



2025-2026 STUDENT-PARENT HANDBOOK

***Dr. Allison Clark
Superintendent***

**12060 Arlington Trail
Arlington, TN 38002**

**Phone: 901.389.2497
FAX: 901.389.2498**

Visit us on the web at www.acsk-12.org

**SCHOOL STAFF WILL DISCUSS THE CONTENTS OF THIS
HANDBOOK WITH THEIR STUDENTS.**

**ARLINGTON COMMUNITY SCHOOLS RESPECTFULLY REQUESTS
PARENTS REVIEW THE INFORMATION CONTAINED IN THIS
HANDBOOK WITH THEIR CHILDREN.**

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**To view the policy manual for Arlington Community Schools, please visit our web page at
www.acsk-12.org**

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Arlington Community Schools Board of Education

Scott Benjamin, Chairman Dr. Dale Viox, Vice Chairman

Courtney Barnes Lyle Conley Jonathan Dunn

2025-2026 Board Meeting Dates

AUGUST 19, 2025
Business Meeting

SEPTEMBER 23, 2025
Business Meeting

OCTOBER 28, 2025
Business Meeting

NOVEMBER 18, 2025
Business Meeting

DECEMBER 16, 2025
Business Meeting

JANUARY 27, 2026
Business Meeting

FEBRUARY 24, 2026
Business Meeting

MARCH 24, 2026
Business Meeting

APRIL 28, 2026
Business Meeting

MAY 18, 2026
Business Meeting

June 23, 2026
Business Meeting

NOTE: UNLESS OTHERWISE NOTED, BUSINESS MEETINGS WILL BE HELD THE FOURTH TUESDAY OF THE MONTH AT 5:30 PM AT ACS DISTRICT OFFICE, 12060 ARLINGTON TRAIL. IF CONFLICTS ARISE THAT WOULD RESULT IN CHANGES IN MEETING DATES, NOTIFICATION WILL BE GIVEN TO THE LOCAL MEDIA AND CHANGES WILL BE POSTED ON OUR WEBSITE.

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INSTRUCTIONAL CALENDAR *for 2025-2026*

The calendar provides for two terms/semesters. The first term/semester begins on August 7 and ends on December 19. The second term/semester begins on January 6 and ends on May 22.

Enrollment Verification / New Student Registration.....July 31

First Semester

Important Dates

First Day of School.....August 7
Parent Conferences (3-6pm; 4-7pm).....September 25
End of First Grading Period.....October 10
Semester Exams.....December 17-19
**End of second grading period
(half day students).....December 19**

School Holidays

Labor Day.....September 1
Fall Break.....October 13-17
Veterans Day.....November 11
Thanksgiving Break.....November 24-28
Winter Break.....December 22-January 5

Second Semester

First Day Second Semester.....January 6
Curriculum Night (4:30-7:30pm)TBD
Parent Conferences (3-6pm; 4-7pm)February 12
End of Third Grading Period.....March 13
State Assessment Window.....April 13 – May 5
Semester Exams.....May 20-22
**End of second grading period
(half day students).....May 22**

Dr. MLK Jr. Day.....January 19
President's Day.....February 16
Spring Break.....March 16-20
Good FridayApril 3

GRADING PERIOD SCHEDULE 2025-2026

Nine Week Grading Periods

First grading period
Second grading period
Third grading period
Fourth grading period

Period Ends

October 10, 2025
December 19, 2025
March 13, 2026
May 22, 2026

Report cards will be issued soon after the ending date of each grading period.

NON-DISCRIMINATION (Policies 1.809, 5.500, 6.304)

Be advised that all classroom instructional and extracurricular activities and opportunities in Arlington Community Schools are offered without regard to race, color, creed, national origin, religion, sex, age, or disability, or for any other reason not related to a student's individual capabilities. Students and/or their parents/legal guardians, as well as employees, may present complaints regarding discrimination as set forth in the following statutes to the designated Federal Rights Coordinator:

Title VI of the Civil Rights Act of 1964;
Title IX of the Education Amendments of 1972;
Section 504 of the Rehabilitation Act of 1973;
Age Discrimination Act of 1975;
Title II of the Americans With Disabilities Act of 1990.

FRC for students:
Supervisor of Student Services
12060 Arlington Trail
Arlington, Tennessee 38002
(901) 389-2497

FRC for employees:
Chief of Human Resources
12060 Arlington Trail
Arlington, Tennessee 38002
(901) 389-2497

Title IX Coordinator:
Jeremy Yow
12060 Arlington Trail
Arlington, Tennessee 38002
(901) 389-2497
jeremy.yow@acsk-12.org

STATE REPORT CARD

The Tennessee Report Card is available at the State website (<https://www.tn.gov/education/families/report-card.html>) Report Card data includes demographics, statistics and performance indicators.

MISSION

Empower and inspire all students toward lifetime learning, career success and good citizenship.

VISION

To fully engage and inspire our staff, parents, and community to create an environment where students can achieve their highest potential and become productive citizens in an ever changing, challenging world.

VISITORS TO SCHOOLS

Except on occasions such as school programs, athletic events, open house and similar events at which the general public is invited, all persons with the exception of school district personnel and students entering the school buildings or school grounds at which they are enrolled, are prohibited from entering any school building or school grounds unless they have first reported to the school office and have been granted permission to enter the school building or school grounds by the school principal or his/her designee. The principal or his/her designee has the authority to exclude from the school premises any persons disrupting the educational programs in the classroom or in the school, disturbing the staff or students on the premises, or on the premises for the purpose of committing an illegal act.

All persons seeking to enter the school premises must report to the school office, sign a log book designated for visitors, present photo identification verifying the identity of the visitor, and be scanned into the ACS Visitor Management System. In the event that the principal or his/her designee determines that the prospective visitor should be granted access to the school premises, the visitor must wear and display a visitor's badge in a manner in which the badge can be easily seen by others. When the visitor leaves the school building or school premises, he/she must again report to the school office, return the visitor's badge and report the time of his/her departure on the log designated for visitors.

