



Williamson County Board Policy Committee

May 5, 2025 6:00 PM

Williamson County Administrative Complex Training Center, 1st Floor

Policy Chair - Jay Galbreath

Policy Committee - Drason Beasley, Donna Clements, Dennis Driggers, Margie Johnson and Melissa Wyatt

1. Agenda

2. Board Policies Second Reading

- a. 4.202 Special Education
- b. 4.601 Student and Parent/Guardian Rights to Access Tests and Quizzes (New)

3. Board Policies First Reading

- a. 4.7001 Semester and Final Exams
- b. 6.411 Student Wellness

4. Board Policy for Discussion

- a. 6.300 Code of Conduct



POLICY REVIEW OR CREATION REQUEST

This form will be completed for all new policies and all recommendations for revisions to or deletions of policies of the Williamson County Board of Education. Attach any information which would be helpful to understand the proposed changes or actions.

Recommended by: Staff ☐ General Counsel ☐ Board Member ☒ _____ Tony Bostic _____

Date Submitted to General Counsel: _____ March 28th 2025 _____

Recommendation: add ☐, revise ☒, or delete ☐ the following Policy number(s) and title(s):

4.202 Special Education

Brief summary of the proposed addition or changes:

Pg 2 line 2 – change language of bullet point 3 to state: *“Interactive planning sessions shall be facilitated with special education and general education teachers, paraprofessionals, and parents or guardians regarding each student’s IEP and in order to ensure a parent’s right to meaningful participation.”*

Pg 2 after line 4 – insert new bullet point language: *“WCS shall notify a student's parent or guardian at least 10 days before the student's individualized education program (IEP) meeting to ensure that the parent or guardian has an opportunity to attend, unless the parent or guardian and a representative of WCS mutually agree to meet prior to 10 calendar days in accordance with rules promulgated by the state board of education.”*

Pg 2 after line 4 – insert another new bullet point language: *“WCS shall provide the following to the parent or guardian of the student who is the subject of the IEP team meeting, at least 48 hours prior to such meeting:*

- (A) A copy of any and all student evaluation reports that are to be used in the determination of the student's eligibility for special education or in the development of the draft IEP.*
- (B) A copy of the student's draft IEP, unless the student's parent or guardian provides written notice to the LEA more than 48 hours prior to the scheduled IEP meeting declining the parent's or guardian's right to receive a copy of the draft IEP.”*

Pg 2 after line 4 – insert another new bullet point language: *“WCS shall establish and maintain Service Delivery Logs (SDL) to document the provision of all special education services as outlined in the student’s IEP, including but not limited to, direct instruction, consultation services, and related services. The log must include the following information for each service session:*

- Date of Service*
- Start and End Time of Service*
- Duration (in minutes)*

- *Brief Description of Service Delivered*
- *Name of Staff Member(s) Providing the Service including signature or initials*
- *Location of Service (if applicable)*
- *Any Notes or Comments (e.g., adjustments, student progress, etc.)*

Should there be any deviation from the scheduled service time or schedule (either over- or under-provision), it must be documented with a brief explanation. All special education services must be provided in accordance with the student's IEP, ensuring that the specified minutes for each service are met consistently throughout the academic year. SDLs should be regularly reviewed by the special education team to ensure full compliance with IEP goals and service delivery. Responsibility for maintaining SDLs belongs to the staff member delivering the service to maintain accurate, timely, and complete logs. SDLs should be maintained for a minimum of 3 years from the date of service delivery, and logs must be accessible to authorized personnel, including special education coordinators, administrators, and parents/guardians when appropriate."

Brief justification of why additions or changes needed or required:

To update our current policy to comply with new state law HB0861/SBSB1073. Also adding in language for Service Delivery Logs to ensure transparency and protection for WCS.

Staff analysis of the proposed addition or changes in terms of the following:

Legal implications; educational benefits; impact on the staff at the building level; impact on staff at the district level; immediate and future changes in numbers of assignments of personnel; immediate and future budgetary impact.

