

**A C H I E V E M E N T**  
**S C H O O L D I S T R I C T**

# **STUDENT HANDBOOK**

## **2016-17**

This edition of the Student Handbook supersedes all previous student handbooks and policies issued by the Achievement School District.

# TABLE OF CONTENTS

WELCOME .....	5
PURPOSE OF THIS HANDBOOK.....	5
OUR SCHOOLS.....	5
ASD CULTURE.....	5
STUDENT ENROLLMENT.....	6
BACKGROUND.....	6
STUDENT ELIGIBILITY .....	6
PRE-K ELIGIBILITY .....	7
ENROLLMENT PROCESS .....	7
WAITLIST .....	8
TRANSFERS IN.....	9
TRANSFERS OUT .....	9
WITHDRAWALS.....	10
IMMUNIZATIONS.....	10
STUDENT TRANSPORTATION .....	10
ELIGIBILITY .....	11
HOMELESS TRANSPORTATION PROCEDURES .....	12
ALTERNATIVE EDUCATION TRANSPORTATION PROCEDURES.....	12
STUDENT ATTENDANCE .....	12
POLICY STATEMENT .....	12
EXCUSED AND UNEXCUSED ABSENCES.....	13
APPEALS .....	13
MAKE-UP WORK .....	13
SCHOOL RESPONSIBILITIES.....	14
TRUANCY .....	14
STUDENT ACHIEVEMENT.....	15
GRADING SYSTEM.....	15
K-8.....	15

9-12 .....	15
PROMOTION AND RETENTION .....	15
APPEALS .....	16
RETENTION OF A STUDENT WITH A DISABILITY .....	16
DUAL ENROLLMENT .....	16
TESTING PROGRAMS .....	16
REQUIRED ASD ASSESSMENTS .....	17
EOC & TNREADY ACHIEVEMENT PERCENTAGE OF FINAL STUDENT GRADE .....	17
LOCAL TEST SECURITY .....	17
GRADUATION REQUIREMENTS .....	18
GRADUATING WITH DISTINCTION .....	18
STUDENT INFORMATION GUIDELINES .....	18
STUDENT IDENTIFICATION .....	18
FERPA AND TENNESSEE LAW .....	19
WHAT IS FERPA? .....	19
WHAT ARE MY REQUIREMENTS AS AN ASD SCHOOL? .....	19
ANNUAL NOTIFICATION .....	19
PARENT ACCESS .....	19
AMENDMENT .....	20
CONFIDENTIALITY .....	20
WHAT IF I HAVE QUESTIONS OR CONCERNS? .....	21
SURVEYS OF STUDENTS .....	22
STUDENT SERVICES .....	22
ENGLISH LANGUAGE LEARNERS .....	23
HOMELESS AND MIGRANT .....	23
STUDENTS WITH DISABILITIES .....	23
EXTERNAL PLACEMENT .....	24
STUDENT HEALTH .....	24
COMMUNICABLE DISEASES .....	24
FAMILY LIFE PLANNING CURRICULUM .....	24

STUDENT DISCIPLINE ..... 25

    DISCIPLINARY POLICIES ..... 25

        THE ASD STANDARDS OF CONDUCT AND BEHAVIOR..... 25

        REMAND/EXPULSION OF STUDENTS IN PRE-K THROUGH THIRD GRADE..... 26

        SUSPENSION, REMAND, AND EXPULSION AS CONSEQUENCES FOR SERIOUS AND/OR  
PERSISTENT MISBEHAVIORS ..... 27

        SUSPENSION PROCESS ..... 27

        REMAND/EXPULSION PROCESS..... 27

        DISCIPLINE PROCESS FOR STUDENTS WITH DISABILITIES ..... 29

    CORPORAL PUNISHMENT ..... 29

    SAFE RESTRAINT AND RELOCATION OF STUDENTS ..... 30

STUDENT WELFARE..... 30

    STUDENT HARASSMENT, INTIMIDATION, BULLYING OR CYBER-BULLYING..... 30

    UNSAFE SCHOOL CHOICE..... 31

    PARENT AND COMMUNITY GRIEVANCE RESOLUTION ..... 31

    EMERGENCY OR WEATHER SHUTDOWN ..... 33

APPENDIX..... 34

PARENT AND COMMUNITY GRIEVANCE RESOLUTION FLOWCHART ..... 35

TENNESSEE PRIORITY SCHOOLS: ASD ELIGIBLE ..... 38

## WELCOME

The Achievement School District (ASD) represents a bold effort to transform student achievement in Tennessee’s lowest performing schools. This school year, the ASD is expanding from 29 to 33 schools in Tennessee, and we are excited to work with your child this school year—it’s going to be a great year! For more information on the ASD and to send us questions and suggestions, please visit us at [www.achievementschooldistrict.org](http://www.achievementschooldistrict.org).

## PURPOSE OF THIS HANDBOOK

The Student Handbook is an important source of information for students, parents, charter partners and ASD employees. Most of the policies in this handbook are required by federal or state law. All of the policies are aligned with the ASD’s mission and were created to help the ASD’s students and families understand the expectations and services of ASD schools. In most cases, charter schools will have their own policies that adhere to and build on the district-wide policies in this handbook. This handbook should be used as a reference for overall district policies and each school’s individual Student Handbook provides school-specific guidance on the implementation of district policies. In the case of a conflict, ASD policies reflected herein supersede school policies.

## OUR SCHOOLS

The ASD is an “authorizer” of high quality public charter schools (for example, Capstone Education Group, LEAD Public Schools), which it matches with schools on the state’s “Priority” list. The Priority list represents the bottom 5% of schools in the state. The ASD also directly manages five Priority Schools in the Frayser area of Memphis. All ASD schools have the freedom to independently define their expectations of students and the adults that support their success. To balance their autonomy, the ASD leadership monitors each school’s performance academically, financially, and legally. As a student enrolled in an ASD school, you are bound by both ASD policies and those of your specific school. Please see the Appendix for a list of 2016-17 ASD schools and ASD-eligible schools.

## ASD CULTURE

The ASD embraces a “Whatever It Takes” culture. At the ASD, “Whatever It Takes” means working as hard as necessary to support our students in reaching the goal of college and career-readiness. This may include longer hours, Saturday school, service, homework each night, and much more. Achieving such high expectations is not easy for anyone. We work hard for each ASD school to be family-oriented with comprehensive and targeted student supports aimed at assuring students’ success and well-being. The rules and policies that we promote are often firmer than at other schools, but it is because we believe our students can and should be held to a higher standard. We are what we do every day, and excellence is a habit.

# STUDENT ENROLLMENT

## BACKGROUND

Schools in the Achievement School District (ASD) enroll students in accordance with Tennessee legislation and civil rights laws. The ASD does not discriminate against any student based on eligibility for special education, academic or behavior services, race, gender, and socio-economic status. The following policy outlines student eligibility, enrollment, lottery, and waitlist processes that govern enrollment in the ASD.

## STUDENT ELIGIBILITY

The ASD guarantees enrollment to all eligible students, as defined by state and federal laws. Enrollment eligibility is defined in two ways:

1. Priority-zoned. Students who, at the time of enrollment in an ASD school, reside in the designated attendance area of a school on the current Tennessee Priority list.
  - a. NOTE: This applies to the attendance area of the school at the time that it became a priority school. A student is still ASD eligible if a local education agency creates new options, or even a new zone, for the priority school.
2. Priority-enrolled. Students who are not zoned to a priority school, but who, at the time of enrollment in an ASD school, are currently enrolled in a school on the Tennessee Priority list. This eligibility also applies to students who were enrolled in a priority school through the end of the previous school year.

Generally, ASD schools have limited student enrollment. However, in accordance with T.C.A. 49-13-106(a), qualifying ASD charter schools may serve a limited number of non-priority zoned students who meet one of the following criteria:

- a. child of a teacher, staff member, sponsor, or member of the governing body;
- b. Eligible for free or reduced price lunch; or
- c. Failure to test proficient on state standardized tests (End-of-Course/TCAP/TNReady) in the previous school year.

ASD schools that qualify to enroll students under this exception are (1) Tennessee charter schools, (2) that earned a Tennessee Value-Added Assessment Score (TVAAS) of 3, 4, or 5 in the previous year or are new schools, and (3) have conducted an initial enrollment period of at least 30 days and still have capacity to serve additional students. The enrollment of additional students under T.C.A. 49-13-106(a) may not exceed 25% of the school's total enrollment.

The ASD has established an enrollment priority group structure to ensure that its schools serve certain students. Each transformation model carries certain requirements. Schools with attendance areas must serve all students assigned to their school. If a school has additional seats available after all students with guaranteed enrollment are offered seats, the school may offer enrollment to students according to the following Priority Groups.

## PRE-K ELIGIBILITY

Enrollment in a state Pre-K Program is based upon a child's eligibility as identified in TCA § 49-6-101–104:

- Age four by Aug. 15th of the current school year; and
- Identified as English Language Learners (ELL), in state custody, or those at risk for failure due to circumstances of abuse or neglect; or
- Income eligibility or children who had a military parent killed in action, declared missing in action, or declared a prisoner of war; or
- Have an Individualized Education Program (IEP) team make placement recommendations for consideration of enrolling five year olds in a Pre-K program.

## ENROLLMENT PROCESS

The Achievement School District's annual cycle of enrollment begins with conversations following the announcement of new ASD schools. ASD staff work with school operators to analyze current enrollment, attendance area student population, and building capacity for each ASD school. These discussions produce an estimated number of preliminary seats available for at each school.

ASD school enrollment begins in early February. During the enrollment period, the ASD communicates to families about their school choices, student eligibility, the benefits of enrolling early and how to enroll in their preferred schools. Charter networks also directly communicate with surrounding families and communities to inform them of their school choices, share the experiences of students and families in their schools and create opportunities for school staff to learn more about and prepare to meet the needs of prospective students.