In cases in which the school principal or his/her designee is informed that a person has entered school premises without having followed the terms of this procedure, the principal or his/her designee shall approach the person and ask the person to report to the school office for further discussion. If the person refuses to report to the school office and/or if the principal or his/her designee denies access to the school building or premises and the person refuses to leave school premises, the principal or his/her designee shall contact the school's SRO/SSO officer and/or local law enforcement for the purpose of having the person arrested and removed from school property.

Arlington Community Schools uses the ACS Access Control System. To ensure the safety of all students, faculty, and staff, all school doors are locked. This system allows visitors to gain access to the school building through a video phone located at the front door of the school. Pushing the button on the video phone enacts the ACS Access Control System and a staff member will greet the visitor and electronically open the door to allow parent/visitor access.

Arlington Community Schools has also employed the use of the ACS Visitor Management System. This system requires that all visitors provide a valid Tennessee Driver's License or other state authorized identification which will be scanned and cross referenced with a nation-wide sex offender database.

Visitor's Code of Conduct (Policy 1.501)

In order to maintain the conditions and atmosphere suitable for learning, no other person shall enter onto the grounds or into the school buildings during the hours of student instruction except students assigned to that school, ACS staff members parents of students assigned to the school, and other persons approved by the principal.

Individuals who come onto school premises are expected to behave respectfully and lawfully. Specifically, actions of school visitors that are prohibited include, but are not limited to:

- Cursing and using obscenities;
- Disrupting or threatening to disrupt school operations;
- Acting in an unsafe manner that could threaten the health or safety of others;
- Verbal or written statements or gestures indicating intent to harm an individual or property; and
- Physical attacks intended to harm an individual or property.

Any person improperly on the premises of a school or District-owned or leased facility or who violates the Visitors' Code of Conduct shall depart on the request of the principal or his/her designee or the Superintendent or his/her designee.

The principal or his/her designee or the Superintendent or his/her designee shall contact law enforcement officials when he/she believes the situation warrants such measures.

ADMISSION AND ENROLLMENT

Proof of Residence (Policy 6.203)

General Proof of Residence: The parent/guardian of every student will be required to provide two (2) of the following items showing the parent/guardian's name and address, to prove residency: Most recent MLGW or municipal water bill of the owner, mortgage statement or deed, lease of the lessee, rental agreement of the renter, real estate tax receipt, public assistance/government benefits check, card, or papers. In the event that two (2) of the items listed cannot be provided, residency may be established by submitting other documentation deemed to be appropriate proof of residence by the department responsible for verifying residency.

Shared Residency: In the event that a student resides with his/her parents/legal guardians/custodians having lawful control of the student in the home of someone else, the following conditions must be met in order to enroll the child in Arlington Community Schools:

- The homeowner of the home in which the student resides must accompany the parents/legal guardians/custodians to registration and provide two (2) of the items listed in the General Proof of Residence Section above; and
- The parents/legal guardians/custodians must provide two (2) of the following items listed below bearing the address at which the student will be residing during the current school year:
 - Car Registration
 - Voter registration
 - Payroll Stub
 - Three (3) significant pieces of mail
 - Government Assistance Community (communication) directed to the parents/legal guardians/custodians
 - In the event that two (2) of the items listed directly above cannot be provided, residency information may be established by submitting other documentation deemed to be appropriate proof of residence by the department responsible for verifying residency.

Change of Address: Parents/legal guardians/custodians are responsible for notifying the school in which their student attends when they change address at any point during the year. Updated proofs of residence for the new address are required within thirty (30) days.

Recertification of Proof of Residency During School Year: Unless a student is homeless, parents/legal guardians/custodians having lawful control of students may be required to re-certify proof of residence during the school year.

Custody Issues: Only the residence of the parent with legal custody may be used for registration. In cases where parents have joint custody, only the address of the parent named as the primary custodian or designated primary responsibility to determine educational issues may be used for registration. Parents may choose to declare the custodial parent address used for registration, if parents have been designated joint residential custody. The parent whose residence qualifies the child to be registered is the parent the school personnel will consider as the *custodial parent*. Both parents may receive school records when a written request is given to the school principal in compliance with T.C.A. §49-6-902 or T.C.A. §36-6-104.

Power of Attorney for Childcare: A child whose care, custody and support have been assigned to a resident of the district by a power of attorney or order of the court shall be enrolled in school provided appropriate documentation has been filed with and approved by Student Services personnel. (T.C.A. §34-6-302)

Homeless Students: A homeless student shall have equal access to the same free, appropriate public education as provided to other children and youths in compliance with the McKinney-Vento Education Assistance Improvements Act of 2001, Part C, § 721.

Entrance Age (Policy 6.201)

Children between the ages of six (6) and seventeen (17), both inclusive, must attend a public or private school.

A child must be five (5) years of age on or before August 15 of the current school term to be admitted to kindergarten.

Students who have not been enrolled previously in Kindergarten will not be accepted at any time after the first thirty days of the school year.

All children entering the first grade must have attended an approved kindergarten program.

At registration, any student entering school for the first time must present:

- A birth certificate or officially acceptable evidence of date of birth at time of registration;
- Evidence of a current medical examination. There shall be a complete medical examination of every student entering school for the first time; and
- Evidence of state required immunization.

For further information regarding the eligibility of students to attend Arlington Community Schools, please see Policy 6.203 “School Admissions” www.acsk-12.org

TCA 49-6-3001 (c)(1)
TRR/MS 0520-1-3-.08(2)(a)
TCA 49-6-5001(c)

Immunization Requirement Summary for Child Care through 12th Grade **Tennessee Department of Health Rule 1200-14-1-.29**

There is only one official TDPH certificate of Immunization that must be filled out by medical providers for delivery to school prior to entry of the child into pre-school, pre-K, 7th grade, or as a new student. This form will only be available from a private health care provider or local health department.

