

## **CENTERVILLE INTERMEDIATE SCHOOL STUDENT HANDBOOK**

Welcome to Centerville Intermediate School! In this handbook, you will find information regarding the school and its day-to-day operation. Please read this information carefully and refer to it for school policies and procedures. If at any time you have questions or concerns, please contact us. On behalf of the faculty and staff, we hope you have an enjoyable learning experience with us this school year!

At Centerville Intermediate we believe that:

- Students learn in different ways
- A safe and physically comfortable environment promotes student learning
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff
- Teachers, parents, and the community share the responsibility for the support of the school's mission

### **THE SCHOOL DAY**

#### **ARRIVAL**

The school day at Centerville Intermediate is from 8:00 a.m. until 3:00 p.m. For those students who are car riders, we ask that they arrive at school no earlier than 7:15 a.m. Please do not leave students unattended in front of the school. Students arriving before 7:30 should report to the cafeteria and should remain in the cafeteria until the 7:30 bell. Students arriving after 8:00 are considered tardy and must report to the office. Parents are required to sign the student in for the day.

#### **DISMISSAL**

Car riders will be dismissed beginning at 2:45. Parents should form a line directly in front of the school and wait for students. Please remain in your vehicle. If you need to enter the building, please do not park in the car rider line. Bus students will begin dismissal at approximately 3:00. If you have not picked your student up when buses arrive, please do not enter this area. Your child will meet you at the 4th-grade wing end of the building (far side of the cafeteria). All students should be picked up no later than 3:30 p.m.

#### **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.





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 there to learn.

Hickman County allows parents to write notes for missed days when taking a child to the doctor is not deemed necessary or when emergencies arise. **Parents are allowed to write a total of 8 parent notes for the school year that may excuse a whole day or a partial day.** Parents should be aware that abbreviated school days count as full days towards attendance. Students who miss abbreviated days will receive an absence that counts the same as a whole day. Notes for any excused absence should be turned in to the school upon the return of the student to school.

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<sup>1</sup> will occur. The five (5) days of unexcused absences need not be five (5) consecutive days of unexcused absences.

### 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<sup>2</sup> 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;<sup>3</sup>

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

### 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.





La asistencia a la escuela es posiblemente una de las mayores indicadores importantes del éxito escolar. El exceso de ausencias escolares representa tiempo de instrucción perdido para el estudiante. Los estudiantes no pueden aprender lo que no están allí para aprender.

El condado de Hickman permite a los padres escribir notas para los días perdidos cuando no se considera necesario llevar a un niño al médico o cuando surgen emergencias. **PAGA los padres se les permite escribir un total de 8 notas para el año escolar que pueden excusar un día completo o parte del día.** Los padres deben tener en cuenta que las jornadas escolares reducidas cuentan como días completos para la asistencia. Los alumnos que falten a días reducidos recibirán una ausencia que se contabilizará como un día completo. Las justificaciones de cualquier ausencia justificada deben entregarse en la escuela al regresar el alumno a clases.

Es responsabilidad de los padres o tutores supervisar la asistencia escolar de sus hijos y exigirles que asistan a la escuela. Si el estudiante se ausenta de la escuela por un total de cinco (5) días durante el año escolar sin una justificación adecuada, estará sujeto a... Las intervenciones progresivas contra el ausentismo escolar del Sistema Escolar del Condado de Hickman se describen a continuación. Si persisten las ausencias injustificadas, se remitirá el caso al tribunal de menores.<sup>1</sup> ocurrirá. Los cinco (5) días de ausencias injustificadas no tienen por qué ser cinco (5) días consecutivos de ausencias injustificadas.

### Nivel 1

Estudiantes que acumulan **3 ausencias injustificadas o 5 o más tardanzas injustificadas/salidas anticipadas** Será citado, junto con su tutor, a la escuela para una reunión de asistencia.<sup>2</sup> y se coloca en el Nivel 1.

El primer nivel de intervenciones progresivas contra el ausentismo escolar debe incluir, como mínimo:

- Una conferencia con el estudiante y el padre o tutor del estudiante;
- Un contrato de asistencia resultante que deberá ser firmado por el estudiante, su padre o tutor y un oficial de asistencia, que deberá incluir:
  - Una descripción específica de las expectativas de asistencia de la escuela para el niño;
  - El período durante el cual el contrato es efectivo, que no excederá de noventa (90) días escolares, o el último día del semestre después de la fecha en que el contrato entra en vigor, lo que ocurra primero; y
  - Sanciones por ausencias adicionales y presuntas infracciones escolares, incluidas medidas disciplinarias adicionales y posible remisión al tribunal de menores; y
  - Reuniones de seguimiento programadas periódicamente para discutir el progreso del estudiante;<sup>3</sup>

Si el estudiante y la familia no cumplen y ocurren más ausencias/tardanzas/salidas anticipadas injustificadas se realizará una derivación al Nivel 2.

### Nivel 2

Si un estudiante acumula **5 o más ausencias injustificadas o 10 o más tardanzas injustificadas/salidas anticipadas**, Ese estudiante comenzará la intervención de Nivel 2. Se enviará al padre y al estudiante una citación para asistir a una reunión con el Consejo de Ausentismo Escolar.