At the end of the enrollment period, ASD operators review enrollment requests. If a school has additional seats available after all eligible students with guaranteed enrollment are offered seats, the school must host an enrollment lottery to determine enrollment order for the remaining students. Each lottery process is either (a) approved by the ASD prior to implementation or (2) required to be certified by a law or accounting firm after its completion.

Lotteries proceed according to the following priority groupings based on the transformation model. These priority levels apply to determine the order of enrollment when an ASD school has more interested students than they can accommodate. These priority levels do not create initial eligibility to attend an ASD school.

FOR TRANSFORMATIONS (WHOLE SCHOOL) & PHASE-INS (GRADE(S) AT A TIME)		
PRIORITY GROUP	DESCRIPTION	STATUS
1. Attendance area	• Students with current, legal residence in an ASD school's attendance area	Guaranteed
2. Continuity	• Non-attendance area students who attended the school the previous year (including students on transfer)	Guaranteed
3. Sibling	• Brothers and sisters of enrolled students—either attendance area or continuity	Not guaranteed
4. Other ASD zone	• Students with current, legal residence in <u>another</u> ASD school's attendance area	Not guaranteed

5. Other Priority School zone	<ul style="list-style-type: none"> <li>Students with current, legal residence in a non-ASD Priority School attendance area</li> </ul>	Not guaranteed
6. Other at-risk or children of staff, sponsor, or governing body (for qualifying ASD charter schools only)	<ul style="list-style-type: none"> <li>Students meeting one of the following criteria: <ul style="list-style-type: none"> <li>Eligible for free or reduced price lunch,</li> <li>Failed to test proficient on a prior year's TCAP or End-of-Course exam,</li> <li>Children of staff, sponsor, or governing body</li> </ul> </li> </ul>	Not guaranteed (may comprise no more than 25% of student body)

## FOR NEW STARTS

PRIORITY GROUP	DESCRIPTION	STATUS
Sibling	<ul style="list-style-type: none"> <li>Brothers and sisters of enrolled students (from any priority group)</li> </ul>	Not guaranteed
Other ASD zone	<ul style="list-style-type: none"> <li>Students with current, legal residence in <u>another</u> ASD school's attendance area</li> </ul>	Not guaranteed
Other Priority School zone	<ul style="list-style-type: none"> <li>Students with current, legal residence in a non-ASD Priority School attendance area</li> </ul>	Not guaranteed
Other at-risk or children of staff, sponsor, or governing body (for qualifying ASD charter schools only)	<ul style="list-style-type: none"> <li>Students meeting one of the following criteria: <ul style="list-style-type: none"> <li>Eligible for free or reduced price lunch,</li> <li>Failed to test proficient on a prior year's TCAP or End-of-Course exam,</li> </ul> </li> <li>Children of staff, sponsor, or governing body</li> </ul>	Not guaranteed (may comprise no more than 25% of student body)

### WAITLIST

Openings may not exist for all students who participate in a school's enrollment lottery. If no opening exists, the student will automatically be waitlisted for his/her school choices. The order that a student is randomly identified in the lottery determines the order of that student on the school's waitlist.

The process of admitting students from the waitlist will be managed by the Operator. If a school would like to offer a seat to a student on the waitlist, it will select the highest ranking student, in accordance with ASD's Enrollment Priority Groups. Upon enrollment, the student is removed from the waitlist.

Waitlist policy differs slightly for students who live in an ASD school's attendance area, but apply to attend another ASD school. In the event that an opening does not exist for a student at the student's preferred school, the student will be placed on that school's wait-list and assigned to the student's neighborhood ASD school. In order to prevent unnecessary intra-district enrollment variability, ASD students can remain on other ASD schools' waitlists for the first two weeks of the school year. Following the first two weeks, those students will be removed from each school's waitlist. Students who live in the attendance area of other Priority Zone schools not served by the ASD may remain on waitlists indefinitely.



## TRANSFERS IN

1. Achievement School District TO Achievement School District
2. Other LEA TO Achievement School District

Ultimately, ASD school and operator leadership are responsible for deciding whether or not to receive a transfer student. The Achievement School District would like to ensure that its schools are able to make transfer enrollment decisions with full information and context. Accordingly, the following process should be followed when a transfer student arrives at an ASD school:

1. Ask the family to provide the name of the student's previous school and school district.
2. If the student is transferring from Shelby County Schools, require the family to present a copy of the SCS Withdrawal Entry Form. An ASD school should not register a transfer student until it can confirm the student has been appropriately withdrawn from his/her previous school.
3. ASD schools are encouraged to call the student's previous school directly to confirm the reason the student is no longer enrolled in the school.

ASD schools can choose to enroll a transfer student, even if he/she has an outstanding expulsion. However, administrators should always conduct the appropriate diligence before registering a student. Once a student has been registered at an ASD school, that school assumes responsibility for his/her education and placement.

## TRANSFERS OUT

1. Achievement School District TO Achievement School District
2. Achievement School District TO other LEA

When a student transfers out of the ASD school, district and school/operator leadership must make an effort to understand a student's needs, attempt to address those needs in the current placement, and inform families of available school options. Transfers should always be requested by families. Under no circumstances should ASD staff directly 'counsel out' or advise a family to seek a voluntary transfer. In the event that an ASD school cannot adequately serve a student's needs or there are extenuating safety, discipline, or medical issues – school and operator leadership should work with ASD Support Team staff to find a suitable administrative placement. For questions or assistance with administrative placements, please contact the ASD's Director of Special Populations or Manager of Enrollment and Discipline.

In the event that a family voluntarily requests to transfer a student to another school, the following process should be followed:

1. The family should contact the student's current school to discuss the transfer request process and receive a Transfer Request Form. The parent should complete, sign, and submit the form to the student's current school.
2. A follow-up meeting and exit interview is required for all transferring students. The school leader (or designee) will contact the family to arrange a meeting to discuss the transfer within five (5) school days of receiving a transfer request. At the meeting, the school leader (or designee) will conduct an exit interview with the family, student, and other school staff as necessary. The exit interview ensures that the family has been adequately informed of options and that the ASD understands and documents the family's reasons for requesting a transfer. The Exit Interview Summary Form outlines the information that should be captured.

3. The school leader should discuss available school options with the family. Potential options include another ASD school, the student's zoned school (if different), an SCS school, or a private/parochial school. The family should be given some time to make a decision.  
School leaders are encouraged to place a courtesy phone call to the student's new school to confirm capacity exists and the student will be registered upon arrival. Under no circumstances should a family be granted a transfer without some confirmation of capacity for that student at another school. For questions or assistance in securing a new placement for a student, please contact the Manager of Enrollment and Discipline.
4. Once a transfer has been granted, an ASD Withdrawal Form should be completed and the family should be issued a copy of the Transfer Request Form. Both ASD and SCS schools have been instructed not to register transfer students without the proper, signed withdrawal documentation. ASD schools should also maintain a hard copy of all transfer/withdrawal forms for their records.
5. NOTE: If you have any questions about the transfer or enrollment process, please contact the ASD Enrollment Hotline at [enrollment@tn-asd.org](mailto:enrollment@tn-asd.org), or call 901-877-8ASD (901-877-8273).

## WITHDRAWALS

The student should continue to attend the ASD school until the transfer is complete. If the family affirms the decision to seek a transfer after completing an exit interview, the school's office staff should issue an ASD withdrawal form.

## IMMUNIZATIONS

No students entering school, including those entering Pre-K, kindergarten or first grade, those from out-of-state and those from nonpublic schools, will be permitted to attend without proof of immunization, as determined by the Commissioner of Public Health.<sup>1</sup> It is the responsibility of the parents or guardians to have their children immunized and to provide such proof to the principal of the school which the student is to attend.

Exceptions, in the absence of an epidemic or immediate threat thereof, will be granted to any child whose parent or guardian shall file with school authorities a signed, written statement that such measures conflict with his/her religious tenets and practices; or due to medical reasons if such child has a written statement from his/her doctor excusing him from such immunization. A homeless child or youth should be enrolled immediately and have full and equal opportunity even if no records are currently available.

Proof of exceptions will be in writing and filed in the same manner as other immunization records.

A list of transfer students shall be kept at each school throughout the school year in order that their records can be monitored by the Department of Health.

## STUDENT TRANSPORTATION

The ASD is authorized to provide transportation services to and from school at no cost for eligible students. The provision of such services, although not required for students other than those receiving special education services as determined by a child's Individualized Education Program (IEP), is provided as a service to the general population in accordance with applicable federal and state laws. Regardless of circumstance, students with IEPs requiring transportation services remain eligible for such

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<sup>1</sup> T.C.A. §49-6-5001.

services after the 10th day of suspension. Criteria for bus ridership eligibility for the general population are determined by the ASD. Student use of transportation provided by the ASD is a privilege and continued eligibility to use the transportation services provided may be suspended and/or revoked for violation of applicable policies and rules.

