

**GMSD Work Session**  
**February 16, 2022 5:00 PM**  
Board Room, GMSD Office

1. Presentation of Preliminary Work on the Houston High School Master Plan
2. Review / Revision of Policies - First Reading
3. Miscellaneous FY 2021-22 Budget Amendments # 21 & 22
4. Approval of Special Course Application
5. Further Business

## **2.16.22 RATIONALE FOR REVISION OF POLICIES**

Revisions are recommended for the following,  
**First Reading 2.22.22 / Second Reading 3.29.22**

**During the past few months, we have observed the need to review policies not just for legal sufficiency but also for necessity. Emerging from that review is the discovery that there are policies some of which are not legally required, are aspirational in nature, and/or are unenforceable as a matter of policy. Going forward, we recommend that some policies be repealed, if they fall into those categories.**

**REPEAL Policy 1.602 Administrative Committees** - The reason for recommending the repeal of this policy is that inherent in his job responsibilities, the Superintendent may exercise his discretion to establish committees, without need for a policy.

**REPEAL Policy 1.603 Administrative Reports**-The reason for recommending the repeal of this policy is that the Superintendent and his staff routinely provide administrative reports. Many of the items listed in this policy are already embedded in documents the Board receives throughout the year; additionally, some of the items listed are unclear. To have such a policy seems redundant and/or creates a lack of clarity as to what is expected.

**REPEAL Policy 1.700 School District Goals**- The reason for recommending the repeal of this policy is that while it is clearly within the Board's purview to establish school district goals, the goals in this policy are primarily aspirational and are, for the most part, unenforceable as a matter of policy. It is to be noted that this policy is not the same as the Board's "strategic plan".

**Revision Policy 1.601 Administrative Procedures**-The recommended changes to this policy involve changing "director of schools" to "Superintendent", capitalizing words, removing superfluous language, removing footnote numbers and updating citations.

**Revision Policy 1.701 School District Planning**-The recommended changes to this policy remove superfluous and obsolete language. The language regarding the "board retreat" is removed because the Board has the inherent authority to have a board retreat without the need to reference same in a policy. Removed footnote and updated citations

**Revision Policy 1.703 School Attendance Zones**- The recommended changes to this policy include changing "director of schools" to "Superintendent", replacing the word "areas" with the more common reference with "zones", and updated the policy to reflect common attendance zone considerations. Removed footnote and updated citation.

**Revision Policy 1.802 Section 504 and ADA Grievance Procedures-**Updated policy to reflect current legal requirements and contact information. Removed footnotes and updated citations.

**Revision Policy 1.808 Registered Sex Offenders-**Updated policy to reflect current legal requirements. Removed footnote and updated citation.

**Revision Policy 1.809 Non-Discrimination Statements-** Changed title of Title IX Coordinator, removed footnotes and updated citations.

# Germantown Municipal School District

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Administrative Committees</b>	Descriptor Code: <b>1.602</b>	Issued Date: <b>3/**/22</b> <b>12/02/13</b>
		Rescinds:	Issued:

1 ~~The director of schools may establish such committees as he/she finds necessary for proper~~  
2 ~~administration of board policies and for the improvement of the total educational program.~~

3 ~~All administrative committees created by the director of schools shall be for the purpose of~~  
4 ~~obtaining the advice and counsel of administrative and supervisory personnel of the system and to aid~~  
5 ~~in communication. Authority for establishing policy remains with the Board and authority for~~  
6 ~~implementing policy remains with the director of schools.~~

7 ~~The membership, composition, and responsibilities of committees will be defined by the director~~  
8 ~~of schools and may be changed at his/her discretion.~~

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Cross References

Qualifications/Duties of the Director of Schools 5.802

# Germantown Municipal School District

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Administrative Reports</b>	Descriptor Code: <b>1.603</b>	Issued Date: <b>3/**/22</b> <b>12/02/13</b>
		Rescinds:	Issued:

1 ~~At each board meeting, the director of schools shall report the names of new personnel employed since~~  
2 ~~the last meeting of the Board.~~

3 ~~The director of schools shall make annual reports concerning conditions of efficiency and needs of the~~  
4 ~~school system. Included in this report shall be information regarding employment of instructional staff~~  
5 ~~as follows:~~

- 6 ~~1. Number of applicants interviewed and the number employed;~~
- 7
- 8 ~~2. Procedures being used to ensure that the best applicants are being selected;~~
- 9
- 10 ~~3. Evidence that all non-tenured teachers were evaluated;~~
- 11
- 12 ~~4. Number of non-tenured teachers;~~
- 13
- 14 ~~5. Number of teachers non-renewed;~~
- 15
- 16 ~~6. Percent of non-tenured teachers who scored at each level on the evaluation scale;~~
- 17
- 18 ~~7. Percent of tenured teachers who scored at each level on the evaluation scale;~~
- 19
- 20 ~~8. Percent of principals who scored at each level on the evaluation scale;~~
- 21
- 22 ~~9. Evidence of high correlation between evaluation and productivity;~~
- 23
- 24 ~~10. Percent of supervisory personnel (other than principals) who scored at each level on the~~  
25 ~~evaluation scale; and~~
- 26
- 27 ~~11. Summary and explanation of how the school system fared on the *Report Card* distributed by~~  
28 ~~the State Department of Education.~~

29 ~~Board members shall be made aware of all reports prepared by the director of schools' office for~~  
30 ~~transmittal to the local legislative body, the State Department of Education, or any state or federal~~  
31 ~~agency.~~

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Cross-References

Qualifications/Duties of the Director of Schools 5.802

REPEAL

# Germantown Municipal School District

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>School District Goals</b>	Descriptor Code: <b>1.700</b>	Issued Date: <b>3/**/22</b> <b>04/07/14</b>
		Rescinds:	Issued:

1 The Board is charged with the responsibility of determining the educational goals of the school system.  
2 In discharging that responsibility, the Board has adopted the following goals in four primary areas:  
3 Instruction, personnel, students and operations.

## 4 INSTRUCTION

- 5 ● Teach children how to think and become confident, independent learners.
- 6 ● Target instruction to the whole child.
- 7 ● Connect K-12 curriculum.
- 8 ● Hold all students to high standards.
- 9 ● Provide a wide range of instructional offerings, so students are college, service or career ready.
- 10 ● Recognize achievement in all endeavors.