Las intervenciones progresivas de ausentismo de nivel 2 incluirán, además del primer nivel, al menos dos (2) niveles adicionales de intervenciones que se aplican si el estudiante acumula ausencias injustificadas adicionales en violación del contrato de asistencia;<sup>4</sup>



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;<sup>4</sup>

- An amended contract
- Review of grades and discipline record.
- Referral for a Restorative Justice Conference (parent and student must attend).<sup>5</sup>
- Referral to school-based community services (i.e., MHC, Health-Connect America, TN Voice for Children, Parenting Classes, Teens in Action)<sup>6</sup>
- An individualized assessment by a school employee of the reasons a student has been absent

from school.<sup>5</sup>

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

### 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.

1 or 2 days a week doesn't seem like much but...

| If your child misses... | That equals...    | Which is...       | And over 13 years of schooling that's... |
|-------------------------|-------------------|-------------------|--|
| 1 day every 2 weeks     | 20 days per year  | 4 weeks per year  | Nearly 1 1/2 years                       |
| 1 day per week          | 40 days per year  | 8 weeks per year  | Over 2 1/2 years of school               |
| 2 days per week         | 80 days per year  | 16 weeks per year | Over 5 years                             |
| 3 days per week         | 120 days per year | 24 weeks per year | Nearly 8 years                           |

How about 10 minutes late a day? Surely that won't affect my child?

| He/she is only missing just... | That equals...         | Which is...                 | And over 13 years of schooling that's... |
|--------------------------------|------------------------|-----------------------------|--|
| 10 mins per day                | 50 mins per week       | Nearly 1 1/2 weeks per year | Nearly 1/2 year                          |
| 20 mins per day                | 1 hr. 40 mins per week | Over 2 1/2 weeks per year   | Nearly 1 year                            |
| 30 mins per day                | half a day per week    | 4 weeks per year            | Nearly 1 1/2 years                       |
| 1 hour per day                 | 1 day per week         | 8 weeks per year            | Over 2 1/2 years                         |

<sup>1</sup> T.C.A. 49-6-3007 (e)(1).

<sup>2</sup> T.C.A. 49-6-3009 (d)(1).

<sup>3</sup> T.C.A. 49-6-3009 (d)(2); (A); (B)(i-iii); (C).

<sup>4</sup> 49-6-3009 (d)(3).

<sup>5</sup> 49-6-3009 (d)(4).

<sup>6</sup> 49-6-3009 (d)(5)(A) and (B).

<sup>7</sup> 49-6-3009 (d)(6).

<sup>8</sup> 49-6-3009 (d)(7).

### EVERY DAY COUNTS

If you want your child to be successful at school then, YES, attendance does matter!



- Un contrato modificado
- Revisión de calificaciones y récord de disciplina.
- Remisión para una Conferencia de Justicia Restaurativa (el padre y el estudiante deben asistir).<sup>6</sup>
- Derivación a servicios comunitarios escolares (es decir, MHC, Health-Connect America, TN Voice for Children, Clases para padres, Teens in Action)<sup>6</sup>
- Una evaluación individualizada realizada por un empleado de la escuela sobre las razones por las que un estudiante ha estado ausente de la escuela.<sup>5</sup>

Si el estudiante y la familia no cumplen y ocurren más ausencias/tardanzas/salidas anticipadas injustificadas, se realizará una derivación al Nivel 3.

### Nivel 3

Si un estudiante acumula **10 o más ausencias injustificadas o 20 o más tardanzas injustificadas/salidas anticipadas**, Ese estudiante comenzará la intervención de Nivel 3. Se enviará al padre y al estudiante una citación para asistir a una reunión con el Consejo de Ausentismo Escolar.

Las intervenciones de ausentismo progresivo de nivel 3 incluirán, además de las intervenciones de nivel 1 y nivel 2,

- Un contrato modificado entre la escuela, el estudiante y los padres.
- Referencias adicionales (Servicio comunitario, Health-Connect America, Mental Health Coop, Programas extraescolares)
- Una referencia a D.C.S.

Si el estudiante y la familia no cumplen y ocurren más ausencias/tardanzas/salidas anticipadas injustificadas, se remitirá el caso al tribunal de menores.

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| If your child misses... | That equals...    | Which is...       | And over 13 years of schooling that's... |
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### EVERY DAY COUNTS

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<sup>1</sup>TCA 49-6-3007 (e)(1).

<sup>2</sup>TCA 49-6-3009 (d)(1).

<sup>3</sup>T.C.A. 49-6-3009 (d)(2): (A); (B)(i-iii); (C).

<sup>4</sup>49-6-3009 (d)(3).

<sup>5</sup>49-6-3009 (d)(4).

<sup>6</sup>49-6-3009 (d)(5)(A) y (B).

<sup>7</sup>49-6-3009 (d)(6).

<sup>8</sup>49-6-3009 (d)(7).



# 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.



## 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 and provides equal access to the Boy Scouts and other designated youth groups. 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

Email: becky.malugin@hickmank12.org

Inquiries Maryland 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).

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## **HICKMAN COUNTY SCHOOLS STUDENT HANDBOOK**

### **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



### Guidance for Grievances

Statute and State Board of Education policy require districts to implement local-level grievance procedures to provide a means for evaluated teachers and principals to challenge the accuracy of the data used in the evaluation and adherence to the evaluation policies adopted by the State Board of Education. As final scores are being returned to educators, the following provide grounds for grievances:

1. Accuracy of the Data—Evaluation data must be linked correctly to the right teacher. This does not mean that educators can grieve a disagreement of a score or the formula used to determine the score.
2. Procedural Errors—Educators may grieve procedural errors that could materially affect or compromise the integrity of evaluation results. This includes not having met the minimum number of required observations for each domain or not having appropriate pre- and post- conferences.

### Timing of Grievances

To comply with the State Board of Education evaluation policy, grievances may be filed at the end of each of the three components of the evaluation model:

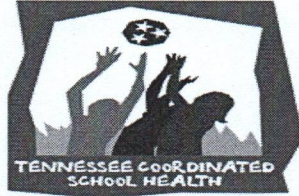
- 1) The qualitative appraisal, or the final average observation score
- 2) The student growth measures
- 3) Other measures of student achievement

A grievance must be filed no later than 15 days from the date teachers and principals receive the results for each component, otherwise the grievance will be considered untimely and invalid. Grievances may be filed at any point in time prior to the 15 days windows.

Districts must clearly communicate the decision in writing within 15 days of receipt of the complaint.

Teachers should contact their immediate supervisor in writing with the nature of their grievance. The supervisor will notify the appropriate central office supervisor of the grievance that has been filed.