## ELIGIBILITY

The following resident students are eligible for transportation on school buses:

1. To and from a Student's Zoned School
  - a. All students enrolled in elementary schools who reside one and one-half (1½) miles or more from their zoned/assigned school
  - b. All students enrolled in middle or high schools who reside two (2) miles or more from their zoned/assigned school
  - c. Students receiving special education services who have a current IEP indicating a need for special transportation services, regardless of distance
  - d. Students living within the designated miles for their assigned schools with a 504 plan that indicates a need for student transportation as verified by a physician (a completed Student Information Form must be on file at the school).
  - e. Students who reside in an area where traffic or other conditions make walking to and from school hazardous. Hazardous areas, as determined annually by an analysis conducted by the office responsible for student transportation services, shall be based on the following conditions:
    - i. Age of student
    - ii. Traffic volume and/or speed
    - iii. Roadway design/walkway conditions (i.e. curvy roads, sidewalks, ditches)
    - iv. Railroad tracks and crossings
    - v. River or waterway crossings
    - vi. Other conditions as deemed appropriate
2. To and from a School of Choice (any ASD neighborhood school or charter)
  - a. Parents/students electing to attend an ASD School not in their attendance zone, but are zoned to a Priority School can do so. However, parents shall be responsible for their child's transportation to and from the School of Choice (unless transportation is already being provided).
  - b. School of Choice transportation is defined as a student getting to a bus stop on an existing bus route where the bus, having room for the student, is already scheduled to go to a designated school(s). Students attending a School of Choice may be transported by the bus, as tag-along transportation, upon completion of the district's School Choice transportation request form annually, and under the following conditions:
    - i. The student can get to an existing bus stop by the established pick up time for a bus already going to the School of Choice;
    - ii. This School of Choice transportation would not cause a student overload on the bus or otherwise result in any additional cost to the district;
    - iii. This School of Choice transportation is merely a courtesy based on the aforementioned conditions. If any of these conditions change, tag-along transportation shall automatically terminate. The District will attempt to provide two (2) weeks' notice to parents prior to such termination when possible;

- iv. The District’s School of Choice transportation request form shall state that the School of Choice transportation is merely a courtesy and a privilege, subject to termination if any of the above conditions change
3. To and from an ASD “new start” Charter School
  - a. Students enrolled in any ASD “new start” charter school where transportation is offered and students are able to get to an existing bus stop on an existing bus route
    - i. The provision for transportation is not an obligation for ASD “new start” charter schools and is based on each charter school’s discretion and financial ability
4. To and from School-Sponsored Activities
  - a. All students belonging to a class or activity group for which a field trip has been scheduled and for which transportation is to be provided, paid for, and approved by each school

The following adults are eligible for transportation on school buses:

- School employees in the line of duty and designated chaperones. This includes, but is not limited to drivers, driver trainees, bus monitors, mechanics, the Transportation Director;
- Director of Operations and/or other administrators when observing, supervising or acting as chaperones;
- Teachers when supervising or chaperoning student groups; and parents or other adults when authorized as chaperones of a student group.

## HOMELESS TRANSPORTATION PROCEDURES

By federal law, students who lose their homes shall continue in the building they attend for that entire school year. Transportation must be provided, within reason, if requested. Transportation should be from a temporary residence, shelter or transitional housing. Foster placement also qualifies under the law. Contact the Special Populations Information Manager who will then notify the coordinator for transportation services to set up transportation. It is important to notify all parties involved of any changes to the family’s housing status.

## ALTERNATIVE EDUCATION TRANSPORTATION PROCEDURES

When students are remanded to an alternative education school that are not within the Achievement School District, the sending school should ensure transportation accommodations have been made. These may include, but are not limited to, public bus passes, school bus routes, and private vehicle pick-up.

If a student is expelled or remanded to a second alternative school, transportation is the guardian/parent’s responsibility.

# STUDENT ATTENDANCE

## POLICY STATEMENT

Tennessee law requires that all children between the ages of six (6) and 17 attend school.<sup>2</sup> In the ASD, attendance is also mandatory for students who have been remanded to attend alternative education programs. Attendance is a key factor in student achievement and therefore, students are expected to be present and on-time each day that school is in session. Students and parents/guardians are responsible for ensuring regular school attendance. Unexcused absences are prohibited by law and policy.

Schools will notify parents/guardians when students are absent or excessively tardy, provide opportunities to restore the student's attendance and offer access to resources to address truancy challenges.

## EXCUSED AND UNEXCUSED ABSENCES

Absences for grades K-12 shall be classified as either excused or unexcused as determined by the principal or his/her designee. Excused absences shall include:

1. Personal illness or hospitalization of the student;
2. Illness or incapacitating condition of a family member that requires the temporary help of a student;
3. Death in the immediate family;
4. Validated court appearances of the student;
5. Religious observances;<sup>3</sup>
6. One-day absence when the parent/guardian or custodian is deployed for military service and one-day absence when the parent/guardian or custodian returns from military service;<sup>4</sup> or
7. Circumstances, which in the judgment of the principal, create emergencies over which the student has no control.

A student who does not receive prior approval from the teacher or principal/designee for an excused absence must submit documentation from a parent or guardian or other appropriate person describing the excused absence immediately upon the student's return to school. If no documentation justifying the absence as excusable is submitted, the absence will become an unexcused absence.

## APPEALS

Disputes over whether an absence is excused or unexcused shall be decided by the principal (or designee). After meeting with the parent/guardian, the principal will send the parent/guardian a letter confirming his or her decision and ensure that the student's attendance record is adjusted accordingly. The principal's decision can be appealed to the operator's designee, as specified in the principal's decision confirmation letter.

## MAKE-UP WORK

The student is excused for the day or days of absences, not the material covered in his/her classes. Therefore, it is the student's responsibility to request make-up work for all subject matters covered during his/her absence. All missed class work or tests (whether from excused or unexcused absence) may be made up provided the student makes the request immediately upon returning to school and provided class time is not taken from other students. Students who are absent the day of scheduled state mandated tests will be permitted to take the required test in the allowed testing window.

## SCHOOL RESPONSIBILITIES

The principal/designee shall be responsible for ensuring that:

1. Parents are notified of compulsory attendance laws, the school's attendance goals and expectations, and the consequences for noncompliance;
2. Parents and students are informed of the avenues to talk about attendance-related problems with persons at the school whom they trust when poor attendance and truancy are a result of non-school related issues (e.g., family, social, economic);
3. Attendance is checked and reported daily for each class;
4. All student absences are verified;
5. Written excuses are submitted for absences and tardiness;
6. If necessary, verification is obtained from an official or other source to justify absences (e.g. letter from a doctor's office);
7. The school's student information system is updated daily with all students' attendance information to enable accurate district-wide reporting and monitoring of student attendance and interventions, when necessary; and
8. Unexcused Absence Procedures are implemented, including timely parent communications, attendance intervention support plan development and execution and operator/district notifications.
9. Submission of "Certificates of Attendance" for students applying for Tennessee driver permits and licenses.

## TRUANCY

If a student is absent without an excuse, schools may implement varying interim parent communications and school-based interventions to encourage regular school attendance. Once a student accumulates 10 unexcused absences in a single school year, s/he is considered a "truant" and his or her attendance record will be reported to the ASD and to the Tennessee Department of Education. Each successive accumulation of five (5) unexcused absences shall also be reported.

If a parent or legal guardian fails to take appropriate action within three (3) days of truancy notification, the case may be referred to Juvenile Court, the District Attorney's Office, and/or the Department of Children's Services for appropriate legal action. Referrals to local law enforcement may go to court for Educational Neglect and result in fines and court-ordered programs.

Any student under age 18 is considered a dropout if he or she is absent 10 consecutive days or 15 unexcused absences in a single semester and system policies and procedures on truancy have been followed.<sup>5</sup>

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<sup>5</sup> T.C.A. § 49-6-3007 and § 49-6-3017(c)]

# STUDENT ACHIEVEMENT

## GRADING SYSTEM

### K-8

Each K-8 school in the Achievement School District has the autonomy to determine the appropriate grading system for that school. A school-wide reporting system is used and it specifies consistent grading and reporting throughout the entire school. Each school has also established a consistent procedure for determining the equivalency of a student's grades transferring from another LEA and/or ASD school. The schools' grading policies are public and accessible.

### 9-12

A uniform grading system is used by direct-managed and externally operated schools in the Achievement School District for all students enrolled in grades 9-12.<sup>6</sup> Grades will be reported on progress reports, report cards, and transcripts as follows:

A.....	93-100
B.....	85-92
C.....	75-84
D .....	70-74
F .....	69-Below

## PROMOTION AND RETENTION

A student shall be promoted to the next grade or course level upon demonstrating proficiency in the current grade or course level standards. The student's teacher and other school staff and leadership may participate in the decision to promote or retain a student. Special consideration for promotion and/or retention shall be given to students with special academic, social, and emotional needs. Social promotion is not a practice of the ASD.

Factors to be considered in the decision to promote or retain a student may include, but are not restricted to:

1. Report card grades;
2. Current knowledge and skill level, as determined by formal and informal assessments;
3. Readiness to learn the knowledge and skills required at the next grade or course level;
4. Record of previous intervention;
5. Number of absences;
6. Previous retention;
7. Student conduct that may impact academic performance;
8. Extenuating circumstances that may have adversely affected the student's participation in either the required instruction and/or assessments; and
9. Expected benefits and risks of promotion or retention for the student.

Students experiencing challenges meeting grade level expectations will be identified early in the school year. An intervention plan will be developed and implemented in consultation with the parent or

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<sup>6</sup> T.C.A. §49-6-407



guardian. A student's parent or guardian will be involved in any discussion about potential retention well in advance of a decision being made.

If a student is retained, s/he will continue in the same grade level or content area for another term or school year. The student who is retained will also receive an individual learning plan specifying the intervention(s) and support(s) necessary to meet grade level or content area standards.

## APPEALS

The parent or guardian has the right to appeal the school's decision to promote or retain a student. If a parent or guardian of a student attending an ASD school is not satisfied with the school-level decision pertaining to retention or promotion, the parent may direct concerns to the appropriate person or department identified in the school's internal grievance policy.

## RETENTION OF A STUDENT WITH A DISABILITY

Below are guidelines for operators and schools to consider when determining if a student with a disability will be retained:

1. Retention is an administrative decision which should incorporate guidance from the student's IEP team.
2. Before making the decision, the school should consider the student's growth on IEP goals and the student's performance levels on cognitive assessments.
3. IEP teams should also consider the question: Will another year in the same grade lead to the student's ability to gain further access to and/or excel in the general education curriculum?
  - If no, retention is likely not appropriate for the student.
  - If yes, retention may be appropriate for the student.