## 11 STUDENTS

- 12 ● Prepare and produce successful and responsible citizens.
- 13 ● Meet individual needs by matching students to rigorous instruction/curriculum.
- 14 ● Instill in students the beliefs that they are capable of academic excellence and possess the  
15 potential to be his or her best.
- 16 ● Develop a comprehensive program for disabled students providing the least restrictive  
17 programs.

## 18 PERSONNEL

- 19 ● Value teachers and administrators with support in academics, development and instruction.
- 20 ● Maximize autonomy to the extent practicable and accountability of teachers, administration,  
21 board members and students.
- 22 ● Provide continuous professional development.
- 23 ● Recruit high quality teachers/administrators and ensure that there is an excellent teacher in  
24 every classroom.

## 25 OPERATIONS

- 26 ● Provide continuous improvement in fiscal and business management.
- 27 ● Embrace technology.
- 28 ● Ensure a safe learning/teaching environment.
- 29 ● Assure ongoing communication between superintendent and school board.

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Cross-References

Fiscal Management Goals 2.100  
Business Management Goals 3.100  
Instructional Goals 4.100  
Personnel Goals 5.100  
Student Goals 6.100

REPEAL

# Germantown Municipal School District

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Administrative Procedures</b>	Descriptor Code: <b>1.601</b>	Issued Date: <b>3/**/22</b> <b>12/02/13</b>
		Rescinds:	Issued:

1 The ~~director of schools~~ Superintendent is responsible for implementing Board policies and for  
2 interpreting them to staff, students and the public.<sup>1</sup>

3 The ~~director of schools~~ Superintendent, in consultation with Principals, staff members, and other  
4 persons and groups as appropriate to the topic, will develop administrative procedures as if necessary,  
5 to implement Board policies. ~~or for the items deemed necessary for the efficient operation of the~~  
6 ~~schools.~~<sup>2</sup>

7 Within the policies and ~~regulations~~ procedures of the Board and the ~~director of schools~~ Superintendent,  
8 the Principals are authorized to establish ~~rules and~~ procedures for the staff and students of their  
9 schools.

## 10 **DISSEMINATION**

11 ~~The director of schools is directed to establish and maintain an orderly plan for preserving and~~  
12 ~~making accessible to all employees the administrative procedures.~~

13 The Superintendent and Principals shall ensure that employees are aware of any procedures that apply  
14 to them.

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### Legal References

1. T.C.A. 49-2-203
2. T.C.A. 49-2-301
3. ~~TCA 49-2-301(b)(1)(A)~~
4. TCA 49-2-203(a)(2)

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### Cross-References

~~Qualifications/Duties of the Director of Schools 5.802~~

# Germantown Municipal School District

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>School District Planning</b>	Descriptor Code: <b>1.701</b>	Issued Date: <b>3/**/22 02/17/14</b>
		Rescinds:	Issued:

1 ~~The Board shall develop comprehensive and long-range plans based on the following:~~

- 2 ~~1. Identifying and analyzing the major factors that affect what and how students learn;~~
- 3
- 4 ~~2. Developing and implementing a written five-year plan to include a mission statement,~~
- 5 ~~goals, objectives, strategies, and address the State Board of Education Master Plan and such~~
- 6 ~~plan shall be updated every two years;<sup>†</sup>~~
- 7
- 8 ~~3. Establishing annual program improvement objectives, including major activities, expected~~
- 9 ~~outcomes, time-lines, responsible persons and required resources; and~~
- 10
- 11 ~~4. Basing major budget decisions on long-range plans.~~

12 ~~Each principal of each school shall work with the director of schools to develop and implement a school~~

13 ~~improvement plan. The plan shall be updated every two years and include areas such as curriculum,~~

14 ~~instruction, professional development, and community partnerships, and address the long-range strategic~~

15 ~~plan of the school system.<sup>†</sup>~~

16 ~~The Board shall plan an annual retreat with the director of schools and appropriate staff. The purpose~~

17 ~~of the retreat shall be to review progress on the implementation of priorities, initiatives, and long-range~~

18 ~~plans; to determine which goals have been achieved and whether any new efforts are needed; and to~~

19 ~~review major issues that may affect the school system in the future. An annual status report on these~~

20 ~~plans shall be submitted to the Commissioner of Education by the date set by law in the required format.~~

21 ~~The director of schools shall develop necessary procedures, forms or other measures to implement the~~

22 ~~goals of this policy.~~

23 **The Board shall adopt a written five-year strategic plan which shall be updated at least every two years.**

**The Board shall develop and implement a district-level improvement plan that operationalizes the five-year strategic plan. Each school must develop a school-level improvement plan that is student-focused and in support of the district-level plan. The district-level and school improvement plans must address identified priority needs and provide for continuous student growth and improvement. The district-level and school-level improvement plans must be developed on an annual basis and must include the essential elements of planning and specific plan requirements set forth by the State Board of Education.**

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Legal References

T.C.A. 49-1-613  
State Board Policy 2.101

1. TRR/MS-0520-01-03-.03(17)

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Cross-References

Role of the Board of Education 1.101  
Qualifications/Duties of the Director of Schools  
5.802

# Germantown Municipal School District

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>School Attendance Zones</b>	Descriptor Code: <b>1.703</b>	Issued Date: <del>3/**/22</del> <b>02/17/14</b>
		Rescinds:	Issued:

- 1 The Board shall establish school attendance ~~areas~~ zones and periodically review boundary  
2 adjustments. The ~~director of schools~~ Superintendent shall enforce these ~~areas~~ attendance zones as  
3 established by the Board.<sup>+</sup>
- 4 The primary considerations governing the establishment of a school attendance ~~area~~ zone are:
- 5 1. ~~The optimal learning~~ Programmatic capacity of each school;
  - 6 2. Current and projected enrollment data;
  - 7 3. Geographic boundaries;
  - 8 4. Transportation; and
  - 9 5. The proximity of each school to the students.

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## Legal References

- <sup>+</sup> TCA 49-6-403(e)

# Germantown Municipal School District

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Section 504 and ADA Grievance Procedures</b>	Descriptor Code: <b>1.802</b>	Issued Date: <b>3/**/22 02/03/14</b>
		Rescinds:	Issued:

1 The Board is committed to maintaining equitable employment/educational practices, services,  
2 programs and activities that are accessible and usable by qualified individuals with disabilities.

