

Amendment No. \_\_\_\_\_

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Signature of Sponsor

<b>FILED</b>
Date _____
Time _____
Clerk _____
Comm. Amdt. _____

**AMEND Senate Bill No. 1248**

**House Bill No. 1192\***

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Section 49-6-1028, is amended by adding the following as a new subsection:

(f)

(1) To educate public school students in kindergarten through grade twelve (K-12) about the ratification of the nineteenth amendment to the United States Constitution on August 18, 1920, and to educate students on the state of Tennessee's fundamental role in guaranteeing all women the right to vote, the department of education and public schools shall, throughout the 2019-2020 school year, commemorate the centennial of women's suffrage and recognize the Tennesseans who were instrumental in securing all women the right to vote.

(2) The department of education, the state library and archives, and the secretary of state shall promote, and post information on their respective websites about, the centennial of women's suffrage.

(3) During each month of the 2019-2020 school year, public schools shall provide instruction to students in kindergarten through grade twelve (K-12) on different aspects of the women's suffrage movement that aligns with the timing of the legislative events of the year immediately preceding the ratification of the nineteenth amendment to the United States Constitution on August 18, 1920.

(4) The department of education shall provide each LEA and public charter school with a variety of age-appropriate and grade-appropriate internet resources and materials that may be used to instruct public school students



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about the centennial of women's suffrage. The resources and materials identified by the department should aid educators and curriculum coordinators in creating programs and lesson plans to celebrate the centennial of women's suffrage. Each LEA and public charter school shall determine the resources and materials that will be used to provide the instruction required under this subsection (f).

(5) The instruction required under this subsection (f) must comply with § 49-6-1011.

(6) This subsection (f) is repealed on July 1, 2020.

SECTION 2. This act shall take effect upon becoming a law, the public welfare requiring it.

Amendment No. \_\_\_\_\_

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**AMEND Senate Bill No. 604**

**House Bill No. 664\***

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Section 49-6-3402, is amended by deleting subsection (c) and substituting instead the following:

(c)

(1) Attendance in an alternative school or alternative program in a school setting:

(A) Is mandatory for students in grades seven through twelve (7-12) who have been expelled; and

(B) Is voluntary, unless the local board of education adopts a policy mandating attendance, for students:

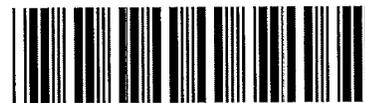
(i) In grades one through six (1-6) who have been suspended or expelled from the regular school program; and

(ii) In grades seven through twelve (7-12) who have been suspended as provided in this part.

(2) A student attending an alternative school or placed in an alternative program in a school setting is subject to all rules of the local board of education pertaining to the student's attendance in the alternative school or alternative program in a school setting. A violation of the rules by a student may result in the student's removal from the alternative school or alternative program in a school setting for the duration of the student's original suspension or expulsion, but does not constitute grounds for any extension of the student's original suspension or expulsion. The chief administrator of the alternative school or



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alternative program in a school setting shall make the final decision on a student's removal pursuant to this subdivision (c)(2).

(3) Notwithstanding subdivision (c)(1)(A), a director of schools may use discretion on a case-by-case basis to determine if attendance in an alternative school or alternative program in a school setting is mandatory for a student who is expelled for a violation of a zero tolerance policy in accordance with § 49-6-3401(g).

SECTION 2. Tennessee Code Annotated, Title 49, Chapter 13, is amended by adding the following as a new section:

(a) The governing body of a public charter school shall establish an alternative program in a school setting for students who have been suspended from the regular school program. A charter school shall not expel a student from school attendance until after the student has been placed in an alternative program in a school setting.

(b) Notwithstanding subsection (a), the governing body of a public charter school may use discretion on a case-by-case basis to determine if attendance in an alternative program in a school setting is mandatory for a student who is expelled for a violation of a zero tolerance policy in accordance with § 49-6-3401(g).