## **Office of Coordinated School Health**

Dear Parent or Guardian,

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*

*Tonya Daugherty, RN*

931-729-7730

*Amy Gossett, RN*

Centerville School Nurse

931-729-2212

*Marla Beard, RN*

East School Nurse

931-670-3044



## Hickman County Assessment Calendar 2024-2025

| Name of Assessment         | Purpose and Use  | Grade/Class | Dates  | Communication of Results   |
|----------------------------|--|-------------|--|--|
| <b>Aimsweb</b>             | Universal Screener and progress monitoring tool  | Grades K-8  | Fall Benchmark - August 14-August 30<br>Winter Benchmark - December 4-December 20<br>Spring Benchmark - April 1-May 2  | Tentative Reports are shared with students and sent home to parents after each screener; Parents of RTI students receive progress monitoring information every 4 weeks   |
| <b>ACT Senior retake</b>   | To improve scores and help students meet the ACT requirement for the HOPE scholarship and avoid high school and postsecondary remediation  | Grade 12    | All Online:<br>Window 1- Standard and Accommodations October 1-4 & 7-11<br>Window 2: Standard and Accommodations October 15-18 & 21-25<br>Window 3: Standard and Accommodations October 29-November 1 & November 4-8 | Students will receive their score reports through their ACT account<br>Districts and schools will receive individual student score reports and aggregate student information   |
| <b>NAEP</b>                | NAEP results—especially on the math and reading assessments that are given every two years—are widely reported and are an important national indicator of state-level and national progress of education. NAEP gives us a good sense of the direction the nation is moving and provides valuable data with long-term trends. | TBD         | January 27th- March 7th  | NAEP is not designed to show individual results. Since the first NAEP assessment in 1969, students' names have been kept completely confidential. After students complete the assessment, their names are physically removed from the booklets and never leave their schools. Instead of reporting individual scores, NAEP reports overall results for the nation, the states, and for demographic groups of students. |
| <b>ACCESS for ELs WIDA</b> | To determine English proficiency levels and  | Grades K-12 | February 3th-March 28th  | Reports will be sent home to parents. Schools and districts also receive reports.  |



|   | evaluate the effectiveness of the EL programs  |               |   |   |  |
|---|--|---------------|---|---|--|
| <b>TCAP-ALT (MSAA &amp; SCIENCE/SS)</b>   | Shows how students are progressing academically  | Grades 3-11   | March 10th-April 25th   | Reports will be sent home to parents. Teachers and schools will receive reports.  |  |
| <b>TCAP-ALT (ELA &amp; MATH)</b>  | Shows how students are progressing academically  | K-12          | Fall: September 9th-December 20th<br>Spring: February 3rd-May 16th  | Reports will be sent home to parents. Teachers and schools will receive reports.  |  |
| <b>ACT</b>  | Benchmark assessment to measure college and career readiness   | Grade 11      | All Online:<br>Window 1: Standard and Accommodations March 11-14 & March 17-21<br>Window 2: Standard and Accommodations March 25-28, 31 & April 1-4<br>Window 3: Standard and Accommodations April 8-11 | Students will receive their score reports through their ACT account Districts and schools will receive individual student score reports and aggregate student information |  |
| <b>Grade 2 Assessment</b>   | Measures performance at the end of their second grade year on Tennessee specific standards                               | Grade 2       | April 14th-May 2nd  | Reports will be sent to parents by the fall of the following school year. Districts and schools will receive student and teacher reports                                  |  |
| <b>Grade 2 Alternate Assessment</b>   | Shows how students are progressing academically  | Grade 2       | March 10th- April 26th  | Parents, teachers and schools will receive reports.   |  |
| <b>Portfolio assessment for Pre-k and Alternate growth for Kindergarten-2nd</b> | Show growth in ELA and MATH using a pre and post assessment  | Pre-K and K-2 | Fall and Spring   | Reports can be generated in Portfolio and communicated with parents. Results are used to calculate the TOR's growth score.  |  |
| <b>TCAP Achievement Grades 3-5</b>  | Shows how students are progressing academically compared to their peers across Tennessee, and better information about a | Grades 3-5    | April 14th-May 2nd- paper based   | Reports will be sent home to parents. Teachers and schools will receive reports.  |  |



|  |   |  |   |  |  |
|--|---|--|---|--|--|
|  | student's strengths, needs, and areas for growth  |  |   |  |  |
| <b>TCAP Achievement<br/>Grades 6-8</b> | Shows how students are progressing academically compared to their peers across Tennessee, and better information about a student's strengths, needs, and areas for growth | Grades 6-8   | April 14th-May 6th-computer based   | Reports will be sent home to parents. Teachers and schools will receive reports.   |  |
| <b>TCAP EOC</b>                        | Shows how students are progressing academically compared to their peers across Tennessee, and better information about a student's strengths, needs, and areas for growth | Algebra I,II<br>Geometry<br>English I,II,III<br>Biology<br>Chemistry<br>U.S. History | April 14th-May 6th- paper based<br>April 14th-May 6th- Computer based** **Grades and subject areas to be determined by the TDOE | Reports will be sent home to parents. Teachers and schools will receive reports.   |  |
| <b>Gifted Screening</b>                | To identify intellectually gifted students who may be in need of an IEP   | Grade K-8  | August 19-October 10 Tentative  | Results will be communicated to the Special Programs office<br>Parents will be notified for students who qualify for further screening |  |
| <b>SAT</b>                             | The SAT reflects what Tennessee students are learning in classrooms across the state and assess skills that are essential for college and career success.                 | Grade 11   | Tentative dates:<br>August 24th<br>October 5th<br>November 2nd<br>December 7th<br>March 8th<br>May 3rd<br>June 7th              | Results will be sent home to parents.  |  |



# Meningococcal B Vaccine:

## What You Need to Know

Many Vaccine Information Statements are available in Spanish and other languages. See [www.immunize.org/vis](http://www.immunize.org/vis)