## 3 DEFINITION

4 *Section 504 of the Rehabilitation Act of 1973* provides that: No otherwise qualified individual with  
5 handicaps in the United States...solely by reason of his/her handicap, be excluded from the  
6 participation in, be denied the benefits of, or be subjected to discrimination under any program or  
7 activity receiving federal financial assistance.<sup>1</sup>

8 *Title II of the Americans with Disabilities Act, 1990* provides that: No otherwise qualified individual  
9 with a disability shall be discriminated against in regard to job application procedures, the hiring,  
10 advancement, or discharge of employees, employee compensation, job training and other terms,  
11 conditions and privileges of employment.<sup>2</sup>

## 12 COORDINATOR<sup>3</sup>

13 ~~The Board shall designate at least one employee to coordinate its efforts to comply with and carry~~  
14 ~~out its responsibilities under the Americans with Disabilities Act (ADA) and Section 504,~~  
15 ~~including any investigation of any complaint alleging non-compliance with the Acts or alleging~~  
16 ~~any actions that would be prohibited by the Acts.~~

## 17 NOTICE<sup>4</sup>

18 ~~The Board shall make available the name, office address and telephone number of the~~  
19 ~~ADA/Section 504 coordinator.~~

20 ~~Methods of initial and continuing notification may include the posting of notices, publication in~~  
21 ~~newspapers and student and employee handbooks and distribution of memoranda or other written~~  
22 ~~communications.~~

## 23 COMPLAINT PROCEDURE<sup>5</sup>

24 ~~The coordinator will hear ADA/Section 504 complaints. Complaints shall be submitted orally or~~  
25 ~~in writing to the coordinator who will endeavor to accomplish prompt and equitable resolution of~~  
26 ~~complaints alleging any action that would be prohibited by the ADA/Section 504. The coordinator~~  
27 ~~will respond to all complaints within twenty (20) days with a written response as well as information~~  
28 ~~on further grievance procedures that may be followed if the complaining party is not satisfied with~~  
29 ~~the coordinator's proposed resolution.~~

1 **COORDINATOR**

2 The GMSD Federal Rights Coordinator shall be responsible for ensuring GMSD’s compliance with the  
 3 Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, including  
 4 investigations of complaints alleging non-compliance with the Acts or alleging any actions that would  
 5 be prohibited by the Acts.

6 Contact information for the GMSD Federal Rights Coordinators are as follows:

7 <b><u>For Employees:</u></b>	<b><u>For Students:</u></b>
8 Federal Rights Coordinator	Federal Rights Coordinator
9 Human Resources Assistant Superintendent	Student Services Assistant Superintendent
10 3350 S. Forest Hill Irene Rd.	3350 S. Forest Hill Irene Rd.
11 Germantown, Tennessee 38138	Germantown, Tennessee 38138
12 Telephone: (901) 752-7900	Telephone: (901) 752-7900
13 Email: frce@gmsdk12.org	Email: frcs@gmsdk12.org

14

15 **COMPLAINT PROCEDURE**

16 Complaints of violations of this Policy or the ADA or Section 504 of the Rehabilitation Act shall be  
 17 submitted orally or in writing to the GMSD Federal Rights Coordinator (GMSD Human Resources  
 18 Assistant Superintendent for Employees/Student Services Assistant Superintendent for Students) who  
 19 will endeavor to accomplish prompt and equitable resolution of complaints. The Federal Rights  
 20 Coordinator (GMSD Human Resources Assistant Superintendent for Employees/Student Services  
 21 Assistant Superintendent for Students) will respond to all complaints within twenty (20) business days  
 22 with a written response as well as information on further grievance procedures that may be followed if  
 23 the complaining party is not satisfied with the coordinator’s proposed resolution.

24

25 **DUE PROCESS HEARING PROCEDURES**

26 ~~Section 504 of the Rehabilitation Act of 1973 provides provides the right to an impartial due process~~  
 27 ~~hearing if a parent wishes to contest any action of the school system with regard to a child’s~~  
 28 ~~identification, evaluation, and placement under Section 504.~~<sup>6</sup> If a parent/guardian of a student is  
 29 dissatisfied with the GMSD Federal Rights Coordinator’s response regarding complaints pertaining to  
 30 Section 504 of the Rehabilitation Act of 1973, the parent/guardian may request an impartial due  
 31 process hearing. If a parent/guardian requests a Section 504 hearing, the parent/guardian has the right  
 32 to personally participate and to be represented at the hearing by an attorney or advocate at the  
 33 parent’s expense. Contested actions or omissions that are appropriate for a Section 504 hearing

1 should involve identification, evaluation, or placement issues involving a child who has or is  
2 believed to have a disability.

### 3 *Request for Hearing*

4 A parent/guardian who wishes to challenge an action or omission with regard to the  
5 identification, evaluation, or placement of a student who has or is believed to have a disability as  
6 defined by Section 504, shall make an oral or written request for a due process hearing to the  
7 ~~Section 504 coordinator. The request shall be submitted on or reduced to writing on a form provided~~  
8 ~~through the Central Office.~~ **GMSD Federal Rights Coordinator.**

### 9 *Impartial Hearing Officer*

10 The ~~director of schools~~ **Superintendent** or his/her designee shall appoint an impartial hearing  
11 officer to preside over the hearing and issue a decision. Such appointment will be made within  
12 fifteen (15) days of the date of receipt of a request for a due process hearing. The hearing officer  
13 will be hired as an independent contractor at no expense to the parent. The hearing officer that is  
14 appointed shall not be a current employee of the school system and shall not be related to any  
15 member of the Board of Education. The hearing officer need not be an attorney but shall be  
16 familiar with the requirements of Section 504 and the hearing procedures under Section 504. The  
17 choice of an impartial hearing officer is final and may not be presented as an issue at the due process  
18 hearing since such an issue would not relate to the identification, evaluation, or placement of a  
19 disabled child under Section 504. If a parent/guardian disputes the impartiality of the appointed  
20 hearing officer, he/she may raise such issue in a review of the hearing officer's opinion by a court of  
21 competent jurisdiction or in a complaint to the Office for Civil Rights.

22 Office for Civil Rights  
23 U.S. Department of Education  
24 61 Forsyth St. S.W., Suite 19T10  
25 Atlanta, GA 30303-8927  
26 Telephone: 404-974-9406; TDD: 877-521-2172  
27 Email: OCR.Atlanta@ed.gov

### 28 *Scheduling of Hearing*

29 The appointed hearing officer shall set a date for the hearing within fifteen (15) days of his/her  
30 appointment and provide this information in writing to the parent/guardian and the ~~Section 504~~  
31 ~~coordinator.~~ **GMSD Federal Rights Coordinator.** The hearing shall take place at a mutually agreeable  
32 time and place.