(c) The governing body of the public charter school shall adopt policies to effectuate the purposes of this section.

SECTION 3. Tennessee Code Annotated, Title 49, Chapter 13, is amended by adding the following as a new section:

Beginning with the 2020-2021 school year, the governing body of a public charter school may require a student who has been suspended or expelled from the regular school program to attend an alternative public charter school created pursuant to Section 4 of this act if there is an alternative public charter school located within the geographic boundaries of the LEA in which the public charter school is located.

SECTION 4. Tennessee Code Annotated, Title 49, Chapter 13, is amended by adding the following as a new section:

(a) As used in this section, "alternative public charter school" means a public charter school that is authorized by the commission solely for the purpose of educating students who have been suspended or expelled from the regular school program at a public charter school.

(b) Notwithstanding §§ 49-13-105 and 49-13-106, beginning in the 2021-2022 school year, a sponsor may apply to the commission to establish an alternative public charter school. Any governing body of a public charter school may, by mutually acceptable agreement with a governing body of an alternative public charter school and the commission, send its suspended or expelled students to the alternative public charter school if the alternative public charter school is in operation and is located within the geographic boundaries of the LEA in which the public charter school is located. An alternative public charter school shall only enroll students who are suspended or expelled from a public charter school in this state if the alternative public charter school has a mutually acceptable agreement pursuant to this subsection (b).

(c) A sponsor seeking to establish an alternative public charter school shall prepare and file with the commission an application providing the information and documents required by § 49-13-107(b). Notwithstanding § 49-13-105, the commission shall have the authority to approve or deny the alternative public charter school application. The commission shall approve or deny the alternative public charter school application no later than seventy-five (75) days after the commission's receipt of the application. The initial term of an alternative public charter school agreement shall be ten (10) years.

(d) If the commission approves an application submitted in accordance with this section, then the commission is the authorizer for the alternative public charter school.

(e) The commission has the authority to make decisions regarding the renewal or revocation of an alternative public charter school agreement. The commission shall

determine requirements and terms for renewal and revocation of an alternative public charter school agreement.

SECTION 5. Section 1 and Section 2 of this act shall take effect upon becoming a law, the public welfare requiring it, and shall apply to the 2019-2020 school year and each school year thereafter. Section 3 and Section 4 of this act shall take effect upon becoming a law, the public welfare requiring it.

Amendment No. \_\_\_\_\_

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**AMEND Senate Bill No. 753\***

**House Bill No. 1246**

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Section 49-6-6008, is amended by deleting the section and substituting instead the following:

(a) Beginning with the 2019-2020 school year, the department of education shall publicly release Tennessee comprehensive assessment program (TCAP) test questions and each question's correct answer.

(b) Beginning with the 2021-2022 school year, the department shall annually provide each LEA with one hundred percent (100%) of the LEA's students' answers for each TCAP test administered to the LEA's students.

(c) The release of TCAP test questions and answers pursuant to this section must not include any items required by the department to validate future administrations of the tests; items that are being field tested for future administrations of the tests; or passages, content, or related items, if the release would be in violation of copyright infringement laws.

(d) Upon request, an LEA shall provide a student and the student's parent with access to the student's answers on each TCAP test administered to the student.

(e) A teacher must have access to the teacher's students' TCAP test answers to assist the teacher in determining the students' mastery of state standards, to aid in planning instruction and support for the students' learning needs, and to improve the teacher's instruction.



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(f) As used in this section, "parent" means the parent, guardian, or person who has custody of the child, or the individual who has caregiving authority under § 49-6-3001.

(g) The release of information pursuant to this section must comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) and the Data Accessibility, Transparency, and Accountability Act, compiled in title 49, chapter 1, part 7.

SECTION 2. This act shall take effect upon becoming a law, the public welfare requiring it.

