



**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**

# **FAMILY HANDBOOK**

## **2018-2019**

This edition of the Family Handbook supersedes all previous Family Handbooks and policies issued by the Achievement School District.

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## **WELCOME**

The Achievement School District (ASD) represents a bold effort to transform student achievement in Tennessee’s lowest performing schools. Our mission is to transform the lowest performing schools in our state and improve learning for children. The ASD works with parents and communities to create great schools where students can reach their highest potential. This school year, the ASD will be operating 30 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 Family 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 Family 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 directly manages four schools in the Frayser area of Memphis. The ASD is also an “authorizer” of high-quality public charter schools (for example, Aspire Public Schools, Green Dot 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’s direct-run and charter schools have the freedom to independently define their expectations of students and the adults that support their success as they work towards the common academic goals established in the State of Tennessee’s ESSA Plan (Every Student Succeeds Act). As a student enrolled in an ASD school, or parent of a student enrolled, you are bound by both the ASD policies and those of your specific school. Please see the Appendix for a list of 2018-2019 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

### APPLICATION, LOTTERY AND WAITLIST GUIDELINES

#### BACKGROUND

Nearly every ASD schools is a neighborhood school with a designated attendance zone. The ASD guarantees enrollment to all attendance area students at either their assigned neighborhood school or an equivalent placement. ASD schools enroll all students in accordance with Tennessee legislation and civil rights laws. Enrollment is non-discriminatory on the basis on disability. The ASD also guarantees the continued enrollment of non-attendance area students (e.g. transfers) who attended an ASD school prior to the transformation. In the event of additional capacity, ASD schools can serve other eligible, but not ‘guaranteed enrollment’ groups of students. The following policy outlines the application, lottery, and waitlist processes that govern enrollment in the ASD.

#### STUDENT ELIGIBILITY AND ENROLLMENT PRIORITY

ASD charter and Achievement Schools have limited student eligibility. Generally, ASD schools can only enroll students zoned to attend or currently enrolled in a school that is eligible to be placed into the ASD. 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:

Charter schools authorized by the Achievement School District shall conduct an initial student application period of at least 30 days. During this period, all students zoned to attend or currently enrolled in a school that is eligible to be placed in the ASD may enroll. If, at the end of the initial student enrollment period, the number of eligible students seeking to be enrolled does not exceed the school’s capacity or the capacity of a program, class, grade level, or building, then the charter school may enroll the child or children of a teacher, staff member, sponsor, or member of the governing body as well as students identified in subdivisions (b)(1)(C)(ii), (iii), and (iv) and in accordance with enrollment provisions contained in the charter agreement; provided, however, that no school’s total enrollment of such students shall exceed twenty-five percent (25%) of the total school enrollment.

An ASD charter school that has sufficient data to have received a TVAAS growth score in the prior year may not offer spaces to newly enrolling non-priority zoned students unless the school demonstrates student achievement growth at a level of “at expectations” or above (School-wide TVAAS level 4 or 5).

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.

FOR TRANSFORMATIONS (WHOLE SCHOOL)		
PRIORITY GROUP	DESCRIPTION	STATUS
1. Attendance area	<ul style="list-style-type: none"><li>Students with current, legal residence in an ASD school’s attendance area</li></ul>	Guaranteed
2. Continuity	<ul style="list-style-type: none"><li>Non-attendance area students who attended the school the previous year (including students on transfer)</li></ul>	Guaranteed
3. Sibling	<ul style="list-style-type: none"><li>Brothers and sisters of enrolled students – either attendance area or continuity</li></ul>	Not guaranteed
4. 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>	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 TNReady 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)

### **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 provide a perspective on various enrollment scenarios and an estimated number of preliminary seats available for non-attendance area students.

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. Operators 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 students before the start of the next school year.