### 33 *Continuances*

34 Upon a showing of good cause, the hearing officer, at his/her discretion may grant a continuance of  
35 the hearing date and set a new hearing date.

1 *Legal Representation at Hearing*

2 If a parent/guardian is represented by a licensed attorney at the due process hearing, he/she must  
3 inform the ~~Section 504 coordinator~~ **GMSD Federal Rights Coordinator**. and the appointed hearing  
4 officer of that fact, in writing, at least seven (7) calendar days prior to the hearing date, or the  
5 hearing can be continued upon the **C**oordinator's request.

6 *Pre-Hearing Conference*

7 The hearing officer may order a Pre-Hearing Conference during which the parent/guardian or  
8 his/her representative will state and clarify the issues to be addressed at the hearing. The Pre-  
9 Hearing Conference will also serve to resolve preliminary matters, clarify jurisdictional issues, and  
10 answer the parties' questions regarding the hearing process. The Pre-Hearing Conference can be  
11 held via telephone or in person depending on the hearing officer's decision based on the  
12 convenience to both parties.

13 *Dismissals*

14 If after the Pre-Hearing Conference, the hearing officer finds that the parent, as a matter of law,  
15 alleges and/or raises no factual claims or legal issues that come within his/her jurisdiction as a  
16 Section 504 hearing officer, he/she may dismiss the hearing and issue an order to that effect  
17 explaining the basis for such finding.

18 *Hearing*

19 The hearing shall be conducted in an informal, non-adversarial manner. The hearing shall be  
20 closed to the public unless the parent/guardian requests an open hearing. The hearing officer may  
21 reasonably limit testimony and introduction of exhibits for reasons or relevance.

22 *Recording*

23 Instead of a formal written transcript produced by a court reporter, the entire due process hearing  
24 will be video recorded. The school system shall provide a copy of the recording to the  
25 parent/guardian upon request. In order for an accurate recording to be made, the parties and  
26 witnesses shall introduce themselves at the beginning of their presentations. If a parent/guardian  
27 appeals the decision of the hearing officer to a court of competent jurisdiction, the school system  
28 shall prepare a written transcript of the hearing to be offered to the court as an exhibit.

29 *Witnesses*

30 Witnesses will present their information in narrative form, without the traditional question and  
31 answer format of legal proceedings. Cross-examination of witnesses will not be allowed, but a party  
32 may request that the hearing officer, at his/her discretion, ask a witness a certain question.

33 *Format of Presentation*

34 Each side will have an equal amount of time to present their positions as determined by the  
35 hearing officer. The parent/guardian will present his/her case first by making an opening statement

1 outlining the issues, calling witnesses, and making a closing argument. The school system will  
2 present its side next. At the end of the school system's presentation, the parent/guardian may offer  
3 a short response. Each side may present personally or through their representatives.

#### 4 *Submission of Exhibits*

5 As part of their presentations and at the discretion of the hearing officer, the parties may submit  
6 any reports, evaluations, correspondence, notes, or any other documents that may support their  
7 positions. Exhibits submitted to the hearing officer by either party must be marked. The hearing  
8 officer may, in the exercise of his/her discretion, reasonably limit the number of documents to be  
9 submitted for his/her review, as well as the number of witnesses and the length and/or scope of their  
10 presentations or statements.

#### 11 *Closing Arguments*

12 The hearing officer may allow or request written closing arguments summarizing and characterizing  
13 the information presented at the hearing.

#### 14 *Decision*

15 The hearing officer ~~may make an oral ruling at the conclusion of the hearing or take the case~~  
16 ~~under advisement and issue a written opinion.~~ shall issue written findings. Such decision findings  
17 shall address all of the issues raised by the parent/guardian as well as any corrective actions, if any,  
18 the school system must take. Any issue or claim raised by the parent/guardian that is left  
19 unaddressed by the hearing officer in his/her decision will be deemed to have been denied. The  
20 decision must be issued within forty-five (45) days after the date the Request for a Due Process  
21 Hearing is received by the ~~district.~~ GMSD Federal Rights Coordinator unless the parent agrees  
22 otherwise or the hearing officer has granted a continuance at the request of one of the parties. The  
23 hearing officer may not award attorneys' fees as a part of the relief granted to a parent/guardian or  
24 the district.

#### 25 *Review Procedure/Appeal*

26 If the parent/guardian is not satisfied by the decision of the hearing officer, he/she may seek review  
27 of the decision in a court of competent jurisdiction.

#### 28 **OCR REVIEW**

29 A parent/guardian may file a complaint with the Office for Civil Rights (OCR) if she/he believes that  
30 GMSD has violated any provision or regulation of Section 504.

#### 31 The OCR may be contacted at:

32 **ATLANTA OFFICE:**  
33 Office for Civil Rights  
34 United States Department of Education  
35 61 Forsyth Street, Southwest  
36 Suite 19T10

**NATIONAL HEADQUARTERS:**  
Office for Civil Rights  
United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-1100

1 Atlanta, Georgia 30303-8927 Telephone: (800) 421-3481  
2 Telephone: (404) 974-9406 Facsimile: (202) 453-6012  
3 Facsimile: (404) 974-9471 TTY#: (800) 879-8339  
4 E-mail: [OCR.Atlanta@ed.gov](mailto:OCR.Atlanta@ed.gov) E-mail: [OCR@ed.gov](mailto:OCR@ed.gov)

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#### Legal References

1. ~~34 CFR § 104.4(a)~~
2. ~~42 USCA § 12112(a)~~
3. ~~28 CFR § 35.107~~
4. ~~28 CFR § 35.106; 34 CFR § 104.8~~
5. ~~28 CFR § 35.170, 35.172~~
6. ~~34 CFR § 104.36~~

28 C.F.R. § 35.106  
28 C.F.R. § 35.107  
28 C.F.R. § 35.170  
28 C.F.R. § 35.172  
34 C.F.R. § 104.36  
34 C.F.R. § 104.4  
34 C.F.R. § 104.8  
42 U.S.C.A. § 12112

# Germantown Municipal School District

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Registered Sex Offenders</b>	Descriptor Code: <b>1.808</b>	Issued Date: <b>3/**/22</b> <b>02/17/14</b>
		Rescinds:	Issued:

1 Individuals registered as sex offenders in Tennessee or any other state are prohibited from the premises of any  
2 school in this district, except for the limited circumstances stated in this policy.<sup>1</sup>

## 3 EMPLOYMENT

4 An individual listed by the State of Tennessee or any other state as a registered sex offender is ineligible for  
5 employment within the school district.

