Williamson County Board Policy Committee

December 15, 2025 6:00 PM

Williamson County Administrative Complex Training Center, 1st Floor

January 2026 Policy Committee Meeting

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. 3.210 Naming of Facilities
    b. 4.600 Report Cards and Grading Systems
3. **Board Policy for Discussion**
    a. 6.3041 Title IX and Sexual Harassment

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 X General Counsel ☐ Board Member

Date Submitted to General Counsel: _10/1/2025_____

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

Policy 3.210 Naming Facilities

Brief summary of the proposed addition or changes:

Update policy to include process of naming buildings, rooms, internal spaces, landscape features, courts, athletic fields, open spaces and all other areas owned, operated or controlled by the WCBOE.

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.

Leigh Webb, Brian King and Juli Oyer	**10/1/25**
Name of Individual Submitting Policy for Review	**Date**

Williamson County Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in October	**Naming Facilities or Other School Grounds**	**3.210**	**03/21/22**
		Rescinds: **3.210**	Issued: **02/18/19**

The naming of school buildings, major portions of buildings, or school grounds is the responsibility of the Williamson County Board of Education and applies to buildings, rooms, internal spaces, landscape features, courts, athletic fields, open spaces, and all other areas owned, operated or controlled by the Williamson County Board of Education

The process for selecting a name for a new school ***building*** and for renaming a school ***building*** shall be as follows:

1. The Superintendent shall appoint a naming committee composed of Board members, county commissioners, and WCS staff members.

2. Schools shall not be named after, commercial developments, or residential developments. Schools may be named for the area or community in which the school is located even if the area or community is named after a family.

3. If a school is named for an individual, then a school will be named according to the following naming criteria:

    a. The individual played a critical role or contributed to society in ways that supported the success and well-being of the individuals who lived in Williamson County, Tennessee, the State of Tennessee or the United States, now and in the future.
    b. The individual's principal legacy (i.e. the key activity, advocacy or accomplishment for which the individual is most known) aligns with or reflects the WCS mission, vision, core values and beliefs.
    c. The individual has been deceased for ten (10) or more years.
    d. No building may bear the name of an individual convicted of a felony.

4. Community input shall be solicited through a variety of appropriate methods.

5. The naming committee shall review and consider all proposed names submitted by the community.

6. The naming committee shall submit a one-page summary, which includes a list of two or three names and the justifications of the recommendation for each of the three names to the Superintendent, who will present the summary to the Board for consideration. The naming committee may rank the names presented to the Board if a clear consensus exists. The Superintendent shall provide the Board with the summary prior to the work session in which the Board will be discussing the three names presented by the naming committee.

7. The Board shall make the final selection of the name.

The process for naming of a portion of school facilities or other school grounds or renaming of a portion of a school or other school grounds shall be as follows:

At the recommendation of the Superintendent and the Leadership Team, the Board may approve naming of portions of facilities and grounds as a recognition of significant contribution to the school district. Due regard should be taken as the role the names of buildings and spaces contribute to the school district's sense of identity, as well as their role in assisting staff, students, and visitors to orient themselves within a campus.

A. Honorary Naming of an Individual without financial contribution is recognition of a significant contribution to the school district that the district wishes to honor.

The Board will apply the following guidelines in considering the recommendation of any individual's name proposed;

1. ***The individual has had direct, substantial, and active association with the district and has exemplified the district mission. Selection may also be based on the individual's record of scholarship, creativity, leadership, humanitarian service, or public service. Facilities may also be named to recognize organizations, individuals, geographical or historical features, and programs which have had significant impact in the life of the district.***

2. ***Recommendations must provide evidence of significant importance to the district and must outline the justifications for the name being suggested. Naming for such contributions is at the district's discretion and in support of its mission.***

3. ***The Superintendent and the Board will evaluate the proposed name against the following criteria:***

   a. Nominee has had a significant, long-term relationship with Williamson County Schools.
   b. Nominee, if a former Williamson County Schools employee, will have been retired or separated from district employment for a minimum of three years.
   c. Nominee has widespread support from colleagues, parents/guardians, and students.
   d. Nominee has achieved local, regional, or national recognition for achievements.
   e. Nominee has held local, regional, or national leadership roles in the field of expertise and is no longer active in their career.

