



EAST HICKMAN
INTERMEDIATE SCHOOL

Student Handbook

2025-2026

East Hickman Intermediate School

Kathy Dick, Principal
Sara Burlison, Assistant Principal

5198 East Eagle Drive
Lyles, TN 37098

Office: 931-670-0227
FAX: 931-701-2219
Cafeteria: 931-670-6696

Website:

<https://hickmank12.org/east-hickman-intermediate-school/>

The purpose of the Student Handbook is to give students and their parents/guardians an understanding of the general rules and guidelines for attending and receiving an education in our school. Students and parents/guardians should be aware that this document is reviewed annually since policy and procedure adoption is an ongoing process. The most recent adopted policy or procedure will always prevail. The handbook may be amended at any time and those changes will be communicated by the administration to the staff, students and parents/guardians. The following represents our expectations of all students.

EHIS Mission Statement

Our mission at East Hickman Intermediate School is to create a safe and respectful learning environment where students are actively involved in becoming successful lifelong learners and challenged to reach their fullest potential.

EHIS Vision Statement

Our vision at EHIS is to provide students with every necessary resource and opportunity available in order to achieve a high level of academic performance that embodies a high performing school.

East Hickman Intermediate School Beliefs

- We believe all students can learn.
- We believe each student is a valued individual with unique abilities and needs.
- We believe that the educational success of each student requires a combined effort of the family, the school, and the community.
- We believe a student's self-esteem is raised by positive relationships and mutual respect among students and staff.
- We believe lessons should be designed for all learning styles.
- We believe learning should be developmentally appropriate for all students.
- We believe each student should demonstrate understanding of essential knowledge and skills and be actively involved in solving problems and producing quality work.
- We believe each student should be challenged to reach his/her fullest potential.
- We believe students should apply their learning to real life.
- We believe that students learn best when given an active role in the learning process.
- We believe a safe and physically comfortable environment promotes student learning.

Hickman County School System

115 Murphree Avenue
Centerville, TN 37033
Central Office: 931-729-3391
FAX: 931-729-3834

Hickman County Board of Education

Mr. John Mullins - Director of Schools

Board Members:

Doug Lane
Tim Hobbs
Sherri Baker
Tabitha Cude
Pippa Taylor
Christy Mays
Jane Herron

Hickman County Schools Mission & Vision Statements

Mission:

The Hickman County School System exists to engage and develop the mind, body, and character of every student for success in education, work, and life.

Vision:

We engage and inspire our students from start to finish by setting high expectations for both students and adults. Every student is valued by teachers, leaders, and support staff who provide each one access to instruction and support.

To view all School Board Policies, visit the link below:

<https://tsba.net/hickman-county-board-of-education-policy-manual/>

EHIS SCHOOL STAFF LIST

2025-2026



Kathy Dick, Principal
Sara Burlison, Assistant Principal

3rd Grade

Chenille Bonin - Science/SS
Cheryl Kiessling - Math
Celine Powell - ELA
Kathryn Rose - ELA
Elizabeth Odom - Math

4th Grade

Kelly Cochran - ELA
Eden Creasy - Math
Shelby Bentley - ELA
Michael Hanes - Math
Tiffany Semore - ELA
Dillon Shelby - Math

5th Grade

Sandra Schumann - Science/SS
Lori Isbell - Math
Tonda Gainey - ELA
Diana Lankford - Math
Nicki Jenkins - ELA
Tonia Breece - Science/SS

SPED Teachers

Sandy Pape - 3rd Sped
Lisa McFarlin, 4th Sped
Donna Qualls, 5th Sped
Levi Griego, ELC

Office Staff

Lauren Johnson - Attendance Clerk
Lindsey Deal - Bookkeeper

SRO

Rachel McCauley

Enrichment

Dereck Hale - Library Media Specialist
Michelle Lambert - Guidance
Leah Isenberg - Music
Pat Qualls - Art
Abby Beard - PE
Deana Graham - STEM

RTI/Title

Nick Simmons - Title Interventionist
Cassie Hale - RTI Math
Kim Smith - RTI Math/Reading
Frances Hobbs - RTI Reading (PT)
Wynona Constance - RTI Reading (PT)

Educational Assistants

Jill Atchison - 3rd Sped
Kari Thomason - 4th Sped
Crystal Adcock - 5th Sped
Rhonda Deal - Regular Ed
Jennifer Morgan - 1 on 1
Shelby Frizzell - ELC
Hillarie Barber - ELC

Shared Staff

Danielle Yates - Nurse
Debbie Gross - Gifted
Nancy Harvill - Speech
Hannah Redden - PE

EHIS Staff Email

Administration/Office

Kathy Dick (Principal) – kathy.dick@hickmank12.org
Sara Burlison (Assistant Principal) – sara.burlison@hickmank12.org
Lauren Johnson (Attendance) - lauren.johnson@hickmank12.org
Lindsey Deal (Bookkeeper) - lindsey.deal@hickmank12.org
Rachel McCauley (SRO) - rachel.mccaluley@hickmank12.org
Danielle Yates (Nurse) - danielle.yates@hickmank12.org

3rd Grade Teachers

Chenille Bonin (Science/SS) – chenille.bonin@hickmank12.org
Kathryn Rose (ELA) – kathryn.rose@hickmank12.org
Cheryl Kiessling (Math) – cheryl.kiessling@hickmank12.org
Elizabeth Odom (Math) – elizabeth.odom@hickmank12.org
Celine Powell (ELA) – celine.powell@hickmank12.org

4th Grade Teachers

Kelly Cochran (ELA/SS) – kelly.cochran@hickmank12.org
Eden Creasy (Math/Science) – eden.creasy@hickmank12.org
Michael Hanes (Math/SS) – michael.hanes@hickmank12.org
Shelby Bentley (ELA/Science) - shelby.bentley@hickmank12.org
Dillon Shelby (Math/Science) – dillon.shelby@hickmank12.org
Tiffany Semore (ELA/SS) – tiffany.semore@hickmank12.org

5th Grade Teachers

Tonda Gainey (ELA) - tonda.gainey@hickmank12.org
Lori Isbell (Math) - lori.isbell@hickmank12.org
Sandra Schumann (Science/SS) – sandra.schumann@hickmank12.org
Diana Lankford (Math) – diana.lankford@hickmank12.org
Nicki Cole (ELA) - lora.cole@hickmank12.org
Tonia Breece (Science/SS) – tonia.breece@hickmank12.org

Special Education

Sandra Pape (3rd Grade SPED) – sandra.pape@hickmank12.org
Lisa McFarlin (4th Grade SPED) – lisa.mcfarlin@hickmank12.org
Donna Qualls (5th Grade Sped) – donna.qualls@hickmank12.org
Levi Griego (ELC) – levi.griego@hickmank12.org

Debbie Gross (Gifted) – debbie.gross@hickmank12.org
Nancy Harvill (Speech) - nancy.harvill@hickmank12.org

Interventionists

Wynona Constance (RTI Reading) – wynona.constance@hickmank12.org
Cassie Hale (RTI Math/504 Coordinator) - cassie.hale@hickmank12.org
Frances Hobbs (RTI Reading) – frances.hobbs@hickmank12.org
Nick Simmons (Title Interventionist) – nicholas.simmons@hickmank12.org
Kim Smith (RTI Reading/Math) – kimberly.smith@hickmank12.org

Enrichment

Deana Graham (STEM)- deana.graham@hickmank12.org
Dereck Hale (Library) – dereck.hale@hickmank12.org
Michelle Lambert (Guidance) – michelle.lambert@hickmank12.org
Leah Isenberg (Music)- leah.isenberg@hickmank12.org
Patricia Qualls (Art) – patricia.qualls@hickmank12.org
Abby Beard (PE) - abigail.beard@hickmank12.org
Hannah Redden (PE) - hannah.redden@hickmank12.org

Educational Assistants

Jill Atchison (3rd Grade Sped) – jill.warren@hickmank12.org
Shelby Frizzell (ELC) - shelby.frizzell@hickmank12.org
Hillarie Barber (ELC) - hillarie.barber@hickmank12.org
Rhonda Deal (Regular Ed) – rhonda.deal@hickmank12.org
Kari Thomason (4th Grade Sped) – kari.thomason@hickmank12.org
Crystal Adcock (5th Grade Sped) - crystal.adcock@hickmank12.org
Jennifer Morgan (1 on 1) - jennifer.morgan@hickmank12.org

Please review the following information carefully as this handbook provides detailed information regarding all East Hickman Intermediate School policies and procedures. If you should have questions or concerns about the procedures outlined in this handbook, please feel free to contact a teacher, counselor, or administrator for an explanation.

ARRIVAL / DISMISSAL

The school day at East Hickman Intermediate School begins at 8:00 a.m. and ends at 3:00 p.m. Students may begin to arrive at our school as early as 7:00 a.m. Please do not leave students unattended in front of the school. Students arriving before 7:30 should report to the cafeteria until 7:30. Students who arrive after 8:00 a.m. are tardy and must report to the front office accompanied by a parent to sign them in.

Car riders will be dismissed beginning at 2:45 p.m. and parents should form a single car line directly in front of the school to wait for students. Parents who arrive early must remain in their vehicle. If you need to enter the front lobby to check your student out, please park in a parking space (do not park in the car rider line). Bus riders students will begin dismissal at approximately 3:00. All students must be picked up no later than 3:15 p.m.

ATTENDANCE (Board Policy 6.200)

Attendance is a key factor in student achievement and therefore, students are expected to be present each day school is in session. The official school day for students begins at 8:00 a.m. and continues until 2:45 p.m. unless otherwise noted on the board approved school calendar. Students will be counted tardy if they arrive after 8:00 a.m. and leave prior to 2:45 p.m. Tardies add up and will eventually be counted as a whole day absent.

When a student is absent, parents will be requested to provide either a written parent excuse explaining the absence or provide a doctor's note. Medical staff may fax excuse notes directly to our school using fax #: 931-701-2219.

School attendance is arguably one of the most important indicators of school success. Excessive absences from school represent lost instructional time for a student. Students cannot learn what they are not in attendance to learn.

The Hickman County School District will support satisfactory attendance for all students by:

- Establishing positive relationships with families
- Recognizing good and improved attendance
- Educate families about the importance of attendance
- Monitoring student absences

It is a parent or guardian's duty to monitor their student's school attendance and require their student to attend school. If the student is absent from school for an aggregate of five (5) days during the school year without adequate excuse, then the student is subject to the Hickman County School System's progressive truancy interventions outlined below. If continued unexcused absences occur, a referral to juvenile court will occur. The five (5) days of unexcused absences need not be five (5) consecutive days of unexcused absences.

Attendance Tier 1

Students who accumulate **3 unexcused absences or 5 or more unexcused tardies/leaving early** will be summoned, along with their guardian, to the school for an attendance meeting and placed into Tier 1. The first tier of progressive truancy interventions 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 student's parent or guardian, and an attendance officer, which shall include:
 - A specific description of the school's attendance expectations for the child;
 - The period for which the contract is effective, not to exceed ninety (90) school days, or the last day of the semester after the date the contract becomes effective, whichever comes first; and
 - Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court; and
 - Regularly scheduled follow-up meetings to discuss the student's progress;

If the student and family do not comply and further unexcused absences/tardies/leaving early occur, a referral to Tier 2 shall be made.

Attendance Tier 2

If a student accumulates **5 or more unexcused absences or 10 or more unexcused tardies/leaving early**, that student will begin Tier 2 intervention. The parent and student will be sent a summons to attend a meeting with the Truancy Council.

Tier 2 progressive truancy interventions shall include, in addition to the first tier, at least two (2) additional tiers of interventions that are applied if the student accumulates additional unexcused absences in violation of the attendance contract;

- An amended contract
- Review of grades and discipline record.
- Referral for a Restorative Justice Conference (parent and student must attend).
- Referral to school-based community services (i.e., MHC, Health-Connect America, TN Voice for Children, Parenting Classes, Teens in Action)
- An individualized assessment by a school employee of the reasons a student has been absent from school.

If the student and family do not comply and further unexcused absences/tardies/leaving early occur, a referral to Tier 3 shall be made.

Attendance Tier 3

If a student accumulates **10 or more unexcused absences or 20 or more unexcused tardies/ leaving early**, that student will begin Tier 3 intervention. The parent and student will be sent a summons to attend a meeting with the Truancy Council.

Tier 3 progressive truancy interventions shall include, in addition to Tier 1 and Tier 2 interventions,

- An amended contract among the school, student, and parent
- Additional referrals (Community Service, Health-Connect America, Mental Health Coop, After-School Programs)
- A referral to D.C.S.

If the student and family do not comply and further unexcused absences/tardies/leaving early occur, a referral to juvenile court will occur.

BREAKFAST/LUNCH

The cafeteria staff at EHIS strives to provide nutritious meals while meeting the Federal Guidelines and Regulations of the National School Lunch Program. Breakfast and lunch are offered daily. At this time breakfast and lunch are provided free to all students.

We encourage all parents to complete the free & reduced price meal application. This is how we will continue to qualify for free meals. Any questions concerning our breakfast or lunch programs should be directed to the cafeteria manager at 931-670-6696.

CHANGE OF ADDRESS/PHONE NUMBER

The office should be notified immediately of any change of address or phone number. During the school year many mailings are sent to the homes and an up-to-date roster is essential. It is also important that we have emergency phone numbers in case of an emergency involving a student.

COUNSELING SERVICES

EHIS implements a comprehensive guidance and counseling program. Our guidance counselor provides weekly classes to address academic, personal, and social development in our students. Our guidance counselor is also available to schedule individual and group counseling sessions as needed.

EMERGENCY DRILLS

Emergency drills will be conducted throughout the school year. These drills are intended to prepare everyone in the building for an emergency should it arise. Drills are to be taken seriously and students are expected to remain quiet and participate fully in emergency drill activities.

FACEBOOK AND SOCIAL MEDIA

Our school has a Facebook page that allows us to promote all of the positive happenings and learning that takes place here at EHIS. Please go on Facebook and like our page: **East Hickman Intermediate School** to enable you to view important school announcements, updates, events, and photos. Per school board policy 4.406, parents have the right to provide or deny permission for your child to appear in social media. A release form will be sent home at the beginning of each school year.

GRADING POLICY (Board Policy 4.600)

Grades given at the end of each nine-week period will be determined from daily work, written assignments, and tests. Semester grades will be determined by an average of grades for each of the nine-week periods. The final grade for the year will be determined by averaging the two semester grades. The basic grading system for subject area grades is expressed by numerical value. The numerical values are equivalent to the following letter grades:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

HEALTH SERVICES

Regular cleaning and disinfection protocols have been set in place for all classrooms and common areas. Proper handwashing and coughing etiquette will be taught to our students and will be required.