At the end of the enrollment period, ASD operators review enrollment requests. If the number of eligible, but not guaranteed, students requesting enrollment exceeds the number of seats available at an ASD school, an enrollment lottery must be held by the operator. Operators must have their process approved by the ASD prior to implementation or have a law firm or accounting firm certify to the ASD after the fact that the lottery followed this process.

Lotteries proceed according to priority grouping. For example, if after all guaranteed students and siblings have enrolled, the number of students from other ASD zones exceeds the number of remaining spaces, a lottery would be held to determine which of the students zoned to other ASD schools may enroll. No other priority school zoned students or non-priority zoned students would be able to enroll.

### **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 due 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 district's Special Education Manager for special education issues and the Manager of Student Discipline & Access for all other issues.

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 transfer reasons other than moving/relocation. The school leader (or designee) will contact the family to arrange a meeting to discuss the transfer within 5 school days of receiving a completed Transfer Request Form. 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 Student Membership & Access.

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.
5. Please scan and email copies of the completed Transfer Request Form and Exit Interview Summary to [enrollment@tnasd.org](mailto:enrollment@tnasd.org). ASD schools should also maintain a hard copy of all three transfer/withdrawal forms for their records.

Additional considerations for students receiving specialized services: Additional processes exist to ensure both the Achievement School District and home LEA appropriately serve families of students with disabilities or other special needs.

### ***TRANSFERS OUT—ADMINISTRATIVE PLACEMENTS***

In the event that a certain school cannot meet a student's special needs, the ASD may recommend an administrative placement at another school, either inside or outside of the district. Additionally, families may raise special education related issues through the process outlined in the ASD's Parent Grievance Policy. These special education management structures exist to proactively resolve issues and solve problems before a family requests a voluntary transfer out of an ASD school.

The Chief of External Affairs must be notified when a school receives a voluntary transfer request from a family of a student currently receiving special education services OR if a family's transfer request cites not receiving special education services as rationale. Those individuals, or their designees, should attend the family's transfer request meeting/exit interview with the school's principal. If necessary, an investigation will be conducted to determine whether the school followed ASD special education policies and protocol.

### ***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 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.

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<sup>1</sup> T.C.A. §49-6-5001.

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 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 (1 ½) 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" (a school in the bottom 5% in the state of TN), 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 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;
- Chief of School Operations & Climate/Culture or 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 do not have a stable nighttime address or 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 to begin the process who will then, in turn, 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.

The receiving alternative school and/or district may have transportation services available, e.g., in the form of district school bus services with routes and schedules based on student addresses (elementary school) or bus passes through a local transit authority (middle and high schools). Access to those transportation services can be requested through the Manager of Student Membership & Access. The manager will ensure the receiving school has the student information and arrange for transportation.

The sending school may also identify and make available other options for transportation services, including bus passes or parent transportation for middle and high schools.

## **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 expelled and 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 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.

### **TRUANCY**

The compulsory attendance of school aged students to school is required by law and the responsibility of a student's parent or guardian. In accordance with the law (updated July 2018), schools within the Achievement School District abide by the following legal requirements with reference to truancy and student attendance:

- A beginning of the year letter or written notification will be shared with parents to remind them of their responsibility to student attendance.
- The school will institute a progressive truancy intervention that requires no less than three tiers.
  - First Tier -Triggered by at least three (3) unexcused absences. Must include at a minimum a conference with the student and the student's parent or guardian; a resulting attendance contract to be signed by the student, the parent, and an attendance officer; and regularly scheduled follow-up meetings to discuss student progress.
  - Second and Third Tiers – applied if student accumulates additional unexcused absences in violation of the attendance contract. At least one tier shall include an individualized assessment by a school employee of the reasons a student has been absent and if necessary referral of the child to counseling, community-based services, or other in-school or out-of-school services.
- Additional interventions may consist of one or more of the following:
  - School based community services;
  - Participation in a school-based restorative justice program;
  - Referral to a school-based teen court;
  - Saturday courses designed to improve attendance and behavior
- In-school or out-of-school suspension cannot be used as a part of the progressive truancy intervention.