Children enrolling in child care facilities, pre-school, pre-Kindergarten

- Haemophilus influenzae type B (Hib): age younger than 5 years only
- Pneumococcal conjugate vaccine (PCV): age younger than 5 years only
- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV)
- Hepatitis B (HBV)
- Hepatitis A: 1 dose, required by 18 months of age or older
- Measles, Mumps, Rubella: 1 dose of each, normally given together as MMR
- Varicella: 1 dose or credible history of disease

Children enrolling in Kindergarten

- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV): final dose on or after the 4th birthday required
- Hepatitis B (HBV)
- Hepatitis A: total of 2 doses, spaced at least 6 months apart (recommended 6-18 months apart)
- Measles, Mumps, Rubella: 2 doses of each, usually given together as MMR
- Varicella: 2 doses or history of disease

All children entering 7th grade (including currently enrolled students)

- Tetanus-diphtheria-pertussis booster (Tdap): evidence of one Tdap dose given any time before 7th grade entry administered at or after age 10 is required regardless of Td history (2013 update)

Children who are new enrollees in a TN school in grades other than Kindergarten

- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV): final dose on or after the 4th birthday required
- Hepatitis B (HBV)
- Measles, Mumps, Rubella: 2 doses of each, normally given together as MMR
- Varicella: 2 doses or credible history of disease
- New students entering grades other than 7th grade are not required to have Tdap

Immunization Exceptions

Exceptions, in the absence of an epidemic or immediate threat thereof, will be granted to any child whose parent or guardian shall file with school authorities a signed, written statement that such measures conflict with his/her religious tenets and practices; or due to medical reasons if such child has a written statement from his/her doctor excusing him from such immunization. Proof of exceptions shall be in writing and filed in the same manner as other immunization records. For additional information regarding immunization and school admissions, please see Policy 6.203 “School Admissions and 6.402 “Physical Examinations and Immunizations” located in ACS Board Policies at www.acsk-12.org.

ATTENDANCE, ABSENCES, TRUANCY, AND WITHDRAWAL

Attendance

The Tennessee State Compulsory Attendance Law (T.C.A. §49-6-3001) requires that pupils of legal age attend school (ages of six and seventeen years, both inclusive) unless special circumstances arise which temporarily or permanently excuse the student from attendance. This also applies to five (5) year old students who have attended school for six (6) weeks.

Tardiness

Students are expected to be at school and in all classes on time. School time missed due to tardiness will be considered cumulatively. Students who are tardy are subject to disciplinary action in accordance with each individual school's rules concerning tardiness and, when excessive, can result in a child being reported as truant. Students arriving on campus after school has started are required to check in at the attendance office, and students will be required to be accompanied by their parent or present a valid written notification stating the reason for the tardiness. Failure to follow these procedures may result in the student being marked absent for the entire day or the tardy being marked unexcused.

Student Attendance Accounting

A student must be in attendance the majority of the seven (7) hour school day in order to be counted *present* on attendance records for that day. Any student arriving after school has begun must report to the attendance office immediately to check in and receive an *Admit Slip* before going to class. Students leaving school during the school day must check out through the attendance office. Teachers, principals, and other school administrators should exercise extreme caution in releasing students from school. Students will not be released until all excuses are carefully checked. A student shall not be permitted to leave school during the school day without written request from the parent/guardian and approval of the principal or his/her designee.

FAILURE TO CHECK IN THROUGH THE ATTENDANCE OFFICE MAY RESULT IN THE STUDENT BEING INCORRECTLY MARKED ABSENT OR TRUANT.

Chronically Absent Students

Tennessee Department of Education classifies Chronically Absent Students as any student who has missed at least 10 percent of the school year, regardless if the absences were excused or unexcused. Identified Chronically Absent students from the previous school year will be required to provide a corresponding physician note for an illness related absence to be considered excused. The physician note must be received within 5 days of the student returning to school. Failure to provide the doctor's note will result in the absence remaining unexcused. Parents can appeal this requirement to the principal.

Students Beyond Compulsory Attendance Age (Policy 6.201)

A person eighteen (18) years of age or older who applies for admissions must have the application approved by the principal when:

- He/she has dropped out of school and wants to re-enter.
- He/she fails to enroll within twenty (20) school days after school officially starts, unless one or more of the following applies:
 - The student can show proof of satisfactory attendance in another school system during the first twenty (20) day period.
 - A doctor's certificate states that illness has prevented enrollment during the first twenty (20) day period.
 - The District is required to permit the student to enroll under the Individuals with Disabilities Education Act.

Students not initially accepted for enrollment by the principal may then contact Student Services for possible enrollment.

Absences (Policy 6.200)

Attendance is a key factor in student achievement and therefore, students are expected to be present each day school is in session. Absences shall be classified as either excused or unexcused as determined by the principal or his/her designee. Excused absences shall include:

- Personal illness, injury, or hospitalization of student. Physician verification will be required after the accumulation of ten (10) days of absences during the school year. Notes must be date specific and will be required for subsequent absences beyond ten (10) days. After an accumulation of ten (10) check-ins or check-outs during a school year, physician verification will be required to justify the absence from school. Any accumulation of absences, check-ins, or check-outs beyond ten (10) without physician verification will be unexcused;
- Personal illness in the family necessitating the presence of the student;
- Death in the family;
- Absence due to the incapacity of parent/guardian;
- Special and recognized religious holidays regularly observed by persons of their faith;
- Legal court summons, court order, or subpoena when it is not a result of the student's misconduct as provided for by law;
- Pregnant students.
- Extenuating circumstances approved by the principal on a case-by-case basis;
- Upon approved request to attend a released time course in religious moral instruction.
- High school student participating in postsecondary school visits shall be counted as present, up to four (4) school days per school year; however, the student shall only be counted present the day of the postsecondary visit and shall not be counted during any travel days.

All absences must be verified in writing by the parent within five (5) days of the student's return to school.

Absences for which no written verification is submitted will be considered unexcused.

Students who have more than five (5) unexcused absences have the opportunity to appeal to the Student Services Supervisor. The decision of the Student Services Supervisor shall be final.

Truancy (Policy 6.200)

Truancy is defined as an absence for an entire school day, a major portion of the school day or the major portion of any class, study hall or activity during the school day for which the student is scheduled.

Upon a student's accumulation of three (3) days of unexcused absences, the ACS Student Services Supervisor shall serve upon the parent, guardian, or other person having control of a child subject to compulsory attendance who is unlawfully absent from school, written notice that the child's attendance at school is required by law.

When a student accumulates five (5) days of unexcused absences, the ACS Student Services Supervisor shall serve upon the parent, guardian, or other person having control of a child subject to compulsory attendance who is unlawfully absent from school, written notice that the child's attendance at school is required by law. The ACS Student Services Supervisor shall send a new notice after each successive accumulation of five (5) unexcused absences.