## 6 PRESENCE ON SCHOOL PROPERTY

7 ~~No registered sex offender, other than a student enrolled in the school in question, shall come on, about, or~~  
8 ~~within 1,000 feet of a local school's property line, except as provided below.<sup>2</sup> If any employee of the school~~  
9 ~~district becomes aware of any registered sex offender's presence on school property, he/she shall immediately~~  
10 ~~inform the principal, who shall direct the individual to leave the premises immediately. The principal shall~~  
11 ~~request assistance from local law enforcement authorities if offender resists the principal's directives. If the~~  
12 ~~registered sex offender repeats this restriction of coming on to school property, the principal may confer with~~  
13 ~~legal counsel to take appropriate legal action.~~

14 ~~Neither this policy nor state law impose any duty upon a principal or any other employee of the local school~~  
15 ~~district to review the sex offender registry for individuals who may come upon the property.~~

## 16 ~~PARENTS WHO ARE REGISTERED SEX OFFENDERS~~

17 ~~A parent or legal guardian of a child who is enrolled in the school may attend a conference with school~~  
18 ~~officials with the written permission of the school's principal.~~

19 ~~An offender who is a parent or legal guardian of a child or children enrolled in the school may come within the~~  
20 ~~1,000 feet limit provided that the individual is dropping off or picking up his/her child/children.~~

21 ~~Principals shall speak with the parent upon learning of their status as a sex offender to communicate the~~  
22 ~~restrictions of this policy and to establish open dialogue with the parent, as much as is possible or reasonable.~~  
23 ~~The principal shall take all appropriate measures to protect the privacy of the sex offender's child.~~

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### Legal References

1. TCA 40-39-201, *et seq.*
2. TCA 40-39-211(a)

- 1 A. No sexual offender, violent sexual offender or violent juvenile sexual offender shall knowingly  
2 establish a primary or secondary residence or knowingly accept employment within one thousand  
3 (1,000) feet of the property line of any GMSD school, GMSD playground or GMSD athletic  
4 field.
  
- 5 B. No sexual offender or violent sexual offender other than the exceptions specified within this  
6 policy shall be upon or remain on the premises of any GMSD building, school or grounds when  
7 the offender has reason to believe children under eighteen (18) years of age are present. No  
8 sexual offender or violent sexual offender shall stand, sit idly, whether or not the offender is in a  
9 vehicle, or remain within one thousand (1,000) feet of any GMSD building, school or grounds  
10 when children under eighteen (18) years of age are present, while not having a reason or  
11 relationship involving custody of or responsibility for a child or any other specific or legitimate  
12 reason for being there.
  
- 13 C. No sexual offender or violent sexual offender shall be in any conveyance owned, leased or  
14 contracted by GMSD to transport students to or from school or any related activity when children  
15 under eighteen (18) years of age are present.


16 **(1) EXCEPTIONS:**

- 17 (a) Sexual offenders or violent sexual offenders who are parents or legal guardians  
18 of a child/children enrolled in an GMSD school may request written permission  
19 from the school's Principal to attend conferences at the school; under such  
20 circumstances, if the Principal grants written permission, he/she shall attempt  
21 to schedule conferences when students are not present on the school premises.  
22 However, if the victim of the offender's sexual offense or violent sexual offense  
23 was a minor at the time of the offense and the victim is enrolled in the school,  
24 the Principal shall not grant permission for the offender to attend conferences  
25 or otherwise be on the premises of the school.
  
- 26 (b) Sexual offenders and violent sexual offenders who are the parents or legal  
27 guardians of GMSD students may drop off or pick up their child/children  
28 provided that the offender has provided written notice of the parent's offender  
29 status to the school's Principal upon enrollment.
  
- 30 (c) If the sexual offender is a student in attendance at the school.

31

32 If any GMSD employee becomes aware of the presence of a sexual offender or violent sexual offender  
33 on GMSD property, he/she shall immediately inform the Principal or his/her designee. If the Principal  
34 or his/her designee has not granted written permission for the offender to be on the premises of an GMSD  
35 school as provided in this policy, the Principal shall require the sexual offender or violent sexual offender  
36 to leave GMSD premises. The Principal or his/her designee shall notify law enforcement that a sexual  
37 offender or violent sexual offender is on GMSD premises if the offender is on GMSD premises without  
38 the permission of the school Principal as provided in this Policy.

A violation of the provisions of this policy by a sexual offender or violent sexual offender constitute a Class E felony.

  
Legal References

T.C.A. § 40-39-211

# Germantown Municipal School District

Monitoring: <b>Review: Annually</b>	Descriptor Term: <b>Non-Discrimination Statements</b>	Descriptor Code: <b>1.809</b>	Issued Date: <b>3/**/22</b> <b>08/25/20</b>
		Rescinds:	Issued:

1 The purpose of this policy is to ensure that Germantown Municipal School District's students, parents,  
2 employees, employment applicants and other third parties interacting with the District are treated in a  
3 non-discriminatory manner as provided by state and federal law.<sup>1</sup>

4 This policy applies to all students, parents, employees, employment applicants, and other third parties  
5 as provided by state and federal law.

## 6 **TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED<sup>2</sup>**

7 The Germantown Municipal School District Board of Education prohibits discrimination on the basis  
8 of race, color and national origin in the educational programs or activities which are operated by  
9 Germantown Municipal School District.

10 Students or employees who believe that they have been discriminated against on the basis of their race,  
11 color or national origin must contact Germantown Municipal School District's designated Federal  
12 Rights Coordinators whose contact information appears below.

## 13 **TITLE IX OF THE EDUCATION AMENDMENTS ACT OF 1972, AS AMENDED<sup>3</sup>**

14 The Germantown Municipal School District Board of Education prohibits discrimination on the basis  
15 of sex in the educational programs or activities which it operates. The prohibition against  
16 discriminating on the basis of sex in educational programs and activities extends to employment in and  
17 admission to such programs and activities.