Tony Bostic

3/28/25

Name of Individual Submitting Policy for Review

Date

Williamson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Child Find and Special Education	Descriptor Code: 4.202	Issued Date: 04/16/19
		Rescinds: 4.202	Issued: 06/18/01

CHILD FIND¹

Child Find is a component of the Individuals with Disability Education Act (IDEA) that requires school districts to identify, locate and evaluate all children with disabilities ages 3 to 21 who need early intervention services or special education services. It is a continuous process of public awareness activities, screenings, and evaluations to locate, identify, and refer children as early as possible. Williamson County Schools performs a countywide Child Find.

SPECIAL EDUCATION

The Board shall provide access to a free appropriate public education to all disabled children ages 3-21, inclusive, residing within the jurisdiction of the school system. The plan for implementation of appropriate instruction and special education services shall be in accordance with the current *Rules, Regulations, and Minimum Standards for the Operation of the School System* of the *Tennessee* State Board of Education² and state³ and federal⁴ law.

The Board shall develop and periodically update a local plan for providing special education services for disabled students. Specifically, the Board shall ensure the following:

1. All disabled children living within the school system receive a free and appropriate public education and the services to meet their unique needs; and
2. The rights of disabled children and their parents are protected.

The Board recognizes that in order to serve the needs of students with disabilities a variety of instructional strategies and related services must be made available within the school system. The Board strongly supports the need to establish special education services and supports within the school district and offers programs across the entire county.

The Board believes that services to students with disabilities must be coordinated with other programs and that shared responsibility must be taught in the framework of the general education classrooms. Students with disabilities must be taught in framework of the general education curriculum. General education, career and technical education and special education staff shall strive to coordinate their services as designated in each student's Individualized Education Plan (IEP), in order to meet the needs of each student who is eligible for special education supports and services.

The Board supports efforts toward the integration of students with disabilities into general classrooms, believing that integration leads to better educational and social opportunities for all children, greater

respect for and understanding of individual differences and an easier assimilation into society with greater success upon the completion of formal public education.

The Board shall ensure that the instructional needs of all students are met. This policy is to establish equitable and educationally sound placement for all students, including students with disabilities, in every classroom.

PARENTAL/GUARDIAN NOTIFICATION AND ACCESS TO CERTAIN DOCUMENTS⁵

WCS shall notify a parent/guardian of a student at least ten (10) calendar days before the student's individualized education program (IEP) meeting to ensure that the parent or guardian has an opportunity to attend, unless the parent or guardian and a representative of WCS mutually agree to meet prior to ten (10) calendar days.

WCS shall provide the following to the parent/guardian of the student who is the subject of the IEP team meeting, at least forty-eight (48) hours prior to such meeting:

1. A copy of the student's evaluation report that is to be used in the determination of the student's eligibility for special education or in the development of the draft IEP; and

2. If WCS creates a draft IEP for the student prior to the IEP team meeting, then a copy of the student's draft IEP, unless the student's parent/guardian provides written notice to WCS more than forty-eight (48) hours prior to the scheduled IEP meeting declining his/her right to receive a copy of the draft IEP.

(SERVICE DELIVERY LOGS)

WCS shall establish and maintain service delivery logs (SDL) to document the provision of all special education services as outlined in the student's IEP, including but not limited to, direct instruction, consultation services, and related services.

The log must include the following information for each service session:

- Date of Service*
- Start and End Time of Service*
- Duration*
- Brief Description of Service Delivered*
- Name of Provider(s) Providing the Service*
- Location of Service*
- Any Notes or Comments (e.g., adjustments, student progress, etc.)*

Should there be any deviation from the scheduled service time or schedule, it must be documented with a brief explanation. All special education services must be provided in accordance with the student's IEP, ensuring that the specified minutes for each service are met consistently throughout the academic year. SDLs should be regularly reviewed by the special education team to ensure full compliance with IEP goals and service delivery. Responsibility for maintaining SDLs belongs to the staff member delivering the service to maintain accurate, timely, and complete logs. SDLs should be maintained for a minimum of three (3) years.)