After a child has accumulated five (5) unexcused absences, and after given adequate time, as determined by the ACS Student Services Supervisor, the child's parent, guardian, or other person having control of the child has failed to turn in documentation to excuse those absences, the ACS Student Services Supervisor shall implement truancy intervention requirements of the second tier of the Progressive Truancy Plan.

State Board of Education Rule

0520-1-3-.03

0520-1-2-.17

T.C.A. §49-6-3001

T.C.A. §49-6-3002

T.C.A. §49-6-3005

T.C.A. §49-6-3006

T.C.A. §49-6-3007

T.C.A. §49-6-3021

T.C.A. §49-6-3022

DRIVER'S LICENSE OR PERMIT (T.C.A. §49-6-3017)

To obtain a driver's license or permit to drive in Tennessee, the Department of Safety requires each person between the ages of fifteen (15) and seventeen (17) inclusive to:

- Obtain a Certificate of Compulsory Attendance, and
- Pass a Driver's Education class OR have a learner's permit (for at least three months)

The Certificate of Compulsory Attendance is provided by the high school attendance office to students who meet the legal requirements of compulsory attendance. To maintain the driver's permit or certificate, the student must continue to meet the legal requirement of compulsory attendance. (T.C.A. §49-6-3017(c))

Motor Vehicle Or Permit License Revocation (Policy 6.200)

More than ten (10) consecutive or fifteen (15) reported unexcused absences by a student during any semester renders a student ineligible to retain a driver's permit or license, or to obtain such if of age.

The Juvenile Offender Act

The Juvenile Offender Act outlines several stipulations concerning prohibited conduct and the consequences pertaining to a person younger than eighteen and their driver's license. Section 55-10-710 of that act indicates that all details are described in the "driver manual used to prepare applicants for the licensure examination", which is available at the Department of Motor Vehicles. Below is an excerpt from that Act.

Denial of Driving Privileges:

When a person younger than eighteen (18) years of age, but thirteen (13) years of age or older, commits any offense or engages in any prohibited conduct described in this subsection (a), then at the time the person is convicted of the offense, or adjudicated a delinquent child, unruly child or status offender, the court in which the conviction or adjudication occurs shall prepare and send to the department of safety, driver control division, within five (5) working days of the conviction or adjudication, an order of denial of driving privileges for the offender. This section applies to any criminal offense, status offense, violation, infraction or other prohibited conduct involving the possession, use sale, or consumption of any alcoholic beverage, wine or beer, or any controlled substance as defined and enumerated in title 39, chapter 17, part 4, or involving the possession or carrying of a weapon on school property, as defined and enumerated in T.C.A. 39-17-1309(b) or (c). The denial of driving privileges authorized by this section applies when the prohibited conduct occurs before the offender is eighteen (18) years of age, regardless of when a conviction or determination occurs. The department shall promulgate a form "order of denial" for use by the courts.

T.C.A. 55-10-701

Participation in Athletic Programs (Policy 4.301)

The middle school (6-8) and high school (9-12) in Arlington Community Schools are members of the Tennessee Secondary Schools Athletic Association (TSSAA) and as members follow its rules and regulations. Academics and conduct requirements must be met by participants on middle and high school teams; as well as eligibility requirements established by TSSAA. Any student participating as a member of any interscholastic athletic team must have a complete annual medical examination prior to participation. Specific eligibility requirements may be obtained from the coach or administration of the school. For additional information and requirements related to participation in interscholastic athletics, please see Policy 4.301.

ACS must make notice to TSSAA of any student who is in Foster care that seeks to participate in interscholastic athletics. The school must obtain written consent from the legal guardian or student, if age 18 or older, and the notification must be FERPA compliant.

Letter Jackets and Awards

Varsity coaches establish the criteria for awards and letters for each varsity sport, and the criteria will be filed with the Building Athletic Director. These criteria must be communicated to student athletes at the beginning of each season. The Head Coach, the Building Athletic Director, and the Principal should discuss specific cases not meeting the established requirements. Student athletes who do not complete the season because of disciplinary action or quitting the team are not eligible for an award or letter.

General guidelines for the awarding of varsity letters include:

- Student athletes who have been members of the same program for the entire athletic season are eligible for a Varsity letter in that program.
- Varsity managers who have served loyally for one complete season are eligible for a varsity letter.
- If an athlete earns multiple varsity letters, the first letter will be a Vegas Gold 7" chenille "A" with navy trim for all sports and cheerleaders. The second, third, and fourth awards will be a gold bar.

STUDENT ASSIGNMENT AND EVALUATION OF PROGRESS

Assignment Of Students To Classes (Policy 6.205)

The principal shall be responsible for assigning all students to classes.

Students who enter the system from another school system are to be placed by the principal in the grade and/or level as indicated by records from the former school. If the student's placement is inappropriate in the grade or level assigned, he/she may be reassigned by the principal to another grade level after consultation with the parent.

Parent Conferences

Parent-teacher conferences are encouraged and may be initiated by either the teacher or the parent. Parents should schedule conferences with teachers by calling the school office. In addition, two half-days a year, one each semester, are also set aside for parent conferences. Conference dates are listed on the Student School Calendar located on page 1 of this handbook.

GRADING PROCEDURE FOR GRADES K-5 (Policy 4.600)

Arlington Community Schools' Board of Education policy, in accordance with the Tennessee Uniform Grading System, is responsible for the grading system for grades K-5.

Report Cards and Interim Reports

Two (2) report cards are used in grades K-5; (1) for kindergarten; (1) for grades 1 – 5. Student report cards shall be provided to parents/guardians via the ACS Student Management System / Parent Portal. Kindergarten parents will also receive a paper copy. Parents must be notified within a report card period when a student is not doing acceptable work. Parent-teacher conferences should be held for gaining parental support in an effort to improve student performance. At the midpoint of the nine weeks, parents will be notified of students' progress via the PowerSchool Parent Portal. Kindergarten students do not receive an interim report during Q1.