Cloth face coverings are optional for students and staff, but not required. Students with symptoms of illness will be placed in the sick clinic until a parent can pick them up. **A child who has had a fever should remain at home until all symptoms are absent for at least 24 hours.**

A part-time school nurse is employed by the Hickman County School System. The nurse provides state mandated health services such as vision, hearing, and maintenance of health records and immunizations. On an annual basis, 4th grade students will receive a vision and hearing screening. You will be notified of any deficiencies in these vision or hearing exams. The school nurse also provides routine classroom health checks and makes contact with parents regarding any health issues. She cares for students with injuries or illnesses that occur at school. Although a part-time nurse is on staff at East Hickman Intermediate, she may not take responsibility for evaluating signs of illness or injury that have occurred at home. These should be referred to your family doctor or an emergency room.

Please inform the school of any medical problems your child may have such as allergies, asthma, heart murmurs, seizures, etc. Be sure to provide the school with a current phone number and emergency numbers on the student registration form the first day of school. Notify the school of any changes throughout the school year.

Hickman County Schools 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. Because Hickman County exceeds this threshold, 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 will be implemented. 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. T.C.A. 49-6-1302

MEDICATION GUIDELINES

Medication will be administered at school only when the student's health requires that it be given during school hours. Medications should be given at home instead of at school when at all possible.

It is the parent/ guardian's responsibility to **BRING** a child's medication to school to the **front office** and to pick it up when no longer needed. A consent form must be filled out for each medication (prescription or over-the-counter) and signed by the parent. In some situations, the physician's signature may be required on the consent form for prescription medications. This will be left up to the discretion of the School Nurse. Medication will **not** be administered without this consent form properly completed. Consent forms are located in the front office and on the Hickman County School website: <http://hickmank12.org/coordinated-school-health>. (Medication refills do not require a new consent form each time they are brought unless there is a dosage or time change.)

Students should never be in possession of their medications (including over-the-counter meds of all kinds). This is for the safety of all students. Bringing medication on the bus is strictly forbidden. The

definition of “medication” includes oral medicines, medicated eye drops, ear drops, cough drops, creams, ointments, and herbal or homeopathic remedies.

Prescription medications must be brought by the parent or guardian in the original bottle or box with the **pharmacy label** attached. The prescription should be no more than one year old, as indicated by the original prescription date on the label.

Over-the-counter medications must be brought by the parent or guardian in the original manufacturer’s labeled-container on which the ingredients are listed. The student’s name should be written somewhere on the container.

EXCEPTION TO THE ABOVE RULES:

Tennessee State Law states that if a student uses an asthma inhaler or Epipen, which are considered to be emergency medications, the student may carry these medications on them or in their personal belongings, but **ONLY IF** a doctor’s statement allowing this for the current school year is received in the front office. This arrangement should be made and cleared with the front office before your child carries this medication at school. You may obtain a form in the front office or on the Hickman County School website: <http://hickmank12.org/coordinated-school-health>. The doctor and parent/guardian must sign to allow your child to legally carry his/her Epipen or inhaler for the current school year.

OFFICE OF COORDINATED SCHOOL HEALTH

Throughout the school year, the Hickman County School System, in conjunction with the state office of Coordinated School Health, will be performing the following health screenings:

Vision

Hearing

Blood Pressure

Height and Weight

All screenings will maintain strict adherence to the confidentiality of each child and adolescent screened. This is not a Well Child screening and there are no charges for these services. The screenings do not qualify as an examination but parents are encouraged to make sure your child has annual medical check-ups as well as bi-annual dental check-ups.

If we screen your child and find any alterations from a normal screening we will contact you concerning this manner but if you wish for your child to be excluded from any part of the Health screenings, please notify your child’s school.

Thank you,
Kara Hobbs, RDN, LD
931-729-7730

Tonya Daugherty, RN

Amy Gossett, RN
Centerville School Nurse
931-729-2212

Marla Beard, RN
East School Nurse
931-670-3044

PARENT NOTES

Please be sure to include your child's first and last name, home room teacher's name, and the date on any notes sent to the school from home including all bus notes, car rider notes, permission slips, notes to the teacher, etc.

PROMOTION and RETENTION (Board Policy 4.603)

Students will normally progress annually in sequential order from grade to grade. The professional staff will place students at the grade level best suited to them academically, socially and emotionally. Retention may occur when, in the judgment of the teacher, such retention is in the best interest of the student. Decisions to retain are subject to review and approval of the principal after consultation with the teacher. However, no student enrolled in the third grade shall be promoted unless the student has shown a basic understanding of curriculum and ability to perform the skills required in the subject of reading as demonstrated by the student's grade or standardized test results. This requirement shall not apply to students who are participating in a Board approved research-based intervention prior to the beginning of the next school year or to students who have IEPs.

Students not making adequate progress in meeting grade level standards will be identified as early in the school year and in their school career as practicable. The primary measure of student achievement should be the determination of mastery of the objectives and accomplishments as set forth in the Tennessee State Standards. However, factors which must be considered in promoting or retaining a student include the child's ability level, achievement, attendance and maturity.

Official written notification of student progress is made by signed and returned progress reports. Parents shall be notified by the teacher(s) in writing of the need to schedule a conference to discuss a student's need for improvement if a student's academic performance puts him/her at risk of repeating a grade or course. Teachers must request a meeting with the parents of students who are at risk of not meeting the standards of promotion no later than the end of the third nine weeks for students in grades in K-8.

Retention decisions may be made when; in the judgment of the teacher, parent/guardian, and principal such retention is in the best educational interest of the student. The ultimate authority rests with the principal when there is a dispute over whether the student should be retained. For more information on retention/promotion, please see Board Policy 4.603.

REPORT CARDS

Formal report cards containing an evaluation of student progress and attendance are sent home each nine weeks. They are to be signed by the parent/guardian and returned to the teacher within a reasonable amount of time. At the end of the school year, if your child has any outstanding balances with the school, the report card will be held in the front office until all debts are paid.

SCHOOL RESOURCE OFFICER

Local law enforcement has placed a uniformed school resource officer at EHIS each day. Our school resource officer makes presentations to classrooms, serves as a resource to students, staff, and parents, and assists in mediations.

SKYWARD

Hickman County Schools uses Skyward to provide parents with online access to their child's information, grades, assignments, and attendance. Please contact our school's front office if you do not already have access to Skyward.

STUDENT DRESS CODE

Student dress will not be detrimental to the educational environment or public image of the school. Any form of hair style, hair color, or dress which is considered contrary to good hygiene, distracting or disruptive in appearance, or detrimental to the educational process will not be permitted. All final decisions regarding the dress code of any student will be left to the discretion of the administration.

- Shoes must be worn at all times. Shoes with wheels pose a threat to student safety and may not be worn to school.
- The trunk of the body should be entirely covered from the shoulders to the point of the legs 3 inches above the center of the kneecap.
- Spaghetti straps, halter tops, bare shoulders, bare backs, low necklines, etc. are not appropriate for school.
- No clothing with sexual, immoral, profane, drug/alcohol related, gang related, or suggestive imprints may be worn to school.
- Pajamas/house shoes may not be worn to school (except on days designated by the school administration)
- Hats or bandanas of any kind may not be worn (without prior administrative approval).
- Covering the trunk of the body includes making sure that:
 1. There shall be no holes in pants above the knee. Holes in the pants above the knee shall be patched with similar or like material of the pants;
 2. Underclothing is not exposed by slits or holes;
 3. No part of the body between shoulders and mid thigh shall be exposed; and
 4. Leggings and other compression-style garments may be worn so long as an opaque top garment covers the private body parts.

To help students understand the importance of adhering to the dress code at school, we ask that all family members visiting the school or attending school functions comply with the dress code.

STUDENT PERSONAL COMMUNICATION AND ELECTRONIC DEVICES (Board Policy 6.312)

Students may not visibly display or turn on any communication or electronic device during regular school hours. If a device is brought to school by a student, it should remain in the student's backpack in "Power Off" mode. At no time shall the school be responsible for theft, loss or damage to devices that are brought on school property.

TOBACCO-FREE SCHOOLS (Board Policy 1.803)

All uses of tobacco, electronic/battery operated devices, vapor products, and all other associated paraphernalia are prohibited in all of the school district's buildings and in all vehicles that are owned, leased, or operated by the district. Smoking and vaping shall be prohibited in any public seating areas including, but not limited to, bleachers used for sporting events or public restrooms.

Employees and students in the school district will not be permitted to use these products while they are participants in any class or activity in which they represent the school district.

Signs will be posted throughout the district's facilities to notify students, employees, and all other persons visiting the school that the use of these products is forbidden. The following notice shall be prominently posted (including at each ticket booth) for elementary or secondary school sporting events: *Smoking is prohibited by law in seating areas and in restrooms.*

VISITORS

To ensure the safety of all students, any parent, family member, or other visitor entering the school must report to the office to receive a visitor pass. Make sure to have a photo I.D. available. Instructional time is very important for the success of each student. Uninterrupted instruction time will be highly promoted throughout the school year. Please arrange any visits for parties or other special occasions with your child's teacher prior to the visit. If you wish to meet with a teacher regarding your child's progress, please make arrangements with the teacher prior to your visit. If you need to come into the building to check your child in late or pick up early, you may do so at the lobby window.

ZERO TOLERANCE

In order to ensure a safe and secure learning environment, the following offenses will not be tolerated:

WEAPONS & DANGEROUS INSTRUMENTS

Students shall not possess, handle, transmit, use, or attempt to use any dangerous weapon in school buildings or on school grounds at any time, or in school vehicles and/or buses, or off the school grounds at a school sponsored activity, function, or event. Dangerous weapons for the purposes of this policy shall include, but are not limited to: A firearm or anything manifestly designed, made or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury. Violators of this section shall be subject to suspension and/or expulsion from school.

FIREARMS (as defined in 18 U.S.C. § 921)

In accordance with state law, any student who brings or possesses a firearm on school property shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

DRUGS

In accordance with state law, any student who unlawfully possesses any drug including any controlled substance or legend drug shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

BATTERY

In accordance with state law, any student who commits battery upon any teacher, principal, administrator, any other employee of the school, or school resource officer shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

When it is determined that a student has violated this policy, the principal of the school shall notify the student's parent or guardian and the criminal justice or juvenile delinquency system as required by law.

Hickman County School District Annual Notice of Nondiscrimination

The school district does not discriminate on the basis of race, color, national origin, sex, age, or disability in matters affecting employment or in providing access to programs and services. The following person has been designated to handle inquiries and complaints regarding nondiscrimination policies and to coordinate compliance efforts:

Name: Becky Malugin

Title: At-Risk Coordinator

Address: 115 Murphree Avenue, Centerville, TN 37033

Telephone: (931)729-3391 Ext 2227

Email: becky.malugin@hickmank12.org

Inquiries or complaints may also be directed to the Office for Civil Rights, U.S. Department of Education, 400 Avenue S.W., Washington D.C. 20202, or by calling (800) 421-3481 or (877) 521-2172 (TTY). 00Sec504-A1 (Rev. 04/12-US) 2012 TransACT Communications, Inc. 981218

DISCRIMINATION IS AGAINST THE LAW

TITLE VI	TITLE IX	SECTION 504	ADA/Title II
Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in all programs or activities receiving Federal financial assistance. 34 C.F.R. Part 100	Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in all programs or activities that receive Federal financial assistance. 34 C.F.R. Part 106	Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in all programs or activities that receive Federal financial assistance. 34 C.F.R. Part 104	Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability by public entities. 28 C.F.R. Part 35

Title VI & IX Complaints

Julia Thomasson

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Becky Malugin

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Section 504 Complaints

Ashley Totty

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ADA Complaints

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Parent and Family Engagement Policy

The Purpose

EHIS's Parent & Family Engagement Policy was constructed to encourage family engagement, create a common vision among children, families, teachers, community members, and administrators.

Standard 1: Welcoming ALL Families

We want to welcome and value families, teachers, and administrators in the planning, revision, and carrying out of programs, communication, and meetings to make the atmosphere at EHIS a positive, welcoming, and safe learning environment. We have phone conferences when needed, two scheduled Parent-Teacher conferences, and annual 504 and IEP Meetings. We have Open House, Orientations, and Family Nights. Leadership Committees meet monthly. Families may access and/or communicate through EHIS's website, electronic marquee, Facebook, Remind, Sky Alert, Skyward, cell phone texts, email messages, newsletters, and surveys.

Standard 2: Communicating Effectively

We include technical assistance for readily available communication for families, teachers, community members, administrators and staff. Families receive communications via EHIS's website, electronic marquee, Facebook, Remind, Sky Alert, Skyward, email messages, cell phone texts, and phone calls. Information related to school programs, meetings, and other activities is shared with families in a language the families can understand.

Standard 3: Supporting Student Success

We encourage regular opportunities for families to strengthen their knowledge and skills to help their children to succeed academically. Fall/Spring Family Nights have book fairs, prizes, games, and family workshops to help educate families on learning strategies and curriculum. Families are invited to serve as members of the School-wide Leadership Committee and can bring any concerns relating to the education of their children. The purpose of scheduled or requested Parent-Teacher Conferences, 504 meetings, and IEP meetings are to discuss the child's progress, share concerns, and make suggestions between families and teachers. Newsletters from administrators are sent home regarding end-of-year testing and outlining how families can help prepare their child. An Open House and Orientation are provided to help explain how the school functions. Explanations of the curriculum, forms of assessments, and achievement levels are communicated to families. An annual meeting with flexible and varied times is held to inform families of the school's participation in and explain requirements of Title I.

Standard 4: Speaking Up for Every Child

We provide information to families to enable them to be advocates for children, ensuring fairness and equal opportunities in the children's education. School and district calendar of events are given to families telling of yearly events. Sign-in sheets, meeting agendas, and minutes are kept on file to assess family participation. Reasonable opportunities are provided for families with limited English proficiencies and/or disabilities. Family members have the opportunity to be a part of the Leadership Team and School Improvement Planning.

Standard 5: Sharing Power

We strive to have family involvement in the making of policies, procedures, and activities planning. Families are invited to serve as members of the School-Wide Leadership Committee and are able to bring any concerns relating to the education of their children. We make Family-School Compacts and surveys to gain insight from all stakeholders. There is a Suggestion Corner at Open House/Orientation and Family

Nights where families can voice praises, concerns, and opinions written and verbally. Families are included in committee meetings to review/revise the Family Engagement Policy and the School Improvement Plan.