*** The above language in green was not agreed upon during the April policy meeting. This language is still under review.*

FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

To ensure the provisions of a free appropriate public education (FAPE) according to state law and the Individuals with Disabilities Education Act (IDEA) are being met, our district proposes the following:

1. Education placement decisions for all student, including students with disabilities, shall be made based on the instructional needs of the students;
2. Joint staff development and training shall be provided for general education and special education teachers (models, strategies and interventions) for maintain an inclusive classroom;
3. ~~Interactive planning sessions~~ **Collaboration** shall be facilitated with special education and general education teachers as well as paraprofessionals, **and parents/guardians** regarding each student's IEP;
4. Training shall be provided for general education teachers on modifications and accommodations to the IEP;
5. All students in the general education classroom shall have access to the standard textbooks and instructional materials used in the class with alternative or supplemental materials provided as needed.
6. Resources, supports, supplemental aid and materials shall be provided to help students progress in the general curriculum and be successful in the general education classroom (e.g. assistive technology devices and services, paraprofessional support, adaptation in the classrooms, etc);
7. Needed technical assistance shall be provided to general education teachers in order to address the needs of individual students; and
8. Training for paraprofessionals is provided to ensure that they acquire the knowledge and skills necessary to assist students in the general education classroom.

The Board adopts the state and federal regulations in order to implement the provision of special education and related services. This is to ensure compliance with state and federal regulations in providing special education supports and services.

Legal References

1. ***Education of Individuals with Disabilities, 20 USCA Sections 1400-1485; 34 CFR § 300.111; TRR/MS 0520-01-09***
2. TRR/MS 0520-01-09
3. TCA 49-10-101 et seq.

Cross References

Compulsory Attendance Ages 6.201
Alternative School Program 6.319
Student Communicable Diseases 6.403
Acquired Immune Deficiency Syndrome 6.404

4. Education of Individuals with Disabilities, 20 USCA
Sections 1400-1485; Section 504 of the Rehabilitation
Act of 1973
5. *Public Acts of 2025, Chapter No. ____*



POLICY REVIEW OR CREATION REQUEST

This form will be completed for all new policies and all recommendations for revisions to or deletions of policies of the Williamson County Board of Education. Attach any information which would be helpful to understand the proposed changes or actions.

Recommended by: Staff ☐ General Counsel ☐ Board Member ☒ _____

Date Submitted to General Counsel: ___N/A_____

Recommendation: add ☒, revise ☐, or delete ☐ the following Policy number(s) and title(s):

Policy 4.601 Tests and Quizzes

Brief summary of the proposed additions or changes:

Students will be allowed to take possession of tests and quizzes after all tests for a class have been administered. Limits potentially on Common Formative assessments and Final Exams where the CFAs are carefully crafted and not easily replicated, and Final exams have little value for students for study as the material for the class ends at each semester.

Brief justification of why additions or changes needed or required:

Current Practice is that students may not take possession of tests and most quizzes for their review outside of the classroom. This practice is in place to promote “test security,” so that teachers do not have to re-make tests annually. “Test security” has its place for formative assessments and possibly final exams, however, students deserve these tests to review what they missed and to help study for final exams. And Parents need to be able to review the tests so that they may assess their student’s understanding and assist by helping the student modify study habits and potentially get additional tutoring.

Staff analysis of the proposed addition or changes in terms of the following:

Staff Recommend/Do Not Recommend approval.

Jay Galbreath

03/31/25

Name of Individual Submitting Policy for Review

Date

Williamson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Student and Parent/Guardian Rights to Access Tests and Quizzes	Descriptor Code: 4.601	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

General

Establish the rights of students and parents/guardians to access and retain academic assessments, as appropriate, and promote student learning through opportunities for reteaching and reassessment.