Kindergarten Academic Grade Scale

The kindergarten report card shows progress toward the state standards. The grade level standards are set by the state and indicate what a student should know and be able to do. Students are evaluated based on their progress toward meeting benchmarks for each standard. This is indicated by mastery (M) or non-mastery (X) for each skill. Additionally, the letter grades of "E", "G", "S", "N", or "U" will be used to express basic grading for art, music, and physical education (P.E.).

Grades 1-5 Academic Grade Scale

The basic grading system for knowledge/subject area is expressed by the letters "A", "B", "C", "D", and "F" according to the numerical values listed under the Grading Scale. First (1st) grade science and first (1st) grade social studies will be expressed by the letter grades of "S" and "N." Art, music, and P.E. will be expressed by the letter grades "E", "G", "S", "N", or "U".

A.....	90-100
B.....	80-89
C.....	70-79
D.....	60-69
F.....	Below 60

***NOTE:** If an erroneous grade has been entered, correction must be made and a new report card issued to the student. Grading systems other than the above must be approved in writing by the superintendent.*

Nine-Week Grades

In grades 1 – 5, English Language Arts and Math, a minimum of twelve (12) grades per subject per nine-week term should be recorded for every student. For all other subjects (i.e. science, social studies, art, music, and P.E.) in grades 1 – 5, a minimum of 9 grades per nine-week term should be recorded. Fifty percent of the required grades must be earned and recorded by the interim of the nine-week term.

Semester Grades

Semester grades for grades 1-5 are determined by an average of grades for each of the two nine-week terms. Semester exams are not given in grades 1 – 5.

State Mandated Assessments

For grades 3-8, the TCAP assessment will count as 15% of the second semester average. There is no opt out of state testing. Please refer to the Testing Program Policy (4.700) for additional information.

Grades K-5 Conduct Grades

In all elementary schools, students' conduct is graded as "E", "G", "S", "N" or "U" and is to be reported at each grading period on the report card.

GRADING PROCEDURE FOR GRADES 6 - 12 (Policy 4.600)

Arlington Community Schools' Board of Education policy, in accordance with the Tennessee Uniform Grading System, is responsible for the grading system for grades 6-12.

Report Cards and Interim Reports

Student report cards shall be provided to parents/guardians via the ACS Student Management System / Parent Portal. Parents must be notified within a report card period when a student is not doing acceptable work. Parent-teacher conferences should be held for gaining parental support in an effort to improve student performance. At the midpoint of the nine weeks, parents will be notified on student's progress via the PowerSchool Parent Portal.

Grades 6-12 Academic Grade Scale

Grades are reported on report cards and transcript records using numerical values as indicated below:

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

***NOTE:** If an erroneous grade has been entered, correction must be made and a new report card issued to the student via the PowerSchool Parent Portal. Grading systems other than the above must be approved in writing by the superintendent.*

Nine-Week Grades

Grades given at the end of each nine-week period will be determined by the average of daily work, oral and written assignments, tests, and other teacher created assignments. A minimum of twelve (12) grades for the nine-week period should be recorded for each subject. Fifty percent (50%) of the twelve grades should be earned and recorded by the interim of the nine-week term. The teacher will assess all student assignments and weigh the value of grades given for various assignments within the nine-week term in computing the term grade. This procedure will enable the teacher to allow for individual student differences in the grading process. Grades for homework assignments (10% maximum) should be given with care, since the student may not always complete homework. Homework assignments are of value in affording students needed practice, and such assignments should be made within practicable limits.

Please note that for students who enroll in a dual enrollment course at a university or college, students will follow all grading requirements associated with that dual enrollment course. Grading requirements for a dual enrollment course may differ from the ACS/AHS grading requirements, and it is important for the parent/student to understand the grading requirements associated with the university/college/course before enrolling.

Semester Exams (Grades 6-8)

Semester exams are not given in grades 6-8, with the exception of high school level courses. Students who successfully complete a high school course at middle school will earn high school credit. Semester grades earned in high school courses mentioned above, regardless of credits earned, will be recorded on the high school transcript. The grades earned will be included in the high school GPA.

No student should fail for the semester or year if the only failing grade is that of the semester examination, provided the student has made an honest effort on the examination.

Semester Exams (Grades 9-12)

Semester exams are given in grades 9-12.

Semester Exam Exemptions

Non-EOC Courses: In grades 8-11, a student having a 90 or higher average for the two-quarter grades (3rd & 4th quarter) in a specific course and having five (5) or fewer excused absences in that same course will be exempted from the second semester exam if the student desires. When a student is exempted from the examination, the semester average will be the average of the two term grades. 12th grade students are eligible for exam exemption during both semesters.

Any unexcused absence in a course will disqualify the student from an exam exemption in that course.

Exam exemptions for transfer students will only be considered when the AHS exam exemption requirements are met. Official grade transcripts/official attendance records from the previous school must be furnished to Arlington High School. The received official attendance record must specifically note excused and unexcused absences. Grades and attendance will be reviewed and used in making an exam exemption decision. Any discrepancies will be reviewed by the local school principal. The decision of the principal will be final.

EOC Courses: In lieu of students taking both a second semester exam and the state-mandated end-of-year test (EOC), students will take only the EOC exam. This is a state-mandated test, so there is no provision for being exempted. The EOC score, which is considered the second semester exam, will be calculated as part of the second semester grade and count 15% of the semester average.

AP Courses

Students enrolled in an AP course will take the College Board AP Exam. Therefore, they will not be required to take the teacher generated semester exam if the student desires. If the student does not take the teacher created exam, the semester average in the AP course will be the average of the two quarter grades.

Credits

Credits will be awarded in 0.5 increments upon successful completion of a semester.

If the two semesters averaged together is a 60% or higher, 1.00 credit is earned for the course.

Advanced Coursework Weighting Points

Advanced Placement: For Advanced Placement courses, teachers will add five (5) points to each quarter grade and five (5) points to each semester exam grade. Points are not added to the semester average. Students enrolled in Advanced Placement courses are expected to sit for the standardized AP exam. Students who fail to sit for the standardized AP exam will not be awarded the additional points attributed to the AP course. These points will be retroactively removed.