Standard 6: Collaborating with Community

We reach out to the community, students, families, and staff by expanding our learning opportunities, community services/events, and civic participation. Surveys are sent to all stakeholders for the purpose of using data to plan the next year. Families are able to eat lunch with their children. Each classroom is adopted by a community organization who provides support throughout the year. Local churches make weekend snack bags for eligible students. Read 20 is a video-promoted program set up at local parks and other establishments where people can receive free books to READ 20 minutes with their children. During our annual Career Day, a wide range of careers are brought on-site where children engage and interact with community members. Hickman County 4-H agent provides monthly instruction to 4th and 5th grade students, and our students interact with high school 4-H members. Community members, family members, and district employees are proctors during our TCAP TNReady testing.

School-Family Compact

The School-Family Compact has outlined how families, the school staff, and students will share the responsibility for improving student academic achievement. The purpose of this compact is to develop a partnership to connect learning at home and learning at school.

I, as a teacher at East Intermediate, will strive to:

- Provide high quality curriculum and instruction to enable students to meet academic achievement standards.
- Determine each student's educational needs and adjust instruction to accommodate those needs.
- Have high expectations for myself, students, and other staff members.
- Have an annual meeting to review the School-Family Compact and school-level Family Engagement Policy.
- Hold parent-teacher conferences twice a year and more often if needed.
- Maintain open lines of communication with students and families.
- Provide frequent progress reports to families.
- Provide opportunities for families to volunteer at school.
- Show respect and caring for all students and provide a safe environment.

We, as family, will strive to:

- See that my child attends school regularly and is on time with his/her supplies and dressed in proper school attire.
- Monitor my child's homework.
- Check with my child for information sent home, promptly read it and sign it.
- Attend school functions and parent-teacher conferences.
- Encourage the positive use of leisure time.
- Provide a quiet place for my child to complete homework assignments, study, and read.
- Communicate with the teacher frequently to find out how my child is doing in school.

I, as a student at East Intermediate, will strive to:

- Come to school prepared with my homework and supplies and dressed in proper school attire.
- Show respect for myself, my school, and other people.
- Work to resolve conflicts in positive, nonviolent ways.
- Work hard to do my best in class.

Discipline Policy

At East Hickman Intermediate School, we strive to conduct discipline in a positive manner. We believe that good behavior can be achieved through praise and rewards, although certain inappropriate behaviors do come with consequences. We have revised our school-wide behavior expectations to ensure continued success. Parents and students should review the East Hickman Intermediate School Rules and Behavior Matrix on the next few pages and discuss student expectations with your child.

The Eagles Way: SOAR

S: Show Up <ul style="list-style-type: none">• Come prepared, stay focused, participate, and have a good attitude• "I will show up in life ready to take on the day's successes and challenges. I choose to be present physically and mentally in everything I do."
O: Own It <ul style="list-style-type: none">• Make good choices, be responsible for my actions and attitude, and let go and move on.• "I am in charge of what I think, say, and do. I am responsible for me!"
A: Achieve <ul style="list-style-type: none">• Do my personal best, use perseverance, set high expectations, and be part of something bigger than myself.• "I set high academic and personal goals and work to not only accomplish, but exceed them. I will do my personal best in all aspects of life."
R: Respect <ul style="list-style-type: none">• Be safe, do the right thing, and treat people right.• "I treat everyone and everything with integrity. I show respect for my school, fellow students, teachers, family, community, and myself"

REWARDS

Students that follow the behavior expectations at EHIS will have the privilege to participate in reward activities throughout the year. These students can look forward to reaping the rewards of their hard work and thoughtfulness toward others.

Students will be rewarded for good behavior through a variety of ways:

- Fun Fridays
- Complement Chains
- Cafeteria treats
- Notes/phone calls home
- 9 Weeks Reward Activities
- Other decided upon by the school/grade level

EHIS Behavior Matrix

	Expected Behavior	Level 1 Behavior <u>Warning/Reteach</u> Teacher handled, Marked behavior and documented	Level 2 Behavior <u>CDR</u> Teacher handled, Communication home, Teacher handled consequence	Level 3 Behavior <u>ODR</u> Office referral with documentation/ office notification. Student sent to the office
Language/ Gestures	Language that is socially appropriate and respectful	Offensive remarks or gestures in a casual manner Inappropriate sexual connotations Putdowns to a particular subgroup	Repeated pattern of inappropriate language and/or gestures	Swearing used to harass or intimidate Threatening remarks with intent to harm
Fighting/ Physical Contact	Respect for others' personal space Walking away from and reporting possible conflicts	Horseplay Disrespecting personal space - unwanted nonaggressive touches PDA-hand holding or hugging	Pre-fight, aggressive posturing, wrestling, bumping into other students, encouraging others to fight Repeated pattern of unwanted touching	Fighting, Hitting, Kicking Spitting on someone Any physical contact with intent to bodily harm PDA-kissing or sexually inappropriate touches
Defiance/ Disrespect/ Noncompliance	Acting in a cooperative manner, respectful to school and classroom expectations, responding appropriately when addressed	Passive refusal to participate Extremely slow in response to request Noncompliance with classroom rules	Ignoring reasonable request to stop Overt refusal to participate Refusing to follow directions	Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation
Disruption	Cooperative behaviors Respectful talk Contributing appropriately to the classroom discussion and activities	Noise making Loud talking Attention-getting behaviors-silly answers, intentionally disrupting instruction and others Cell phone use (1st offense teacher confiscated-return at the end of day)	Repeated patterns of any disruptive behaviors Cell phone used during the school day. (2nd offense phone sent to office, can be picked up at end of day)	Repeated disruptive behavior that stops the learning in class. Defiant repetition of behavior following correction Repeated cell phone use (3+ offense - phone sent to office and parent must pick up)
Harassment/ Teasing/ Taunting	Language that honors and validates others Shows respect for differences	Annoying on purpose Name-calling Laughing, pointing, whispering with intent to tease/taunt	Targeted insults/actions Threatening and/or disrespectful body language/posturing Repeated incidents of level 1 behaviors	Derogatory remarks in regard to race/socio-economic status/gender/ religion/disability/ethnicity/sexual orientation/culture; Pattern of bullying/intimidation Repeated pattern of level 1 and 2 offenses
Property Damage	Respect personal and school property Use equipment in an appropriate manner Return items to appropriate places	Not returning items to appropriate places Inappropriate use of school property without damage	Thoughtlessly damaging property Accidental property damage due to inappropriate behavior	Theft, purposefully damaging or defacing property Repeated pattern of level 1 and 2 offenses

Lying/ Cheating/ Theft	Honesty and respect for others and other people's belongings	Borrowing without asking Lying	Taking another's property - 1st offense Cheating - 1st offense Repeated pattern of lying	Taking another's property - 2nd+ offense Refusing to return items Cheating 2nd+ offense
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CONSEQUENCES

Inappropriate behavior will lead to consequences. Consequences include but are not limited to:

- Phone call home
- Placement in an alternative classroom for a period of time
- Inability to participate in non-academic activities
- Loss of privileges and/or rewards
- **CDR:** A CDR (Classroom Discipline Referral) may be issued for the following: inappropriate language, defiance, classroom disruptions, school property misuse, teasing, taunting, lying, or cheating.
- **ODR:** An ODR (Office Discipline Referral) may be issued for the following: repeated offenses, stealing, defacing property, repeated defiance, harassment/bullying, and any behaviors that endanger others.

The following would result in immediate action by the principal which could include automatic in-school suspension, out of school suspension, or possible expulsion from school:

- fighting/assault/battery
- bomb threats
- possession/use/transfer of a dangerous weapon
- vandalism
- arson
- selling/possessing an unauthorized substance
- vaping

Classroom Disciplinary Report (CDR)

1st Incident - Conference with Student, Provide a Classroom Intervention, Issue a CDR (document date, time, and behavior)

2nd Incident of the Same Behavior - Conference with Student, Contact Parent (required), Provide a Classroom Intervention, and Issue a CDR (document date, time, and behavior)

3rd Incident of the Same Behavior - Issue a CDR (document date, time, and behavior) and Report to Administration. An ODR May Be Issued.

Classroom Interventions

- | | |
|----------------------------|---------------------------------------|
| • Re-Teach Expectations | • Think Time/Recovery/Calm Down Space |
| • Change Seat | • Remove Distractions |
| • Curricular Modifications | • Reminders/Prompts/Cues |
| • Student Conference | • Provide Choices |
| • Parent Conference | • Loss of Reward or Privileges |
| • Verbal Praise/Reprimand | • Teacher/student Idea |

Office Disciplinary Report (ODR)

1. Teacher Refers Student to Administration.
2. Administrator Investigates and Determines if an ODR (as well as any other consequences) are needed.
3. Administrator Notifies Student and Teacher of Consequences.
4. Administrator Provides the Teacher and Parent/Guardian with a Copy of the ODR.
5. Teacher or staff issuing the ODR notifies the parent.

Tennessee Comprehensive Assessment Program (TCAP) Calendar 2025-26 School Year

Required TCAP Assessments

Assessment Name	Administration	Administration Window	Raw Scores Available By
TCAP End-of-Course (EOC)	Fall	December 1-18, 2025	TBD
TCAP Achievement (ACH) Grades 3-5 (Paper-Based)	Spring	April 13 - May 1, 2026	May 20, 2026
TCAP ACH Grades 6-8 and TCAP EOC (Computer-Based)	Spring	April 13 - May 5, 2026	May 20, 2026
TCAP-Alternate Science & Social Studies (Alt) Grades 3-8 and EOC	Spring	March 9 - April 24, 2026	N/A
TCAP-Alt ELA & Math	Fall	September 8 - December 19, 2025	N/A
TCAP-Alt ELA & Math	Spring	February 2 - May 15, 2026	N/A
TCAP Grade 2 (Optional)*	Spring	April 13 - May 1, 2026	May 20, 2026
TCAP Grade 2-Alt (Optional)*	Spring	March 9 - April 24, 2026	N/A

*Participation in the Grade 2 assessment is a district option and includes both the general education and alternate assessments.

Other Assessment Dates

Assessment Name	Administration	Administration Window
ACT	Fall 2025 Senior Retake	First Window: September 30, October 1-3 & 6-10 Second Window: October 14-17 & 20-24 Third Window: October 28-31, November 3-7
National Assessment of Educational Progress (NAEP)**	Spring	January 27 - March 7, 2026
English Learners Assessment	Spring	February 2 - March 27, 2026
ACT	Spring 2026 Junior Testing	First Window: March 10-13 & 16-20 Second Window: March 24-27 & 30-31, April 1-3 Third Window: April 7-10 & 13-17*

* The ACT dates the week of April 13-17 overlap with the first week of the spring EOC administration window.

**Only a small subset of schools will be selected for national and international assessments administered by the National Center for Education Statistics (NCES). Districts will be notified of selections in Summer 2025.

Assessment Calendar Expectations

This calendar has been developed in accordance with Tennessee Code Annotated 49-6-6001(f) and 49-1-617(b) requiring the Commissioner of Education to create a testing window that maximizes instructional time and returns raw scores before the end of the instructional term. Local Education Agency (LEA) instructional calendars may vary and are at the discretion of local boards of education. LEAs have the flexibility to determine local testing schedules that fall within available administration windows.

No later than July 31 of each year, each LEA must post on its website information about state mandated tests and tests mandated by the LEA that will be administered in the upcoming school year, as required by Tennessee Code Annotated 49-6-6007. Publicly posted information shall include the name of each test to be given, the purpose and use of the tests, the grade or class in which the tests are to be administered, the dates on which the tests will be administered, and how and when parents and students will be informed of all test results. LEAs are also required to disseminate the testing information to parents by placing the information in each school's student handbook, or other standard or policy guidebook that contains the policies and procedures of the school and is distributed annually. Specific information on the dates associated with preparations, data validation, and results returns for each state-administered assessment in this calendar document can be found in the *Assessment Milestones* document, which will be available in August. This calendar document includes dates provided by third-party assessment administration contractor(s) and is subject to change.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Hickman County Board of Education

	Descriptor Term: Student Discrimination/Harassment and Bullying/Intimidation and Cyberbullying	Descriptor Code: 6.304	Issued Date: 04/03/23
		Rescinds: 6.304	Issued: 02/01/21

The Hickman County Board of Education has determined that a safe, civil, and supportive environment in school is necessary for students to learn and achieve high academic standards. In order to maintain that environment, acts of bullying, cyber-bullying, discrimination, harassment, hazing or any other victimization of students, based on any actual or perceived traits or characteristics, are prohibited.¹

This policy shall be disseminated annually to all school staff, students, and parents.² This policy shall cover employees, employees' behaviors, students and students' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop. If the act takes place off school property or outside of a school-sponsored activity, this policy is in effect if the conduct 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.

Building administrators are responsible for educating and training their respective staff and students as to the definition and recognition of violations of this policy.³

DEFINITIONS⁴

Bullying/Intimidation/Harassment - An act that substantially interferes with a student's educational benefits, opportunities, or performance, and the act has the effect of:

- Physically harming a student or damaging a student's property;
- Knowingly placing a student or students in reasonable fear of physical harm to the student or damage to the student's property;
- Causing emotional distress to a student or students; or
- Creating a hostile educational environment.

Bullying, intimidation, or harassment may also be unwelcome conduct based on a protected class (race, nationality, origin, color, gender, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

Cyber-bullying - A form of bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, text messaging, emails, social networking sites, instant messaging, videos, web sites or fake profiles.

Hazing - An intentional or reckless act by a student or group of students that is directed against any other student(s) that endangers the mental or physical health or safety of the student(s) or that induces or coerces a student to endanger his/her mental or physical health or safety. Coaches and other employees of the school district shall not encourage, permit, condone or tolerate hazing activities.

"Hazing" does not include customary athletic events or similar contest or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.⁵

COMPLAINTS AND INVESTIGATIONS

Any individual who has knowledge of behaviors that may constitute a violation of this policy shall promptly report such information to the principal/designee.⁶

Alleged victims of the above-referenced offenses shall report these incidents immediately to a teacher, counselor or building administrator.³ All school employees are required to report alleged violations of this policy to the principal/designee. All other members of the school community, including students, parents, volunteers, and

visitors, are encouraged to report any act that may be a violation of this policy.

While reports may be made anonymously, an individual's need for confidentiality must be balanced with obligations to cooperate with police investigations or legal proceedings, to provide due process to the accused, to conduct a thorough investigation or to take necessary actions to resolve a complaint, and the identity of parties and witnesses may be disclosed in appropriate circumstances to individuals with a need to know.