## DUAL ENROLLMENT

High school students have the opportunity to earn high school credit and college credit simultaneously in certain courses. Students should see the school counselor for more information concerning dual enrollment courses.

## TESTING PROGRAMS

Each school and/or external operator shall provide for a school-wide testing program, including any ASD-required assessments. State-mandated student testing programs shall be undertaken in accordance with procedures published by the Tennessee Department of Education. Any test directly concerned with measuring student ability or achievement through individual or group psychological or sociometric tests shall not be administered by or with the knowledge of any employee of the system without first obtaining written consent of the parents or guardians.

Other tests may be administered as necessary as determined and approved by the school or as requested by students, teachers or parents when approved by the principal. Results of all group tests shall be recorded on the student's permanent record and shall be made available to parents and appropriate personnel in accordance with established procedures.

Except for situations where the Tennessee General Assembly has specifically provided the right to opt out in the law, such as the family life curriculum, parents and/or students may not opt out of state mandated content or instructional programs, including assessments.



## REQUIRED ASD ASSESSMENTS

Students shall take a series of assessments as outlined in the table below. These assessments provide educators with diagnostic information to assist in adjusting instruction, strengthening student supports, and identifying key supports and interventions to boost student achievement and prepare all students for college and career success. The results of such assessments shall be analyzed, reported, and discussed to determine next steps to facilitate student learning.

For more information on the 2016-2017 ASD Assessments, visit:

<http://achievementschooldistrict.org/student-assessments/>.

## EOC & TNREADY ACHIEVEMENT PERCENTAGE OF FINAL STUDENT GRADE

Student scores on the state assessment tests will comprise 15% of the student's final grade for the spring semester in the subject areas of Mathematics, Reading/Language Arts, Science, and Social Studies.<sup>7</sup>

Student scores on the EOC tests will comprise 25% of the student's final grade for the spring semester in the subject areas of Algebra I and II and Geometry; English I, II, and III; U.S. History; Biology; and Chemistry;<sup>8</sup>

## LOCAL TEST SECURITY

Secure tests, including all test materials and test questions, are not to be reproduced in any manner. School personnel and proctors are not to disclose the contents of secure tests with each other or with students. In addition, excerpts from the tests must not be used at any time during classroom instruction or in resource materials such as study guides. Access to the test shall be limited to school personnel who have a legitimate need. Persons who have access to secure test materials shall not use their access to testing materials for personal gain.

Secure tests shall not be filed, copied, or used directly in instructional activities. Copying, reproducing, or paraphrasing test materials represent a breach of test security.

## GRADUATION REQUIREMENTS

In alignment with Tennessee graduation requirements, students must complete a minimum of 22 credits to graduate from any school in the Achievement School District. A school may require students to complete additional coursework that aligns with the school's curriculum and/or specify how the student must fulfill the electives requirement.

**English:** 4 credits

**Mathematics:** 4 credits—including Algebra I & II, Geometry, and a fourth higher level math

**Social Studies:** 3 credits

**Science:** 3 credits—including Biology, Chemistry or Physics, and a third lab course

**World Language:** 2 credits

**Physical Education & Wellness:** 1.5 credits

**Personal Finance:** 0.5 credits

**Fine Arts:** 1 credit

**Electives:** 3 credits (Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB))

Beginning in the 2016-17 school year, graduating seniors are required to pass a United States civics test, which includes questions from the United States Citizenship and Immigration Services' civics test<sup>9</sup>. Graduating students must pass the test with at least 70 percent accuracy.

## GRADUATING WITH DISTINCTION

A student attending an ASD school will graduate with distinction by maintaining a "B" or better average and meeting two of the following criteria:

1. Successful completion of a 3rd year of any World Language,
2. Successful completion of a 4th year of science,
3. Score at or above the readiness benchmarks on the ACT or SAT, or
4. National Merit finalist or semi-finalist
5. A composite score of 31 or higher on the ACT
6. A score of 3 or higher on two AP exams
7. 12 or more hours of transcribed post-secondary credit

## STUDENT INFORMATION GUIDELINES

### STUDENT IDENTIFICATION

Schools may use a unique student identifier instead of a student's social security number on official school records. In addition to protecting student privacy, unique student identifiers are used to improve the quality, accuracy, and reliability of student data. If you would like to use a unique student identifier, please contact your school's data information manager.

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<sup>9</sup> T.C.A. §49-6-408

## FERPA AND TENNESSEE LAW

### WHAT IS FERPA?

FERPA stands for the Family Educational Rights & Privacy Act administered by the U.S. Department of Education. FERPA guarantees certain rights to families with respect to their children's education records. Tennessee's laws regarding open records, contained in T.C.A. § 10-7-504, further refine the requirements for handling student records and information.

**What are education records?** Education records include anything that contains information directly tied to a student (i.e. personally identifiable) and is maintained by a school or education organization. These records span formats and include both print and electronic information.

The law distinguishes between "education records" and directory information.

**What is directory information?** Directory information includes things that would generally not be considered harmful or an invasion of privacy if disclosed, such as name, address, photograph, and age. Directory information may not include things such as a student's social security number or grades. Schools are required to notify parents of what information they designate as directory information.

If appropriately designated, directory information can be disclosed to anyone. However, parents must have the right to 'opt out' of having their child's information released. Tennessee law does not allow for schools to identify student achievement as directory information. Therefore, schools cannot post honor roll or other academic information without consent.

## WHAT ARE MY REQUIREMENTS AS AN ASD SCHOOL?

### ANNUAL NOTIFICATION

Under FERPA, a school must annually notify parents of their rights. The annual notification must include information regarding a parent's right to inspect and review his or her child's education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), and the right to file a complaint with the DoE regarding an alleged failure by a school to comply with FERPA.

FERPA exempts disclosure of records to school officials with a legitimate educational interest from parental consent. Therefore, the school must also notify parents of its definitions of the terms "school official", and "legitimate educational interest." The annual notification may be published by various means, including any of the following: in a student handbook, at annual registration, in a letter/notice to parents, or on the school's website. Additionally, the ASD recommends schools include their directory information notice as part of the annual notice of FERPA rights.

### PARENT ACCESS

Under FERPA, a school must provide a parent with an opportunity to inspect and review his or her child's education records within 45 days following the receipt of a written request. A school is required to provide a parent with copies of education records, or make other arrangements if necessary (e.g. the parent cannot travel to the school to view the record.)

Under FERPA, a school is not required to provide information that is not routinely maintained or to create new education records in response to a parent's request. Accordingly, a school is not required to

provide a parent with special updates on his or her child's progress in school unless such information already exists in an education record.

## AMENDMENT

Under FERPA, a parent has the right to request that inaccurate or misleading information in his or her child's education records be amended. While a school is not required to amend education records, it must consider all requests. If the school decides not to amend a record in accordance with a parent's request, the school must inform the parent of his or her right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the parent has the right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the student's record for as long as the record is maintained.

The FERPA amendment procedure exists to challenge facts that are inaccurately recorded. It may not be used to challenge a grade, an opinion, or a substantive decision made by a school about a student. FERPA was intended to require that schools keep fair records, not to override the standards and procedures for making academic assessments, disciplinary rulings, or placement determinations.

## CONFIDENTIALITY

Under FERPA, a school cannot disclose personally identifiable information from a student's education records unless the student's parent has provided written consent. However, there are a few important exceptions to that rule:

1. FERPA allows "school officials," including teachers, within a school to access personally identifiable information contained in education records provided the school has determined that they have "legitimate educational interest" in the information. School officials can include: teachers, administrators, support staff, nurse/health staff, etc. As mentioned previously, a school must define both "school officials" and what it deems "legitimate educational interest" in its annual notification to parents. A school official generally has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.
2. Another exception permits a school to disclose personally identifiable information from a student's education records, without consent, to another school or district in which the student seeks or intends to enroll. The sending school may make the disclosure if it has included a statement that it forwards education records in such circumstances in its annual notification of FERPA rights.
3. For students who are in state custody (including foster care), the Tennessee Department of Children's Services may access a student's educational records without parental consent, and school districts are not required to notify the parents of the child before releasing the information pursuant to a court order.
4. Authorized school officials may release or permit access to a student's education record, without consent, in the following circumstances. School or district officials will make a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure:
  - a. To comply with a judicial order or lawfully issued subpoena;
  - b. To comply with the requirements of child abuse reports to the extent known by the school officials including the name, address, and age of the child; the name and address of the person responsible for the care of the child, and the facts requiring the report;
  - c. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally-supported education programs in the school system;

- d. When the school system has entered into a contract or written agreement for an organization to conduct scientific research on the system's behalf to develop tests or improve instruction, provided that the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purpose for which the study was conducted;
- e. To accrediting organizations to carry out their accrediting functions;
- f. To financial institutions or government agencies that provide or may provide financial aid to a student in order to establish eligibility, to determine the amount of financial aid, to establish conditions for the receipt of financial aid, and to enforce financial aid agreements;
- g. To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limiting factor, and when the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency;
- h. To the Attorney General or his designee for official purposes related to the investigation or prosecution of an act of domestic or international terrorism. An educational agency that, in good faith, produces education records in accordance with an order issued under this Act shall not be liable to any person for that production;
- i. To any agency caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access the student's educational records when such agencies or organizations are legally responsible for the care and protection of the student.

The need to maintain confidentiality implies that records should be stored in a safe and secure location. Student records are kept in a locked file cabinet or another location with equivalent security.