Dual Enrollment/Dual Credit/Industry Certification-aligned courses: For dual enrollment, teachers will add five (5) points to each quarter grade and five (5) points to each semester exam grade. For dual credit, and industry certification-aligned courses, teachers will add four (4) points to each quarter grade and four (4) points to each semester exam grade. Points are not added to the semester average. Students who fail to sit for an industry certification aligned course/test will not be awarded the additional points attributed to the course/test. These points will be retroactively removed. For dual enrollment, dual credit and industry certification courses, parents and students need to have a clear understanding with the partner university/college about admission requirements, grading, financial obligations and course transfers from high school to university/college. Students enrolled in dual enrollment courses / dual credit courses are solely responsible for any fees outside of scholarship limits. Also, Arlington High School will not be responsible for dual enrollment/dual credit courses that are not accepted as credit at a student's university/college of choice before or after high school graduation. Also note, if a student loses any grant associated with a dual enrollment course, the parent/student becomes responsible for the cost associated with the course.

Honors Courses: For honors courses, teachers will add three (3) points to each quarter grade and three (3) points to each semester exam grade. Points are not added to the semester average.

Quality Points

Standard classes

A = 4.0
B = 3.0
C = 2.0
D = 1.0
F = 0

Honors classes

A = 4.5
B = 3.5
C = 2.5
D = 1.5
F = 0

Dual Credit/AP Classes/Dual Enrollment/Industry Certification

A = 5.0
B = 4.0
C = 3.0
D = 2.0
F = 0

Laude System

Effective with the graduating class of 2022 and beyond, the laude system will be used rather than a class rank system. Please consult ACS Policy 4.605 for information on the laude system.

Grades 6-8 Conduct Grades

In middle school, student conduct grades are designated as excellent, satisfactory, needs improvement, or unsatisfactory, with the initial letter "E," "S," "N," or "U" used to report the conduct grade on the report card. It is to be reported at each grading period on the report card with each subject grade.

Grades 9-12 Conduct Grades

Conduct Grades are not assigned in grades 9-12. For conduct criteria in high school, the school will monitor all tardies, OSS, ISS and any other discipline referral.

HIGH SCHOOL EDUCATIONAL REQUIREMENTS

Grade Classification for High School Students

Students in grades 9-12 will follow their grade level cohorts. Please note that just because a student transitions to a higher grade level does not mean a student is on track to graduate. All students must fulfill all state graduation requirements by the end of their 12th grade year.

Credit Recovery

Credit Recovery is designed to provide students an opportunity to recoup credit needed for graduation if shown mastery of 50% of content in the course. Arlington Community Schools provides credit recovery as self-paced online courses that meet the Tennessee Standards for course credit. Credit recovery procedures in district will follow all State of Tennessee guidelines for placements, assignments, assessments, and grade assignments.

Home School Grades

For information regarding enrollment following home-school attendance, please contact the Department of Accountability at 901.389.2497.

Transfer Grades

In order to receive credit when a student transfers to Arlington Community Schools from another district, official transcripts must be requested to determine grade level, credits earned, and GPA. The district will use the procedural ACS Grading Conversion Chart for K-12 students. It is highly advisable for parents and students who transfer in to the district with incoming transcripts to have a clear understanding of the procedure for grade conversion before enrolling. Transfer grades to ACS will be transferred to the ACS grade scale that was in effect during the grade enrollment year association reflected on the incoming transcript. When granting credit to students transferring to Arlington Community Schools from out of state with credits that have no Tennessee course codes, designated generic subject area codes will be used. These codes will denote an elective credit granted out of state. Any student that enrolls in Arlington Community Schools without transfer grades should be directed to the Academic Office for review and guidance. The Chief of Academics will review all transfer grades and grant credit. The decision after the review will be final.

Virtual Courses

Virtual courses taken outside the school day will not count in any GPA calculation or Laude Matrix Selection.

Only virtual/online courses officially sanctioned inside a school day schedule/MOU agreement at Arlington High School/Arlington Middle School will be calculated into the GPA & Laude Matrix Selection. Please consult your local school guidance counselor for a list of virtual/online courses officially sanctioned and offered within a school day schedule.

GRADUATION REQUIREMENTS

(Per the Tennessee Diploma Project, Implemented 2009)

Any student who graduates with a regular diploma from a public school in Tennessee must earn the number of credits as indicated below. Diplomas will not be issued to students of Arlington Community Schools who have not met these requirements. Special Education students may earn a regular diploma based on the IEP team's recommendation and by fulfilling the requirements of the IEP. Special Education diplomas may or may not be acceptable at some postsecondary schools.

Course	Credits
English	4.00
Mathematics (<i>including Alg. I & II, Geometry, and 4th higher level math</i>).....	4.00
Science (<i>including Biology, Chemistry or Physics, and a 3rd lab course</i>)	3.00
Social Studies (<i>U.S. History & Geography, World History & Geography, U.S. Government & Civics, and Economics</i>).....	3.00
Wellness & *Physical Education.....	1.50
Personal Finance.....	0.50
Fine Arts	1.00
Foreign/World Language (<i>two years of same language</i>).....	2.00
Elective Focus (<i>Math & Science, CTE, Humanities/Liberal Arts, Advanced Placement, Journalism, etc.</i>).....	3.00
Total	22.0**

* The physical education requirement may be met by substituting an equivalent time of physical activity in other areas including but not limited to marching band, JROTC, cheerleading, interscholastic athletics, and school sponsored intramural athletics. See your school counselor for information and the correct form.

For more information on the Tennessee Diploma Project, visit the TN Department of Education web site at the following:

<http://www.tennessee.gov/education> or see your assigned school counselor.

****Beginning with the 2024-25 9th grade cohort, Computer Science is required for graduation.**

Students should always consult with their preferred university or college for that school's admission requirements.

Participation in Commencement Exercises (Policy 4.606)

Only students who have met all state requirements and mandates for a high school Regular Diploma, Diploma of Specialized Education, or Occupational Diploma by graduation date will be allowed to participate in commencement exercises. A student's behavior must be acceptable to the school principal in order for the student to participate in the school graduation ceremonies. Students who are under suspension at the time of commencement will not be eligible to participate in commencement exercises.

Per the AHS Graduation Packet handbook, honor cords, tassels, medals, and stoles worn at graduation are only those distributed by Arlington High.

K-12 MAKEUP WORK (Policy 6.200)

Students who receive an excused absence will be provided the opportunity to make-up missed work. Students will be allowed one (1) day for each day they are absent.