B. Honorary Naming Through Financial Contribution

Honorary naming through financial contribution is recognition for financial contributions, be it in the way of donation, bequest, sponsorship or other commercial transactions. Due regard should be taken to consider balance between the commercial considerations and the role the names of

buildings and spaces contribute to the school district's sense of identity, as well as their role in assisting staff, students, and visitors to orient themselves within a campus.

The Board will apply the following guidelines in considering the recommendation of any entity proposed;

1. *Monetary valuations may be assigned to proposed naming rights on a case-by-case basis to aid with making decisions about granting naming rights.*

2. *The monetary valuation for the naming of a school or media center/library, theaters, athletic facilities, and other spaces will be decided by the Superintendent. Each case should take into account market comparisons for naming rights for which professional advice may be sought. Application of this policy may result in a portion of a school facility or other school grounds named for an individual or a company.*

3. *The granting of naming rights must always be consistent with the school district's mission or vision. The long-term effects of the naming rights must be considered. Each granting of naming rights is bound by a written agreement.*

Specific Naming Agreement Through Financial Contribution

1. *The school district recognizes that circumstances exist when the district might enter into an agreement for the specific naming of a facility or space in exchange for a specific financial or other contribution to the district.*

2. *Transferability, renewability, and limits:*
   a. *Transferability or renewability must be included in the written agreement. If not specifically identified in the agreement naming rights are not transferable or renewable.*
   b. *The district's right to use the name and other brand elements of the named party are permitted by express agreement with the named party.*
   c. *The named party has no decision-making rights as to the purpose or improvement of the facility or space unless specifically provided in the written agreement between the parties. The district will not agree to any conditions in an agreement that do not align with the district's mission and purpose, statutory obligation, or the local authority of the Board.*

Renaming and Revocation

The Board reserves the right to rename any named asset of the district. The Board reserves the right to revoke naming if for any reason it presents risk or harm to the reputation of the school district, or if the intent of the gift or terms of sponsorship associated with the naming cannot be fulfilled.

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 X _ Claire Reeves__

Date Submitted to General Counsel:
_9/23/25_____

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

Report Cards and Grading Systems 4.600

Brief summary of the proposed addition or changes:

I think this policy needs to be updated to include the details of WCS GPA recalculation for transfer students, rather than leaving it as SOP. I will defer to Dr. Leigh Webb for the language to include to adequately describe the recalculation and the appeals process.

Brief justification of why additions or changes needed or required:

We have a report card and grading policy. The GPA recalculation for transfer students and corresponding appeals process should be spelled out in this policy to remove confusion amongst students/families and provide policy support to administrators and school staff.

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.

Claire Reeves **9/23/25**

Name of Individual Submitting Policy for Review **Date**

Williamson County Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in November	**Report Cards and Grading Systems**	**4.600**	**08/18/25**
		Rescinds: **4.600**	Issued: **08/19/24**

REPORT CARDS

The Superintendent shall develop an administrative procedure to establish a system of grading and assessment for evaluating and reporting student progress in conjunction with Tennessee academic standards for grades K-12.

The report cards shall indicate the information necessary to communicate effectively with the parents concerning their child's academic progress, conduct, and attendance. For students in grades kindergarten through eight (K-8), the student's score on the most recently administered universal reading screener shall also be provided on or with the report card along with the results of a dyslexia screener, if applicable.[1]

When a student's academic performance or behavior noticeably or suddenly changes, the teacher shall promptly inform the parents, maintain a record of the contact, and make an effort to have a conference with the parent. Parents will receive interim progress reports or other notification whenever a significant change in performance occurs or whenever a student is failing.

Report cards communicating student academic progress or status (grades) and attendance will be provided to parents on a regular basis (9 weeks).