18 Students or employees who believe that they have been discriminated against on the basis of sex in the  
19 educational programs or activities which Germantown Municipal School District operates must contact  
20 the district's designated Title IX Coordinator whose contact information is below:

21 Student Services Supervisor  
22 3350 S. Forest Hill Irene Rd.  
23 Germantown, TN. 38138  
24 Telephone: (901) 752-7900  
25 E-mail: [titleix@gmsdk12.org](mailto:titleix@gmsdk12.org)

Human Resources Supervisor  
3350 S. Forest Hill Irene Rd.  
Germantown, TN. 38138  
Telephone: (901) 752-7900  
E-mail: [titleix@gmsdk12.org](mailto:titleix@gmsdk12.org)

26

27

28

**1 SECTION 504 /TITLE II OF THE AMERICANS WITH DISABILITIES ACT, AS AMENDED<sup>4</sup>**

2 The Germantown Municipal School District Board of Education prohibits the exclusion from  
3 participation in, the denial of benefits of, or the discrimination of any qualified persons with  
4 disabilities in any Germantown Municipal School District program on the basis of disability.

5 Qualified parents, students or employees with disabilities that believe that they have been excluded  
6 from participating in, denied benefits of, or have been discriminated against in any Germantown  
7 Municipal School District's program on the basis of disability must contact Germantown Municipal  
8 School District' designated Federal Rights Coordinators whose contact information appears below.

**9 TITLE VII OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED<sup>5</sup>**

10 The Germantown Municipal School District Board of Education prohibits discrimination of its  
11 employees and applicants for employment on the basis of race, color, religion, sex or national origin.  
12 The Germantown Municipal School District also prohibits discrimination against its employees on the  
13 basis of the employee's or applicant's association with another individual of a particular race, color,  
14 religion, sex or national origin.

15 Employees or applicants for employment that believe that they have been discriminated against on the  
16 basis of their race, color, religion, sex or national origin must contact Germantown Municipal School  
17 District's designated Federal Rights Coordinators whose contact information appears below.

**18 AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967<sup>6</sup>**

19 The Germantown Municipal School District Board of Education prohibits discrimination of its  
20 employees and applicants for employment on the basis of age. Employees or applicants for  
21 employment that believe they have been discriminated against on the basis of age must contact  
22 Germantown Municipal School District's designated Federal Rights Coordinators whose contact  
23 information appears below.

**24 TITLE II OF THE GENETIC INFORMATION NONDISCRIMINATION ACT OF 2008<sup>7</sup>**

25 The Germantown Municipal School District Board of Education prohibits discrimination of its  
26 employees and applicants on the basis of genetic information. Employees or applicants for  
27 employment who believe they have been discriminated against on the basis of genetic information  
28 must contact Germantown Municipal School District's designated Federal Rights Coordinators whose  
29 contact information appears below.

**30 AMERICANS WITH DISABILITIES ACT OF 1990, AS AMENDED<sup>8</sup>**

31 The Germantown Municipal School District's Board of Education prohibits discrimination against  
32 employees and applicants on the basis of disability.

33 Employees and applicants who believe they have been discriminated against on the basis of disability  
34 must contact Germantown Municipal School District's designated Federal Rights Coordinators whose  
35 contact information appears below.

## 1 Retaliation for Reporting Discrimination

2 The Germantown Municipal School District Board of Education prohibits retaliation by or against  
3 students, parents or guardians of students, and employees who file complaints of discrimination.

## 4 Contact Information

5 The following persons have been designated to handle inquiries regarding the non-discrimination  
6 policies, other than Title IX complaints:

7	<u>For Employees</u>	<u>For Students</u>
8	Federal Rights Coordinator	Federal Rights Coordinator
9	Human Resources <del>Executive Director</del>	Student Services Assistant Superintendent
10	Assistant Superintendent	
11	3350 S. Forest Hill Irene Rd.	3350 S. Forest Hill Irene Rd.
12	Germantown, Tennessee 38138	Germantown, Tennessee 38138
13	Telephone: (901) 752-7900	Telephone: (901) 752-7900
14	Email: frce@gmsdk12.org	Email: frcs@gmsdk12.org

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### Legal References

1. Title IX of the Education Amendments, 20 USCA § 1681 *et seq.*
2. Age Discrimination Employment Act, 29 USCA § 621 *et seq.*
3. Section 504 of the Rehabilitation Act, 29 USCA § 701 *et seq.*
4. Title VII of Civil Rights Act, 42 USCA § 2000e *et seq.*
5. U.S. Constitution, Amendment XIV; Title VII, Civil Rights Act of 1964; Title VI, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Age Discrimination Act of 1967; Section 504 of the Rehabilitation Act of 1973; 42 USCA § 12101-12213
6. Americans with Disabilities Act, 42 USCA § 12101 *et seq.*
7. Genetic Information Nondiscrimination Act of 2008  
29 C.F.R. § 1604.11  
34 C.F.R. § 106.8  
34 C.F.R. § 110.25  
20 U.S.C. § 1681



## Germantown Municipal School District Budget Amendment

Fiscal Year: 2021-2022

Amendment # 22

GMSD Acct #	GMSD Acct	Original Budget	Changes	Requested Changes	Amended Budget
143-47111	USDA reimbursements - lunch	769,716	-	1,333,000	2,102,716
143-47113	USDA reimbursements - breakfast	76,890	-	263,000	339,890
143-73100-399	Contracted services - SFE	1,383,622	-	811,000	2,194,622

**REASON FOR AMENDMENT:**

To adjust annual cafeteria funds revenues and program expenditures based upon projections.

**APPROVAL / DENIAL:**

\_\_\_\_\_ Budget revision is approved effective \_\_\_\_\_.

\_\_\_\_\_ Budget revision is denied for the following reason(s):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ GMSD Board Chair \_\_\_\_\_ Date

\_\_\_\_\_ GMSD Superintendent \_\_\_\_\_ Date

# 2022-23 Special Course and Special Program of Study Application

Applications will be accepted from January 17, 2022 to March 4, 2022. Only applications submitted via this form will be accepted.

\* Required

\* This form will record your name, please fill your name.