It should be noted that ANY referral of a student to juvenile court will not be acted upon unless it can be demonstrated that a progressive truancy intervention has been used for any referred student.

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

## **STUDENT ACHIEVEMENT GRADING SYSTEM**

### *K-12*

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.

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

## 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:

- i. Report card grades;
- ii. Current knowledge and skill level, as determined by formal and informal assessments;
- iii. Readiness to learn the knowledge and skills required at the next grade or course level;
- iv. Record of previous intervention;
- v. Number of absences;
- vi. Previous retention;
- vii. Student conduct that may impact academic performance;
- viii. Extenuating circumstances that may have adversely affected the student's participation in either the required instruction and/or assessments; and
- ix. 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 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.

### *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 a change of placement and must be an IEP team decision.
2. The IEP team 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.

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<sup>6</sup> T.C.A. §49-6-407

If yes, retention may be appropriate for the student.

### 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.

### 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.

## ASD 2018-2019 ASSESSMENT CALENDAR

Assessment Name	Administration	2018-19 Administration Window
<b>Required Assessments</b>		
MAP Assessment	Fall Block	August 31- September 14
	Winter Block	November 30- December 14
	Spring Block	March 27- April 7
TCAP End of Course	Fall Block	Nov. 26–Dec. 14
	Spring Block/Traditional	<i>Optional: April 8–12</i> April 15–May 3

TCAP Grades 3-8	Spring	<i>Optional: April 8–12 April 15–May 3</i>
TCAP-Alt Grades 3-11 (MSAA & Science / Social Studies)	Spring	March 18–May 3 ( <i>Tentative</i> )
ACT (Grade 11)	Spring	March 12 April 2 April 24 Online: March 12–21 Accommodations: March 12–April
NAEP	Winter/Spring	Jan. 28–March 15
ACCESS for ELs	Spring	Feb. 19–April 5
<b>Optional Assessments</b>		
Grade 2*	Spring	<i>Optional: April 8–12 April 15–May 3</i>
Grade 2 Alt*	Spring	March 18–May 3
ACT Senior Retake**	Fall	Oct. 2, 16, and 30 Accommodations: Oct. 2–Nov. 5
SAT	Fall/Spring	Oct. 10 March 6 March 27 April 9 April 23

\*Participation in the Grade 2 operational assessment is a district option and includes the alternate assessment if chosen.

\*\* Participation is limited to seniors who took the ACT as a junior.

#### EOC & TCAP ACHIEVEMENT PERCENTAGE OF FINAL STUDENT GRADE

Student scores on the TCAP 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 the state’s 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 (Students must be enrolled in a mathematics course each school year)
- Social Studies: 3 credits – including U.S. History and Geography, U.S. Government and Civics, and Economics
- Science: 3 credits—including Biology, Chemistry or Physics, and a third lab course
- Foreign Language: 2 credits (may be waived by the local school districts for students, under certain circumstances, to expand and enhance the elective focus)
- Physical Education & Wellness: 1.5 credits
- Personal Finance: 0.5 credits
- Fine Arts: 1 credit (may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- Elective Focus: 3 credits consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)

\* Tennessee State Board of Education (SBE) High School Policy 2.103(1)(e) states, “A public high school student may complete an early high school graduation program and be eligible for unconditional entry into a public two-year institution of higher education or conditional entry into a public four-year institution of higher education, if the student meets the requirements of T.C.A. § 49-6-8303,” also known as the *Move on When Ready Act*. Students, who are interested in graduating significantly early through the *Move on When Ready* program, must complete this [intent form](#) available from the department of education. Copies of completed intent forms or questions about the program in general may be sent to [MoveOn.WhenReady@tn.gov](mailto:MoveOn.WhenReady@tn.gov).