#### WHAT IF I HAVE QUESTIONS OR CONCERNS?

1. Consult the following resources:
  - a. FERPA General Guidance for Parents:  
<http://www2.ed.gov/policy/gen/guid/fpc/ferpa/parents.html>
  - b. FERPA Revised Guidelines for State Educational Agencies and Local Educational Agencies:  
[http://www2.ed.gov/policy/gen/guid/fpc/pdf/sealea\\_overview.pdf](http://www2.ed.gov/policy/gen/guid/fpc/pdf/sealea_overview.pdf)
2. Contact your child's school (see Appendix).
3. Contact the ASD's Office of the Superintendent

Complaint: Families have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Achievement School District to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Directory Information: The Achievement School District may disclose "directory" information unless the parent/eligible student annually objects to such disclosure in writing to the Superintendent within two weeks of enrollment. Directory information includes: Name, address, phone number, date of birth, grade

level, gender, participation in officially recognized activities, weight and height of athletes, dates of attendance and photographs.

Medical Information: The ASD may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

## SURVEYS OF STUDENTS

The ASD requires that all operators administer the following school surveys:

- A. School Culture and Student Safety Survey
  - a. New Schools: Twice per year (winter and spring)
  - b. Existing Schools: Once during the spring MAP/Lexile testing window
- B. Parent Satisfaction/School Perception Survey
  - a. Each ASD operator has the autonomy to select the survey content, but must include the following common question: “Overall, what grade would you give this school? (choices—A, B, C, D, F)?”

Surveys for research purposes shall be allowed by the ASD when the project is viewed as contributory to greater understanding of the teaching-learning process, the project does not violate the goals of the ASD and the disruption of the regular school program is minimal. All external party requests shall outline what is to be done, who is to be involved and how the results will be used and distributed. ASD Operators shall develop administrative procedures for approving requests of external parties to conduct surveys that are consistent with the following requirements:

- 1. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis or evaluation as part of a federal program.
- 2. No student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information covering:
  - a. Political affiliations or beliefs of the student or the student's parent;
  - b. Mental or psychological problems of the student or the student's family;
  - c. Sexual behavior or attitudes;
  - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
  - e. Critical appraisals of other individuals with whom respondents have close family relationships;
  - f. Legally privileged relationships;
  - g. Religious practices, affiliations or beliefs of the student or the student's parent; and
  - h. Income.

## STUDENT SERVICES

Each school will provide and/or provide for special services that may be required to facilitate equitable access and participation of students based on varying factors such as being an English Language Learner (ELL), experiencing homelessness, requiring special education or gifted services; students’ achievement level on State assessment; or attending a Title I school. Students and parents/guardians have the right to request teachers’ and other paraprofessionals’ qualifications.

## ENGLISH LANGUAGE LEARNERS

English Language Learners (ELL) are non-English language background students whose level of oral, reading, and written proficiency in English does not allow them to fully benefit from the curriculum and creates difficulty in regular classroom curriculum without specially designed modifications. ELL students have not yet met the definition of Fluent English Proficient (FEP). If the inability to understand, speak, read, or write the English language excludes a student from effective participation in the educational programs offered by the school, the school shall take appropriate action to rectify the English language deficiency in order to provide the student equal access and participation in its programs. The school shall develop and periodically update a local plan for providing ESL services for students whose native or dominant language is not English. The plan for implementation of appropriate instruction and ESL services for students who have limited English proficiency shall be in accordance with the current rules, regulations, and minimum standards of the Tennessee Board of Education, and state, and federal law.

## HOMELESS AND MIGRANT

Educational services will be provided for homeless or migrant students in accordance with local, state and federal guidelines (No Child Left Behind). A homeless child<sup>10</sup> lacks fixed, regular and adequate residence or has a primary residence in a supervised publicly or privately operated shelter for temporary accommodations, a public or private place not designated for use as regular sleeping accommodations for humans.

## STUDENTS WITH DISABILITIES

The ASD is the local education agency (LEA) for all students with disabilities (including students eligible for IEPs or 504s) geographically zoned to attend schools operated by the ASD. Partner Operators offer a full continuum of service options to meet the needs of all students. Unless otherwise required by a student's individualized education program (IEP), all students with disabilities may attend the same zoned school as her or his nondisabled peers, as the vast majority of special education needs can be met in the Least Restrictive Environment (LRE) at any ASD school. In situations where an IEP team (including the parent/guardian) decides a placement outside the ASD is in the best interest of the student, the school of enrollment remains responsible for monitoring the service provisions and IEP compliance for the student. Each school shall provide access to a free appropriate public education to all disabled children ages 3-21, inclusive, residing within the jurisdiction of the school system.

The plan for implementation of appropriate instruction and special education services shall be in accordance with the current rules, regulations and minimum standards of the State Board of Education<sup>11</sup>, and State<sup>12</sup>, and federal<sup>13</sup> law. Administrators, principals and teachers are responsible for providing an IEP or 504 Plan for each disabled student and for adhering to all components of the plan. Each ASD school will annually distribute and maintain a copy of "Procedural Safeguards" for all students with disabilities.

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<sup>10</sup> As defined by No Child Left Behind, Public Law 117-110

<sup>11</sup> TRR/MS 0520-1-3-.09(3)(b)

<sup>12</sup> T.C.A. §49-10-101

<sup>13</sup> Education of Individuals with Disabilities 20, 1400-1485. Section 504 of the Rehabilitation Act of 1973. (Note: 504 of the Rehabilitation Act of 1973 has been interpreted by the courts to include individuals with contagious diseases to be disabled.)



## EXTERNAL PLACEMENT

Schools are expected to develop special education programs within their school to support the needs of enrolled students. When a student's needs are so extreme that the school is not equipped to provide the most appropriate services, the Operator may externally place, or partner with outside service providers (e.g., SCS, MNPS, or private providers) to provide appropriate services with the cost to be billed to the Operator.

## STUDENT HEALTH

### COMMUNICABLE DISEASES

No student will be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease.<sup>14</sup>

Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken.

No student with a communicable disease which may endanger the health of either himself/herself or other individuals will enter or remain in the regular school setting. If a school principal has reason to believe a student has a communicable disease which may endanger the health of either himself/herself or other individuals in the regular school setting, the principal shall:

1. Assign the student to a setting which will protect other students, employees and the student himself; or
2. Exclude the student from school until certification is obtained from a physician or the county Health Department by either the parent or principal stating that the disease is no longer communicable.
3. If the superintendent/designee has reason to believe that the student has a long-term communicable disease, the principal must require confirmation from a physician or the County Health Department as to the student's condition. If the student is confirmed to have a long-term communicable disease, the principal shall refer the student for special education services.

The superintendent/designee may request that further examinations be conducted by a physician or county Health Department and may request periodic re-examinations after the student has been readmitted to the school.

Expenses incurred from examinations requested by school officials shall be paid by the ASD.

The names of all students excluded from school under this policy will be forwarded to the Office of the Superintendent.

### FAMILY LIFE PLANNING CURRICULUM

Tennessee requires schools residing in school districts with pregnancy rates above 19.5 per 1,000 females ages 15-17 to implement family life education.<sup>15</sup> Because both Davidson County and Shelby County exceed this threshold, every ASD school provides an age-appropriate family life planning course that

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<sup>14</sup> T.C.A. §49-2-203; Rule 0520-01-03-.08.

<sup>15</sup> T.C.A. §49-6-1302



emphasizes abstinence until marriage and includes instructions for the prevention of HIV/AIDS and sexually transmitted diseases. Parents and legal guardians have a right to examine the grade level instructional materials and confer with school leaders regarding any or all portions of family life. A parent or guardian who wishes to excuse a student from any, or all, portions of family life shall submit a request, in writing, to the student's principal. A student who is excused from any or all portions of family life shall not be penalized for grading purposes if the student satisfactorily performs alternative health lessons.<sup>16</sup>

## STUDENT DISCIPLINE

Public charter schools or schools operated by transformation partners in the ASD have their own expectations for students. In most cases, and unless otherwise specified in the charter or transformation agreement, their school policies will apply. However, in those cases in which a student is remanded or expelled from a charter school or a school operated by a transformation partner, the procedure outlined below will apply.

### DISCIPLINARY POLICIES

Each student is expected to behave in a manner that exemplifies dedication, discipline, desire, honesty, loyalty, and respect. Students will be held responsible and accountable for behavior that conveys these principles. Proper behavior is expected at all school-sponsored activities both during and after the regular school day. The ASD believes it is the role of educators to teach students proper behavior and to work with students who make poor decisions so they can become equipped to be college and career-ready adults. Students who consistently or repeatedly fail to uphold the ASD standards of conduct and behavior, however, may be subject to disciplinary action up to and including remanding the student to an alternative setting and/or expelling a student.

For the purposes of this handbook, "suspension" shall be defined as dismissed from attendance at school for any reason for not more than ten (10) consecutive days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school. "Remand" shall be defined as assignment to an alternative school or program. "Expulsion" shall be defined as removal from attendance for more than 10 consecutive days or more than 15 days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion.

### THE ASD STANDARDS OF CONDUCT AND BEHAVIOR

- A. ZERO TOLERANCE POLICY - In order to ensure a safe and secure learning environment free of drugs, violence, and dangerous weapons, any student who engages in the following "Zero Tolerance" behaviors may be subject to remand for a period of not less than one (1) school year:<sup>17</sup>
1. Unauthorized possession on school property of a firearm, as defined in 18 U.S.C. §921
    - i. NOTE: This does not include BB or toy guns.