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**AMEND Senate Bill No. 591**

**House Bill No. 592\***

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Section 49-6-1307, is amended by designating the existing language as subsection (a) and adding the following as new subsections:

(b) The health and lifetime wellness academic standards adopted by the state board of education, or any other academic standards adopted by the state board of education in subjects that provide instruction to students on the aspects of positive relationships, appropriate refusal skills, healthy dating, sexual activity, or sexuality, must strictly comply with the requirements of this part.

(c) The state board of education shall not adopt health and lifetime wellness academic standards, or any other academic standards in subjects that provide instruction to students on the aspects of positive relationships, appropriate refusal skills, healthy dating, sexual activity, or sexuality, unless the academic standards require students to:

- (1) Identify the potential outcomes of engaging in sexual behaviors;
- (2) Discuss the alternatives of an unplanned pregnancy;
- (3) Discuss the consequences associated with teen pregnancy; and
- (4) Examine the lifelong responsibilities and requirements of parenthood.

SECTION 2. The state board of education shall revise the health and lifetime wellness academic standards adopted by the state board of education, or any other academic standards adopted by the state board of education in subjects that provide instruction to students on the



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aspects of positive relationships, appropriate refusal skills, healthy dating, sexual activity, or sexuality, to ensure that the academic standards comply with the requirements of this act.

SECTION 3. This act shall take effect upon becoming a law, the public welfare requiring it.

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**AMEND Senate Bill No. 927**

**House Bill No. 1051\***

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Section 49-1-302(d)(2)(B), is amended by adding the following language as a new subdivision:

Notwithstanding subdivisions (d)(2)(B)(viii) and (ix), an LEA shall not use a growth portfolio model in the evaluation of kindergarten teachers. Notwithstanding §§ 49-1-226, 49-1-310, 49-6-6011, and 49-6-6002, an LEA shall evaluate kindergarten teachers using a program designed to monitor the progress of kindergarten students by employing curriculum-based measures that are standardized; sensitive to growth that occurs over relatively short intervals; brief, so that teachers may be evaluated without disrupting instruction; available in multiple equivalent forms to reduce practice effects on retesting; and easy to administer, such as those provided through the aimsweb™Plus program.

SECTION 2. Tennessee Code Annotated, Section 49-6-105, is amended by deleting subsections (e), (f), and (g) and substituting instead the following language:

(e) Notwithstanding §§ 49-1-302(d)(2)(B)(viii) and (ix), 49-1-226, 49-1-310, 49-6-6011, and 49-6-6002, LEAs that receive pre-kindergarten program approval under §§ 49-6-103 - 49-6-110 shall evaluate pre-kindergarten and kindergarten teachers using a program designed to monitor the progress of pre-kindergarten and kindergarten students by employing curriculum-based measures that are standardized; sensitive to growth that occurs over relatively short intervals; brief, so that teachers may be evaluated without disrupting instruction; available in multiple equivalent forms to reduce practice effects on



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retesting; and easy to administer, such as those provided through the aimsweb™Plus program.

SECTION 3. This act shall take effect upon becoming a law, the public welfare requiring it, and shall apply to the 2019-2020 school year and each school year thereafter.

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**AMEND Senate Bill No. 63\***

**House Bill No. 866**

by deleting subdivision (2) in the amendatory language of Section 1 and substituting instead the following:

(2) The program shall be made accessible to students in grades six through twelve (6-12) and planned to serve at least fifty percent (50%) of the students in grades six through twelve (6-12).

**AND FURTHER AMEND** by deleting the effective date section and adding the following new sections:

SECTION 7. Tennessee Code Annotated, Title 49, Chapter 11, Part 1, is amended by adding the following language as a new section:

(a) The department of education is encouraged to begin preparing students in middle school grades for a career and technical education (CTE) pathway by introducing students to career exploration opportunities that allow students to explore a wide variety of high-skill, high-wage, or in-demand career fields.

