondary and local/regional labor market opportunities.
3. Interpret and summarize the need for this course in your community. Attach labor market data to support the need for the proposed course and cite the source of this data.
4. Are there identified early postsecondary opportunities and/or industry certifications aligned to this course?
If yes, please list the postsecondary institution and/or the certifying agency.
5. If this is a CTE course that has been retired for the 2017-18 school year, upload a detailed transition plan which outlines how the district will phase out this course for the 2018-19 school year and what offerings will replace this course (if any). Successful transition plans will include a plan to address staffing, professional development, and/or equipment needs resulting from this transition.

Special Course Name

Special Course Information	
Content Area/Career Cluster:	English
Credit(s):	.5
Pre-Requisite(s):	None
Early Postsecondary Opportunities:	N/A
Industry Certifications:	N/A
Teacher Requirements:	ELA 7-12

Course description Etymology is designed to instruct students to recognize Latin and Greek word elements, making the knowledge of them an effective tool for increasing vocabulary. The student is expected to be able to analyze words fully and to define them. Students will also become familiar with the general patterns of semantic change and will gain some insight into patterns of human thought by studying word changes that reflect the history of ideas.

Course standards

- Students will learn new words, but—more importantly—they will master the meanings of a wide variety of roots, prefixes, word bases, and suffixes.
- Students will understand how words are built and will be able to use their knowledge to analyze and understand new words that they encounter outside the classroom.
- Students will become sensitized to words and will have at their command a set of tools that can greatly increase their chances of success in life.
- Students will study and apply the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek).
- Students will analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change.
- Students will write about word history and semantics in texts that require etymological sensitivity.

Alignment to Tennessee Academic Standards Reading Standards for Literature: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.6, RL.9-10.10, RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5, RL.11-12.6, RL.11-12.10 Writing Standards: WS.9-10.3a, WS.9-10.3b, WS.9-10.3c, WS.9-10.3d, WS.9-10.3e, WS.9-10.4, WS.9-10.5, WS.9-10.9a, WS.9-10.10, WS.11-12.3a, WS.11-12.3b, WS.11-12.3c, WS.11-12.3d, WS.11-12.3e, WS.11-12.4, WS.11-12.5, WS.11-12.9a, WS.11-12.10

Number of Credit(s) 0.5

Pre-requisite course(s) None

Early postsecondary opportunities and/or industry certifications None

Teacher requirements English Language Arts Certification

Course Syllabus:

1st Quarter – Latin Based Etymology

Week 1: Introduction, Roman Numerals, Indo-European Family of Languages

Week 2: Lesson III – Assimilation of Prefixes; Lesson IV – Abbreviations and Acronyms; Name Research

Week 3: **Project** – Foreign Words and Idioms

Week 4: Lesson V- Apheresis and Aphesis; Lesson VI – Combining Bases; Lesson VII - Hybrids

Week 5: Lesson VIII – Suffixes; Lesson IX – Etymological Definitions; Lesson X - Dissimilation

Week 6: Lesson XI – Semantic Changes; Lesson XII – Specialization and Generalization of Meaning

Week 7: Lesson XIII – Functional Change; Lesson XIV – Degeneration of Meanings; Lesson XV – Abstract vs. Concrete

Week 8: Lesson XVIII – Euphemisms; Lesson XIX – Folk Etymology; Lesson XXIII – Latinisms in Shakespeare

Week 9: Review; **Project** Presentation

2nd Quarter – Greek Based Etymology

Week 1: Introduction, Greek Alphabet

Week 2: Lesson I – Greek Mythology; Lesson II – Greek History & Philosophy; **Project** – Philosopher Biography

Week 3: Lesson III – Greek Bases; Lesson IV – Combination of Bases

Week 4: Lesson V- Homonyms; Lesson VI – Reduplication & Onomatopoeia; Lesson VII – Loan Words

Week 5: Lesson IX – Place Names; **Project** – Etymology of Cities

Week 6: Lesson X – Expressions; Lesson XI & XII – Religious Terminology

Week 7: Lesson XIII – Sea Terms; Lesson XIV – Sports & Games; Lesson XV – Military Terminology Lesson XVI - Arts

Week 8: Lesson XVII – Law; Lesson XVIII – Literary Terms; Lesson XIX – Other Occupational Terminology

Week 9: Review; **Project** Presentation

2017-18 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES

Required for all special course applications.