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<sup>16</sup> T.C.A. §49-6-1305(b)

<sup>17</sup> T.C.A. §49-6-4216

2. Committing aggravated assault upon any teacher, principal, administrator, any other employee of an LEA or school resource officer<sup>18</sup>
    - i. NOTE: When determining whether an aggravated assault<sup>19</sup> has occurred, the ASD defines “serious bodily harm” as injury to another student that requires immediate medical assistance and/or intervention. Examples would include bleeding, unconsciousness, or broken bones.
  3. Unlawfully possessing any drug including any controlled substance, as defined in §39-17-403-415, controlled substance analogue, as defined by §39-17-454, or legend drug, as defined by §53-10-101
- B. The following behaviors are also considered serious infractions and may lead to immediate suspension and/or remand.
1. Willful and persistent violation of the rules of the school or truancy;
  2. Immoral or disreputable conduct or vulgar or profane language;
  3. Violence or threatened violence against the person of any personnel attending or assigned to any public school;
  4. Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
  5. Inciting, advising or counseling of others to engage in any of the acts enumerated in subdivisions 1-4;
  6. Marking, defacing or destroying school property;
  7. Possession of a knife and other weapons, as defined in §39-17-1301 on school property;
  8. Assaulting a principal, teacher, school bus driver or other school personnel with vulgar, obscene or threatening language;
  9. One (1) or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school;
  10. Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event;
  11. Any other conduct prejudicial to good order or discipline in any public school; and off-campus criminal behavior that results in the student being legally charged with a felony and the student's continued presence in school poses a danger to persons or property or disrupts the educational process

## REMAND/EXPULSION OF STUDENTS IN PRE-K THROUGH THIRD GRADE

Students in grades Pre-K through 3rd may not be remanded or expelled except for the following reasons:

1. Committed a zero tolerance offense (as defined above);
2. Committed a sexual offense against another student, including sexual assault; or
3. Possession of an explosive item such as a bomb, grenade, etc.

The ASD superintendent may make exceptions to this policy on a case by case basis.

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<sup>18</sup> T.C.A. §49-6-3401(g)

<sup>19</sup> T.C.A. §39-13-102

## SUSPENSION, REMAND, AND EXPULSION AS CONSEQUENCES FOR SERIOUS AND/OR PERSISTENT MISBEHAVIORS

A student may be suspended, remanded, and in certain circumstances, expelled for serious infractions. Misbehaviors in violation of the Student Code of Conduct, not otherwise constituting a remandable offense, may become a serious infraction subject to remand and/or expulsion when the misbehavior is so persistent that, in cumulative effect, it is significantly disruptive of the educational process. The decision to remand or expel shall be based on an assessment of the facts and circumstances of each case. Relevant factors, without prioritization, include, but are not limited to, the seriousness of the misconduct, the student's age, grade level, history of prior misconduct, prior unsuccessful behavior interventions, health and safety issues, and the disruptive effect upon the educational process.

### SUSPENSION PROCESS

In addition to the above list of serious violations, the principal or designee has the authority to suspend a student for a period of up to five (5) school days to further investigate an incident or because of an emergency constituting endangerment to health or safety of students or staff.

- A. **PREREQUISITES TO SUSPENSION** - Prior to suspending a student, the principal or designee must hold an informal conference with the student to:
  - a. Notify the student of the accusations against him/her;
  - b. Allow the student to relate his/her version of the incident; and
  - c. Determine whether the student's conduct warrants suspension.
- B. **NOTIFICATION TO PARENTS/GUARDIANS** - If the principal or designee determines the student's conduct warrants suspension during the school day, the principal or designee must notify the student's parents/guardians that the student has been suspended before the student is sent home on the day the suspension occurs. The principal/school director or designee must also notify the suspended student's parents/guardians of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the principal/school director.
- C. **CREDIT DURING SUSPENSION** - A student shall receive credit for work missed during the period of suspension if the work is completed within the same number of school days that the student was absent on suspension.
- D. **BEHAVIOR IMPROVEMENT PLAN AFTER SUSPENSION** - If the suspension is for more than five (5) days, the principal shall develop and implement a plan for improving the behavior, which shall be made available for review by the director of schools upon request.

### REMAND/EXPULSION PROCESS

This process applies to remands and expulsions in all ASD schools. When an ASD school requires that a student be remanded or expelled, the following process must be followed.

- A. **Prerequisites for Remanding or Expelling a Student**—Prior to remanding/expelling a student, the Principal or designee must hold an informal conference with the student to:
  - 1. Notify the student of the accusations against him/her;
  - 2. Allow the student to relate his/her version of the incident;
  - 3. Suspend the student for five (5) days pending a decision to remand to an alternative school program or expel
- B. **Notification of Parents/Guardians**—If the remand/expulsion is applied, the principal or designee shall immediately give notice of the remand/expulsion to the parent or guardian. After providing notice, the school should obtain the parent's signature or, if the parent or guardian cannot be reached, mail a

certified copy of the notice to the student's home address. The remand/expulsion notice shall include the effective date and length of the remand/expulsion, the reason for the remand/expulsion, and information about the parent's right to appeal the expulsion decision at the charter's network level. The notice shall also state that failure to timely request an appeal constitutes a waiver of further rights in the matter. All remand/expulsion appeals must be filed at the charter network level, orally or in writing, within five (5) days after receipt of the notice and may be filed by the student, legal parent or guardian.

- C. Notification of ASD Office of Superintendent—If the remand/expulsion is applied, all paperwork should be sent to the ASD's Manager of Enrollment and Discipline within two (2) days of the decision to remand. The ASD will partner with the parent to assign the student to an alternative school. In order to facilitate the ASD's swift placement of the student in alternative school and minimal lost instructional time, the remand notice to the ASD must include all required submission components as specified in the ASD's Remand/Expulsion Checklist, submitted no more than seven (7) days after the incident occurred.
- D. Appeal to a Disciplinary Hearing Authority Appointed by the Superintendent—Appeals of remands/expulsions shall be heard by a disciplinary hearing authority, consisting of members appointed by the superintendent. Each appeal shall be heard by a hearing authority with at least one licensed employee of the ASD or one of its authorized schools. The hearing shall be audio recorded.
1. The superintendent or designee shall give notice of the time and place of the hearing to the parent or guardian, the student, and the principal or school designee. The superintendent or designee shall also notify the parties that:
    - a. The notice shall include the reasons for the remand and state the same student rights as provided for suspension hearings, above.
    - b. The hearing will be held within 10 days of the receipt of the request for appeal.
    - c. The hearing authority may affirm the decision of the school or order adjustment or removal of the remand/expulsion upon such terms and conditions as it deems reasonable.
- E. Decision of the Disciplinary Hearing Authority—Immediately following the appeal hearing, the hearing authority will notify the student and the student's parents/guardians in writing of his or her decision. The decision shall specify:
1. The length of the remand/expulsion, if any;
  2. Assignment to an alternative school, if applicable;
  3. Procedures for re-admittance at the end of the remand/expulsion period; and
  4. The right to appeal the decision to the ASD Superintendent or designee.
- F. APPEAL TO THE ASD SUPERINTENDENT OR DESIGNEE

The student or his/her parents/guardians may appeal the Disciplinary Hearing Authority's decision. The appeal process is as follows:

1. Parents may request a review by the ASD Superintendent by notifying her in writing within five (5) calendar days of the date of receipt of the decision by the Disciplinary Hearing Authority.
2. The ASD Superintendent will review the audio or transcribed record from the hearing.
3. The ASD Superintendent or designee will notify the student and his or her parents/guardians of the decision, in writing, within five (5) school days of the request for a hearing.

## DISCIPLINE PROCESS FOR STUDENTS WITH DISABILITIES

Schools may discipline students with disabilities using in-school suspension or out-of-school suspension. During in-school suspension, the school will provide comparable services to the student's IEP and allow opportunities for the student to participate in his or her general curriculum. A school may suspend a student with a disability for up to ten (10) days without a duty to provide continued services specified in the student's Individual Education Program (IEP), review his or her Behavior Intervention Plan (BIP), or reconsider the Functional Behavior Assessment (FBA).

If a student is remanded, removed from school longer than 10 days, a manifestation determination review (MDR) must be conducted within the first five (5) days of the student's removal. Parents must be notified at least 24 hours prior to the MDR. The MDR shall be used to determine (1) whether the conduct in question was caused by, or had a direct or substantial relationship to the child's disability, or (2) whether the conduct in question was the direct result of the school's failure to implement the IEP. Regardless of the MDR determination, services shall recommence on the 11th day of the student being removed from their school.

If the MDR determines that the conduct for a non-zero tolerance offence was a manifestation of the student's disability, the school must do the following: (a) conduct or review the student's FBA, (b) develop or modify a BIP, and (c) return the student to placement from which he or she was removed unless parents and school agree to a change of placement as part of modifications to the IEP or BIP. If the conduct was a zero tolerance offense, the student can be placed in an alternative education setting for up to 45 days.

If the MDR determines that the conduct was not a manifestation, the student shall be disciplined in the same manner as non-disabled students would be for similar violations. The school will remain responsible for service provision.

Parent or school appeals of the MDR determination must be conducted within 20 days of notice of the MDR decision by the LEA representative. The representative has 10 days to render an appeal decision. During the appeal process, the student shall continue receiving disability services. Schools have the right to appeal to the special exceptions ruling if continuing IEP services is substantially likely to result in injury to the student or others.

Students suspected of a disability should receive IDEA discipline protections if the school has knowledge that the student may have a disability before the misconduct occurred. If the misconduct occurs and the parent then alleges the child has a disability, the child will not receive discipline protections for that misconduct.

## CORPORAL PUNISHMENT

No ASD employee, school operator, or contractor shall engage in corporal punishment, condone its use, or seek permission from another (including a parent) to administer it. Some examples of corporal punishment include, but are not limited to:

- Shoving, striking, grabbing, shaking or hitting a student
- Throwing objects at a student
- Unreasonable restraint of a student
- Directing others to engage in any of the activities listed above

There may be times when an ASD employee may need to use physical contact with a student. This should only be done for reasons of self-defense or defense of another. Any action done for these reasons must be:

- Proportional to the student's conduct; and
- The most restrained means available to control the situation

Resorting to physical contact to protect oneself or another and/or regain/maintain order must be a last resort after all other reasonable means have been exhausted. Restraint and/or isolation of special education students are governed by relevant Tennessee state law. Each situation will be reviewed by the ASD.