The principal/designee at each school shall be responsible for investigating and resolving complaints. Once a complaint is received, the principal/designee shall initiate an investigation within forty-eight (48) hours of receipt of the report.⁴ If a report is not initiated within forty-eight (48) hours, the principal/designee shall provide the director of schools with appropriate documentation detailing the reasons why the investigation was not initiated within the required timeframe.⁷

The principal/designee shall notify the parent/legal guardian when a student is involved in an act of discrimination, harassment, intimidation, bullying, or cyber-bullying. The principal/designee shall provide information on district counseling and support services. Students involved in an act of discrimination, harassment, intimidation, bullying, or cyber-bullying shall be referred to the appropriate school counselor by the principal/designee when deemed necessary.⁸

The principal/designee is responsible for determining whether an alleged act constitutes a violation of this policy, and such act shall be held to violate this policy when it meets one of the following conditions:

It places the student in reasonable fear or harm for the student's person or property;

It has a substantially detrimental effect on the student's physical or mental health;

It has the effect of substantially interfering with the student's academic performance; or

It has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Upon the determination of a violation, the principal/designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. All investigations shall be completed and appropriate intervention taken within twenty (20) calendar days from the receipt of the initial report.⁷ If the investigation is not complete or intervention has not taken place within twenty (20) calendar days, the principal/designee shall provide the director of schools with appropriate documentation detailing the reasons why the investigation has not been completed or the appropriate intervention has not taken place.⁷

RESPONSE AND PREVENTION¹⁰

School administrators shall consider the nature and circumstances of the incident, the age of the violator, the degree of harm, previous incidents or patterns of behavior, or any other factors, as appropriate to properly respond to each situation.

A substantiated charge against an employee shall result in disciplinary action up to and including termination. A substantiated charge against a student may result in corrective or disciplinary action up to and including suspension.

An employee disciplined for violation of this policy may appeal the decision by contacting the Federal Rights Coordinator or Director of Schools. Any student disciplined for violation of this policy may appeal the decision in accordance with disciplinary policies and procedures.

REPORTS

When a complaint is filed alleging a violation of this policy where there is physical harm or the threat of physical harm to a student or a student's property, the principal/designee of each middle school, junior high school, or high school shall report the findings and any disciplinary actions taken to the director of schools and the chair of the board of education.¹¹

By July 1 of each year, the director of schools/designee shall prepare a report of all of the bullying cases brought to the attention of school officials during the prior academic year. The report shall also indicate how the cases were resolved and/or the reasons they are still pending. This report shall be presented to the board of education at its regular July meeting, and it shall be submitted to the state department of education by August 1.¹²

The director of schools shall develop forms and procedures to ensure compliance with the requirements of this

policy and TCA 49-6-1016.

RETALIATION AND FALSE ACCUSATIONS

Retaliation against any person who reports or assists in any investigation of an act alleged in this policy is prohibited. The consequences and appropriate remedial action for a person who engages in retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.¹³

False accusations accusing another person of having committed an act prohibited under this policy are prohibited. The consequences and appropriate remedial action for a person found to have falsely accused another may range from positive behavioral interventions up to and including suspension and expulsion.¹⁴

Legal References

Cross References

1. TCA 49-6-4503(a), (b)(3); 20 USCA §§ 1681 to 1686
2. TCA 49-6-4503(b)(11)
3. TCA 49-6-4503(b)(12)
4. TCA 49-6-4503(b)(2), (13)
5. TCA 49-2-120
6. TCA 49-6-4503(b)(5)
7. TCA 49-6-4503(b)(6)
8. TCA 49-6-4503(b)(14)
9. 20 USCA § 1232g
10. TCA 49-6-4503(b)(4), (7)-(8)
11. TCA 49-6-4503(d)(3)
12. TCA 49-6-4503(c)(2)(B)
13. TCA 49-6-4503(b)(9)
14. TCA 49-6-4503(b)(10)

Appeals to and Appearances Before the Board 1.404

Section 504 and ADA Grievance Procedures 1.802

Staff-Student Relations 5.610

Student Goals 6.100

Title IX & Sexual Harassment 6.3041

Code of Conduct 6.300

Student Concerns 6.305

Reporting Child Abuse 6.409

Emergency Contact Information 6.410

Student Suicide Prevention 6.415

Hickman County Board of Education

	Descriptor Term: Title IX & Sexual Harassment	Descriptor Code: 6.3041	Issued Date: 04/03/23
		Rescinds: 6.3041	Issued: 02/01/21

General

In order to maintain a safe, civil, and supportive learning environment, all forms of sexual harassment and discrimination on the basis of sex are prohibited.¹ This policy shall cover employees, employees' behaviors, students, and students' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop in accordance with federal law. This policy shall be disseminated annually to all school staff, students, and parent(s)/guardian(s).² The Title IX Coordinator as well as any personnel chosen to facilitate the grievance process shall not have a conflict of interest against any party of the complaint.³ These individuals shall receive training as to how to promptly and equitably resolve student and employee complaints.³

All employees shall receive training on complying with this policy and federal law.⁴

TITLE IX COORDINATOR⁵

The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of sexual harassment. He/she shall be kept informed by school-level personnel of all investigations and shall provide input on an ongoing basis as appropriate.

Any individual may contact the Title IX Coordinator at any time using the information below:

115 Murphree Ave.
931-729-3391

DEFINITIONS⁴

“Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Respondent” is an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” is conduct on the basis of sex that satisfies one or more of the following:³

1. A school district employee conditioning an aid, benefit, or service of an education program or activity on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
3. Sexual assault,⁶ dating violence,⁷ domestic violence,⁸ or stalking⁹ as defined in state and federal law.

Behaviors that constitute sexual harassment may include, but are not limited to:

1. Sexually suggestive remarks;
2. Verbal harassment or abuse;
3. Sexually suggestive pictures;
4. Sexually suggestive gesturing;
5. Harassing or sexually suggestive or offensive messages that are written or electronic;
6. Subtle or direct propositions for sexual favors; and
7. Touching of a sexual nature.

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

“Supportive measures” are non-disciplinary, non-punitive, individualized services and shall be offered to the

complainant and the respondent, as appropriate. These measures may include, but are not limited to, the following:

1. Counseling;
2. Course modifications;
3. Schedule changes; and
4. Increased monitoring or supervision.

The measures offered to the complainant and the respondent shall remain confidential to the extent that maintaining such confidentiality would not impair the ability of the school district to provide the supportive measures.

GRIEVANCE PROCESS

Upon learning of an instance of alleged sexual harassment, even if no formal complaint is filed, the Title IX Coordinator shall:

1. Promptly contact the complainant to discuss the availability of supportive measures;
2. Consider the complainant's wishes with respect to supportive measures;
3. Inform the complainant of the availability of supportive measures; and
4. Explain the process for filing a formal complaint.¹⁰

While the school district will respect the confidentiality of the complainant and the respondent as much as possible, some information may need to be disclosed to appropriate individuals. All disclosures shall be consistent with the school district's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action.

Disciplinary consequences or sanctions shall not be initiated against the respondent until the grievance process has been completed. Unless there is an immediate threat to the physical health or safety of any student arising from the allegation of sexual harassment that justifies removal, the respondent's placement shall not be changed.¹¹ If the respondent is an employee, he/she may be placed on administrative leave during the pendency of the grievance process.¹² The Title IX Coordinator shall keep the Director of Schools informed of any employee respondents so that he/she can make any necessary reports to the State Board of Education in compliance with state law.¹³

Complaints

Any individual who has knowledge of behaviors that may constitute a violation of this policy shall immediately report such information to the Title IX Coordinator, however, nothing in this policy requires a complainant to either report or file a formal complaint within a certain timeframe. If the complaint involves the Title IX Coordinator, the complaint shall be filed with the Director of Schools.

If a complaint involves allegations of child abuse, including child abuse on school grounds, appropriate notification shall be made per the board policy on reporting child abuse.

Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:¹⁴

1. Provide written notice of the allegations, and the grievance process to all known parties to give the respondent time to prepare a response before an initial interview;
2. Inform the parties of the prohibition against making false statement or knowingly submitting false information;
3. Inform the parties that they may have an advisor present during any subsequent meetings; and
4. Offer supportive measures in an equitable manner to both parties.

If the Title IX Coordinator dismisses a complaint, written notice, including the reasons for dismissal, shall be provided to both parties simultaneously.¹⁵

Investigations.¹⁶

The Complaint Manager shall serve as the investigator and be responsible for investigating complaints in an equitable manner that involves an objective evaluation of all relevant evidence. The burden for obtaining evidence sufficient to reach a determination regarding responsibility rests on the school district and not the complainant or respondent.

Once a complaint is received, the investigator shall initiate an investigation within forty-eight (48) hours of receipt of the complaint. If an investigation is not initiated within forty-eight (48) hours, the investigator shall provide the Title IX Coordinator with appropriate documentation detailing the reasons why the investigation was not initiated within the required timeframe.

All investigations shall be completed within twenty (20) calendar days from the receipt of the initial complaint. If the investigation is not complete within twenty (20) calendar days, the investigator shall provide the Title IX Coordinator with appropriate documentation detailing the reasons why the investigation has not been completed.

All investigations shall:

1. Provide an equal opportunity for the parties to present witnesses and evidence;
2. Not restrict the ability of either party to discuss the allegations under investigation or gather and present relevant evidence;
3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that seek disclosure of information protected under a legally recognized privilege unless such privilege has been waived;¹⁷
4. Provide the parties with the same opportunities to have others present during any grievance proceeding;
5. Provide to parties whose participation is requested written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence directly related to the allegations in the formal complaint; and
7. Result in the creation of an investigative report that fairly summarizes relevant evidence.
 - a. Prior to the completion of the investigative report, the investigator shall send to each party the evidence subject to inspection and review. All parties shall have at least ten (10) days to submit a written response which shall be taken into consideration in creating the final report.

Within the parameters of the federal Family Educational Rights and Privacy Act,¹⁸ the Title IX Coordinator shall keep the complainant and the respondent informed of the status of the investigation process. At the close of the investigation, a written final report on the investigation will be delivered to the parent(s)/guardian(s) of the complainant, parent(s)/guardian(s) of the respondent, and to the Director of Schools.

Determination of Responsibility¹⁹

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The preponderance of evidence standard shall be used in making this determination.²¹

The Director of Schools shall act as the decision-maker. He/she shall receive the final report of the investigation and allow each party the opportunity to submit written questions that he/she wants asked of any party or witness prior to the determining responsibility.

The decision-maker shall make a determination regarding responsibility and provide the written determination to the parties simultaneously along with information about how to file an appeal.

A substantiated charge against a student may result in corrective or disciplinary action up to and including expulsion. A substantiated charge against an employee shall result in disciplinary action up to and including termination.

After a determination of responsibility is made, the Title IX Coordinator shall work with the complainant to determine if further supportive measures are necessary. The Title IX Coordinator shall also determine whether any other actions are necessary to prevent reoccurrence of the harassment.

APPEALS²²

Either party may appeal from a determination of responsibility based on a procedural irregularity that affected the outcome, new evidence that was not reasonably available at the time of the determination that

could affect the outcome, or an alleged conflict of interest on the part of the Title IX Coordinator or any personnel chosen to facilitate the grievance process. Appeals shall be submitted to the Title IX Coordinator within ten (10) days of a determination of responsibility.

Upon receipt of an appeal, the Title IX Coordinator shall:

1. Assign an impartial hearing officer within five (5) days of receipt of the appeal; and
2. Notify the parties in writing.

During the appeal process, the parties shall have a reasonable, equal opportunity to submit written statements. Within ten (10) calendar days, the hearing officer shall issue a written decision describing the result of the appeal and the rationale for the result. The written decision shall be provided simultaneously to both parties.

RETALIATION²³

Retaliation against any person who makes a report or complaint or assists, participates, or refuses to participate in any investigation of an act alleged in this policy is prohibited.

Legal References

Cross References

1. 34 CFR § 106.1
2. 34 CFR § 106.8(b),(c)
3. 34 CFR § 106.45(b)(1)(iii); 34 CFR § 106.45(b)(10)(D)
4. 34 CFR § 106.30(a)
5. 34 CFR § 106.8(a)
6. 20 USCA 1092(f)(6)(A)(v); TCA 36-3-601(10); TCA 71-6-302
7. 34 USCA 12291(a)(10)
8. 34 USCA 12291(a)(8); TCA 40-14-109
9. 34 USCA 12291(a)(30); TCA 39-17-315; TCA 36-3-601(11)
10. 34 CFR § 106.44(a)
11. 34 CFR § 106.44(c)
12. 34 CFR § 106.44(d)
13. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c)
14. 34 CFR § 106.45(b)(2)
15. 34 CFR § 106.45(b)(3)
16. 34 CFR § 106.45(b)(5); 34 CFR § 106.45(b)(1)(v)
17. 34 CFR § 106.45(b)(1)(x)
18. 20 USCA § 1232g
19. 34 CFR § 106.45(b)(7)
20. 34 CFR § 106.45(b)(1)(iv)
21. 34 CFR § 106.45(b)(1)(vii)
22. 34 CFR § 106.45(b)(8)
23. 34 CFR § 106.71

Section 504 and ADA Grievance Procedures 1.802

Discrimination/Harassment of Employees (Sexual, Racial, Ethnic, Religious) 5.500

Complaints and Grievances 5.501

Staff-Student Relations 5.610

Code of Conduct 6.300

Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304

Reporting Child Abuse 6.409

Hickman County Board of Education

	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date: 11/07/22
		Rescinds: 4.603	Issued: 07/11/22

PROMOTION¹

The director of schools/designee shall promote students to the next grade level based on the successful completion of required academic work and on the satisfactory progress in each of the relevant academic areas. However, no student enrolled in the third grade shall be promoted unless the student has shown a basic understanding of curriculum and the ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. This requirement shall not apply to students who are participating in a board-approved, research-based intervention prior to the beginning of the next school year or to students who have an individualized education program (IEP).²

Students who have difficulty in achieving the requirements for promotion may be considered for retention. Schools shall identify these students by February 1st. Factors used to identify students for retention shall include:¹

1. The student's ability to perform at the current grade level;
2. The results of local assessments, if applicable;
3. State assessments, as applicable;
4. Home Literacy Reports;³
5. The overall academic achievement of the student;
6. The student's chance for success with more difficult material if promoted to the next grade;
7. Attendance; and
8. Social and emotional maturity.

Students may be identified for retention after the February 1st deadline if the delay in identifying a student is due to:⁴

1. Date of enrollment;
2. Additional information acquired after results of local assessment, screening, or monitoring are released; or
3. Decisions made by a student's IEP team or extenuating medical or psychological information on a case by case basis.