Hojas de información sobre vacunas están disponibles en español y en muchos otros idiomas. Visite [www.immunize.org/vis](http://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](http://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](http://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](http://www.cdc.gov/vaccines)





# Meningococcal ACWY Vaccine:

## What You Need to Know

Many Vaccine Information Statements are available in Spanish and other languages. See [www.immunize.org/vis](http://www.immunize.org/vis)

Hojas de información sobre vacunas están disponibles en español y en muchos otros idiomas. Visite [www.immunize.org/vis](http://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](http://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](http://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](http://www.cdc.gov/vaccines)

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



Office use only



## NOTICE OF NONDISCRIMINATION

It is the policy of the Hickman County Board of Education not to discriminate on the basis of sex, race, national origin, creed, age, or religion in any of the programs, practices, or employment in the school system. A complaint may be filed by anyone who has a grievance regarding discrimination as set forth in one of the following statutes: (1) The Rehabilitation Act of 1972, Section 504: (2) Title VI of the Civil Rights Act of 1964: or (3) Title IX of the Educational Amendments of 1972.

### 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.<br>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.<br>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.<br>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.<br>28 C.F.R. Part 35 |

### Title VI & IX Complaints

Mike Elkins  
115 Murphree Ave.  
Centerville, TN 37033  
931-729-3391 Ext. 2255  
[mike.elkins@hickmank12.org](mailto:mike.elkins@hickmank12.org)

Becky Malugin  
115 Murphree Ave.  
Centerville, TN 37033  
931-729-3391 [becky.malugin@hickmank12.org](mailto:becky.malugin@hickmank12.org)

### Section 504 Complaints

Shelda Qualls  
115 Murphree Ave.  
Centerville, TN 37033  
931-729-3391  
[shelda.qualls@hickmank12.org](mailto:shelda.qualls@hickmank12.org)

### ADA Complaints

Shelda Qualls  
115 Murphree Ave.  
Centerville, TN 37033  
931-729-3391 Ext. 2234  
[shelda.qualls@hickmank12.org](mailto:shelda.qualls@hickmank12.org)



1

| <b>Hickman County Board of Education</b> |   |                                  |                                 |
|--|---|----------------------------------|---------------------------------|
|  | Descriptor Term:<br><b>Media Access to Students</b> | Descriptor Code:<br><b>6.604</b> | Issued Date:<br><b>08/07/23</b> |
|  |   | Rescinds:<br><b>6.604</b>        | Issued:<br><b>06/07/21</b>      |

2

3 School administrators shall be authorized to grant permission and set parameters for media access to  
 4 students in their respective schools. Media representatives shall be required to report to the  
 5 administration for prior approval before accessing students involved in instructional programs and  
 6 activities not attended by the general public. The media may interview and photograph students  
 7 involved in instructional programs and school activities including athletic events. Such media access  
 8 shall not be unduly disruptive and shall comply with Board policies.

9

10 Each year parents/guardians will be given the option to withhold permission for public news media  
 11 interviews or photographs of their child at school.

12

13 Specific parental/guardian permission must be obtained if the story or photograph covers topics of a  
 14 sensitive nature.

15

16 If any student is to be filmed or videotaped and will be identified or a primary subject of the filming or  
 17 videotaping, prior written consent/release/waiver will be obtained from the student's parent/guardian.

18

19 District employees may release student information to the media only in accordance with applicable  
 20 provisions of the education records law and Board policies governing directory information and  
 21 personally identifiable information.<sup>1</sup>

22

23 Parents will be advised of the Board's media access to students policy at the time of the student's  
 24 registration and each fall in the student/parent handbook.

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 Legal References

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 Cross References

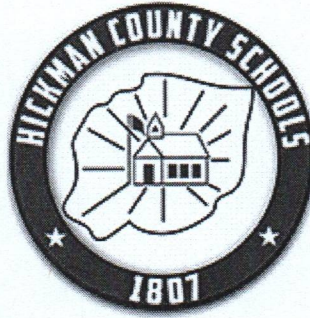


1. 20 USCA § 1232g; TRR/MS 0520-01-03-.03(11)

News Releases, News Conferences, and Interviews 1.503

1





## HICKMAN COUNTY SCHOOLS: MEDIA RELEASE FORM

Please Check School: CES \_\_\_ CIS \_\_\_ HCMS \_\_\_ HCHS \_\_\_

Dear Parent or Guardian,

Throughout the school year, media representatives may visit your child's school to cover special events. Additionally, Hickman County Schools may wish to use your child's name, photograph, likeness, voice, or student work for promotional and educational purposes. These may appear in district publications, posters, brochures, newsletters, the district website, district-sponsored social media, local television or radio stations, and at community events.

Before we use your child's name, photograph, likeness, voice, or student work in any of these ways, we require your permission. Please review the options below, indicate your preference, and return this form to your child's school.

Thank you for your cooperation.

### Media Release Permission

☐ **I GIVE PERMISSION** for my child to be filmed, photographed, or interviewed by the media during school events and for Hickman County Schools to use my child's name, photograph, likeness, voice, or student work for promotional and educational purposes.

☐ **I DO NOT GIVE PERMISSION** for my child to be filmed, photographed, or interviewed by the media during school events and for Hickman County Schools to use my child's name, photograph, likeness, voice, or student work for promotional and educational purposes.

Student Name: \_\_\_\_\_

Parent/Guardian Name (Please Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

If you have any questions regarding this form, please contact your child's school office.