STUDENT PREPARATION FOR CLASSROOM ASSESSMENTS

Teachers are responsible for providing quality instruction to ensure students are prepared for assessments and understand the expectations for demonstrating proficiency.

STUDENT AND FAMILY ACCESS TO TESTS AND QUIZZES

Parents/guardians are entitled to:¹

- Review all teaching materials, instructional materials, and teaching aids used in their child's classroom; and*
- Review tests developed and graded by their child's teacher.*

Students may review and, when appropriate, retain copies of their tests and quizzes after all assessments for a class section have been administered. This access supports learning through review of missed questions, parental/guardian engagement in student academic progress, and effective preparation for future assessments.

If a test or quiz cannot be released due to test security and protected test items, teachers will provide specific feedback to students and parents/guardians to understand proficiency levels and remediation opportunities. Feedback examples include completing a standard analysis checklist during class review, assessment reflections, or student data tracking.

Teachers must clearly communicate their classroom assessment policies to students and parents/guardians at the beginning of each course or in the course syllabus.

The following are except from this policy:

- 1. Common Formative Assessments (CFAs);*
- 2. Final Exams; and*
- 3. Performance-based Assessments.*

RETEACHING AND REASSESSMENT OF LEARNING

Teachers or teaching teams shall have a method for reteaching and reassessment for students who do not show proficiency on essential standards in their first assessment attempt. Teachers should use research-based engagement practices to encourage full effort on initial and subsequent assessment. Examples include bellringers on unmastered standards, reassessment on future assessments, individual remediation and reassessment, test corrections, strategies from the WCS Instructional Playbook, or other methods deemed appropriate by the teacher or teaching team.

Legal Reference

1. TCA 49-6-7003



POLICY REVIEW OR CREATION REQUEST

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Recommended by: Staff ☐ General Counsel ☒ Board Member ☐ _____

Date Submitted to General Counsel: ___N/A_____

Recommendation: add ☐, revise ☒, or delete ☐ the following Policy number(s) and title(s):

Policy 4.7001 Semester and Final Examinations

Brief summary of the proposed addition or changes:

The State Board of Education updated regulation 0520-01-03-.03(10)(d). That provision of the regulation now states that the weight of the examination on the student's final course grade in grades nine (9) through twelve (12) shall be determined by the LEA from a range of not less than five percent (5%) and not more than fifteen percent (15%). Staff recommends updating the language to fifteen percent (15%).

Brief justification of why additions or changes needed or required:

Legal compliance with State Board of Education regulation 0520-01-03-.03(10)(d).

Staff analysis of the proposed addition or changes in terms of the following:

Legal implications; educational benefits; impact on the staff at the building level; impact on staff at the district level; immediate and future changes in numbers of assignments of personnel; immediate and future budgetary impact.

Recommend approval.

Dana M. Ausbrooks

Name of Individual Submitting Policy for Review

4/29/25

Date

Williamson County Board of Education

Monitoring:

Review: Annually, in
December

Descriptor Term:

Semester and Final Examinations

Descriptor Code:

4.7001

Issued Date:

09/21/20

Rescinds:

4.7001

Issued:

06/17/19

- 1 Appropriate written examinations shall be developed and administered to students. Examinations may
2 be in the form of written tests, student projects, portfolio, or other assessment measures as established
3 by the professional educators. Examination results shall be recorded by the professional staff.
- 4 The professional staff shall continuously endeavor to ensure that all examinations are consistent with
5 course goals and relevant in content and ensure that grades are consistent with content standards.
- 6 The Principal shall be responsible for storing copies of all student semester and final examinations for
7 at least six months after the examination is administered.
- 8 All students in high school courses will take comprehensive final exams. State mandated End of
9 Course Examinations will serve as the final exam. Grades will incorporate these exam results *at a*
10 *weight of fifteen percent (15%) of the semester grade.*¹ ~~the minimum weight allowed by the~~
11 ~~Tennessee State Board of Education.~~
- 12 No exam may be administered before the scheduled exam day. An exam may be administered after the
13 scheduled exam day with the Principal's approval.
- 14 ~~The provision of this policy set forth below shall be effective July 1, 2019.~~
- 15 Semester and final exams in a subject shall not be required for those high school seniors who have
16 maintained an A average in that subject, no unexcused absences, and have not been suspended during
17 the semester. Absences may be excused by the Principal pursuant to the standards of Board Policy
18 6.200, Attendance. Unless mandated by the State of Tennessee, seniors who meet the criteria for
19 exemption are not required to take the final exam. Teachers will report the number of exempt students
20 for each course to their Principal.

Legal References

1. *TRR/MS 0520-01-03-.03*

Cross References

Field Trips 4.302
Attendance 6.200

Williamson County Board of Education

Monitoring:

Review: Annually, in
April

Descriptor Term:

Student Wellness

Descriptor Code:

6.411

Issued Date:

01/18/22

Rescinds:

6.411

Issued:

01/18/22

The Board recognizes the value of proper nutrition, physical activity, and other health-conscious practices and the impact that such practices have on student academic achievement, health, and well-being. In order to provide an environment conducive to overall student wellness, this policy shall be followed by all schools in the district.¹

COMMITMENT TO COORDINATED SCHOOL HEALTH

All schools shall implement the Centers of Disease Control and Prevention's (CDC) Coordinated School Health (CSH) approach to managing new and existing wellness related programs and services in schools and the surrounding community based on state law and State Board of Education CSH standards and guidelines. The school district's Coordinated School Health Coordinator shall be responsible for overseeing compliance with State Board of Education CSH standards and guidelines in the school district.

SCHOOL HEALTH ADVISORY COUNCIL^{2,3}

A school district health advisory council shall be established to serve as a resource to schools for implementing policies and programs and develop an active working relationship with the county health council. The council shall consist of individuals representing the school and community, including parents, students, teachers, school administrators, health professionals, school food service representatives, and members of the public. The primary responsibilities of the council include, but are not limited to:

1. Developing, implementing, monitoring, reviewing, and as necessary, making recommendations as to physical activity and nutrition policies;
2. Ensuring all schools within the school district create and implement an action plan related to all School Health Index modules;
3. Ensuring that the results of the action plan are annually reported to the council; and
4. Ensuring that school level results include measures of progress on each indicator of the School Health Index.

The State Board of Education's Coordinated School Health and Physical Activity policies shall be used as guidance by the council to make recommendations. The Board will consider recommendations of the council in making policy changes or revisions.

1 Additionally, each school will have a Healthy School Team consisting of teachers, students, parents,
2 community members, and administrators.² The Team will hold Healthy School Team meetings during
3 the school year to assess needs and oversee planning and implementation of school health efforts. The
4 Superintendent of Schools/designee will ensure compliance with the school wellness policy, to include
5 an assessment of the implementation of the wellness policy and the progress made in attaining the
6 policy goals. The assessment will be made available to the public.

7 COMMITMENT TO NUTRITION

8 All schools within the district shall participate in the USDA child nutrition programs, which may
9 include but not be limited to, the National School Lunch Program, the School Breakfast Program, the
10 Summer Food Service Program, and the After School Snack Program.^{4,5,6}

11 Meals shall be accessible to all students in a non-stigmatizing manner. Students will be given adequate
12 time to enjoy healthy meals and relax in a pleasant environment. Good nutritional habits shall be
13 encouraged. All food including vending machines, fundraising items, and concessions shall meet
14 guidelines set forth by the Healthy, Hunger-free Kids Act of 2010 and Smart Snacks in Schools.^{4,5,6}
15 The principal/designee shall be responsible for overseeing the school district's compliance with the
16 State Board of Education rules and regulations for sale of food items in the school district.^{2,5,6}