PROMOTION PLANS⁵

When a student is identified for retention, the student's parent(s)/guardian(s) shall be notified within fifteen (15) calendar days, and an individualized promotion plan shall be developed to help the student avoid retention. The plan shall be developed in coordination with the student's teachers, IEP or 504 team, if applicable, and may also include input from the student's parent(s)/guardian(s), school counselor, or other appropriate school personnel. Promotion plans shall incorporate evidence-based strategies, including expectations and measurements that will verify whether a student has made sufficient progress to be promoted to the next grade level, and be tailored to the student's learning needs. Promotion plans for students in third and fourth grade will include additional requirements for promoting students in these grades. A copy of the plan will be provided to the student's parent(s)/guardian(s), and the school shall offer the opportunity for a parent-teacher conference to discuss the

plan. If a student is not making progress on the promotion plan, then the strategies shall be modified.

Parent(s)/guardian(s) shall be provided with any changes to the promotion plan.

A student who demonstrates sufficient academic progress according to his/her promotion plan shall be promoted to the next grade level unless retention is required per additional requirements for students in third and fourth grade.⁶

If a student has not demonstrated sufficient academic progress according to his/her promotion plan by the end of the school year, the student shall be eligible to enroll in a summer reading or learning program, if available.

Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10) calendar days prior to the start of the next school year if the student was enrolled in a summer program. However, if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be notified of a decision for retention at least thirty (30) calendar days prior to the start of the next school year.⁷

RETENTION⁶

A student may be retained when, in the judgment of the student's teacher and/or the student's IEP team, such retention is in the best interest of the student or when retention is required per additional requirements for students in third and fourth grade. However, a student shall not be retained more than once in any grade.

Decision of Retention⁸

If a student is retained, the director of schools/designee shall develop an individualized academic remediation plan within thirty (30) calendar days after the beginning of the next school year. A copy of the plan shall be provided to the student's parent/guardian within ten (10) days of its development. This plan shall include at least one of the following strategies:

1. Adjustment to the current instructional strategies or materials;
2. Additional instructional time;
3. Individual tutoring outside of school hours;
4. Modification to the student's classroom assignment to ensure the student receives instruction from a highly effective teacher; or
5. Attendance or truancy interventions.

The director of schools shall develop procedures to ensure proper monitoring of students who are retained and appropriate recordkeeping.

For the purpose of determining the effectiveness of retention toward improving student achievement, the progress of retained students shall be closely monitored and reported to parent(s)/guardian(s) at least three (3) times during the school year in which the student is retained.

Decision of Retention – Third Grade⁹

Third grade students shall not be promoted to the next grade unless they are determined to be proficient (i.e., receive a performance level rating of "Met" or "Exceeded") in English language arts (ELA) based on the student's most recent TCAP test.

Students who are not proficient in ELA may still be promoted if the following conditions are met:

1. A student in third grade receiving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test may be promoted if:
 - a. The student is an English language learner and has received less than two (2) full years of ELA instruction;
 - b. The student was previously retained in grades K-3;
 - c. The student is retested before the next school year and scores proficient in ELA;

- d. The student attends a learning loss bridge camp before the next school year, maintains a ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-test at the end of the camp; or
- e. The student receives tutoring for the entirety of the next school year in accordance with state law.
- 2. A student in third grade receiving a performance level rating of “below” on the ELA portion of the student’s most recent TCAP test may be promoted if:
 - a. The student is an English language learner and has received less than two (2) full years of ELA instruction;
 - b. The student was previously retained in grades K-3;
 - c. The student is retested before the next school year and scores proficient in ELA; or
 - d. The student attends a learning loss bridge camp before the next school year, maintains a ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next school year in accordance with state law.

Decision of Retention – Fourth Grade⁹

Students in the following categories shall show adequate growth in the following ways before being promoted to the fifth grade:

- 1. A student who is promoted to the fourth grade due to receiving tutoring for the entirety of the next school year in accordance with state law or because of attending a learning loss bridge camp must maintain a ninety percent (90%) attendance rate; and
- 2. A student receiving tutoring for the entirety of the next school year in accordance with state law shall be required to show adequate growth on the fourth grade ELA portion of TCAP before the student may be promoted to fifth grade.

A student shall not be retained more than once in fourth grade.

Decision of Retention – Students with Disabilities¹⁰

Retention and promotion decisions shall be made on a case-by-case basis and in consultation with the student’s IEP and/or 504 team to determine whether the student’s performance on the ELA portion of TCAP was due to the student’s disability. The school district shall not retain a student with a disability or a suspected disability that impacts their ability to read.

APPEALS^{7,11}

When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision to retain the student and provided with information on the right to appeal the decision. Appeals shall be made to the assistant principal or principal of the school within (5) business days. The student and his/her parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the assistant principal or principal. They shall conduct a hearing within (5) business days to determine if the student will be promoted and issue such decision within (5) business days. Upon notification of the committee decision, the principal shall send written notification to the Director of Schools/designee and the parent(s)/guardian(s).

For students where retention is required per the additional requirements for students in third and fourth grade, parent(s)/guardian(s) may appeal this decision directly to the Department of Education in accordance with state law.¹²

Legal References

Cross References

- 1. 20 USCA § 1400 et seq.; 29 U.S.C. § 794 (Section 504); TRR/MS 0520-01-03-.16; TCA 49-6-3115

2. TRR/MS 0520-01-03-.16(5)
3. TCA 49-1-905(e)
4. TRR/MS 0520-01-03-.16(4)
5. TRR/MS 0520-01-03-.16(6)
6. TRR/MS 0520-01-03-.16(6)(f)
7. TRR/MS 0520-01-03-.16(6)(e)
8. TRR/MS 0520-01-03-.16(6)(g)
9. TRR/MS 0520-01-03-.16(7)
10. 29 U.S.C. § 794 (Section 504); 20 USCA § 1400 et seq.; TRR/MS 0520-01-03-.16(7)(e)
11. TRR/MS 0520-01-03-.16(3); TRR/MS 0520-01-02-.17(7); TCA 49-6-3102(e)(1)
12. TRR/MS 0520-01-03-.16(7)(f)

Credit Recovery 4.210

Grading System 4.600

Reporting Student Progress 4.601

Attendance 6.200

Student Assignments 6.205

Homeless Students 6.503

Student Records 6.600

Hickman County Board of Education

	Descriptor Term: Grading System	Descriptor Code: 4.600	Issued Date: 07/11/22
		Rescinds: 4.600	Issued: 05/04/20

The director of schools shall develop an administrative procedure to establish a system of grading and assessment for evaluating and recording student progress and to measure student performance in conjunction with Board-adopted content standards for grades K-8. The grading/assessment system shall follow all applicable statutes and rules and regulations of the State Board of Education. The grading/assessment system shall be uniform district-wide at comparable grade levels except that the director of schools shall have the authority to establish and operate ungraded and/or unstructured classes in grades K-3.¹

The director of schools shall submit a copy of the grading, reporting and assessment systems to the Board before the system is implemented.² These guidelines shall be communicated annually to students and parents/guardians.¹

GRADING SYSTEM: GRADES NINE - TWELVE (9-12)¹

Schools teaching grades nine (9) through twelve (12) shall use the uniform grading system established by the State Board of Education. Using the uniform grading system, students' grades shall be reported for the purposes of application for post-secondary financial assistance administered by the Tennessee Student Assistance Corporation.

Subject-area grades shall be expressed by the following letters with their corresponding percentage range:

A (90-100)

B (80-89)

C (70-79)

D (60-69)

F (0-59)

This grading system shall be uniform throughout the school district for each grade.

The following high school courses will have weighted grades:

Honors English (Grades 9-12)	Trigonometry
Honors Biology I	Honors Algebra II
Honors Physical Science	Honors Geometry
Honors Chemistry	Dual Enrollment College Courses
Honors Physics	Honors American History
Anatomy	Honors Algebra I
Biology II	Calculus
Pre-Calculus	

Advanced coursework grades will be weighted with additional percentage points to calculate the semester average. Depending on the course taken, the following percentage points will be assigned:

Honors Courses – three (3) percentage points;

Local and Statewide Dual Credit, Capstone Industry Certification Aligned, and Dual Enrollment Courses – four (4) percentage points; and

Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses – five (5) percentage points.

Student Absent for State Mandated Exams:

1. If a student taking high school assessed subjects is absent, the student will receive a zero or incomplete. If the student is allowed to make up the exam, he or she will do so during the next scheduled administration. A locally-created exam cannot be administered in lieu of a state exam.
2. If a student, taking a K-8 State mandated assessment, is absent or unable to be administered a defined part(s) of any content area or all of the content areas, the student must take an alternate exam approved by the Chief Academic Officer to substitute for the corresponding content not tested.

Administration of the alternate exam shall be scheduled by the principal for such a time which shall allow for scoring to be completed before the end of the spring semester of the current school year.

Failure to complete the alternative assessment before the end of the spring semester shall result in the student receiving a grade of zero which shall be counted for fifteen (15%) percent of a student's final grade for the spring semester.

Conduct shall be marked as follows:

- | | |
|---|----------------|
| E | Excellent |
| S | Satisfactory |
| U | Unsatisfactory |

Conduct grades are based on behavior and shall not be deducted from scholastic grades.

Attendance records will not be the sole criterion in determining the awarding of grades or the passing of a course or promotion or retention.

Plus and minus evaluations are not to be added to letter grades. Grades are not to be changed once recorded on a report card. If an erroneous grade has been recorded, correction must be made on a new card.

Grades given at the end of each nine (9) weeks period for elementary, intermediate, middle school, and high school will be determined from daily work, homework, written assignments and tests. The teacher will weigh the value of grades given for various assignments and tests within the applicable period in computing the grade. This procedure will enable the teacher to allow for individual student differences in the grading process. Any assignments and tests required of a student must be considered in the computation of his grade.

At the middle school level and at the high school level, grades will be determined by an average of grades for each of the two 9-week periods. The grades given at the end of each nine (9) weeks period shall be the grade earned by the student, as computed by the teacher, and shall not be subject to manipulation, regardless of the passing or failing nature of the grade provided that said teacher has documented verification on file that he/she has reasonably attempted to contact the student's parent(s) or guardian(s) making them aware of the student's failing grade or grades. The final grade of the year will be determined by averaging the two (2) semester grades. The work of a student whose grades are satisfactory but are withheld because of failure to complete the required work shall be reported as incomplete (I). If the incomplete is not removed in the time designated by the teacher, it will then become an "F".

GRADES NINE - TWELVE GRADING SCALE AND LOTTERY SCHOLARSHIPS³

Schools teaching grades nine through twelve shall use the uniform grading system established by the State Board of Education. Using the uniform grading system, students' grades shall be reported for the purposes of application for post secondary financial assistance administered by the Tennessee Student Assistance Corporation.

Each school counselor shall provide incoming freshman with information on college core courses required for lottery scholarships as well as necessary criteria (grade point average, ACT, and SAT score, etc.) that must be met in order to receive a scholarship.

Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal Student Aid (FAFSA). The FAFSA is available at the guidance office or on-line at www.fafsa.ed.gov. Students shall be made aware of all applicable FAFSA deadlines and encouraged to submit applications in a timely manner.

Elementary school counselors should explain the HOPE Scholarship and its requirements to their students and impress upon them the benefits of making good grades.

LOTTERY SCHOLARSHIP DAY

Each school year, prior to scheduling courses for the following school year, schools teaching students in grades 8-11 shall conduct a lottery scholarship day for students and their parents.⁴

Legal References

Cross References

1. TRR/MS 0520-01-03-.02, State Board of Education Policy 3.301; Public Acts of 2022, Chapter No. 1080
2. TCA 49-2-203(b)(7); TCA 49-2-301(b)(1)(H)
3. TCA 49-4-904, 907
4. TCA 49-4-932(f)

Alternative Credit Options 4.209

Credit Recovery 4.210

Reporting Student Progress 4.601

Honor Roll, Awards, & Class Ranking 4.602

Promotion and Retention 4.603

Transcript Alterations 4.608

Hickman County Board of Education

	Descriptor Term: Student Transportation Management	Descriptor Code: 3.400	Issued Date: 08/02/24
		Rescinds: 3.400	Issued: 05/06/24

General

School buses shall be maintained and operated in accordance with state law and State Board Rules and Regulations.

Each bus shall be equipped with the phone number for reporting safety complaints. This number shall appear on the rear bumper. Buses shall also include notice in a conspicuous place that only authorized persons shall enter the bus. This notice shall include appropriate contact information in case of an issue on the bus.

To avoid the financial burden of replacing an aging bus fleet at any one time, the board shall attempt to replace a certain number of buses each year on a rotating basis.

All accidents, regardless of the damage involved, must be reported to the transportation supervisor, including incidents in which any part of the bus contacts any other object or vehicle.

The director of schools shall develop procedures to ensure compliance with the statutory and regulatory requirements for the transportation program.

SCHOOL BUS DRIVERS

Each school bus driver shall receive a certificate from the Board prior to operating a school bus for the school district. The issuance of a certificate to a school bus driver shall be based on the qualifications of school bus drivers as determined by the Director of Schools.

Annually, the Board shall require each school bus driver to have a physical and mental examination. The Board shall revoke the certificate of any school bus driver found to be physically, mentally, or morally unfit to operate a school bus. Additionally, a certificate shall be revoked if the school bus driver is convicted of driving under the influence, vehicular assault, vehicular homicide, aggravated vehicular homicide, or the manufacture, delivery, sale, or possession of a controlled substance or analogue.

TRANSPORTATION SUPERVISOR

The director of schools shall appoint a transportation supervisor for the system. He/she shall be responsible for the monitoring and oversight of transportation services for the district.

The transportation supervisor shall complete a student transportation management training program upon appointment. Every year the transportation supervisor shall complete a minimum of four (4) hours of training annually.

The director of schools shall ensure that training is completed and provide the state department of education with appropriate documentation.

COMPLAINT PROCESS

The following procedure will govern how students, teachers, staff, and community members shall submit bus safety complaints:

1. All complaints shall be submitted to the transportation supervisor; and
2. Forms may be submitted in person, via phone, mail, or email.
 - a. Written complaints shall be submitted on forms located on the district's website. In the case of a complaint received via phone, the person receiving the phone call shall be responsible for filling out the form and submitting it to the transportation supervisor.

The transportation supervisor shall begin an investigation of all bus safety complaints within twenty-four (24) hours of receipt.

Within forty-eight (48) hours of receipt of the initial complaint, the transportation supervisor shall submit a preliminary report to the director of schools. This report shall include:

1. The time and date the complaint was received;
2. The name of the bus driver;
3. A copy or summary of the complaint; and
4. Any prior complaints or disciplinary actions taken against the driver.