## 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

### 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 Family 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/fpco/ferpa/parents.html>
  - b. FERPA Revised Guidelines for State Educational Agencies and Local Educational Agencies: [http://www2.ed.gov/policy/gen/guid/fpco/pdf/sealea\\_overview.pdf](http://www2.ed.gov/policy/gen/guid/fpco/pdf/sealea_overview.pdf)
2. Contact your child's school (see Appendix).
3. Contact the ASD's Chief of School Operations & Climate/Culture

**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 survey:

1. 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)?"
  - b.

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.

The ASD may require all operators to administer a School Security/Safety Surveys or other surveys deemed necessary by the district.

## **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 State 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>9</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 home school remains responsible for

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<sup>9</sup> As defined by No Child Left Behind, Public Law 117-110

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>10</sup>, and State<sup>11</sup>, and federal<sup>12</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 this policy. Parents are responsible for becoming knowledgeable of their rights and participating in the IEP or 504 process.

#### *EXTERNAL PLACEMENT*

Schools are expected to develop Special Education programs within their school to support the needs of enrolled students. In the rare case, 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>13</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.

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<sup>10</sup> TRR/MS 0520-1-3-.09(3)(b)

<sup>11</sup> T.C.A. §49-10-101

<sup>12</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.)

<sup>13</sup> T.C.A. §49-2-203; Rule 0520-01-03-.08.

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>14</sup> Because both Davidson County and Shelby County exceed this threshold, every ASD school provides an age-appropriate family life planning course that 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>15</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 expelled from a charter school or a school operated by a transformation partner, the expulsion 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 expulsion.

For this policy, "suspension" means the removal of a student from the student's regular school program for up to 10 school days. This suspension may be in or out of school. "Expulsion" means removed from the student's regular school or removed from school attendance for 11 or more consecutive days.

### ***SERIOUS INFRACTIONS OF THE ASD STANDARDS OF CONDUCT AND BEHAVIOR***

In order to assure 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 suspension for a period of not less than one (1) school year:<sup>16</sup>

1. Unauthorized possession of a firearm

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<sup>14</sup> T.C.A. §49-6-1302

<sup>15</sup> T.C.A. §49-6-1305(b)

<sup>16</sup> T.C.A. §49-6-4216

2. Committing aggravated assault of a “teacher principal, administrator, any other employee of an LEA or school resources officer”<sup>17</sup>
3. Possession of illegal drugs

Expelled means removed from the student’s regular school or removed from school attendance all together. Nothing in this code shall be constructed to prohibit the assignment of expelled students to an alternative school. The ASD superintendent may modify expulsions on a case-by-case basis. In accordance with the 2018 School Board E

The following behaviors are also considered serious infractions and may lead to immediate suspension and/or expulsion.

1. Violence or threatened violence against the person or property of any personnel or any student attending or assigned to any school;
2. Possession of a pistol, gun or firearm on school property;
3. Possession of a knife or other weapons, etc., as defined in T.C.A. §39-6-170, on school property;
4. Willful or malicious damage to the theft of real or personal property of the school or the property of any person attending or assigned to the school;
5. Unlawful use or possession of barbitol or legend drugs as defined in T.C.A. §53-10-101;
6. Unlawful use or possession of alcohol;
7. The sale or distribution of drugs and alcohol;
8. Assault or battery on school employees; (this includes physical and explicit verbal assault)
9. Willful and persistent violation of the rules of the school or truancy (with prior unsuccessful interventions).

#### *SUSPENSION OF STUDENTS IN PRE-K THROUGH THIRD GRADE*

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

1. Unauthorized possession of a firearm;
2. Possession or use of illegal drugs;
3. Committed aggravated assault\* against a student, teacher, principal, administrator, or any other employee of an LEA or school resources officer as defined in T.C.A. §39-13-102;
4. Sexual offenses against another student that include sexual assault including aggravated sexual assault; or
5. Bringing and possession of explosive items such as a bomb, grenade, etc.

When determining whether an aggravated assault has occurred as defined in T.C.A. §39-13-102, 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.