Teachers may use supplemental reports to communicate additional progress as appropriate.

K-1 STANDARDS-BASED GRADING SCALE

The student consistently demonstrates understanding and application of the standard.

The student is making progress toward the standard.

The student is not making progress toward the standard

GRADES 2- 12 NUMERICAL GRADING SCALE:[2]

Grade	Grade Range
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

I Incomplete (must be removed during the next grading period)
P/F Credit by Examination

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

Numerical grades may be used for tests and other daily or weekly work that is readily quantifiable and shall be used on report cards. Only LETTER GRADES (A, B, C, etc.) will be used on high school transcripts. No plus (+) or minus (-) notations will be used on high school transcripts.

WEIGHTED GRADES

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

- Honors Courses and Pre-AP courses, including middle school courses taught at high school honors level, shall include the addition of three (3) percentage points to the grades used to calculate the semester average;
- Local and Statewide Dual Credit, Capstone Industry Certification Aligned shall include the addition of four (4) percentage points to the grade used to calculate the semester average; and
- Advanced Placement, Cambridge International, College Level Exam Program (CLEP), International Baccalaureate Courses, and Dual Enrollment Courses shall include the addition of five (5) percentage points to the grades used to calculate the semester average.

The methodology used to calculate the dual enrollment percentage points, and the conversion chart shall be included annually in the High School Programming Guide.

I.B. Math Studies shall be treated as an Honors, not an A.P. / I.B. course for GPA purposes.

High School courses taken by middle school students will receive honors credit only if taught at the honors level.

Middle school students taking high school courses and high school students taking online courses, will have their grades recorded on the high school transcript with the earned letter grade and corresponding grade point average (GPA).

GPA CALCULATION FOR HIGH SCHOOL COURSES

Grade	Value	Regular	Honors/Pre-AP	Statewide/Local Dual Credit/AP/IB/Dual Enrollment
A	90 – 100	4	4.5	5
B	80 – 89	3	3.5	4
C	70 – 79	2	2.5	3
D	60 – 69	1	1.5	2
F	0 – 59	0	0	0

This weighted grading scale shall be used for all official purposes including report cards, GPA, honor roll, etc.

TRANSFER OF GPA RECALCULATION

Procedure

Upon enrollment, the registrar or counseling staff will review the transfer student's official transcript to identify:

- ***Course titles and letter grades assigned by the previous district; and***
- ***Credit values and grading scale used.***

All high school credited courses will be recalculated using the WCS weighted GPA scale.

Courses will be matched to WCS equivalents to determine appropriate weighting (e.g., honors, AP, dual enrollment).

If course rigor cannot be verified, the course will be treated as a standard-level course.

Documentation

The recalculated GPA will be documented in the student's cumulative record. The original GPA from the sending school will also be retained for reference.

Communication

Families will be notified by the counselor of the recalculated GPA and provided with a summary of the recalculation process. Students may request a meeting with counseling staff to review the recalculated GPA.

Appeals

If a student or family disagrees with the recalculated GPA, they may send a message to the school principal and counselor within ten (10) school days of notification, explaining the appeal request.

Appeals must include supporting documentation (e.g., course syllabi, school profile).

The principal will consult with district staff as needed and issue a final decision within fifteen (15) school days.

LOTTERY SCHOLARSHIPS[3]

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 counseling office or online. Students shall be made aware of all applicable FAFSA deadlines and encouraged to submit applications in a timely manner.

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.[3]

COLLEGE ADMISSIONS

For purposes of communicating with college admissions offices and scholarship granting agencies, grade point averages (GPA) will be calculated.

HONORS RECOGNITION

The weighted GPA will be calculated on all course work using the Williamson County Grading Scale. GPA will also be calculated using the Tennessee Uniform Grading Scale for Lottery/Hope Scholarship purposes. Both the Williamson County weighted GPA and the Tennessee Uniform GPA will appear on the transcript.

Williamson County Schools will not rank students numerically.