Within sixty (60) school days of receiving the initial complaint, the transportation supervisor shall submit a final written report to the director of schools that details the investigation's findings as well as the action taken in response to the complaint.

An annual notice of this complaint process shall be provided to parents and students. This information shall be made available in the student handbook.

RECORDKEEPING

The transportation supervisor shall be responsible for the collection and maintenance of the following records:

1. Bus maintenance and inspections forms;
2. Bus driver credentials, including required background checks, health records to include annual DOT medical/mental examinations on an approved FMCSA Medical Report, Motor Vehicle Reports and performance reviews
3. Driver training records; and
4. Complaints received and any records related to the investigation and complaints.

SCHOOL BUS SAFETY RESTRAINT SYSTEMS

The Hickman County Board of Education operates some school buses with three-point lap/shoulder seat restraint systems (and integrated child restraint systems).

Use of seat restraint systems shall be mandatory for all student riders on buses equipped with this safety technology.

SEAT RESTRAINT NON-COMPLIANCE

Students who forget to put on their seat restraint will be given a verbal reminder/warning. Students removing their seat restraint during the route or refusing to wear their seat restraint will be issued a written discipline referral. The local school authority will discipline the student in a manner consistent with other safety-related behavioral infractions.

SEAT RESTRAINT TRAINING

The transportation supervisor will conduct annual training for all school bus drivers on the implementation and use of seat restraints.

School bus drivers will train students on the proper implementation and use of seat restraints annually at the start of each school year to ensure each passenger is familiar with the operation of seat restraints. The driver will emphasize that each rider remains secured in their seat with their seat restraint fastened at all times.

All students will receive additional instruction on the proper use of seat restraints at least two (2) additional times per year.

Bus drivers will instruct students to put on their seat restraints at three time periods:

1. Morning: When students board the bus, the driver will inform student to buckle up.
2. On Route: If a student takes their restraint off (visibly) while riding.
3. Afternoon: The driver will walk from the front to the back of the bus one time prior to departure.

Note: Drivers and attendants are not responsible (i.e., liable) for students wearing their seat restraints while riding. Drivers and attendants are responsible for instructing students to put on the seat restraint and/or referring the student for discipline if the student refuses to be compliant with seat restraint utilization.

SEAT RESTRAINT MALFUNCTION

If the seat restraint cannot be disengaged while in use, the driver is required to assist the passenger and, if necessary, cut the belt to relieve the restraint and safely remove the passenger.

SCHOOL BUS IDLING POLICY

This policy applies to the operation of every district-owned and/or contracted school bus.

Rationale: Exhaust from idling school buses can accumulate in and around the bus and pose a health risk to children, drivers and the community at large. Exposure to exhaust can cause lung damage and respiratory problems. Exhaust may exacerbate asthma and existing allergies. Idling buses also waste fuel and financial resources.

Purpose: Eliminate unnecessary idling by Hickman County Board of Education school buses (including activity buses) and minimize idling time in all aspects of school bus operation.

Guidance:

1. If there is a wait time of more than fifteen (15) minutes when arriving at a loading/unloading zone to pick up or drop off students, school bus drivers shall turn off their buses as soon as possible to eliminate idling time and reduce harmful emissions. The school bus should not be restarted until it is ready to depart and there is a clear path to exit the pick-up area. Exceptions include conditions that would compromise passenger safety, such as extreme weather, idling in direct traffic, or necessary idling for use of bus safety lights/equipment or wheelchair type lifts.
2. Limit idling time during early morning warm-up to what is recommended by the manufacturer (3-5 minutes) in all but the coldest weather. Exceptions include idling necessary for pre-trip inspection and idling necessary to defrost windows and mirrors for safe operation of the school bus.
3. Buses should not idle while waiting for students during field trips, extracurricular activities, or other events where students are transported off school grounds.

4. In cold weather, schools are directed to provide a space inside the school where bus drivers can wait if they have shut down their bus.
5. In colder weather, if the warmth of the bus is an issue, idling is to be at a very minimum and occur outside the school zone. The “warmed” bus is to enter the school zone as close to pick-up time as possible to maintain warmth and then shut down if there is a wait time of more than fifteen (15) minutes.
6. All currently employed drivers shall receive a copy of this policy and be trained regarding the policy’s requirements. As a part of the onboarding and/or new hire process, all new drivers shall receive a copy of this policy and be trained regarding the policy’s requirements.
7. Excessive idling by the driver may result in disciplinary action.

General Exemptions: The actions outlined in the guidance section above need not apply for the period(s) during which idling is necessary:

1. While stopped:
 - a. For an official traffic control device;
 - b. For an official traffic control signal;
 - c. For traffic conditions over which the driver has no control, including, but not limited to, stopped in a line of traffic; or
 - d. At the direction of a law enforcement officer;
2. To ascertain that the school bus is in safe operating condition and equipped as required by all provisions of law, and all equipment is in good working order, either as part of the driver’s daily vehicle inspection, or as otherwise needed;
3. For testing, servicing, repairing, or diagnostic purposes by maintenance staff;
To cool down a turbo-charged diesel engine for turning the engine off, for a period not to exceed 5 minutes (as per the recommendation of the manufacturer);
4. To operate:
 - a. A lift or other piece of equipment designed to ensure safe loading, unloading, or transport of persons with one or more disabilities; or
 - b. A heater or an air conditioner of a bus or vehicle that has, or will have, one or more children with exceptional medical needs aboard whose IEP requires such;
5. To operate defrosters, heaters, air conditioners, or other equipment to ensure the safety or health of the driver or passengers;
6. To recharge a battery or other energy storage unit of a hybrid electric bus.

Additionally, zero emission electric buses are exempt from this policy as they do not emit harmful exhaust while at idle. Non-electric buses may also be exempt from this policy as they do not emit harmful exhaust while at idle. Non-electric buses may also be exempt from this policy in the instance that they are equipped with onboard anti-idling technologies (e.g., fuel operated heaters / direct fired heaters).

Legal References

1. TCA 49-6-2109; TRR/MS 0520-01-05
2. TCA 49-6-2116 (d)(3)
3. TCA 49-6-2116 (a)-(c)
4. TCA 49-6-2116(d)(1),(2)
5. TCA 49-6-2116 (d)(5)

Cross References

- Bus Safety and Conduct 6.308
Homeless Students 6.503

Meningococcal B Vaccine:

What You Need to Know

Many Vaccine Information Statements are available in Spanish and other languages. See www.immunize.org/vis

Hojas de información sobre vacunas están disponibles en español y en muchos otros idiomas. Visite www.immunize.org/vis

1 Why get vaccinated?

Meningococcal B vaccine can help protect against **meningococcal disease** caused by serogroup B. A different meningococcal vaccine is available that can help protect against serogroups A, C, W, and Y.

Meningococcal disease can cause meningitis (infection of the lining of the brain and spinal cord) and infections of the blood. Even when it is treated, meningococcal disease kills 10 to 15 infected people out of 100. And of those who survive, about 10 to 20 out of every 100 will suffer disabilities such as hearing loss, brain damage, kidney damage, loss of limbs, nervous system problems, or severe scars from skin grafts.

Anyone can get meningococcal disease but certain people are at increased risk, including:

- Infants younger than one year old
- Adolescents and young adults 16 through 23 years old
- People with certain medical conditions that affect the immune system
- Microbiologists who routinely work with isolates of *N. meningitidis*, the bacteria that cause meningococcal disease
- People at risk because of an outbreak in their community

2 Meningococcal B vaccine

For best protection, more than 1 dose of a meningococcal B vaccine is needed. There are two meningococcal B vaccines available. The same vaccine must be used for all doses.

Meningococcal B vaccines are recommended for people 10 years or older who are at increased risk for serogroup B meningococcal disease, including:

- People at risk because of a serogroup B meningococcal disease outbreak
- Anyone whose spleen is damaged or has been removed, including people with sickle cell disease

- Anyone with a rare immune system condition called “persistent complement component deficiency”
- Anyone taking a type of drug called a complement inhibitor, such as eculizumab (also called Soliris®) or ravulizumab (also called Ultomiris®)
- Microbiologists who routinely work with isolates of *N. meningitidis*

These vaccines may also be given to anyone 16 through 23 years old to provide short-term protection against most strains of serogroup B meningococcal disease; 16 through 18 years are the preferred ages for vaccination.

3 Talk with your health care provider

Tell your vaccine provider if the person getting the vaccine:

- Has had an **allergic reaction after a previous dose of meningococcal B vaccine**, or has any **severe, life-threatening allergies**.
- Is **pregnant or breastfeeding**.

In some cases, your health care provider may decide to postpone meningococcal B vaccination to a future visit.

People with minor illnesses, such as a cold, may be vaccinated. People who are moderately or severely ill should usually wait until they recover before getting meningococcal B vaccine.

Your health care provider can give you more information.



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

4 Risks of a vaccine reaction

- Soreness, redness, or swelling where the shot is given, tiredness, fatigue, headache, muscle or joint pain, fever, chills, nausea, or diarrhea can happen after meningococcal B vaccine. Some of these reactions occur in more than half of the people who receive the vaccine.

People sometimes faint after medical procedures, including vaccination. Tell your provider if you feel dizzy or have vision changes or ringing in the ears.

As with any medicine, there is a very remote chance of a vaccine causing a severe allergic reaction, other serious injury, or death.

5 What if there is a serious problem?

An allergic reaction could occur after the vaccinated person leaves the clinic. If you see signs of a severe allergic reaction (hives, swelling of the face and throat, difficulty breathing, a fast heartbeat, dizziness, or weakness), call **9-1-1** and get the person to the nearest hospital.

For other signs that concern you, call your health care provider.

Adverse reactions should be reported to the Vaccine Adverse Event Reporting System (VAERS). Your health care provider will usually file this report, or you can do it yourself. Visit the VAERS website at www.vaers.hhs.gov or call **1-800-822-7967**. *VAERS is only for reporting reactions, and VAERS staff do not give medical advice.*

6 The National Vaccine Injury Compensation Program

The National Vaccine Injury Compensation Program (VICP) is a federal program that was created to compensate people who may have been injured by certain vaccines. Visit the VICP website at www.hrsa.gov/vaccinecompensation or call **1-800-338-2382** to learn about the program and about filing a claim. There is a time limit to file a claim for compensation.

7 How can I learn more?

- Ask your healthcare provider.
- Call your local or state health department.
- Contact the Centers for Disease Control and Prevention (CDC):
 - Call **1-800-232-4636 (1-800-CDC-INFO)** or
 - Visit CDC's www.cdc.gov/vaccines

Vaccine Information Statement (Interim)
**Meningococcal B
Vaccine**



Office use only

8/15/2019 | 42 U.S.C. § 300aa-26

Meningococcal ACWY Vaccine:

What You Need to Know

Many Vaccine Information Statements are available in Spanish and other languages. See www.immunize.org/vis

Hojas de información sobre vacunas están disponibles en español y en muchos otros idiomas. Visite www.immunize.org/vis

1 Why get vaccinated?

Meningococcal ACWY vaccine can help protect against **meningococcal disease** caused by serogroups A, C, W, and Y. A different meningococcal vaccine is available that can help protect against serogroup B.

Meningococcal disease can cause meningitis (infection of the lining of the brain and spinal cord) and infections of the blood. Even when it is treated, meningococcal disease kills 10 to 15 infected people out of 100. And of those who survive, about 10 to 20 out of every 100 will suffer disabilities such as hearing loss, brain damage, kidney damage, loss of limbs, nervous system problems, or severe scars from skin grafts.

Anyone can get meningococcal disease but certain people are at increased risk, including:

- Infants younger than one year old
- Adolescents and young adults 16 through 23 years old
- People with certain medical conditions that affect the immune system
- Microbiologists who routinely work with isolates of *N. meningitidis*, the bacteria that cause meningococcal disease
- People at risk because of an outbreak in their community

2 Meningococcal ACWY vaccine

Adolescents need 2 doses of a meningococcal ACWY vaccine:

- First dose: 11 or 12 year of age
- Second (booster) dose: 16 years of age

In addition to routine vaccination for adolescents, meningococcal ACWY vaccine is also recommended for **certain groups of people**:

- People at risk because of a serogroup A, C, W, or Y meningococcal disease outbreak
- People with HIV
- Anyone whose spleen is damaged or has been removed, including people with sickle cell disease
- Anyone with a rare immune system condition called "persistent complement component deficiency"
- Anyone taking a type of drug called a complement inhibitor, such as eculizumab (also called Soliris®) or ravulizumab (also called Ultomiris®)
- Microbiologists who routinely work with isolates of *N. meningitidis*
- Anyone traveling to, or living in, a part of the world where meningococcal disease is common, such as parts of Africa
- College freshmen living in residence halls
- U.S. military recruits

3 Talk with your health care provider

Tell your vaccine provider if the person getting the vaccine:

- Has had an **allergic reaction after a previous dose of meningococcal ACWY vaccine**, or has any **severe, life-threatening allergies**.

In some cases, your health care provider may decide to postpone meningococcal ACWY vaccination to a future visit.

Not much is known about the risks of this vaccine for a pregnant woman or breastfeeding mother. However, pregnancy or breastfeeding are not reasons to avoid meningococcal ACWY vaccination. A pregnant or breastfeeding woman should be vaccinated if otherwise indicated.



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

People with minor illnesses, such as a cold, may be vaccinated. People who are moderately or severely ill should usually wait until they recover before getting meningococcal ACWY vaccine.

Your health care provider can give you more information.

4 Risks of a vaccine reaction

- Redness or soreness where the shot is given can happen after meningococcal ACWY vaccine.
- A small percentage of people who receive meningococcal ACWY vaccine experience muscle or joint pains.

People sometimes faint after medical procedures, including vaccination. Tell your provider if you feel dizzy or have vision changes or ringing in the ears.

As with any medicine, there is a very remote chance of a vaccine causing a severe allergic reaction, other serious injury, or death.

5 What if there is a serious problem?

An allergic reaction could occur after the vaccinated person leaves the clinic. If you see signs of a severe allergic reaction (hives, swelling of the face and throat, difficulty breathing, a fast heartbeat, dizziness, or weakness), call **9-1-1** and get the person to the nearest hospital.

For other signs that concern you, call your health care provider.