# Hickman County Board of Education

|  |   |                                  |                                 |
|--|---|----------------------------------|---------------------------------|
|  | Descriptor Term:<br><br><b>Grading System</b> | Descriptor Code:<br><b>4.600</b> | Issued Date:<br><b>03/03/25</b> |
|  |   | Rescinds:<br><b>4.600</b>        | Issued:<br><b>10/21/24</b>      |

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.<sup>1</sup>

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

## **GRADING SYSTEM: GRADES NINE - TWELVE (9-12)<sup>1</sup>**

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)

Grading floors with a minimum above zero are not permitted.<sup>3</sup> 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)  
Honors Biology I and II  
Honors Physical Science  
Honors Chemistry  
Honors Physics  
Honors Anatomy

Trigonometry  
Honors Algebra II  
Honors Geometry  
Dual Enrollment College Courses  
Honors American History  
Honors Algebra I



1 Calculus

2 SDC SAILS Statistics

Dual Enrollment TCAT

3 SDC Pre-Calculus

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

- 6 • Honors Courses – three (3) percentage points;
- 7
- 8 • Local and Statewide Dual Credit, Capstone Industry Certification Aligned – four (4) percentage  
9 points; and
- 10
- 11 • Advanced Placement, Cambridge International, College Level Exam Program (CLEP),  
12 International Baccalaureate Courses, and Dual Enrollment Courses – five (5) percentage points.

13 **Student Absent for State Mandated Exams:**

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

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

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

28 **Conduct shall be marked as follows:**

29 E.....Excellent  
30 S.....Satisfactory  
31 U.....Unsatisfactory

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

33 Attendance records **will not** be the sole criterion in determining the awarding of grades or the passing of  
34 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 SCHOLARSHIPS<sup>3</sup>**

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](http://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.<sup>4</sup>



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**Legal References**

1. TCA 49-2-203(b)(16); TCA 49-2-301(b)(1)(H)
2. TRR/MS 0520-01-03-.02; State Board of Education Policy 3.301; TCA 49-6-407
3. TCA 49-4-904, 905, 907; Public Acts of 2024, Chapter No. 1005
4. TCA 49-4-932(f)

**Cross References**

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:

## Promotion and Retention

Descriptor Code:  
**4.603**

Issued Date:  
**03/03/25**

Rescinds:  
**4.603**

Issued:  
**08/05/24**

### **PROMOTION<sup>1</sup>**

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).<sup>2</sup>

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

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;<sup>3</sup>
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 1<sup>st</sup> deadline if the delay in identifying a student is due to:<sup>4</sup>

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.

### **VOLUNTARY RETENTION**

A parent/guardian of a student enrolled in kindergarten through second grade may choose to retain his/her student in the current grade level if:

1. The student has a documented academic or behavioral delay; and
2. The parent/guardian believes that retention may benefit the student.<sup>5</sup>

This information shall be submitted in writing within thirty (30) days of the end of the school year. The district shall send written notice to the parent/guardian confirming whether the student is eligible for retention under state law.

### **PROMOTION PLANS<sup>6</sup>**

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.<sup>7</sup>

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.<sup>8</sup>

### **RETENTION<sup>7</sup>**

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 Retention<sup>9</sup>*

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 Grade<sup>10</sup>*

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.

f. Beginning with the 2023-2024 school year, the student demonstrates proficiency in ELA standards by scoring within the fiftieth percentile on the most recently administered state-provided benchmark assessment and the district provides tutoring services to the student during the entire fourth grade school year and notifies the student's parent/guardian, in writing, of the benefits of enrolling the student in summer programming.

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 Grade<sup>10</sup>*

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; and
2. A student who was promoted to fourth grade due to attending a learning loss bridge camp while maintaining a ninety percent (90%) attendance rate and receiving tutoring for the entirety of the fourth grade school year.

If a student that was promoted to fourth grade under one of the provisions above does not demonstrate adequate growth on the fourth-grade ELA portion of the TCAP test, then the following shall occur:

1. The student's principal shall convene a conference consisting of the following parties: the student's parent(s)/legal guardian, the student's ELA teacher, and the student's principal.

2. The conference shall review the student's fourth grade ELA performance to determine if the student should be promoted to fifth grade.

3. At the conclusion of the conference, a majority of the parties shall agree to one of the following:

a. The student will be promoted to fifth grade and be assigned a tutor for the entirety of the student's fifth-grade year; or



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

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

*Decision of Retention – Students with Disabilities<sup>11</sup>*

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<sup>8,12</sup>**

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.<sup>13</sup>

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Legal 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)

Cross References

Credit Recovery 4.210  
Grading System 4.600  
Reporting Student Progress 4.601  
Attendance 6.200



4. TRR/MS 0520-01-03-.16(4)
5. Public Acts of 2024, Chapter No. 829
6. TRR/MS 0520-01-03-.16(6)
7. TRR/MS 0520-01-03-.16(6)(f)
8. TRR/MS 0520-01-03-.16(6)(e)
9. TRR/MS 0520-01-03-.16(6)(g)
10. TRR/MS 0520-01-03-.16(7)
11. 29 U.S.C. § 794 (Section 504); 20 USCA § 1400 *et seq.*; TRR/MS 0520-01-03-.16(7)(e); Public Acts of 2024, Chapter No. 989
12. TRR/MS 0520-01-03-.16(3); TRR/MS 0520-01-02-.17(7); TCA 49-6-3102(e)(1)
13. TRR/MS 0520-01-03-.16(7)(f)

Student Assignments 6.205  
Homeless Students 6.503  
Student Records 6.600



# Hickman County Board of Education

Descriptor Term:

## **Student Equal Access (Limited Public Forum)**

Descriptor Code:

**4.802**

Issued Date:

**08/01/22**

Rescinds:

**4.802**

Issued:

**06/01/20**

## **STUDENT MEETINGS**

Schools may allow students to form clubs or groups that meet before, during, and/or after the school day. Requests to form such clubs or groups shall not be denied based upon the religious nature or beliefs of proposed club or group. If permitted, school administrators shall ensure that all clubs and groups have the same abilities to access facilities and advertise their meetings.<sup>1</sup>

No funds shall be expended by the school for any such meeting beyond the incidental costs associated with providing meeting space. Groups meeting under this policy may be required to pay a reasonable fee for compensating school personnel in the supervision of the activity.

No student may be compelled to attend or participate in a meeting under this policy.

A student or a group of students who wish to conduct a meeting under this policy must file an application with the principal at least three days prior to the proposed date.