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

A student may be suspended and/or expelled for serious infractions. Misbehaviors in violation of the Student Code of Conduct, not otherwise constituting an expellable offense, may become a serious infraction subject to expulsion and/or suspension when the misbehavior is so persistent that, in cumulative effect, it is significantly disruptive of the educational process. The decision to 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, health and safety issues, and disruptive effects upon the educational process.

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<sup>17</sup> T.C.A. §49-6-3401(g)

## *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:

1. Notify the student of the accusations against him/her;
2. Allow the student to relate his/her version of the incident; and
3. 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 will notify a 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.

## *EXPULSION PROCESS*

This process applies to expulsions (removal from the regular program for more than 10 days) in all ASD schools, including charter and transformation schools. If any ASD school finds the most serious disciplinary consequence—expulsion from school—to be required for a student, it should follow the steps below before applying an expulsion:

### **A. PREREQUISITES FOR EXPULSION**

Prior to 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 5 days pending a decision on an expulsion.

### **B. NOTIFICATION OF PARENTS/GUARDIANS**

If the expulsion is applied, the principal or designee shall immediately give written notice of the expulsion to the parent or guardian. The expulsion notice shall include the effective date and length of the expulsion, the reason for the expulsion, information about the parent's right to appeal the expulsion decision to the Office of the Superintendent, and referral of the parent to the ASD's Alternative Education Coordinator in the Office of Portfolio Management, who will partner with the parent to assign the student to an alternative school, for which attendance is mandatory for the duration of the expulsion.

All expulsion appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the ASD or an ASD authorized charter or transformation operator if requested by the student. The notice shall also state that failure to timely request an appeal constitutes a waiver of further rights in the matter.

### **C. NOTIFICATION OF ASD OFFICE OF PORTFOLIO MANAGEMENT-STUDENT SERVICES**

If the expulsion is applied, the principal or designee shall immediately give written notice to the ASD's Office of Portfolio Management's Student Access and Services team at [studentsupport@tnasd.org](mailto:studentsupport@tnasd.org). In order to facilitate the ASD's swift placement of the student in alternative school and minimal lost instructional time, the expulsion notice to the ASD must include all required submission components as specified in the ASD's Expulsion Protocol, including signature by the Operator's representative confirming review and approval of the school's expulsion decision and process in accordance with the ASD's and the Operator's discipline policies.

**D. APPEAL TO A DISCIPLINARY HEARING AUTHORITY APPOINTED BY THE SUPERINTENDENT**  
Appeals of 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 written notice of the time and place of the hearing to the parent or guardian, the student and the principal or designee. The Superintendent or designee shall also notify the parties that:
  - The notice shall include the reasons for the expulsion and state the same student rights as provided for suspension hearings, above.
  - The hearing will be held within 10 days of the beginning of the expulsion.
  - The hearing authority may affirm the decision of the school, or order removal of the expulsion unconditionally or 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 expulsion, if any;
2. Assignment to an alternative school, if applicable;
3. Procedures for re-admittance at the end of the expulsion period, if the expulsion is not permanent; 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 him in writing within seven (7) 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 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 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 expelled, removed from primary school longer than 10 days, a manifestation determination review (MDR) must be conducted within the first 10 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 primary 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 TN 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 are required, 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>18</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 Deputy 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 should 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>19</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 Deputy Superintendent for assistance resolving the issue. When warranted, the Office of the Deputy 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 Deputy 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 Deputy Superintendent, and shall immediately do so upon notification or substantiated suspicion that a student has been abused.