Adverse reactions should be reported to the Vaccine Adverse Event Reporting System (VAERS). Your health care provider will usually file this report, or you can do it yourself. Visit the VAERS website at www.vaers.hhs.gov or call **1-800-822-7967**. *VAERS is only for reporting reactions, and VAERS staff do not give medical advice.*

6

The National Vaccine Injury Compensation Program

The National Vaccine Injury Compensation Program (VICP) is a federal program that was created to compensate people who may have been injured by certain vaccines. Visit the VICP website at www.hrsa.gov/vaccinecompensation or call **1-800-338-2382** to learn about the program and about filing a claim. There is a time limit to file a claim for compensation.

7

How can I learn more?

- Ask your healthcare provider.
- Call your local or state health department.
- Contact the Centers for Disease Control and Prevention (CDC):
 - Call **1-800-232-4636 (1-800-CDC-INFO)** or
 - Visit CDC's www.cdc.gov/vaccines

Vaccine Information Statement (Interim)
**Meningococcal ACWY
Vaccines**



8/15/2019 | 42 U.S.C. § 300aa-26

2025-2026 Hickman County Pacing Guide

3rd Grade English Language Arts

1st Cumulative MVPA Assessment, September 22 - October 3

While ELA benchmarks are cumulative, students' mastery of the standards involves varying depths of knowledge. The curriculum modules increase in difficulty as they progress, and intentional sequential pacing releases responsibility, allowing students to work within their zone of proximal development.

Unit	Standards	Major Topics/Concepts
Informational Text	3.RL.KID.1-10	<ul style="list-style-type: none"> • Show mastery of standards 1-10 at a lower depth of knowledge (DOK 1) to lay foundations of levels defined in the ELA Standards Guides (DOK 3). • Read to understand both literary and informational texts. • Respond to sequenced questions to build understanding. • Complete text-based tasks in various forms (e.g., drawing, discussion, writing, dramatic play, speaking). • Respond to text-based questions/tasks to focus on academic and domain-specific words. • Participate in collaborative discussions about anchor texts to process and extend learning.
Literature Text	3.RI.KID.1-10	
Speaking and Listening	3.SL.CC.1, 3.SL.CC.2, 3.SL.CC.3, 3.SL.PKI.4, 3.SL.PKI.5, 3.SL.PKI.6	
Foundational Literacy	3.FL.PWR.3, 3.FL.WC.4, 3.FL.F.5, 3.FL.SC.6, 3.FL.VA.7	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills when decoding and encoding. • Read with sufficient accuracy and fluency to support comprehension. • Demonstrate command of the conventions of standard English grammar and usage • Determine or clarify the meaning of unknown and multiple-meaning words and phrases in text. • Demonstrate understanding of word relationships and nuances in word meanings.
Writing	3.W.RBPK.8	<p>Respond to a literary prompt.</p> <ul style="list-style-type: none"> • Write at least one cohesive paragraph drawing from personal experience and evidence from the passage. • Include a clear introduction and conclusion. • Include relevant and sufficient supporting details or evidence from the passage. • Utilizes a consistent mode of writing. • Utilizes a variety of appropriate linking words and phrases.

		<ul style="list-style-type: none"> • Demonstrates consistent command of grammar, spelling, capitalization, and/or punctuation.
<p align="center">2nd Cumulative MVPA Assessment, December 8 - December 19</p> <p>While ELA benchmarks are cumulative, students' mastery of the standards involves varying depths of knowledge. The curriculum modules increase in difficulty as they progress, and intentional sequential pacing releases responsibility, allowing students to work within their zone of proximal development.</p>		
Unit	Standards	Major Topics/Concepts
Informational Text	3.RL.KID.1-10	<ul style="list-style-type: none"> • Show mastery of standards 1-10 with increasing depth of knowledge (DOK 2), approaching levels defined in the ELA Standards Guides (DOK 3). • Read to understand both literary and informational texts. • Respond to sequenced questions to build understanding. • Complete text-based tasks in various forms (e.g., drawing, discussion, writing, dramatic play, speaking). • Respond to text-based questions/tasks to focus on academic and domain-specific words. • Participate in collaborative discussions about anchor texts to process and extend learning.
Literature Text	3.RI.KID.1-10	
Speaking and Listening	3.SL.CC.1, 3.SL.CC.2, 3.SL.CC.3, 3.SL.PKI.4, 3.SL.PKI.5, 3.SL.PKI.6	
Foundational Literacy	3.FL.PWR.3, 3.FL.WC.4, 3.FL.F.5, 3.FL.SC.6, 3.FL.VA.7	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills when decoding and encoding. • Read with sufficient accuracy and fluency to support comprehension. • Demonstrate command of the conventions of standard English grammar and usage • Determine or clarify the meaning of unknown and multiple-meaning words and phrases in text. • Demonstrate understanding of word relationships and nuances in word meanings.
Writing	3.W.RBPK.8	<p>Respond to an informational prompt.</p> <ul style="list-style-type: none"> • Write at least one cohesive paragraph drawing from personal experience and evidence from the passage. • Include a clear introduction and conclusion. • Include relevant and sufficient supporting

		<ul style="list-style-type: none"> details or evidence from the passage. Utilizes a consistent mode of writing. Utilizes a variety of appropriate linking words and phrases. Demonstrates consistent command of grammar, spelling, capitalization, and/or punctuation.
3rd Cumulative Assessment, March 9 - March 19 While ELA benchmarks are cumulative, students' mastery of the standards involves varying depths of knowledge. The curriculum modules increase in difficulty as they progress, and intentional sequential pacing releases responsibility, allowing students to work within their zone of proximal development.		
Informational Text	3.RL.KID.1-10	<ul style="list-style-type: none"> Show mastery of the standard as it is given in the ELA Standards Guides (DOK 3). Read to understand both literary and informational texts. Respond to sequenced questions to build understanding. Complete text-based tasks in various forms (e.g., drawing, discussion, writing, dramatic play, speaking). Respond to text-based questions/tasks to focus on academic and domain-specific words. Participate in collaborative discussions about anchor texts to process and extend learning.
Literature Text	3.RI.KID.1-10	
Speaking and Listening	3.SL.CC.1, 3.SL.CC.2, 3.SL.CC.3, 3.SL.PKI.4, 3.SL.PKI.5, 3.SL.PKI.6	
Foundational Literacy	3.FL.PWR.3, 3.FL.WC.4, 3.FL.F.5, 3.FL.SC.6, 3.FL.VA.7	<ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills when decoding and encoding. Read with sufficient accuracy and fluency to support comprehension. Demonstrate command of the conventions of standard English grammar and usage Determine or clarify the meaning of unknown and multiple-meaning words and phrases in text. Demonstrate understanding of word relationships and nuances in word meanings.
Writing	3.W.RBPK.8	Respond to a literary or informational prompt. <ul style="list-style-type: none"> Write at least one cohesive paragraph drawing from personal experience and evidence from the passage. Include a clear introduction and conclusion. Include relevant and sufficient supporting details or evidence from the passage. Utilizes a consistent mode of writing.

		<ul style="list-style-type: none"> Utilizes a variety of appropriate linking words and phrases. Demonstrates consistent command of grammar, spelling, capitalization, and/or punctuation.
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2025-2026 Hickman County Pacing Guide

4th Grade English Language Arts

1st Cumulative MVPA Assessment, September 22 - October 3 While ELA benchmarks are cumulative, students' mastery of the standards involves varying depths of knowledge. The curriculum modules increase in difficulty as they progress, and intentional sequential pacing releases responsibility, allowing students to work within their zone of proximal development.		
Unit	Standards	Major Topics/Concepts
Informational Text	4.RL.KID.1-10	<ul style="list-style-type: none"> Show mastery of standards 1-10 at a lower depth of knowledge (DOK 1) to lay foundations of levels defined in the ELA Standards Guides (DOK 3). Read to understand both literary and informational texts. Respond to sequenced questions to build understanding. Complete text-based tasks in various forms (e.g., drawing, discussion, writing, dramatic play, speaking). Respond to text-based questions/tasks to focus on academic and domain-specific words. Participate in collaborative discussions about anchor texts to process and extend learning.
Literature Text	4.RI.KID.1-10	
Speaking and Listening	4.SL.CC.1, 4.SL.CC.2, 4.SL.CC.3, 4.SL.PKI.4, 4.SL.PKI.5, 4.SL.PKI.6	
Foundational Literacy	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7	<ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills when decoding and encoding. Read with sufficient accuracy and fluency to support comprehension. Demonstrate command of the conventions of standard English grammar and usage Determine or clarify the meaning of unknown and multiple-meaning words and phrases in text. Demonstrate understanding of word relationships and nuances in word meanings.

Writing	4.W.TTP.3	<ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
2nd Cumulative MVPA Assessment, December 8 - December 19 While ELA benchmarks are cumulative, students' mastery of the standards involves varying depths of knowledge. The curriculum modules increase in difficulty as they progress, and intentional sequential pacing releases responsibility, allowing students to work within their zone of proximal development.		
Unit	Standards	Major Topics/Concepts
Informational Text	4.RL.KID.1-10	<ul style="list-style-type: none"> Show mastery of standards 1-10 with increasing depth of knowledge (DOK 2), approaching levels defined in the ELA Standards Guides (DOK 3). Read to understand both literary and informational texts. Respond to sequenced questions to build understanding. Complete text-based tasks in various forms (e.g., drawing, discussion, writing, dramatic play, speaking). Respond to text-based questions/tasks to focus on academic and domain-specific words. Participate in collaborative discussions about anchor texts to process and extend learning.
Literature Text	4.RI.KID.1-10	
Speaking and Listening	4.SL.CC.1, 4.SL.CC.2, 4.SL.CC.3, 4.SL.PKI.4, 4.SL.PKI.5, 4.SL.PKI.6	
Foundational Literacy	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7	<ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills when decoding and encoding. Read with sufficient accuracy and fluency to support comprehension. Demonstrate command of the conventions of standard English grammar and usage Determine or clarify the meaning of unknown and multiple-meaning words and phrases in text. Demonstrate understanding of word relationships and nuances in word meanings.

Writing	4.W.TP.2	<ul style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas and information.
3rd Cumulative Assessment, March 9 - March 19 While ELA benchmarks are cumulative, students' mastery of the standards involves varying depths of knowledge. The curriculum modules increase in difficulty as they progress, and intentional sequential pacing releases responsibility, allowing students to work within their zone of proximal development.		
Informational Text	4.RL.KID.1-10	<ul style="list-style-type: none"> Show mastery of the standard as it is given in the ELA Standards Guides (DOK 3). Read to understand both literary and informational texts. Respond to sequenced questions to build understanding. Complete text-based tasks in various forms (e.g., drawing, discussion, writing, dramatic play, speaking). Respond to text-based questions/tasks to focus on academic and domain-specific words. Participate in collaborative discussions about anchor texts to process and extend learning.
Literature Text	4.RI.KID.1-10	
Speaking and Listening	4.SL.CC.1, 4.SL.CC.2, 4.SL.CC.3, 4.SL.PKI.4, 4.SL.PKI.5, 4.SL.PKI.6	
Foundational Literacy	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7	<ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills when decoding and encoding. Read with sufficient accuracy and fluency to support comprehension. Demonstrate command of the conventions of standard English grammar and usage Determine or clarify the meaning of unknown and multiple-meaning words and phrases in text. Demonstrate understanding of word relationships and nuances in word meanings.
Writing	4.W.TTP.1	<ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

2025-2026 Hickman County Pacing Guide

5th Grade English Language Arts

1st Cumulative MVPA Assessment, September 22 - October 3

While ELA benchmarks are cumulative, students' mastery of the standards involves varying depths of knowledge. The curriculum modules increase in difficulty as they progress, and intentional sequential pacing releases responsibility, allowing students to work within their zone of proximal development.

Unit	Standards	Major Topics/Concepts
Informational Text	5.RL.KID.1-10	<ul style="list-style-type: none"> • Show mastery of standards 1-10 at a lower depth of knowledge (DOK 1) to lay foundations of levels defined in the ELA Standards Guides (DOK 3). • Read to understand both literary and informational texts. • Respond to sequenced questions to build understanding. • Complete text-based tasks in various forms (e.g., drawing, discussion, writing, dramatic play, speaking). • Respond to text-based questions/tasks to focus on academic and domain-specific words. • Participate in collaborative discussions about anchor texts to process and extend learning.
Literature Text	5.RI.KID.1-10	
Speaking and Listening	5.SL.CC.1, 5.SL.CC.2, 5.SL.CC.3, 5.SL.PKI.4, 5.SL.PKI.5, 5.SL.PKI.6	
Foundational Literacy	5.FL.PWR.3, 5.FL.WC.4, 5.FL.F.5, 5.FL.SC.6, 5.FL.VA.7	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills when decoding and encoding. • Read with sufficient accuracy and fluency to support comprehension. • Demonstrate command of the conventions of standard English grammar and usage • Determine or clarify the meaning of unknown and multiple-meaning words and phrases in text. • Demonstrate understanding of word relationships and nuances in word meanings.
Writing	5.W.TTP.3	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

<p align="center">2nd Cumulative MVPA Assessment, December 8 - December 19</p> <p>While ELA benchmarks are cumulative, students' mastery of the standards involves varying depths of knowledge. The curriculum modules increase in difficulty as they progress, and intentional sequential pacing releases responsibility, allowing students to work within their zone of proximal development.</p>		
Unit	Standards	Major Topics/Concepts
Informational Text	5.RL.KID.1-10	<ul style="list-style-type: none"> • Show mastery of standards 1-10 with increasing depth of knowledge (DOK 2), approaching levels defined in the ELA Standards Guides (DOK 3). • Read to understand both literary and informational texts. • Respond to sequenced questions to build understanding. • Complete text-based tasks in various forms (e.g., drawing, discussion, writing, dramatic play, speaking). • Respond to text-based questions/tasks to focus on academic and domain-specific words. • Participate in collaborative discussions about anchor texts to process and extend learning.
Literature Text	5.RI.KID.1-10	
Speaking and Listening	5.SL.CC.1, 5.SL.CC.2, 5.SL.CC.3, 5.SL.PKI.4, 5.SL.PKI.5, 5.SL.PKI.6	
Foundational Literacy	5.FL.PWR.3, 5.FL.WC.4, 5.FL.F.5, 5.FL.SC.6, 5.FL.VA.7	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills when decoding and encoding. • Read with sufficient accuracy and fluency to support comprehension. • Demonstrate command of the conventions of standard English grammar and usage • Determine or clarify the meaning of unknown and multiple-meaning words and phrases in text. • Demonstrate understanding of word relationships and nuances in word meanings.
		<ul style="list-style-type: none"> • Write informative/explanatory texts to

Writing	5.W.TP.2	examine a topic and convey ideas and information.
3rd Cumulative Assessment, March 9 - March 19 While ELA benchmarks are cumulative, students' mastery of the standards involves varying depths of knowledge. The curriculum modules increase in difficulty as they progress, and intentional sequential pacing releases responsibility, allowing students to work within their zone of proximal development.		
Informational Text	5.RL.KID.1-10	<ul style="list-style-type: none"> • Show mastery of the standard as it is given in the ELA Standards Guides (DOK 3). • Read to understand both literary and informational texts. • Respond to sequenced questions to build understanding. • Complete text-based tasks in various forms (e.g., drawing, discussion, writing, dramatic play, speaking). • Respond to text-based questions/tasks to focus on academic and domain-specific words. • Participate in collaborative discussions about anchor texts to process and extend learning.
Literature Text	5.RI.KID.1-10	
Speaking and Listening	5.SL.CC.1, 5.SL.CC.2, 5.SL.CC.3, 5.SL.PKI.4, 5.SL.PKI.5, 5.SL.PKI.6	
Foundational Literacy	5.FL.PWR.3, 5.FL.WC.4, 5.FL.F.5, 5.FL.SC.6, 5.FL.VA.7	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills when decoding and encoding. • Read with sufficient accuracy and fluency to support comprehension. • Demonstrate command of the conventions of standard English grammar and usage • Determine or clarify the meaning of unknown and multiple-meaning words and phrases in text. • Demonstrate understanding of word relationships and nuances in word meanings.
Writing	5.W.TTP.1	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Hickman County Schools

Foundational Literacy Skills Plan Approved: May 18, 2021

Updated May 1, 2025 This Foundational Literacy Skills Plan has been approved by the Tennessee Department of Education and meets the requirements of the *Tennessee Literacy Success Act*. All portions of the Foundational Literacy Skills plan were submitted to the department and approved. To view the supplemental artifacts, please contact the district directly.