For the purposes of honors recognition WCS will use the following Latin System:

Summa Cum Laude 4.25 and above
Magna Cum Laude 4.00-4.24
Cum Laude 3.75-3.99
Valedictorian and Salutatorian will be chosen using the following criteria:

Student must qualify for the highest Latin System honor awarded in the respective school.
Student must sit for the AP /IB exam for every course in which enrolled and must achieve a score of 3 or above on 75% of the AP / IB exams taken. Student will participate in at least 20 hours of community service during their four years of high school.

Students must earn the highest overall ACT composite for their graduating class. The highest ACT is considered the valedictorian(s) and the second highest is considered the salutatorian(s).

Legal References

1. Public Acts of 2025, Chapter No. 330
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

Cross References

Credit Recovery 4.210
Transcript Alterations 4.608

Williamson County Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Title IX and Sexual Harassment**	**6.3041**	**09/21/20**
		Rescinds:	Issued:

General

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

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

TITLE IX COORDINATOR[5]

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:

Title: Outreach and Engagement Coordinator

Address: 1320 West Main Street, Suite 202, Franklin, Tennessee 37064

Phone Number: 615-472-4000

Email: TitleIX.coordinator@wcs.edu

DEFINITONS[4]

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

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

"Sexual harassment" is conduct on the basis of sex that satisfies one or more of the following:[3]

1. A school district employee conditioning an aid, benefit, or service of an education program or activity on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or

3. Sexual assault,[6] dating violence,[7] domestic violence,[8] or stalking[9] as defined in state and federal law.

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

1. Sexually suggestive remarks;

2. Verbal harassment or abuse;

3. Sexually suggestive pictures;

4. Sexually suggestive gesturing;

5. Harassing or sexually suggestive or offensive messages that are written or electronic;

6. Subtle or direct propositions for sexual favors; and

7. Touching of a sexual nature.

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

"Supportive measures" are non-disciplinary, non-punitive, individualized services and shall be offered to the complainant and the respondent, as appropriate. These measures may include, but are not limited to, the following:

1. Counseling;

2. Course modifications;

3. Schedule changes; and

4. Increased monitoring or supervision.

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

GRIEVANCE PROCESS

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

1. Promptly contact the complainant to discuss the availability of supportive measures;

2. Consider the complainant's wishes with respect to supportive measures;

3. Inform the complainant of the availability of supportive measures; and

4. Explain the process for filing a formal complaint.[10]

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

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

Complaints

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

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

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

1. Provide written notice of the allegations, and the grievance process to all known parties to give the respondent time to prepare a response before an initial interview;

2. Inform the parties of the prohibition against making false statement or knowingly submitting false information;

3. Inform the parties that they may have an advisor present during any subsequent meetings; and

4. Offer supportive measures in an equitable manner to both parties.

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

Investigations[16]

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

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

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

All investigations shall:

1. Provide an equal opportunity for the parties to present witnesses and evidence;

2. Not restrict the ability of either party to discuss the allegations under investigation or gather and present relevant evidence;

3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that seek disclosure of information protected under a legally recognized privilege unless such privilege has been waived;[17]

4. Provide the parties with the same opportunities to have others present during any grievance proceeding;

5. Provide to parties whose participation is requested written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

6. Provide both parties an equal opportunity to inspect and review any evidence directly related to the allegations in the formal complaint; and

7. Result in the creation of an investigative report that fairly summarizes relevant evidence.

    a. Prior to the completion of the investigative report, the investigator shall send to each party the evidence subject to inspection and review. All parties shall have at least ten (10) days to submit a written response which shall be taken into consideration in creating the final report.

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

Determination of Responsibility[19]

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.[20] The clear and convincing evidence standard shall be used in making this determination.[21]

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

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

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

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

APPEALS[22]

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

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

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

2. Notify the parties in writing.

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

RETALIATION[23]

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

Legal References

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

Cross References

Section 504 and ADA Grievance Procedures 1.802
Discrimination/Harassment of Employees (Sexual, Racial, Ethnic, Religious) 5.500
Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
Reporting Child Abuse and Neglect 6.409