Students with an unexcused absence, due to reasons other than suspension, will be provided the opportunity to make up missed work for up to five (5) unexcused absences. Students will be allowed one (1) day for each day they are absent.

Make-up work must be requested no later than two (2) days after the student returns to school. Students will be allowed one day for each day they are absent.

Students in Grades 6-12 receiving their first out of school suspension in a school year may be permitted to complete and receive credit on make up work for their assignments by performing pre-approved community service. Please refer to the ACS Attendance Policy 6.200 for additional information and consult your child's local school administrator for guidance for pre-approval and framework for community service.

K-12 PROMOTION AND RETENTION (Policy 4.603)

Students shall progress in sequential order from grade to grade. **ACS does not permit any student to skip grade levels.** Beginning with the 2022-23 school year, 3rd grade students must be proficient on TCAP in order to progress to the 4th grade.

STATE MANDATED ASSESSMENTS GRADE INCLUSION

State-mandated student testing programs shall be undertaken in accordance with procedures published by the State Department of Education.

ACS shall publish on its website information related to State and ACS mandated tests that will be administered during the school year.

For grades 3-8, the TCAP assessment will count as 15% of the second semester average. For EOC classes, the state's end of year assessment (EOC) will be considered as the second semester exam and will count as 15% of the semester average. There is no opt out for state testing.

STUDENT RECORDS

Records (Policy 6.600)

A cumulative record shall be kept for each student enrolled in school. The folder shall contain a health record, attendance record, and scholarship record; and shall accompany the student through his/her school career.

Special Education Records

Special education records are maintained for students currently served by an IEP (Individual Educational Plan) and receiving services such as speech, APEX, Functional Skills, etc. The psychological and other relevant records are kept in individual schools in separate folders. When special services are discontinued or the student withdraws from the District, the Special Education student record is forwarded to Special Education District Office. A request for these records along with a Confidential Release of Information must be signed by the parent/guardian or student, if of legal age, and must specifically request "Special Education Records" and must be forwarded to Special Education. Records will not be released to outside agencies without a signed release from the parent/guardian or student of legal age, with the exception of release to other school districts as permitted under FERPA (Family Educational Rights and Privacy Act; Buckley Amendment) Public Law 93-380) In these circumstances, records will not be released to another school district without notifying the parent/guardian.

Student Records Annual Notification of Rights (Policy 6.600)

Within the first three weeks of each school year, the school system shall notify parent(s) of students and eligible students* of each student's privacy rights. For students enrolling after the above period, this information shall be given to the student's parent(s) or the eligible student at the time of enrollment. The notice shall include the right of the student's parent(s) or the eligible student to:

- Inspect and review the student's education records;
- Seek correction of items in the record which are believe to be inaccurate, misleading or in violation of the student's rights, including the right to a hearing upon request;
- File a complaint with the appropriate state or federal officials when the school system violates laws and regulations relative to student records;
- Obtain a copy of this policy and a copy of the student's educational records; and

- Exercise control over other people's access to the records, except when prior written consent is given, or under circumstances as provided by law or regulations, or where the school system has designated certain information as "directory information." Parent(s) of students or eligible students have two weeks after notification to advise the school system in writing of items they designate not to be used as directory information. The records custodian shall mark the appropriate student records for which directory information is to be limited, and this designation shall remain in effect until it is modified by the written direction of the student's parent(s) or the eligible student.

This notice must include the following:

- The procedure for exercising the right to inspect and review education records; and
- The procedure for requesting amendment of records.

**The student becomes an "eligible student" when he/she reaches age 18 or enrolls in a post-secondary school, at which time all of the above rights become the student's rights.*

Directory Information

"Directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone number, e-mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received and the most recent educational agency or institution attended.

Student directory information for 11th and 12th graders shall be made available upon request to persons or groups to make students aware of occupational and educational options, including official recruiting representative of the military forces of the State and the United States.

34 CFR § 99.4

34 CFR § 99.7

34 CFR § 99.7

T.C.A. § 10-7-504 34 CFR § 99.3

T.C.A. § 49-6-406 10 USC § 503

34 CFR § 99.5

Student Records Inspection (Policy 6.600)

Parents of students and eligible students may inspect and review the student's education records upon written request. Parents or eligible students shall submit to the records custodian a request, which identifies as precisely as possible the record(s) to inspect, and this inspection must be completed within forty-five (45) days from the receipt of the request.

The right to inspect and review educational records includes the right to a response from school officials concerning request for explanation and interpretation of the data. School officials shall presume that the parent has the authority to inspect and review records relating to his/her child unless the school system receives a copy of a Court Order to the contrary. When a record contains information about students other than the parent's child or the eligible student, the parent(s) or eligible student may not inspect and review that information.

A reasonable fee for copies provided to parent(s) or eligible students shall be determined by the Superintendent. If the fee represents an unusual hardship, it may be waived in part or entirely by the records custodian.

Parents of students or eligible students may seek to change any part of the student's record they believe to be incorrect. The superintendent shall develop a procedure to establish an orderly process to review and potentially correct an education record in accordance with federal law.

STUDENT EQUAL ACCESS (POLICY 4.802) (LIMITED PUBLIC FORUM)

It is the policy of the ACS Board of Education not to discriminate against a student's publicly stated voluntary expression of a religious viewpoint, if any, and to eliminate any actual or perceived affirmative school sponsorship or attribution to ACS of a student's expression of a religious viewpoint, if any. In so doing, the ACS Board of Education establishes this policy in order to establish a limited public forum.

"Limited public forum" means public property that the District provides for students as a place for expressive activity which may impose reasonable, content-neutral time, place and manner restrictions on certain groups or topics of speech; provided that the restriction is necessary and narrowly tailored to serve a compelling state interest.

Student Clubs or Groups

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 of beliefs of the 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. No funds shall be expended by the school for any such meeting beyond the incidental costs associated with providing meeting space.

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

A student or a group of students who wish to conduct a club or group meeting under the policy must file an application with the principal at least three (3) days prior to the proposed date.