Daily Foundational Literacy Skills Instruction in Grades K-2

Our district uses the TN Foundational Skills Curriculum Supplement (CKLA) for our foundational skills curriculum. This curriculum is approved by the state Textbook and Instructional Materials Quality Commission and is aligned to the Tennessee ELA standards and to the research of the Science of Reading. This curriculum uses foundational skills as the primary form of instruction. Students in grades K-2 spend a minimum of 45 minutes per day in foundational skills instruction which includes activities that build phonological awareness and provides phonics practice and fluency practice, in addition to comprehension and vocabulary work ("word work"). During that instruction, teachers explicitly teach a sound, the students practice the sound aloud, the teacher models writing the sound, the students refer to their individual code chart on which they write the sound, then students apply the skill in independent practice (individually or in small groups).

For example, during the second quarter of first grade, students will learn how to decode separated digraphs (for example, like and same) and vowel digraphs (for example, seed and boat) and will be able to learn and use the most common spellings for each sound. Students have the opportunity to strengthen their knowledge of this learning when using decodable texts that are aligned with the sounds taught in explicit instruction.

Our district also uses McGraw Hill Wonders for our reading curriculum. This curriculum is approved by the state Textbook and Instructional Materials Quality Commission and is aligned to the Tennessee ELA standards and to the Science of Reading. Students spend 45 minutes per day listening and responding to read alouds and reading and answering comprehension questions both orally and in writing. Students also participate in small group instruction during this time with the classroom teacher on strengthening their reading skills.

As a supplement, students will also incorporate the knowledge component of the Core Knowledge Language Arts (CKLA) program into their learning experience. The program serves to expand students' understanding and vocabulary across the realms of literature, history, geography, and science.

In 2025-2026, our district is implementing a comprehensive K-12 writing plan designed to enhance students' writing skills progressively across all grade levels. Clear and specific expectations for writing proficiency will be outlined for each grade, ensuring a consistent and coherent development of writing abilities as students advance through their education.

In grades K-2, the focus will be on foundational writing skills. Kindergarten students will start with basic letter formation, understanding the relationship between letters and sounds, and beginning to express ideas through pictures and simple

words. By first grade, students will progress to writing complete sentences, using basic punctuation. Second graders will begin to write short paragraphs, expand their vocabulary, and begin to understand the structure of a simple story or essay.

To assess student mastery and ensure they are meeting the outlined expectations, three benchmark assessments will be conducted at various points throughout the academic year. These benchmarks will provide valuable insights into each student's progress, allowing for targeted support and instruction to help all students achieve writing proficiency. For the younger students in K-2, these assessments will be age-appropriate and designed to gauge their understanding and application of fundamental writing skills.

In the coming year, we're committed to facilitating dedicated collaboration time for teachers to deepen their grasp of the curricula and its influence on our instructional methods. We'll transform their collaborative efforts into practical lesson plans, focusing on reinforcing Tier I instruction, integrating differentiation strategies, and establishing standardized writing norms.

Daily Foundational Literacy Skills Instruction in Grades 3-5

In grades 3-5, our educational structure involves teacher departmentalization, with students benefiting from dedicated 90-minute literacy blocks each day. Our curriculum resources have been meticulously chosen from the state's approved list by the Textbook and Instructional Materials Quality Commission. We utilize the Great Minds - 3-5 Wit and Wisdom curriculum. While the allotted time for literacy remains constant, the daily schedule adapts to the specific lessons.

Each day's curriculum is designed to foster knowledge-building and includes explicit instruction, offering students ample opportunities to apply what they've learned through reading, writing, critical thinking, verbal communication, and attentive listening tasks. Our selected materials also immerse students in the intricacies of morphology and grammar, vocabulary acquisition, fluency, and comprehension. These aspects are seamlessly woven into the curriculum, avoiding isolated teaching.

Students engage with reading, writing, speaking, listening, and language skills in a cohesive manner. Each module seamlessly integrates strands of standards throughout, facilitating students' success as they leverage their expanding background and vocabulary knowledge related to the module's subject. This integrated approach empowers students to flourish, allowing them to apply and enhance their skills across various areas.

The materials provide thorough instruction and diagnostic support in fundamental concepts such as print understanding, phonological awareness, phonics, vocabulary development, syntax, and fluency. This progression follows a clear and logical path. These foundational skills are not only pivotal but also integral elements of an all-encompassing reading program. This program is intricately crafted to nurture adept readers who have the capacity to understand a wide array of texts across various genres and fields.

As mentioned earlier, our district is implementing a comprehensive K-12 writing plan designed to enhance students' writing skills progressively across all grade levels. This plan ensures a consistent and coherent development of writing abilities as students advance through their education.

In grade 3, students will build on their foundational skills by writing cohesive explanatory paragraphs. They will focus on organizing their thoughts clearly, using appropriate transitional words, and supporting their main ideas with relevant details.

In grades 4-5, students will further develop their writing abilities by learning to write multi-paragraph essays in three genres: narrative, explanatory, and opinion. Emphasis will be placed on developing a clear main idea, supporting details, and logical organization. Students will also learn to revise and edit their work to improve clarity and coherence. By fifth

grade, students will work towards developing sophistication in their writing by enhancing their use of descriptive language, incorporating varied sentence structures, and refining their voice and style, thus laying a strong foundation for advanced writing tasks in subsequent grades.

In the forthcoming 2025–2026 school year, our agenda prioritizes working with the Instructional Practice Guide (IPG) to provide targeted professional development for educators in grades 3–5, with a strong focus on Core Action 1—ensuring lessons are aligned to the standards, include clear learning goals, and utilize high-quality, grade-level instructional materials.. This includes effectively applying instructional strategies aimed at fostering student growth and academic achievement, with a particular emphasis on growing subgroups of students based on data. We'll emphasize small group instruction, leveraging acceleration to pre-teach upcoming lessons and skills.

Additionally, we're introducing a district-wide writing plan, encompassing a structured framework and sequence for writing instruction across grades K-12.

Approved Instructional Materials for Grades K-2

McGraw Hill - K-2 Wonders

TN Foundational Skills Curriculum Supplement / Core Knowledge Language Arts (CKLA)

Approved Instructional Materials for Grades 3-5

McGraw Hill - 3 Wonders

Great Minds - 4-5 Wit and Wisdom

Additional Information about Instructional Materials

To meet the requirements of the Tennessee Literacy Success Act, our educational strategy entails the adoption of specific curricula tailored to different grade levels. In the foundational years of grades K-3, we have embraced the McGraw Hill Wonders curriculum. Moreover, our district's commitment to literacy excellence extends to the comprehensive implementation of the Tennessee Foundational Skills Curriculum Supplement resources. This commitment is evident across the spectrum of grades, ranging from kindergarten through second grade. A particular highlight of this initiative is the complete inclusion of Sounds First instruction, underscoring our dedication to nurturing strong foundational skills in our young learners.

In grades 4 and 5, we have thoughtfully integrated the Great Minds Wit and Wisdom curriculum, encompassing not only comprehensive subject matter but also essential foundational skills. It's pertinent to note that both these curricula have been meticulously selected from the state's list of approved materials for adoption.

Universal Reading Screener for Grades K-5. This screener complies with RTI² and Say Dyslexia requirements.

Our district will use Aimsweb for our Universal Reading Screener with our students and will provide professional learning to all of our teachers and interventionists on the use of those assessments and the data they provide.

Intervention Structure and Supports

In the fall, all students are assessed using Aimsweb to determine which display reading deficiencies or are considered 'at-risk'. Our grade-level teachers, interventionists, and building administrators review the universal screener data to determine which students performed at or below the 40th percentile and those students are classified as needing assistance from Tier II and Tier III instruction. A diagnostic assessment is given to students who qualify for services in Tier II and Tier III to determine specific areas of deficit so that students are placed in appropriate small groups with targeted interventions to close skill gaps. Students receive small group interventions each day for a minimum of 45

minutes in the area of their assessed deficit. Our schools have research-based options for reading intervention support for students who are 'at-risk' or who have been identified as having reading deficiencies. The foundational skills curriculum we currently use contains an assessment and remediation guide which allows teachers to implement specific activities to directly address skill gaps for RTI groups. If that intervention is not sufficiently meeting student needs and closing learning gaps, teachers can use a more comprehensive intervention (such as Heggerty or Wilson Reading) as an option.

School data teams meet every 4 ½ weeks to monitor student progress and to determine the need for changes in interventions or in the personnel providing interventions. The data team takes into account student attendance and engagement as part of the decision making process. Our students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies.

These students are also screened using additional survey level assessments to determine if they have characteristics of dyslexia. Students who demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Our district uses myLexia, a research-based supplemental program, as one intervention for students with characteristics of dyslexia. Families are notified that the myLexia from Lexia Learning Systems is a research-based supplemental program which is based on the Orton-Gillingham approach of systematic, explicit, sequential, phonics-based instruction and is considered a strong support for those students. Intervention takes place daily during a grade-level time in the master schedule which is dedicated solely for RTI. When students are in their RTI groups, they work on activities and assignments that make them stronger in that particular skill. For example, students who need instruction in comprehension may read a new text and answer scaffolded questions, all related to the knowledge-building unit they are studying in Tier I instruction. For students who need fluency support, they may receive intervention using the myLexia program.

Additionally, tutoring will be implemented to support students who require ELA tutoring. Tutoring sessions will take place during regular school hours. Our tutoring program will be guided by an ongoing data collection process to ensure targeted support is provided to students who need it most. Support will include high-quality tutoring instruction designed to accelerate their learning, moving them from "approaching" to "met expectations" or "exceed expectations" levels in literacy. These gains will be achieved through access to and engagement in prioritized grade-level work that aligns with core instruction. Computer-based interventions may be used as part of RTI² support, but they must supplement—not replace—explicit, teacher-led instruction. Students should receive regular progress monitoring and teacher interaction to ensure the computer-based tool aligns with their specific skill needs and is implemented with fidelity.

To maintain quality and effectiveness, tutor-to-student ratios will adhere to TN ALL Corps requirements, with a maximum ratio of 1:3 in grades 1-5. Training and professional development opportunities will be provided to tutors to ensure fidelity in tutoring delivery.

Parent Notification Plan/Home Literacy Reports

Our district notifies parents of students in grades K-5 upon completing benchmark assessments if their child is identified as "at-risk" for significant reading difficulties (as evidenced by students scoring in the 0-40th percentile). Student scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. The parents are told what intervention their child will receive and the amount of time each day the student will receive services. This is coupled with a description of the importance of being able to read proficiently by the end of 3rd grade and the pathway to 4th grade. The district defines how students are assessed and what a "significant reading deficiency" means. Parents receive notification of their student's progress, or lack

thereof, each 4 ½ weeks, after the school data team meetings. That notification includes any changes being made to the student's programming if significant progress is not being made, as evidenced through progress monitoring and universal screening data, as well as recommended activities that will support students in the area of deficit, which are free of charge to families. These activities are tailored by skill deficit area). These communications go out to parents with students in grades K-3 three times per year, after each benchmark, and are shared with parents of students in grades 4 and 5 annually. Additionally, our ELA curriculum contains parent letters in the younger grades that provide families with information regarding the foundational skills and knowledge building for the coming unit that will inform parents as they work with their student. Families can better understand how to support their students through questions about their texts and through an awareness of what foundational skills their child is learning.

Professional Development Plan

All administrators and K-5 teachers have been required to complete the mandatory early literacy implementation training as required by the Tennessee Literacy Success Act. This comprehensive training includes regular education teachers, special education teachers, and interventionists. Newly hired teachers will also participate in this required training if they haven't already received it elsewhere.

In addition to the required early literacy training, Christy McManus, Angie Manor, and Abigail McKamey—each a trained provider with a proven track record of supporting districts—will lead extended professional learning. This training begins with early literacy foundations and continues with in-person summer sessions scheduled for July 24, 25, and 30, held at school sites. The work is sustained throughout the year via job-embedded support in professional learning communities (PLCs), where teachers continue to apply strategies and deepen their understanding of high-quality literacy instruction.

Moreover, teachers in grades K-3 using the McGraw Hill Wonders and CKLA curriculum, and those in grades 4 and 5 using Great Minds Wit and Wisdom, will receive tailored support. This support encompasses professional learning communities (PLCs), professional development sessions, and coaching cycles facilitated by instructional coaches focused on effectively utilizing unit plans and lesson plan protocols. Collaborative PLCs will provide teachers with the opportunity to fully utilize planning guides and collaborate on lesson planning for each unit of study.

Furthermore, our district is actively engaged in the fourth year of a five-year Implementation Network, alongside other districts statewide. This initiative aims to provide targeted professional development to both leaders and teachers based on insights gained from literacy walks and the Instructional Practice Guide (IPG) Coaching Tool. Our district's specific focus will be on Core Action One of the IPG, ensuring that instruction is aligned to high-quality texts and tasks, promotes student engagement with complex content, and provides opportunities for evidence-based thinking and discussion.