### **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 designee’s decision for the particular day.



# 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 Title VI, and 504 Discrimination Claims</li> <li>Please review the ASD Student Discrimination, Harassment, Bullying, and Cyber Bullying Policy</li> <li>Insert Link to Policy</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 and appropriate Federal Programs coordinator 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 for help.</li> <li>You may contact the Title IX coordinator at 901-416-4831 or in person at 1350 Concourse #434 Memphis, TN 38104</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>

## 2018-2019 ASD SCHOOLS

OPERATOR	SCHOOL NAME	GRADES	CONTACT INFO
<b>MEMPHIS</b>			
Achievement Schools <a href="http://www.achievementschooldistrict.org">www.achievementschooldistrict.org</a> (901) 416-3700	Frayser and Corning Achievement Elementary Schools (co-located)	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
	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 Rd Memphis, TN 38128 (901) 416-4306
	Aspire Middle School	6-8	680 Hanley St. Memphis, TN 38114 (901) 416-5958
	Aspire Hanley Elementary School	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
	Humes Preparatory School	6-8	659 N Manassas St, Memphis, TN 38107 (901) 567-9224
	Westside Middle School	6-8	3389 Dawn Dr. Memphis, TN 38107 (901) 416-3700
Freedom Preparatory Academy <a href="http://www.freedomprep.org">www.freedomprep.org</a> (901) 259-5959	Freedom Preparatory Academy-Westwood	PK-5	778 Parkrose Road Memphis, TN 38109 (901) 416-8020
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

OPERATOR	SCHOOL NAME	GRADES	CONTACT INFO
	Hillcrest High School	9-12	4184 Graceland Dr. Memphis, TN 38116 (901) 730-4098
	Kirby Middle School	6-8	6670 E. Raines Rd. Memphis, TN 38115 (901) 730-8169
	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-3	2230 Corry Road Memphis, TN 38106 (901) 881-5128
	KIPP Memphis Preparatory Middle	5-8	2230 Corry Road Memphis, TN 38106 (901) 881-5128
Libertas <a href="http://www.libertasmemphis.org">www.libertasmemphis.org</a> (901) 609-3611	Libertas School at Brookmeade	PK-3	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	10-12	Located in the Northgate Shopping Center 3156 N. Thomas St. Memphis, TN 38127 (901) 308-8471
	Pathways in Education-Memphis in Whitehaven	10-12	Located in the Southland Plaza 4715 Elvis Presley Blvd. Memphis, TN 38116 (901) 433-9422
Promise Academy <a href="http://www.promiseacademy.com">www.promiseacademy.com</a> (901) 324-4456	Promise Academy Spring Hill	PK-4	1346 Bryan Street Memphis, TN 38108 (901) 324-4456
Memphis Scholars <a href="http://www.memphis scholars.org">www.memphis scholars.org</a> (901) 236-0105	Memphis Scholars Florida-Kansas	K-5	90 W. Olive Ave. Memphis, TN 38106 901-417-2855
	Memphis Scholars Caldwell-Guthrie	K-5	951 Chelsea Ave. Memphis, TN 38107 (901) 236-0105
	Memphis Scholars Raleigh-Egypt	6-8	90 W. Olive Ave. Memphis, TN 38106 901-417-2855

## NASHVILLE

LEAD Public Schools

Brick Church College Prep

5-8

2835 Brick Church Pike

OPERATOR	SCHOOL NAME	GRADES	CONTACT INFO
<a href="http://www.brickchurchcollegeprep.org">www.brickchurchcollegeprep.org</a> (615) 293-5342	Neely's Bend College Prep	5-8	Nashville, TN 37207 (615) 262-6665 1251 Neely's Bend Rd. Madison, TN 37115 (615) 525-1614

## VII. ACKNOWLEDGEMENT

**RECEIPT AND ACKNOWLEDGMENT OF ACHIEVEMENT SCHOOL  
DISTRICT FAMILY HANDBOOK**  
School Year 2018-2019

*Please read the following statements, sign below and return to school.*

**Understanding and Acknowledging Receipt of the Achievement School District's  
Family Handbook**

I have received and read a copy of the **Achievement School District's** Family Handbook. I understand that this Family Handbook supersedes all prior Family Handbooks, and that the policies and benefits described in the Family Handbook are subject to change at the sole discretion of **Achievement School District** at any time.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Printed Name