17 DISTRICT GOALS

18 The school district will promote healthy nutrition through various activities, including nutrition related
19 newsletters, informational links on the school district website, healthy eating posters and bulletin
20 boards in dining areas, and informational booths at various community functions. Nutrition education
21 will be offered as part of a standards-based program designed to provide students with the
22 knowledge and skills needed to promote and protect their health as outlined in the State Board of
23 Education Health Education and Lifetime Wellness Standards. Nutrition education will discourage
24 teachers from using high fat, sugar, and sodium foods as rewards and encourage students to start each
25 day with a healthy breakfast.

26 COMMITMENT TO PHYSICAL ACTIVITY AND PHYSICAL EDUCATION⁷

27 The Board recognizes that physical activity is extremely important to the overall health of a child.
28 Schools shall support and promote physical activity. Physical activity may be integrated into any areas
29 of the school program.

30 Physical education classes shall be offered as part of a standards-based program designed to provide
31 developmentally appropriate moderate to vigorous physical activity as an integral part of the class. All
32 physical education classes shall comply with the State Board of Education's Physical Education
33 Standards.

34 ~~In addition to the school district's physical education program, non~~ *Unstructured* physical activity
35 ~~periods shall be offered~~ *in addition to the school district's physical education program as required by*
36 ~~state law.~~ *The unstructured physical activity periods must include play outside if weather permits.*
37 *Elementary school students shall receive a minimum of forty-five (45) minutes of physical activity*
38 *each full school day. Middle and high school students shall receive a minimum of ninety (90)*
39 *minutes of physical activity each full school week.*

The following activities shall not be considered physical activity: walking to and from class, time spent on an electronic device, and time spent in a physical education class.

~~Schools shall continue to offer after-school sports and activities.~~ Physical activity shall not be employed as a form of discipline or punishment during the school day. *Physical activity shall not be withheld from a student as a form of discipline or punishment.*

Schools shall continue to offer after-school sports and activities.

COMMITMENT TO CURRICULUM³

All applicable courses of study shall be based on State-approved curriculum standards.

SCHOOL HEALTH INDEX³

All schools within the district shall annually administer a baseline assessment on each of the recommended School Health Index modules. Results shall be submitted to the School Health Advisory Council and reported to the Tennessee Department of Education.

RECORD KEEPING COMPLIANCE

The school district's Coordinated School Health Coordinator shall ensure that records demonstrating compliance with community involvement requirements are maintained. The Coordinated School Health Coordinator shall additionally document that the school wellness policy and triennial assessments are made available to the public.⁸

Legal References

1. TCA 49-6-1022
2. State Board of Education Policy 4.204
3. State Board of Education Policy 4.206
4. 42 USCA § 1758b
5. TRR/MS 0520-01-06
6. 7 CFR § 210; 7 CFR § 220
7. TCA 49-6-1021; *Public Acts of 2025, Chapter No.*
8. 7 CFR § 210.31(f)

Williamson County Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Code of Conduct	Descriptor Code: 6.300	Issued Date: 09/18/23
		Rescinds: 6.300	Issued: 06/20/22

The Superintendent of Schools shall develop specific codes of conduct which are appropriate for each level of school.¹ The development of each code shall involve administrators of each level and shall be consistent with the relevant policies as adopted by the Board.²

The following levels of misbehavior and options are standards designed to protect all members of the educational community in the exercise of their rights and duties and to maintain a safe learning environment where orderly learning is possible and encouraged.³ These misbehaviors apply to student conduct on school buses, on school property, and while students are on school sponsored outings.

In response to all levels of student misbehavior, school administrators are encouraged, when appropriate, to implement a restorative student conference in addition to the assigned disciplinary consequences. The conference should be facilitated by school administrator/designee and would be between the student who misbehaved and the student(s) or others who were harmed by the misbehavior.

MISBEHAVIORS: LEVEL I

This level includes minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school, but which can usually be handled by an individual staff member.