Special Course Name: Classical Mythology

School District: Bartlett City Schools

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

Date of Approval by Local Board of Education:

Chairperson's Signature

Date

Director of Schools' Signature

Date

Bartlett City Board of Education		4014
Descriptor Term: REPORT CARDS AND GRADING SYSTEM	Descriptor Code: Instructional Services	Issue Date: 07/24/2014
	Rescinds:	Revised:

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

8

9 **REPORT CARDS**

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

18 Kindergarten Report Cards

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

25

¹ T.C.A. §49-1-302(a)(17)

² T.C.A. §49-1-302(g)

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

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

5

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

6

7 State Standardized Assessments

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

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

12

13 High School Grading

14 Students who meet only the minimum requirements should be given minimum passing grades.
15 No student may fail for the semester or year if the only failing grade is that of the semester
16 examination. Each semester exam shall account for twenty percent (20%) of the students’
17 semester grade.

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

21

22 Semester grades are comprised of two quarterly grades (eighty percent (80%)) and the semester
23 exam (twenty percent (20%)). For courses which have no state mandated end of course (“EOC”)
24 exam, each semester grade is fifty percent (50%) of the final grade. For courses which include a
25 state EOC exam, each semester grade is forty-five percent (45%) of the final grade, and the EOC
26 exam accounts for ten percent (10%).

27 Students enrolled in a high school course having an eighty-seven (87) or higher course average
28 with (3) or fewer excused absences in a course may be exempted from the district spring semester
29 exam. Any unexcused absence disqualifies the student from all exam exemptions. Students in
30 the twelfth (12th) grade may be exempted for both fall and spring semester exams.

³ T.C.A. §49-1-617

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Weighted Grades

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

Calculation for High School Course GPA

Grade	Value	Regular	Honors	A.P.
A	90-100	4	4.5	5
B	80-89	3	3.5	4
C	70-79	2	2.5	3
D	65-69	1	1.5	2
F	Below 65	0	0	0

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

Tennessee Uniform Grading Scale for Lottery/HOPE Scholarship

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

A	93-100
B	85-92
C	75-84
D	70-74
F	Below 70

Each school year, prior to scheduling courses for the next school year, all middle schools, and Bartlett High School shall conduct a lottery scholarship day for students and their parents.⁴ Each school counselor will provide incoming freshmen with information on college core courses

⁴ T.C.A. §49-4-932(f)

1 required for lottery scholarships as well as necessary criteria (grade point average, ACT, and SAT
2 score, etc.) that must be met in order to receive a scholarship.

3

4

BCS Teachers Nominated for Tenure 2017

1. Rhonda Bailey – Bartlett High School
2. India Blatt – Appling Middle
3. Abigail Bobbitt – Bartlett Elementary
4. Robin Bond – Oak Elementary
5. Katrina Bradshaw – Oak Elementary
6. Jeanine Caughman – Altruria Elementary
7. Sotheareath Chhim – Elmore Park Middle
8. Kathryn Clements – Altruria Elementary
9. Shelley Copeland – Altruria Elementary
10. Kasey Craddock – Bartlett Academy
11. Montrell Craft – Appling Middle
12. Jonathan Croft – Bartlett High
13. Erin Curlin – Elmore Park Middle
14. Monica Dempsey – Oak Elementary
15. Elizabeth Erwin – Altruria Elementary
16. Mary Etheridge – Bartlett Elementary
17. Jacob Farrell – Elmore Park Middle
18. Carmen Fentress – Elmore Park Middle
19. Lauren Goff – Altruria Elementary
20. Sara Hagy – Altruria Elementary
21. Sharon Hicks – Alternative
22. Tasha Isaac – Bartlett Academy
23. Stephen Ledford – Bartlett High
24. Shelly Lee – Bartlett High
25. Amy Martin – Bon Lin Elementary
26. Melody McClain – Bon Lin Middle
27. John McCrary – Bartlett Academy
28. Molly Mills – Bartlett Elementary
29. Teri Moses Griffin – Bartlett High

30. Dawn Nutt – Bartlett High
31. Lindsey Parker – Appling Middle
32. Robbie Parsons – Altruria Elementary
33. Peggy Patton – Bon Lin Middle
34. Jera Pitchford – Altruria Elementary
35. Michele Pope – Bon Lin Elementary
36. Caitlin Shaffer – Bartlett High
37. Hunter Siler – Bartlett High
38. Heather Smith – Oak Elementary
39. Katie Smith – Altruria Elementary
40. Morgan Smith – Bartlett Academy
41. Tara Smith – Bartlett Academy
42. Jennifer Taylor – Bartlett Elementary
43. Karrie Veglio – Altruria Elementary
44. Amy Venckus – Appling Middle
45. Stacy Wardlaw – Altruria Elementary
46. Courtney Wells – Bon Lin Elementary
47. Donna Wilding – Oak Elementary