(b) The department of education is encouraged to:

(1) Provide career exploration and career development activities through an organized, systematic framework designed to aid students in the middle school grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include:

(A) Introductory courses or activities focused on career exploration and career awareness, including nontraditional fields;



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(B) Readily available career and labor market information, including information on:

- (i) Occupational supply and demand;
- (ii) Educational requirements;
- (iii) Other information on careers aligned to state or local priorities, as applicable; and
- (iv) Employment sectors;

(C) Programs and activities related to the development of student graduation and career plans;

(D) Career guidance and academic counselors that provide information on postsecondary education and career options;

(E) Any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including nontraditional fields; or

(F) Providing students with strong experience in, and a comprehensive understanding of, all aspects of an industry; and

(2) Provide professional development opportunities for teachers and faculty related to CTE for students in middle school grades.

SECTION 8. Sections 1 through 6 of this act shall take effect July 1, 2019, the public welfare requiring it, and shall apply to the 2019-2020 school year and each school year thereafter. Section 7 of this act shall take effect upon becoming a law, the public welfare requiring it.

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**AMEND Senate Bill No. 1151**

**House Bill No. 1339\***

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 6, is amended by adding the following section:

(a) There is created the computer science and technology in public schools task force.

(b) The computer science and technology in public schools task force consists of nine (9) members as follows:

(1) The commissioner of education, or the commissioner's designee, who serves as the chair of the task force;

(2) The commissioner of economic and community development, or the commissioner's designee;

(3) The executive director of career and technical education for the department of education, or the executive director's designee;

(4) The executive director of the Tennessee higher education commission, or the executive director's designee;

(5) The commissioner of labor and workforce development, or the commissioner's designee;

(6) A representative of the Tennessee STEM Innovation Network, to be appointed by the governor;

(7) A representative of the STEM leadership council, to be appointed by the governor;



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(8) A high school computer science teacher, to be appointed by the governor; and

(9) One (1) person with experience in the field of computer programming, to be appointed by the governor.

(c) The purpose of the task force is to:

(1) Research and recommend computer science and technology curriculum standards and frameworks;

(2) Review and recommend changes to existing computer science and technology curriculum standards and frameworks;

(3) Study the computer science and technology needs of the state; and

(4) Recommend strategies to meet the state's anticipated computer science and technology workforce needs.

(d)

(1) Members of the task force serve without compensation or reimbursement for any expenses incurred while participating in the business of the task force.

(2) Vacancies must be filled in the same manner as the original appointments.

(e) In making appointments, the governor shall strive to ensure that the task force is inclusive and composed of members who are diverse in race, gender, geographic residency, perspective, and experience.

(f) The task force meets at the call of the chair.

(g) The task force must adopt its findings and recommendations by a majority vote of its total membership.

(h) All appropriate state agencies must provide assistance to the task force at the request of the chair. The task force is administratively attached to the department of education.

(i) The task force shall hold at least one (1) public meeting and utilize technological means, such as webcasts, to gather feedback from the general public on the task force's recommendations.

(j)

(1) The task force shall submit a report of its findings and recommendations, including feedback gathered from the general public, to the chief clerks of the house of representatives and the senate and the chairs of the education committees of the house of representatives and the senate no later than January 1, 2021.

(2) This section is repealed on January 1, 2021.

SECTION 2. This act shall take effect upon becoming a law, the public welfare requiring it.

Amendment No. \_\_\_\_\_

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**AMEND Senate Bill No. 187\***

**House Bill No. 982**

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 6, Part 60, is amended by adding the following as a new section:

Tennessee comprehensive assessment program (TCAP) tests administered in the 2019-2020 school year must be administered in paper format. Before TCAP tests are administered in the 2020-2021 school year, each LEA shall participate in an online verification test conducted by the department of education. The commissioner of education shall determine, based on the results of the online verification test, the format for TCAP tests administered in the 2020-2021 school year.

SECTION 2. This act shall take effect upon becoming a law, the public welfare requiring it.