**William Gillespie**

## District Information

1.School District Name \*

**Germantown Municipal Schools**

2.School District Number \*

**796**

The value must be a number

3.District Contact \*

**William Gillespie**

4.District Contact Email \*

**william.gillespie@gmsdk12.org**

5.District Contact Phone Number \*

**901.757.6040**

6.Is this a previously approved course with a course code? If, yes, include the course code in "Other." \*

No

7. Is this special course or program of study intended for a single school, selection of schools, or available district-wide? \*

Single School or Selection of Schools

Available District Wide

8. School Name(s) who will offer this special course/special program of study. \*

**Houston High School**

9. Enter email addresses for all parties to receive notification of application status changes.

\*

Separate email addresses with a semicolon (;)

**missy.abel@gmsdk12.org; mark.constant@gmsdk12.org;  
ted.fuller@gmsdk12.org; william.gillespie@gmsdk12.org**

10. Select the content area for this application \*

CTE

English

Fine Arts

Math

Physical Education or Health

Science

Social Studies

Special Education

World Language

11. We understand that district special courses will not satisfy the "third lab science" graduation requirement. \*

Consider using State Board approved standards for Scientific Research (G03H35) as it will satisfy the third lab science requirement, does not require a special course application, and a student may earn this credit multiple times for a series of special courses.

I understand and wish to continue.

12. Is the District Contact also the CTE Director? \*

Yes

No

13. CTE Director Name

**Ethan Constant**

14. CTE Director Email

**mark.constant@gmsdk.12.org**

15. Is this for a High School course/SPOS or a Middle School course? \*

High School course/SPOS

Middle School (SPOS only; CTE)

16. Should anyone else be contacted with questions regarding this application? \*

Yes

No

17. Application Contact

**William Gillespie**

18. Application Contact email address

**william.gillespie@gmsdk12.org**

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

Statement of assurance

Compliance certified

20. We accept the laws set forth in public chapter 205. We verify that this application for a special course or special program of study is not in conflict with the statute relative to any instructional materials including textbooks, supplemental materials, and resources aligned to common core \*

Statement of assurance. Public chapter 205 <https://publications.tnsosfiles.com/acts/112/pub/pc0205.pdf>  
(<https://publications.tnsosfiles.com/acts/112/pub/pc0205.pdf>)

Compliance certified

21. We accept the laws set forth in public chapter 493, section 51. We verify that the prohibited topics set forth within the statute shall not be taught within this special course or special program of study. \*

Statement of assurance. Public chapter 493, section 51: <https://publications.tnsosfiles.com/acts/112/pub/pc0493.pdf>  
(<https://publications.tnsosfiles.com/acts/112/pub/pc0493.pdf>)

Compliance certified

22. We verify that we have proposed this course to our local board of education and the members of the board agree to allow this course to be offered within our district. \*In "other" include the date this course was presented to your local board of education. \*

Statement of assurance

Compliance certified

Other

# Non-CTE Special Course Information

100. Course Name \*

Be specific and include district name in the course title.

**Fine Arts Appreciation**

101. What is the proposed level for this special course?

- Level 1 (Introduction)
- Level 2 (Intermediate)
- Level 3 (Advanced)
- Level 4 (Capstone)

102. What is the justification for the proposed level for this special course?

**Fine Arts Appreciation**

103. Course Description \*

A course designed for students to fulfill a fine arts credit who may not desire a year-long experience in a single sphere of the fine arts. This survey course offers students quarterly rotations comprising experiences in theater, general music, visual arts, and film. Through experiences with each sphere, students will build familiarity with and understanding of the varied methodologies employed by artists. Students will work to develop basic competencies in creating and producing minor works as well as responding to and connecting with established works of art in multiple genres. Students will make use of critical thinking and problem solving skills necessary to analyze and evaluate established works of art and employ content specific critical strategies such as visual thinking – all of which support student engagement and cross-curricular connections invoking higher order thinking. Students who successfully complete the survey will earn the required graduation credit and may use the course as an option to determine an interest in pursuing a more robust fine arts study in the future. More importantly, each will have a broader understanding of and appreciation for a larger world of art.

104. Required Teacher Endorsements for NON CTE courses \*

Select all that apply.

- 26-Bible
- 125 - Mathematics 6-12
- 126 - Biology 6-12
- 127 - Chemistry 6-12
- 128 - Earth Science 6-12
- 129 - Physics 6-12
- 130 - Economics 6-12
- 131 - Geography 6-12
- 132 - Government 6-12
- 133 - History 6-12
- 145 - Special Education Interventionist 6-12
- 146 - Speech Communication 6-12
- 147 - Educational Interpreter pre-K-12
- 159 - English 6-12
- 160 - Arabic 6-12
- 161 - Chinese 6-12
- 163 - French 6-12
- 168 - Russian 6-12
- 169 - Spanish 6-12
- 171 - American Sign Language pre-K-12
- 172 - American Sign Language 6-12
- 173 - Computer Science K-12
- 405 - Theatre K-12

- 419 - Health and Wellness K-12
- 420 - Physical Ed K-12
- 425 - Sociology 9-12
- 426 - Psychology 9-12
- 427 - Visual Arts K-12
- 428 - Vocal/General Music K-12
- 429 - Instrumental/General Music K-12
- 445-Dance K-12
- 461 - Special Education Comprehensive Program K-12
- 466 - Gifted Education pre-K-12
- 484 - Greek pre-K-12
- 485 - Japanese pre-K-12
- 490 - English as a Second Language pre-K-12
- 491 - French pre-K-12
- 492 - German pre-K-12
- 493 - Latin pre-K-12
- 494 - Russian pre-K-12
- 495 - Spanish pre-K-12
- 720 - Health Science 6-12
- 721 - Health Informatics
- 722 - Public Health
- 740 - Information Technology
- 

Other

105.Course Credit \*

0.5 credit

1 credit

1.5 credits

2 credits

Other

106.Pre-requisite course(s) \*

**None**

107.When will this course be offered? \*

Trimester schedule

Semester schedule

Year-long schedule

108.Will any portion of this course be delivered online? \*

Yes

No

109.Online delivery will be: \*

- Synchronous
- Asynchronous
- Combination of synchronous and asynchronous

110. What is the justification for offering this special course. \*

To offer students additional options in earning a fine arts credit or to engage curiosity in students who may be interested in better educating themselves on multiple areas of the fine arts to determine a direction to pursue more in-depth study.

111. Describe how this course was developed \*

The course was developed by the vice-principal through discussions with fine arts teachers and a survey of the standards associated with entry level courses in each of the four areas of the fine arts associated with the course. Multiple foundational domains were included to ensure a well-rounded foundational introduction to each of the four areas represented giving students opportunities to create and interact with music, theater, film and video production, and the visual arts.

Additionally, communications with our district Fine Arts Supervisor and our TN Fine Arts Supervisor noted similar special topics courses currently appear in course catalogs within TN, which helped to justify our desire for the course development.