## SAFE RESTRAINT AND RELOCATION OF STUDENTS

Employees who are directly responsible for a student's education or who otherwise interact within the scope of their assigned duties may relocate a student from the student's present location to another location when such relocation is necessary for the student's safety or the safety of others, or intervene in a physical altercation between two (2) or more students to end the altercation by relocating the student. Such employees may use reasonable force to physically relocate the student or intervene in a conflict if the student is unwilling to cooperate with the employee's instructions.<sup>2</sup>

If an employee is unable to resolve the matter with the use of reasonable or justifiable force, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such a time as a parent or guardian can retrieve the student.

In the event that physical relocation becomes necessary, the teacher shall immediately file a brief report of the incident with the building principal. If the student's behavior constitutes a violation of the ASD's zero-tolerance policy, then the report shall be placed in the student's permanent record. Otherwise, the report shall be kept in the student's discipline record, and not become a part of that student's permanent record.

The superintendent/designee shall create procedures to implement this policy, consistent with State law.

Each building administrator shall fully support the authority of the employees' authority under this policy, and fully implement the policy and procedures of the system.

## STUDENT WELFARE

### STUDENT HARASSMENT, INTIMIDATION, BULLYING OR CYBER-BULLYING

The Achievement School District supports and provides for an academic learning environment that is free from any type of harassment, bullying, intimidation, or cyber-bullying. Harassment, intimidation or bullying as defined by the state<sup>20</sup>, means any act that substantially interferes with a student's educational benefits, opportunities or performance that takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation at any official school bus stop that it is



directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process.

Cyber-bullying means bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, personal digital assistants (PDAs), computers, electronic mail, instant messaging, text messaging, and web sites.

This type of misconduct is prohibited and students who engage in any of the aforementioned are subject to disciplinary action. Student harassment, intimidation, bullying or cyber-bullying that occurs off-campus is also subject to an appropriate course of action by the school.

Each school has a protocol for reporting and handling harassment, intimidation, bullying, or cyber-bullying. Students are provided with resources and training encouraging a positive learning environment and the appropriate resources should the student need to report any of these behaviors. It is the responsibility of all school personnel to report harassment, bullying, and/or cyber-bullying to the school principal. Upon the report of such misconduct, the principal will investigate the allegations and proceed with the appropriate course of action identified in the school's protocol.

The Achievement School District does not discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational program, activities, or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, Section 504 of the Federal Rehabilitation Act of 1973, and the Americans with Disabilities Act. Inquiries, complaints, or grievances should be referred to the ASD's Office of the Superintendent, 477 South Main Street, 4th Floor, Memphis, Tennessee 38103, (901) 260-9659.

## UNSAFE SCHOOL CHOICE

The Achievement School District provides school transfer options to any student who attends a persistently dangerous school, or any student who has been the victim of a violent crime while at school.

## PARENT AND COMMUNITY GRIEVANCE RESOLUTION

The ASD considers parent and community support and input vital to school accountability and success. The Achievement Schools and public charter/contract schools have their own internal parent and community grievance and escalation policies and procedures. These policies and procedures are available from the schools upon request. In most cases, and unless otherwise specified in the charter or transformation partner agreement, their school grievance policies will apply. However, the general policy and procedures for addressing parents' concerns or complaints about any ASD school in the district are provided below.

Parents and community members are encouraged to communicate any concerns or complaints that they have directly with school leadership in accordance with schools' individual grievance policies, as most concerns can only be resolved at the school level. If parents or community members have a concern about any ASD school, they can also follow the ASD's Parent and Community Grievance Resolution Flowchart (see Appendix).

The governing bodies of ASD charter schools are the legal entities with authority to make final decisions regarding:

- Staffing;
- Instruction and instructional support program;
- Use of time; and
- Student support services and discipline practices (in accordance with the ASD's Student Discipline policy)

Thus, for most concerns, the ASD does not have authority to overturn the decisions of charter schools regarding student services and staff. If warranted, the sole actions that the ASD has the authority to take beyond informing and influencing a charter operator to resolve an inadequately addressed Tennessee statute-defined violation on its own are to: (1) slow or stop the expansion or replication of a school or (2) revoke the charter.

The statutes that govern Tennessee charter schools provide specific criteria for the ASD to consider revocation or renewal of a charter<sup>21</sup> if the operator did any of the following:

- Committed a material violation of any of the conditions, standards or procedures set forth in the charter (including failure to adequately address parent concerns);
- Failed to meet or make adequate yearly progress toward achievement of the state's accountability system for two (2) consecutive years (past the first year of operation); or
- Failed to meet generally accepted standards of fiscal management.

If a parent/community member has a concern that a school has violated the law, applicable district policy, a charter contract or student safety responsibilities AND problem-solving efforts with school leadership and with either the Achievement Schools' Head of Schools or a charter school operator's designated grievance officer and board of directors fails to satisfactorily address a parent's concern, then the parent may appeal to the Achievement School District's Office of the Superintendent for assistance resolving the issue. When warranted, the Office of the Superintendent will engage the ASD's General Counsel and/or external authorities to investigate and/or address an issue. The decision documented by the Office of the Superintendent shall represent the input and final decision of the ASD leadership team.

Where the issue involves a criminal violation of the law (e.g., a parent believes that his or her child has been physically abused by a school employee or another student), the parent should immediately contact the local police department and the Tennessee Department of Children's Services (DCS). School and district personnel who suspect student abuse are required to notify DCS and the ASD's Office of the Superintendent, and shall immediately do so upon notification or substantiated suspicion that a student has been abused.

In the event that a grievant requests anonymity, the ASD will provide 360° confidentiality. In such cases, follow-up information regarding grievance resolution may be limited.



## EMERGENCY OR WEATHER SHUTDOWN

In the event of severe weather conditions or other emergencies, the ASD may be closed. Each of the ASD schools follows the decision of the Superintendent or his designee regarding school closings. To the fullest extent possible, the Achievement School District attempts to coordinate Memphis school closures with Shelby County Schools and Nashville school closures with Metro Nashville Public Schools.

Parents/guardians should listen to the radio, watch local TV stations, or check the Achievement School District's website and expect to be contacted directly to know the superintendent's or his/her designee's decision for the particular day.

## APPENDIX

# PARENT AND COMMUNITY GRIEVANCE RESOLUTION FLOWCHART

1. WHICH TYPE OF PROBLEM AM I HAVING?			
General Issues	Enrollment Issues	Special Ed Issues	Critical Issues
<ul style="list-style-type: none"> <li>Disagreement with a teacher or another student</li> <li>Don't like a discipline decision, except expulsion or if the decision could involve special education</li> </ul>	<ul style="list-style-type: none"> <li>Confusion about enrollment</li> <li>Never received a school assignment</li> <li>I want to transfer my child to another school</li> <li>School said we should transfer or school said my child isn't a good fit</li> </ul>	<ul style="list-style-type: none"> <li>My child is not receiving the special education services by his/her IEP</li> <li>I disagree with a decision made by the IEP Team</li> </ul>	<ul style="list-style-type: none"> <li>My child has been expelled, or other serious discipline issues</li> <li>My child is in danger and the school hasn't responded</li> <li>Serious legal or safety issues</li> <li>Title IX and Discrimination Claims</li> </ul>
2. WHO IS RESPONSIBLE FOR WORKING WITH ME TO FIND A SOLUTION?			
<p>These issues are the responsibility of the school. The ASD can't mandate decisions in these areas.</p>	<p>Most issues can be resolved by the school. The ASD's student enrollment office will ensure that all ASD-eligible students are granted enrollment in accordance with ASD policy.</p>	<p>These issues can be resolved by the school. The ASD's special education office can serve as a mediator and will ensure all required services are provided.</p>	<p>For these issues, the ASD's Office of the Superintendent will work with you until the issue is resolved.</p>
3. WHAT STEPS NEED TO HAPPEN TO ADDRESS MY PROBLEM?			
<ul style="list-style-type: none"> <li>Today you may contact the principal.</li> <li>Within 5 school days you should hear a response.</li> <li>After you've talked with the school you may not be happy with the decision. The principal can make many decisions for the school, and the ASD may not be able to change them.</li> </ul>	<p><b>FOR TRANSFERS</b></p> <ul style="list-style-type: none"> <li>Please meet with your school to begin the transfer process.</li> </ul> <p><b>FOR OTHER ISSUES</b></p> <ul style="list-style-type: none"> <li>Today you may contact the ASD's student membership access office at 901-901-877-8ASD or <a href="mailto:enrollment@tn-asd.org">enrollment@tn-asd.org</a>.</li> <li>Within 2 days the student membership and access office will let you know the next steps to resolve your issue.</li> </ul>	<ul style="list-style-type: none"> <li>Today you may contact the principal.</li> <li>Within 3 school days, the school will contact you to discuss your concerns. The school must give you 10-day advance notice for any resulting IEP meeting.</li> <li>Within 10 school days of the IEP Team meeting, any changes made to the IEP will be implemented unless otherwise determined by the IEP Team.</li> </ul>	<ul style="list-style-type: none"> <li>Today you may contact the ASD's Office of the Superintendent at 901-260-9649 to describe your concern and previous school/operator/school board requests for help.</li> <li>Within 2 school days the ASD will organize the people needed to get an answer and update you and the school regarding next steps</li> <li>Within 5 school days the ASD will let you know the plan to address your problem, if it's not already addressed</li> </ul>
4. WHAT HAPPENS IF MY PROBLEM ISN'T RESOLVED AFTER I'VE DONE EVERYTHING ON THE LIST?			
<p>If the school principal does not respond within 5 days or the response is unsatisfactory, you can reach out to the operator's designated leader and if necessary, the Board, if it is a charter school; and to the Head of Schools if it is an Achievement School.</p> <p>To request an appeal of a remand/alternative school placement, you may contact the ASD's Manager of Enrollment and Discipline within 5 school days of the remand notification at 901-260-9649.</p>	<p>Your child should continue to attend the assigned school, as applicable. If within 5 days your child's enrollment issue is not resolved, you may contact the ASD's Manager of Enrollment and Discipline at <a href="mailto:enrollment@tn-asd.org">enrollment@tn-asd.org</a> for review.</p>	<p>Please review the <a href="#">TDOE Notice of Procedural Safeguards</a> on the state website for next steps.</p>	<p>You will always be able to reach your ASD's Office of the Superintendent contact during business hours. These issues may not be solved immediately, but your contact will make sure you know what's going on, and won't stop until we find an answer.</p>