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**AMEND Senate Bill No. 1187**

**House Bill No. 769\***

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 1, Part 2, is amended by adding the following language as a new section:

(a) As used in this section:

- (1) "Department" means the department of education;
- (2) "Eligible district" means a local education agency (LEA) that has at least one (1) eligible school in the LEA;
- (3) "Eligible school" means an elementary school, as defined by § 49-6-301, that is identified as a priority school as of July 30, 2019, pursuant to § 49-1-602;
- (4) "High-quality vendor" means a vendor with experience in coaching classroom teachers in grades pre-kindergarten to three (pre-K-3) and with experience training school-based coaches on evidence-based coaching models; pre-kindergarten (pre-K) and kindergarten through grade three (K-3) curricula and formative assessments; how to use data to analyze and improve instruction; and how to conduct instructional reviews, classroom observations, and student work analysis; and
- (5) "School-based coach" means a coach who is trained by a high-quality vendor and is placed in an eligible school to coach and instruct teachers and to improve instructional quality and coherence in literacy and math.

(b)



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(1) The department shall create a literacy coach pilot program to begin in the 2019-2020 school year and to conclude at the end of the 2022-2023 school year.

(2) The purpose of the pilot program is to award grants to eligible districts to be used to:

(A) Provide school-based coaches in literacy for teachers in pre-kindergarten through grade three (pre-K-3) that focus on improving instructional quality and coherence in literacy in Tennessee's lowest performing elementary schools; and

(B) Provide school-based coaches in math for teachers in pre-kindergarten through grade three (pre-K-3) at an eligible school during the third year of school-based coaching as determined by the eligible district.

(3) The program must include three (3) academic years of school-based coaching at each eligible school. School-based coaching may begin in the 2019-2020 school year, if school-based coaches are available and have received training pursuant to subsection (h), but must begin no later than the beginning of the 2020-2021 school year.

(c) The department shall develop a grant application and establish a system for submitting applications and awarding grants. The department shall not award a grant to an eligible district unless the eligible district matches the grant on a dollar-for-dollar basis for purposes of hiring, and providing salary and benefits to, a full-time equivalent school-based coach in accordance with subsection (e). The department shall not remit funds to an eligible district until the eligible district has hired a school-based coach that has received training in accordance with subsection (h).

(d) An eligible district may submit a grant application for each eligible school in the LEA. The department shall award one (1) grant to an eligible district for each eligible school for which the eligible district submitted a grant application if the eligible district

matches the grant dollar-for-dollar in accordance with subsection (c). An eligible district must reapply each year to receive a grant for a subsequent school year.

(e)

(1) The amount of a grant awarded pursuant to this section is thirty-nine thousand dollars (\$39,000).

(2) An eligible district shall use the grant to hire, and to provide salary and benefits to, a full-time equivalent school-based coach to improve instructional quality and coherence in literacy for students in pre-kindergarten through grade three (pre-K-3) at an eligible school, and to provide mathematics coaching in the third academic year of the program, as determined by the eligible district.

(3) The grant awarded pursuant to this section, and the dollar-for-dollar matching funds provided by an eligible district, shall not be used toward a school-based coach's training required by subsection (h).

(f) A school-based coach hired by an eligible district pursuant to this section must possess a valid license to teach as prescribed by chapter 5, part 1 of this title. A school-based coach must provide in-depth coaching on high-quality practices to pre-kindergarten through grade three (pre-K-3) teachers employed at an eligible school. The school-based coach may provide direct instruction to students as a means to coach teachers in eligible schools and may provide professional development and after-school coaching. A school-based coach hired by an eligible district pursuant to this section shall:

(1) For three (3) academic school years, provide in-depth coaching on high-quality literacy practices to align with and support the 2019-2020 English language arts textbook adoption cycle to pre-kindergarten through grade three (pre-K-3) teachers in eligible schools; and

(2) In the third academic year of the program, provide in-depth coaching in mathematics that align with and support the 2020-2021 math textbook

adoption cycle to pre-kindergarten through grade three (pre-K-3) teachers in eligible schools as determined by the eligible district.