112. List the names and titles of individuals who developed this course. \*


William Gillespie - Vice Principal, Houston High School  
Kell Christie - Theatre Arts Teacher, Houston High School  
Bobby Spillman - Visual Arts Teacher, Houston High School  
Drew Hamilton - AV Production Teacher, Houston High School  
Kinsey Healy - General Music & Vocal Music Teacher, Houston High School

113. Course standards are attached and include all appropriate references to Tennessee Academic Standards. \*

Yes


No

#### 114.Course Standards \*

 Upload file

File number limit: 1 Single file size limit: 10MB Allowed file types: Word,Excel,PPT,PDF,Image,Video,Audio

#### 115.Upload any additional supporting documents for this special course request.

 Upload file

File number limit: 5 Single file size limit: 10MB Allowed file types: Word,Excel,PPT,PDF,Image

### Middle School CTE Course Information

#### 116.Select the related Career Cluster for this Middle School CTE special course. \*

**GMSD Houston High School**  
**Fine Arts Appreciation – Special Topics Course**  
**Course Standards**

**Theatre**

- Foundation P1 Select, analyze, and interpret artistic work for performance.
  - HS1.T.P1.A Perform an improvised theatrical work for an audience.
- Foundation P2 Develop and refine artistic techniques and work for performance.
  - HS1.T.P2.A Demonstrate various acting techniques in a rehearsal or scripted theatrical work.
- Foundation P3 Express meaning through the performance of artistic work.
  - HS1.T.P3.A Perform a rehearsed theatrical work for an audience.
- Foundation Cr1 Generate and conceptualize artistic ideas and work.
  - HS1.T.Cr1.B Apply basic research to construct ideas about the visual composition and technical elements (e.g., costumes, props, sets, etc.) of a theatrical work.
- Foundation R1 Perceive and analyze artistic work.
  - HS1.T.R1.A Using participation and/or observation, identify artistic choices made in a theatrical work.
  - HS1.T.R1.B Using participation and observation, describe and explain personal reactions to artistic choices made in a theatrical work.
- Foundation R2 Interpret intent and meaning in artistic work.
  - HS1.T.R2.B Identify cultural perspectives, personal aesthetics, preferences, and beliefs that may influence the evaluation of a theatrical work.
  - HS1.T.R2.C Recognize and share ideas about artistic choices when participating in and/or observing a theatrical work.
- Foundation R3 Apply criteria to evaluate artistic work.
  - HS1.T.R3.A Develop and implement a plan to evaluate a theatrical work
  - HS1.T.R3.B Investigate and assess how technical elements may support and/or represent a theme or idea in a theatrical work.
  - HS1.T.R3.C When evaluating a theatrical work, explain preferences using supporting evidence and criteria.
- Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors.
  - HS1.T.Cn1.A Investigate how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.
  - HS1.T.Cn1.B Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.
  - HS1.T.Cn2.A Investigate historical, global, and social issues expressed in theatrical work.
- Foundation Cn2 Relate artistic ideas and works with societal, cultural and historical text.
  - HS2.T.Cn2.C Research and analyze two different versions of the same theatrical work to determine differences and similarities in the visual and aural world of each story.

## **Visual Arts**

- Foundation Cr1 Generate and conceptualize artistic ideas and work.
  - HS1.VA.Cr1.A Formulate and develop creative approaches to art-making.
  - HS1.VA.Cr1.B Investigate an aspect of contemporary life utilizing art and design.
- Foundation Cr2 Organize and develop artistic ideas and work.
  - HS1.VA.Cr2.A Make art or design without having a preconceived plan, using course specific craftsmanship.
  - HS1.VA.Cr2.B Demonstrate awareness of the ethical implications and the use of images, materials, tools, and equipment in the creation and presentation of original work.
- Foundation Cr3 Refine and complete artistic work.
  - HS1.VA.Cr3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
- Foundation R1 Perceive and analyze artistic work.
  - HS1.VA.R1.A Analyze how one's understanding of the world is affected by experiencing images.
  - HS1.VA.R1.B Hypothesize ways in which art influences perception and understanding of human experiences.
- Foundation: R2 Interpret intent and meaning in artistic work.
  - HS1.VA.R2.A Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
  - HS1.VA.R3.A Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.
- Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical context.
  - HS1.VA.Cn2.A Describe how knowledge of culture, traditions, and history may influence personal responses to art.

## **General Music**

- Foundation P1 Select, analyze, and interpret artistic work for presentation.
  - HS.GM.P1.A Research sound sources and artistic repertoire using technology and other available resources.
- Foundation P3 Convey and express meaning through the performance of artistic work.
  - HS.GM.P3.A Employ appropriate performance techniques and/or practice to present artistic works using varied sound sources.
- Foundation Cr1 Generate and conceptualize artistic ideas and work.
  - HS.GM.Cr1.A Describe, demonstrate, and document short musical ideas that represent personal experiences, moods, texts, visual images, and/or story lines.
- Foundation R1 Perceive and analyze artistic work.
  - HS.GM.R1.A Identify and describe the elements of music in visual and aural examples using appropriate vocabulary.
- Foundation R2 Interpret intent and meaning in artistic work.
  - HS.GM.R2.A Use appropriate musical vocabulary and terminology to interpret and describe artistic intent and aesthetic qualities of musical works, citing as evidence the

treatment of elements of music, context, and historical significance.

- Foundation R3 Apply criteria to evaluate artistic work.
  - HS.GM.R3.A Apply appropriate criteria to evaluate varied musical works and performances.
- Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors.
  - HS.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical context.
  - HS.GM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, culture, and daily life.

### **Film & Media Arts**

- Foundation R1 Perceive and analyze artistic work.
  - HS1.MA.R1.A Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.
- Foundation R2 Interpret intent and meaning in artistic work.
  - HS1.MA.R2.A Analyze the intent, meanings, and reception of media artworks, focusing on personal and cultural contexts.
- Foundation R3 Apply criteria to evaluate artistic work.
  - HS1.MA.R3.A Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
  - HS1.MA.Cn2.B Critically evaluate and effectively interact with legal, technological, systemic, and contexts of media arts, while considering ethics, media literacy, social media, virtual worlds, and digital identity.
- Foundation Cr1 Generate and conceptualize artistic ideas and work.
  - HS1.MA.Cr1.A Use identified methods to develop artistic goals, formulate multiple ideas, and problem solve in media arts.
- Foundation Cr2 Organize and develop artistic ideas and work.
  - HS1.MA.Cr2.A Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, and prototypes for media arts productions, considering original inspirations, goals, and presentation context.