The principal shall approve the meeting if he/she determines that:<sup>1</sup>

1. The meeting is voluntary and student-initiated;
2. There is no sponsorship of the meeting or its content by the school, the Board, or its employees;
3. The meeting will not materially and substantially interfere with the orderly conduct of the school's educational activities or conflict with other previously scheduled meetings;
4. Employees of the district are to be present in a non-participatory monitoring capacity; however, no employee shall be required to attend in this capacity if the content of the meeting is contrary to the beliefs of the employee; and
5. Non-school persons will not direct, control or regularly attend.

## **SCHOOL SPONSORED EVENTS<sup>2</sup>**

If the Board or a school principal authorizes an event at which a student is to speak, a limited public forum shall be established for such student speakers. The appropriate administrators shall ensure that:

1. The forum is provided in a manner that does not discriminate against a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject;
2. There is an appropriate method of selecting student speakers which is based on neutral criteria;



- 1        3. Student speakers do not engage in speech that is obscene, vulgar, offensively lewd, indecent or  
2        promotes illegal drug use.
- 3        To the extent possible and practical, prior to events in which students will speak, notice shall be  
4        provided orally and/or in writing that the student's speech does not reflect the endorsement,  
5        sponsorship, position, or expression of the Board and its employees.
- 6        Beginning with the 2015-2016 school year, notice of this policy shall be provided in student  
7        handbooks and staff handbooks.

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**Legal References**

1. 20 USCA § 4071; *Bd. Of Educ. v. Mergens ex rel. Mergens*, 496 U.S. 226 (1990); TCA 49-6-1805
2. TCA 49-6-1803

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**Cross References**

Recognition of Religious Beliefs 4.803  
Prayer and Period of Silence 4.805



# Hickman County Board of Education

Descriptor Term:

**Tobacco-Free Schools**

Descriptor Code:

**1.803**

Issued Date:

**02/05/24**

Rescinds:

**1.803**

Issued:

**12/07/21**

- 1 All uses of tobacco, electronic/battery operated devices, vapor products, and all other associated  
2 paraphernalia are prohibited in all of the school district's buildings and in all vehicles that are owned,  
3 leased, or operated by the district.<sup>1</sup> Smoking and vaping shall be prohibited in any public seating areas  
4 including, but not limited to, bleachers used for sporting events or public restrooms.<sup>2</sup>
- 5 Employees and students in the school district will not be permitted to use these products while they are  
6 participants in any class or activity in which they represent the school district.
- 7 Signs will be posted throughout the district's facilities to notify students, employees, and all other persons  
8 visiting the school that the use of these products is forbidden. The following notice shall be prominently  
9 posted (including at each ticket booth) for elementary or secondary school sporting events: *Smoking is*  
10 *prohibited by law in seating areas and in restrooms.*<sup>3</sup>

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## Legal References

1. 20 USCA § 6083; TCA 39-17-1604(6); TCA 39-17-1503(9), (10)
2. TCA 39-17-1604(10)
3. TCA 39-17-1605

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## Cross References

Community Use of School Facilities 3.206  
Code of Conduct 6.300



# Hickman County Board of Education

|  |  |                                  |                                 |
|--|--|----------------------------------|---------------------------------|
|  | Descriptor Term:<br><br><b>Student Discrimination/Harassment<br/>and Bullying/Intimidation and<br/>Cyberbullying</b> | Descriptor Code:<br><b>6.304</b> | Issued Date:<br><b>04/03/23</b> |
|  |  | Rescinds:<br><b>6.304</b>        | Issued:<br><b>02/01/21</b>      |

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.<sup>1</sup>

This policy shall be disseminated annually to all school staff, students, and parents.<sup>2</sup> 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.<sup>3</sup>

## DEFINITIONS<sup>4</sup>

*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.<sup>5</sup>

#### 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.<sup>6</sup>

Alleged victims of the above-referenced offenses shall report these incidents immediately to a teacher, counselor or building administrator.<sup>3</sup> 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.<sup>4</sup> 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.<sup>7</sup>

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.<sup>8</sup>

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.<sup>7</sup> 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.<sup>7</sup>



## 1    **RESPONSE AND PREVENTION**<sup>10</sup>

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

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

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

## 11   **REPORTS**

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

16   By July 1 of each year, the director of schools/designee shall prepare a report of all of the bullying  
17   cases brought to the attention of school officials during the prior academic year. The report shall also  
18   indicate how the cases were resolved and/or the reasons they are still pending. This report shall be  
19   presented to the board of education at its regular July meeting, and it shall be submitted to the state  
20   department of education by August 1.<sup>12</sup>

21   The director of schools shall develop forms and procedures to ensure compliance with the  
22   requirements of this policy and TCA 49-6-1016.

## 23   **RETALIATION AND FALSE ACCUSATIONS**

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

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



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#### Legal 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)

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#### Cross References

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.<sup>1</sup> 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).<sup>2</sup> 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.<sup>3</sup> These individuals shall receive training as to how to promptly and equitably resolve student and employee complaints.<sup>3</sup>

All employees shall receive training on complying with this policy and federal law.<sup>4</sup>

### **TITLE IX COORDINATOR<sup>5</sup>**

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

[becky.malugin@hickmank12.org](mailto:becky.malugin@hickmank12.org)

### **DEFINITIONS<sup>4</sup>**

“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:<sup>3</sup>



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,<sup>6</sup> dating violence,<sup>7</sup> domestic violence,<sup>8</sup> or stalking<sup>9</sup> 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



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

- 3 1. Promptly contact the complainant to discuss the availability of supportive measures;
- 4
- 5 2. Consider the complainant's wishes with respect to supportive measures;
- 6
- 7 3. Inform the complainant of the availability of supportive measures; and
- 8
- 9 4. Explain the process for filing a formal complaint.<sup>10</sup>

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

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

## 21 **Complaints**

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

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

28 Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:<sup>14</sup>

- 29 1. Provide written notice of the allegations, and the grievance process to all known parties to give  
30 the respondent time to prepare a response before an initial interview;
- 31
- 32 2. Inform the parties of the prohibition against making false statement or knowingly submitting  
33 false information;
- 34
- 35 3. Inform the parties that they may have an advisor present during any subsequent meetings; and
- 36
- 37 4. Offer supportive measures in an equitable manner to both parties.