Examples (not an exclusive listing)

- Classroom disturbances
- Classroom tardiness
- Cheating and lying
- Inappropriate language
- Skipping class
- Misuse of technology
- Non-defiant failure to do assignments or carry out directions.
- Wearing, while on the grounds of a public school during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment⁴.

Disciplinary Options (may include one or more of the following options)

- Verbal reprimand
- Restricting activities
- Counseling

- Withdrawal of privileges
- Detention
- In-school suspension
- Mediation
- School-level interventions

MISBEHAVIORS: LEVEL II

This level includes misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These misbehaviors do not represent a direct threat to the health and safety of others but have educational consequences serious enough to require corrective action on the part of administrators.

Examples (not an exclusive listing)

- Continuation of unmodified Level I behaviors
- School or class tardiness
- Using forged notes or excuses
- Disruptive classroom behavior
- Cheating and lying
- Possessing, smoking or using tobacco or tobacco-related products, including electronic/battery-operated devices
- Inappropriate language
- Unexcused absences
- Making a false report
- Defiant failure to do assignments or carry out instructions.
- Skipping class

Disciplinary Options (shall include one or more of the following options)

- Behavior modification
- Friday or Saturday school (in middle and high schools)
- In-school suspension
- Detention
- Suspension from school-sponsored activities or from riding school bus
- Out-of-school suspension (not to exceed ten (10) days)
- Mediation
- School-level interventions

MISBEHAVIORS: LEVEL III

This level includes acts directly against persons or property but whose consequences do not seriously endanger the health or safety of others in the school.

Examples (not an exclusive listing)

- Continuation of unmodified Level I and II behaviors
- Fighting
- Vandalism (minor)
- Stealing
- Threats to others
- Making a false report
- Abusive language
- Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying, Cyber-bullying, and/or Hazing)

Disciplinary Options (shall include one or more of the following options)

- In-school suspension
- Detention
- Restitution from loss, damage, or stolen property
- Out-of-school suspension (not to exceed ten (10) days)
- Alternative Learning Center

MISBEHAVIORS: LEVEL IV

This level of misbehavior includes acts which result in violence to another person or property, or which pose a threat to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal of the student from the school and the intervention of law enforcement authorities.

If a student's action poses a threat to the safety of others in the school, a teacher, principal, school employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or death to another person.⁵

Examples (not an exclusive listing)

- Continuation of unmodified Level I, II, and III behaviors
- Death threat (hit list)
- Extortion
- Bomb threat
- Possession/use/transfer of dangerous weapons*
- Assault that results in bodily injury upon any teacher, principal, administrator, any other employee of the school, or a school resource officer*
- Aggravated assault*
- Vandalism
- Theft/possession/sale of stolen property
- Arson

- Possession of unauthorized substances or drugs (i.e., any controlled substance, marijuana, controlled substance analogue, alcohol, legend drug, or any other substance whose possession or use is regulated in any matter by any governmental authority)*
- Use, transfer, handle, or be under the influence of unauthorized substances.
- Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying, Cyber-bullying, and/or Hazing)
- Electronic threat to cause bodily injury or death to another student or school employee*

Disciplinary Options (shall include one or more of the following options)

- Expulsion
- Alternative Learning Center

* Zero tolerance offenses

Legal References

1. TCA 49-6-4005
2. TCA 49-6-3024
3. TCA 49-6-4002
4. TCA 49-6-4109
5. TCA 49-6-4009

Cross References

Student Discrimination, Harassment, Bullying,
Cyber-bullying, and Intimidation 6.304
Title IX & Sexual Harassment 6.3041
Interference/Disruption of School Activities 6.306
Bus Safety and Conduct 6.308
Zero Tolerance Offenses 6.309
Dress Code 6.310
Corporal Punishment 6.314
Detention 6.315
Student Suspension/Expulsion 6.316
Safe Relocation of Students 6.4081