## 2016-2017 ASD SCHOOLS

OPERATOR	SCHOOL NAME	GRADES	CONTACT INFO
<b>MEMPHIS</b>			
Achievement Schools <a href="http://www.achievementschools.org">www.achievementschools.org</a> (901) 288-3966	Corning Achievement Elementary	PK-5	1662 Dabbs Ave. Memphis, TN 38127 (901) 416-3926
	Frayser Achievement Elementary	PK-5	1602 Dellwood Ave. Memphis, TN 38127 (901) 416-3840
	Georgian Hills Achievement Elementary	PK-5	3930 Leweir Ave. Memphis, TN 38127 (901) 416-3750
	Westside Achievement Middle	6-8	3389 Dawn Drive Memphis, TN 38127 (901) 416-3700
	Whitney Achievement Elementary	PK-5	1219 Whitney Road Memphis, TN 38127 (901) 416-3949
Aspire Public Schools <a href="http://www.aspirepublicschools.org">www.aspirepublicschools.org</a> (901) 416-5958	Aspire Coleman Elementary School	PK-7	3210 Raleigh-Millington Road Memphis, TN 38128 (901) 416-4306
	Aspire Hanley Elementary School #1	K-8	680 Hanley St. Memphis, TN 38114 (901) 416-5958
	Aspire Hanley Elementary School #2	PK-5	680 Hanley St. Memphis, TN 38114 (901) 416-5958
Capstone Education Group <a href="http://www.cornerstoneprepmemphis.org">www.cornerstoneprepmemphis.org</a> (901) 416-3640	Cornerstone Prep-Lester Campus	PK-5	320 Carpenter St. Memphis, TN 38112 (901) 416-3640
	Cornerstone Prep-Denver Campus	K-5	1940 Frayser Blvd. Memphis, TN 38127 (901) 416-3936
	Lester Prep	6-8	320 Carpenter St. Memphis TN 38112 (901) 416-5969
Frayser Community Schools <a href="http://www.fraysercs.org">www.fraysercs.org</a> (262) 528-6551	Martin Luther King Jr. College Preparatory High School	9-12	1530 Dellwood Ave. Memphis, TN 38127 (901) 416-3880
Freedom Preparatory Academy <a href="http://www.freedomprep.org">www.freedomprep.org</a> (901) 259-5959	Freedom Prep Academy-Westwood	PK-5	778 Parkrose Road Memphis, TN 38109 (901) 416-8020

Gestalt Community Schools <a href="http://www.gestaltcs.org">www.gestaltcs.org</a> (901) 213-5160	Humes Prep Academy	6-8	659 N Manassas St. Memphis, TN 38107 (901) 310-1332
	Klondike Prep Academy	K-5	1250 Vollintine Ave. Memphis, TN 38107 (901) 310-1999
Green Dot <a href="http://www.greendot.org/fairley">www.greendot.org/fairley</a> (901) 312-5462	Fairley High School	9-12	4950 Fairley Road Memphis, TN 38109 (901) 416-8060
	Hillcrest High School	9-12	4184 Graceland Drive Memphis, TN 38116 (901) 730-8160
	Kirby Middle School	6-8	6670 E Raines Road Memphis, TN 38115 (901) 730-4086
	Wooddale Middle School	6-8	3467 Castleman St. Memphis, TN 38118 (901) 730-4086
KIPP Memphis <a href="http://www.kippmemphis.org">www.kippmemphis.org</a> (901) 452-2682	KIPP Memphis Academy Elementary	K-4	2248 Shannon Ave. Memphis, TN 38107 (901) 881-5130
	KIPP Memphis Preparatory Elementary	K-2	2230 Corry Road Memphis, TN 38106 (901) 881-5128
	KIPP Memphis Preparatory Middle	5-8	2230 Corry Road Memphis, TN 38106 (901) 881-5128
	KIPP Memphis University Middle	6-8	3966 Sewanee Road Memphis, TN 38109 (901) 577-3370
Libertas <a href="http://www.libertasmemphis.org">www.libertasmemphis.org</a> (901) 609-3611	Libertas School at Brookmeade	PK-1	3777 Edenburg Dr. Memphis, TN 38127 (901) 609-3611
Pathways in Education <a href="http://www.memphisdiploma.com">www.memphisdiploma.com</a> (901) 353-4999	Pathways in Education- Memphis in Frayser	9-12	Located in the Northgate Shopping Center 3156 N. Thomas St. Memphis, TN 38127 (901) 308-8471
	Pathways in Education- Memphis in Whitehaven	9-12	Located in the Southland Plaza 4715 Elvis Presley Blvd. Memphis, TN 38116 (901) 433-9422
Project GRAD <a href="http://www.memphis.gradacademy.org">www.memphis.gradacademy.org</a> (901) 206-8848	GRAD Academy Memphis	9-11	1880 Prospect St. Memphis, TN 38106 (901) 206-8848

Promise Academy <a href="http://www.promiseacademy.com">www.promiseacademy.com</a> (901) 324-4456	Promise Academy Spring Hill	PK-2	1346 Bryan St. Memphis, TN 38108 (901) 324-4456
Scholar Academies <a href="http://www.scholaracademies.org">www.scholaracademies.org</a> (215) 525-4141	Memphis Scholars Florida-Kansas	K-5	90 W. Olive Ave. Memphis, TN 38106 901-417-2855
	Caldwell-Guthrie Elementary School		951 Chelsea Ave. Memphis, TN 38107 (901) 416-3220
	Raleigh-Egypt Middle School		4215 Alice Ann Drive Memphis, TN 38128 (901) 416-4141
<b>NASHVILLE</b>			
LEAD Public Schools <a href="http://www.brickchurchcollegeprep.org">www.brickchurchcollegeprep.org</a> (615) 293-5342	Brick Church College Prep	5-7	2835 Brick Church Pike Nashville, TN 37207 (615) 262-6665
	Neely' s Bend College Prep	5	1251 Neely' s Bend Road Madison, TN 37115 (615) 525-1614


## TENNESSEE PRIORITY SCHOOLS: ASD ELIGIBLE

(as of 08/2014\*)

<b>CHATTANOOGA</b>			
Brainerd High School	Dalewood Middle School	Orchard Knob Elementary School	
Orchard Knob Middle School	Smithson-Craighead Middle School	Whiteville Elementary School	Woodmore Elementary School


<b>KNOXVILLE</b>			
Green Magnet Math and Science Academy	Lonsdale Elementary School	Sarah Moore Greene Elementary/Magnet	Vine Middle/Magnet School

<b>MEMPHIS</b>			
A B Hill Elementary School	A. Maceo Walker Middle School	Airways Middle School	American Way Middle School
Aspire Hanley #1	Aspire Hanley #2	Brookmeade Elementary School	Caldwell-Guthrie Elementary School
Carver High School	City University Boys Preparatory	Coleman Elementary School	Cornerstone Prep - Lester Campus
Corning Achievement Elementary	Denver Elementary School	Douglass High School	Fairley Elementary School
Fairley High School	Florida-Kansas Elementary School	Frayser Achievement Elementary	Frayser High School

 = closed

Geeter Middle School	Georgian Hills Achievement Elementary School	Georgian Hills Middle School	Grandview Heights Middle
Hamilton High School	Hawkins Mill Elementary School	Hillcrest High School	Holmes Road Elementary School
KIPP Memphis Preparatory Middle	Kirby Middle School	LaRose Elementary School	Lester Elementary/Middle
Lincoln Elementary School	Lucie E. Campbell Elementary School	Magnolia Elementary School	MCS Prep School – Northwest
Melrose High School	Memphis Health Careers Academy	Mitchell High School	Northside High School
Omni Prep Academy - North Point Lower School	Omni Prep Academy - North Pointe Middle School	Raleigh-Egypt High School	Raleigh-Egypt Middle School
Riverview Middle School	Sheffield Elementary School	Sherwood Middle School	South Side Middle School
Southern Avenue Middle	Spring Hill Elementary School	Springdale Elementary School	Treadwell Elementary School
Trezevant High School	Westside Achievement Middle School	Westwood Elementary School	Westwood High School
Whitney Achievement Elementary School	Wooddale High School	Wooddale Middle School	

NASHVILLE			
Bailey STEM Magnet Middle School	Brick Church Middle School	Buena Vista Elementary Enhanced Option School	
Inglewood Elementary School	Jere Baxter Middle School	Joelton Middle School	
John B. Whitsitt Elementary School	Kirkpatrick Elementary Enhanced Option School	Napier Elementary Enhanced Option School	
Neely's Bend Middle School	Pearl-Cohn Magnet High School	Ross Elementary School	The Cohn School

 = closed