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



## 1 **Investigations**<sup>16</sup>

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

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

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

14 All investigations shall:

- 15 1. Provide an equal opportunity for the parties to present witnesses and evidence;  
16
- 17 2. Not restrict the ability of either party to discuss the allegations under investigation or gather  
18 and present relevant evidence;  
19
- 20 3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that  
21 seek disclosure of information protected under a legally recognized privilege unless such  
22 privilege has been waived;<sup>17</sup>  
23
- 24 4. Provide the parties with the same opportunities to have others present during any grievance  
25 proceeding;  
26
- 27 5. Provide to parties whose participation is requested written notice of the date, time, location,  
28 participants, and purpose of all investigative interviews, or other meetings, with sufficient time  
29 for the party to prepare to participate;  
30
- 31 6. Provide both parties an equal opportunity to inspect and review any evidence directly related to  
32 the allegations in the formal complaint; and  
33
- 34 7. Result in the creation of an investigative report that fairly summarizes relevant evidence.  
35
  - 36 a. Prior to the completion of the investigative report, the investigator shall send to each  
37 party the evidence subject to inspection and review. All parties shall have at least ten  
38 (10) days to submit a written response which shall be taken into consideration in  
39 creating the final report.

40 Within the parameters of the federal Family Educational Rights and Privacy Act,<sup>18</sup> the Title IX  
41 Coordinator shall keep the complainant and the respondent informed of the status of the investigation  
42 process. At the close of the investigation, a written final report on the investigation will be delivered to



1 the parent(s)/guardian(s) of the complainant, parent(s)/guardian(s) of the respondent, and to the  
2 Director of Schools.

### 3 **Determination of Responsibility**<sup>19</sup>

4 The respondent is presumed not responsible for the alleged conduct until a determination regarding  
5 responsibility is made at the conclusion of the grievance process.<sup>20</sup> The preponderance of evidence  
6 standard shall be used in making this determination.<sup>21</sup>

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

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

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

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

### 18 **APPEALS**<sup>22</sup>

19 Either party may appeal from a determination of responsibility based on a procedural irregularity that  
20 affected the outcome, new evidence that was not reasonably available at the time of the determination  
21 that could affect the outcome, or an alleged conflict of interest on the part of the Title IX Coordinator or  
22 any personnel chosen to facilitate the grievance process. Appeals shall be submitted to the Title IX  
23 Coordinator within ten (10) days of a determination of responsibility.

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

25 1. Assign an impartial hearing officer within five (5) days of receipt of the appeal; and

26  
27 2. Notify the parties in writing.

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

### 32 **RETALIATION**<sup>23</sup>

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



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Legal 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

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Cross References

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:

## Media Access to Students

Descriptor Code:

6.604

Issued Date:

08/07/23

Rescinds:

6.604

Issued:

06/07/21

School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools. Media representatives shall be required to report to the administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public. The media may interview and photograph students involved in instructional programs and school activities including athletic events. Such media access shall not be unduly disruptive and shall comply with Board policies.

Each year parents/guardians will be given the option to withhold permission for public news media interviews or photographs of their child at school.

Specific parental/guardian permission must be obtained if the story or photograph covers topics of a sensitive nature.

If any student is to be filmed or videotaped and will be identified or a primary subject of the filming or videotaping, prior written consent/release/waiver will be obtained from the student's parent/guardian.

District employees may release student information to the media only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.<sup>1</sup>

Parents will be advised of the Board's media access to students policy at the time of the student's registration and each fall in the student/parent handbook.

### Legal References

- 20 USCA § 1232g; TRR/MS 0520-01-03-.03(11)

### Cross References

News Releases, News Conferences, and Interviews 1.503



# Hickman County Board of Education

Descriptor Term:

**Student Transportation Management**

Descriptor Code:

**3.400**

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## 1 *General*

2 School buses shall be maintained and operated in accordance with state law and State Board Rules and  
3 Regulations.<sup>1</sup>

4 Each bus shall be equipped with the phone number for reporting safety complaints. This number shall  
5 appear on the rear bumper.<sup>2</sup> Buses shall also include notice in a conspicuous place that only authorized  
6 persons shall enter the bus. This notice shall include appropriate contact information in case of an issue  
7 on the bus.<sup>3</sup>

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

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

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

## 14 **SCHOOL BUS DRIVERS**

15 Each school bus driver shall receive a certificate from the Board prior to operating a school bus for the  
16 school district. The issuance of a certificate to a school bus driver shall be based on the qualifications  
17 of school bus drivers as determined by the Director of Schools.<sup>4</sup>

18 Annually, the Board shall require each school bus driver to have a physical and mental examination.  
19 The Board shall revoke the certificate of any school bus driver found to be physically, mentally, or  
20 morally unfit to operate a school bus. Additionally, a certificate shall be revoked if the school bus  
21 driver is convicted of driving under the influence, vehicular assault, vehicular homicide, aggravated  
22 vehicular homicide, or the manufacture, delivery, sale, or possession of a controlled substance or  
23 analogue.<sup>5</sup>

## 24 **TRANSPORTATION SUPERVISOR<sup>6</sup>**

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

27 The transportation supervisor shall complete a student transportation management training program  
28 upon appointment. Every year the transportation supervisor shall complete a minimum of four (4)  
29 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<sup>7</sup>**

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<sup>8</sup>**

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 during their ride.

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.