(g) A school-based coach hired by an eligible district pursuant to this section must be an educator who has:

(1) Experience as a highly effective teacher, as determined by the department, based on teacher evaluation scores in pre-kindergarten through grade three (pre-K-3);

(2) Demonstrated knowledge of child development and how it is reflected in highly effective teaching practices, as determined by the department; and

(3) The ability to pass a foundations of reading test, as determined by the department.

(h) The department shall contract with a high-quality vendor to create a training program for school-based coaches. Each school-based coach must participate in the training program before coaching in an eligible district. The training program must:

(1) Train school-based coaches on evidence-based coaching models and practices;

(2) Train school-based coaches on state-approved pre-kindergarten through grade three (pre-K-3) curricula and assessments;

(3) Teach school-based coaches how to use data to analyze and improve instruction;

(4) Train school-based coaches on how to conduct instructional reviews, classroom observations, and student work analysis; and

(5) Monitor progress of school-based coaches and provide additional training as necessary.

(i) The department shall create a coaching network for school-based coaches. The department shall direct a senior-level department employee to act as a person of contact for the coaching network who will be accountable for coaching success and will be available to school-based coaches for questions, troubleshooting, coaching ideas,

and technical assistance. At least two (2) times per school year, the coaching network shall provide school-based coach evaluations that reflect progress for each grade level. The evaluations must include surveys of teachers and school officials employed at the eligible school in which the school-based coach is placed, classroom observation data, and analysis of student work for purposes of determining improvement.

(j) The department shall report the department's findings and recommendations to the education committee of the senate and the education committee of the house of representatives no later than July 1, 2024.

(k) This section is repealed on July 1, 2024.

SECTION 2. This act shall take effect upon becoming a law, the public welfare requiring it.

Amendment No. \_\_\_\_\_

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Signature of Sponsor

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**AMEND Senate Bill No. 565**

**House Bill No. 632\***

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 5, Part 1, is amended by adding the following as a new section:

Beginning with the 2019-2020 school year, the state board of education shall award a teacher five (5) additional professional development points if the teacher's overall evaluation demonstrates an overall performance effectiveness level of "at expectations," "above expectations," or "significantly above expectations" and the evaluation is based on the teacher's performance while employed at a school that is on the priority list or the focus list pursuant to § 49-1-602.

SECTION 2. This act shall take effect upon becoming a law, the public welfare requiring it.



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Amendment No. \_\_\_\_\_

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**AMEND Senate Bill No. 442**

**House Bill No. 91\***

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Section 49-6-105(e), is amended by deleting the subsection and substituting instead the following:

(e) LEAs that receive pre-kindergarten program approval under §§ 49-6-103 - 49-6-110 shall utilize the pre-k/kindergarten growth portfolio model approved by the state board of education, or a comparable alternative measure of student growth approved by the state board of education and adopted by the LEA, in the evaluation of pre-kindergarten and kindergarten teachers pursuant to § 49-1-302.

SECTION 2. This act shall take effect upon becoming a law, the public welfare requiring it.



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Amendment No. \_\_\_\_\_

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**AMEND Senate Bill No. 1139**

**House Bill No. 993\***

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Section 49-1-302(d)(2)(B), is amended by adding the following language as a new subdivision:

Notwithstanding subdivisions (d)(2)(B)(viii) and (ix), an LEA shall not use a growth portfolio model in the evaluation of kindergarten or first grade teachers.

SECTION 2. Tennessee Code Annotated, Section 49-6-105, is amended by deleting subsections (e), (f), and (g).

SECTION 3. This act shall take effect upon becoming a law, the public welfare requiring it, and shall apply to teacher evaluations occurring for the 2019-2020 school year and each school year thereafter.



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