## 1 SCHOOL BUS IDLING POLICY

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

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

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

9 Guidance:

- 10 1. If there is a wait time of more than fifteen (15) minutes when arriving at a loading/unloading  
11 zone to pick up or drop off students, school bus drivers shall turn off their buses as soon as  
12 possible to eliminate idling time and reduce harmful emissions. The school bus should not be  
13 restarted until it is ready to depart and there is a clear path to exit the pick-up area. Exceptions  
14 include conditions that would compromise passenger safety, such as extreme weather, idling in  
15 direct traffic, or necessary idling for use of bus safety lights/equipment or wheelchair type lifts.  
16
- 17 2. Limit idling time during early morning warm-up to what is recommended by the manufacturer  
18 (3-5 minutes) in all but the coldest weather. Exceptions include idling necessary for pre-trip  
19 inspection and idling necessary to defrost windows and mirrors for safe operation of the school  
20 bus.  
21
- 22 3. Buses should not idle while waiting for students during field trips, extracurricular activities, or  
23 other events where students are transported off school grounds.  
24
- 25 4. In cold weather, schools are directed to provide a space inside the school where bus drivers can  
26 wait if they have shut down their bus.  
27
- 28 5. In colder weather, if the warmth of the bus is an issue, idling is to be at a very minimum and  
29 occur outside the school zone. The "warmed" bus is to enter the school zone as close to pick-up  
30 time as possible to maintain warmth and then shut down if there is a wait time of more than  
31 fifteen (15) minutes.  
32
- 33 6. All currently employed drivers shall receive a copy of this policy and be trained regarding the  
34 policy's requirements. As a part of the onboarding and/or new hire process, all new drivers  
35 shall receive a copy of this policy and be trained regarding the policy's requirements.  
36
- 37 7. Excessive idling by the driver may result in disciplinary action.

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

- 40 1. While stopped:
  - 41 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;
  4. 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);
  5. 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;
  6. To operate defrosters, heaters, air conditioners, or other equipment to ensure the safety or health of the driver or passengers;
  7. 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).

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#### 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)
6. Public Acts of 2024, Chapter No. 548
7. TCA 49-6-2107

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#### Cross References

Bus Safety and Conduct 6.308  
Homeless Students 6.503



8. TCA 49-6-2109 (c) (1); Public Acts of Chapter No. 122



# Hickman County Board of Education

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## Scheduling and Routing

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All school bus routes shall be arranged in such a way as to travel the shortest possible distance from the time the first student is picked up until the trip is complete.

The transportation supervisor will be responsible for surveying all bus routes and scheduling bus transportation, including the determination of bus stops and the assignment of students. Deleting or establishing new bus routes is the responsibility of the Board. Bus stops will be reviewed annually by the bus driver and transportation supervisor. Concerns regarding bus stop locations and bus routes should be addressed through the transportation supervisor.

Appeals of transportation decisions shall be made to the director of schools. 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.



1 All children living within legal boundaries of Hickman County who are legally enrolled in Hickman  
2 County Schools and who are eligible may be transported from their home to school. However, it  
3 should be understood that transporting children within one and one-half miles (1-1/2) of a school is  
4 done without reimbursement from the State Department of Education and will be continued only as  
5 long as it is economically feasible.

6 Students shall not be in transit to and from school more than one and one-half hours each way.<sup>1</sup> Under  
7 no circumstances shall students be transported past their assigned school.

8 Where practical, transfers may be made from one bus to another. Both buses shall be present while the  
9 transfer is in process, unless the transfer point is a school campus. Leaving students at a home or place  
10 of business for transfer shall be permitted only after approval has been obtained from the Board.

11 Bus routes shall not overlap unless necessary to reach some other portion of each respective route or  
12 unless overlapping results from the necessity to travel the main highway to school centers. When more  
13 than one bus travels a main highway and each bus picks up some students along such routes, each bus  
14 shall be assigned a certain portion of the route and all students within this section shall ride the bus to  
15 which assigned.

16 Every bus driver, at the beginning of the school year or, in the event that the driver is hired during the  
17 school year, at the time of hire, shall be informed of all the policies and procedures in place regarding  
18 the transportation of students.<sup>2</sup>

19 Once the official route is begun, stops shall only be made to take on, discharge or transfer students.  
20 Buses are not to stop at stores (or make any other nondesignated stops except for emergencies) when  
21 transporting students.

22 No student may exit the bus at a destination other than that student's designated bus stop. The Director  
23 may adopt, with the approval of the Board, procedures that would allow a student to exit the school bus  
24 at an alternative location. If the Director adopts procedures, such procedures shall include, at a  
25 minimum, the following:<sup>3</sup>

- 26 1. No school bus driver shall require or permit a student to exit the bus in violation of the School  
27 System's policies and procedures. The Director shall immediately review the fitness to drive of  
28 a driver who permits or requires a student to exit a bus in violation of the School System's  
29 policies and procedures.  
30
- 31 2. No student shall be allowed to exit the bus at a stop other than the student's regular bus stop  
32 unless the student provides the driver with a signed note from the parent or guardian informing  
33 the driver of the change in the student's bus stop for the day. The driver shall turn the note  
34 over to the principal as soon as practical after the completion of the route.  
35
- 36 3. In the event that the driver finds it necessary for a student to exit the bus at a stop other than the  
37 student's designated stop in order to preserve the safety of other student passengers or the  
38 driver, the driver may remove the offending student from the bus provided that the driver  
39 secures the safety of the student for the uncompleted trip.  
40



- 1 4. A driver shall report to school authorities as soon as possible, but no later than the end of the  
2 route, any student refusing to obey the driver or exiting the bus without the driver's permission  
3 at a point other than the student's destination for that trip.<sup>4</sup>
- 4 Students who ride school buses shall attend the school designated unless the Board designates an  
5 alternate school. If a parent chooses to send his/her child to another school in the system, the parent  
6 must provide transportation to and from that school.

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#### Legal References

1. TCA 49-6-2105
2. TCA 49-6-2118(b)
3. TCA 49-6-2118(a)
4. TCA 49-6-2118(c)-(d)

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#### Cross References

Bus Safety and Conduct 6.308