The principal shall approve the meeting if he/she determines that:

- The meeting is voluntary and student-initiated;
- There is no sponsorship of the meeting or its content by the school, the Board of Education or its employees;
- An employee of the District shall be present in a non-participatory monitoring capacity during each meeting; however, no employee shall be required to attend in such capacity if the content of the meeting is contrary to the beliefs of the employee; and
- Non-school personnel will not direct, control or regularly attend.

School Sponsored Events

If the Board of Education or school principal authorizes an event at which a student is to speak, the following guidelines will be implemented:

- 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;
- There is an appropriate method of selecting student speakers which is based on neutral criteria;
- Student speakers do not engage in speech that is obscene, vulgar, offensively lewd, indecent or promotes illegal drug use.

To the extent possible and practical, prior to events in which students will speak, notice shall be provided orally and/or in writing that the student's speech does not reflect the endorsement, sponsorship, position or expression of the Board of Education and its employees.

Homework, Artwork and Other Written and Oral Assignments; Beliefs About Religion

Students may express their written beliefs about religion in homework, artwork and other written and oral assignments free from discrimination based on the religious content of the student's submissions. Homework and classroom assignments shall be judged by ordinary academic standards of substance and relevance and against other legitimate academic concerns identified by the student's teacher. Students may not be penalized or rewarded based on the religious content of the student's work.

ACS Student Use of Facilities

Additionally, while the District shall not discriminate on the basis of its viewpoints when making facilities available for student use, the Board of Education shall (1) adhere to applicable federal/state laws and local ordinances and regulations; and (2) reserve the right to impose reasonable, content-neutral restrictions on the time (*i.e.*, specific time and/or day), place (*i.e.*, location) and manner (*i.e.*, activities) of use of District facilities.

The following are parameters for the time, place and manner of activities:

- The activity does not unduly disrupt traffic, either vehicular or pedestrian.
- The activity does not create unreasonable safety risks.
- The activity does not use unauthorized sound amplification equipment or create unreasonable noise disruption.
- No event may exceed eight (8) hours in length in a twenty-four (24) hour period.
- The location will be left in its original condition at the conclusion of the event.
- Expression that is obscene, defamatory or consists of fighting words, threats of physical harm, insightful of imminent lawless action or otherwise not entitled to protection as expression, is not permitted.

Extracurricular Activities (Policy 4.300)

A list of all clubs and organizations available to students shall be displayed on each school's website and in each school's Student Handbook. The list shall include:

- The names of the clubs and organizations, including any abbreviations or acronyms;
- The mission and purpose of the club or organization;
- All financial requirements associated with membership in the club or organization.

No school shall allow a student under the age of 18 to become a member of a club or organization or allow a student under the age of 18 to participate in any activity of a club or organization, unless the student's parent or guardian first provides written, dated consent to the student's membership or participation.

SPECIAL EDUCATION

Arlington Community Schools offers a wide range of services to meet the needs of students with disabilities. Eligible students from ages three through twenty-one are served in ACS schools. A full continuum of services, including related services of Speech/Language Therapy, Occupational Therapy, and Physical Therapy are available in every school. Specialists are available to work with visually impaired, hearing impaired, and students with behavior problems. Detailed information regarding special education programs may be obtained by calling 901.389.2497.

Student Referral

If parents are concerned about their child's learning or behavior in school they may call or write their child's teacher or school administrator expressing these concerns. The school administrator may explain the student intervention and referral process if parents are requesting an evaluation for special education services. Parents may also contact the Supervisor of Special Education regarding the referral process.

The district does not discriminate in evaluation or programming on the basis of race, color, creed, national origin, religion, sex, age, or disability. Parents, teachers, or administrators may refer students for screening to its gifted services program (APEX). As with all students with disabilities a continuum of services are offered for gifted students. Parents interested in a gifted screening should contact the school principal for a review of student data or other program information. Further requests regarding student referrals may also be forwarded to the school administration or the Supervisor of Special Education.

PARTICIPATION IN GIFTED PROGRAM

Tennessee State Board Rule 0520-01-09-.03 provides that: “Intellectually Gifted” Means a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child’s needs exceed differentiated general education programming, adversely affect educational performance, and required specifically designed instruction or support services.”

The Tennessee Department of Education website sets forth the, “Standards for Special Education Evaluation & Eligibility.” As per those Standards, ACS conducts, an annual systematic screening process for its students. The screening process includes reviews of state achievement testing, RTI2 screening data, teacher checklists and group-administered criterion-or normed-referenced assessments. If based upon the annual systematic screening process, the student flags for giftedness, the school district conducts an individual screening for those students whose needs exceed differentiated general education programming in the areas of: educational performance and creativity/characteristics of giftedness. A team then reviews the individual screening results to determine the need for referral for comprehensive assessment.

CHILD FIND

If you suspect that your child has a disability, contact your child’s principal.

T.C.A 49-10-108 provides that every school district shall identify, locate, and evaluate all children with disabilities, or who are suspected of having a disability, within its boundaries, ages three (3) through twenty-one (21), both inclusive, who need special education, and related services, including all children with disabilities who are enrolled by their parents in private schools located within the boundaries of the school district.

A parent or legal guardian may request their school district to conduct a full and individualized evaluation of the parent’s or legal guardian’s child to determine if the child has a disability and is eligible for special education services.

ISOLATION AND RESTRAINT

If school personnel impose isolation or restraint, then the school personnel shall immediately contact the school principal, or the principal’s designee. The principal or the principal’s designee shall observe and evaluate the student’s condition within a reasonable time after the isolation or restraint was used. As needed, the school nurse shall also observe and evaluate the student’s condition within a reasonable time after the isolation and restraint was used. The school principal, or principal’s designee, shall notify the student’s parent or guardian orally or by written or printed communication the same day the isolation or restraint was used.

When the use of isolation or restraint is proposed at an IEP meeting, the parent shall be advised of the provisions of T.C.A. 49-10-1301, et seq., this rule, and the IDEA procedural safeguards.

An IEP team meeting shall be convened within ten (10) days of use of restraint if:

- The student’s IEP does not provide for the use of physical holding restraint generally;
- The student’s IEP does not provide for the use of restraint for behavior precipitating the use of the restraint; or
- An Extended Restraint is used.

An IEP team meeting shall be convened within ten (10) days of use of isolation if:

- The student’s IEP does not provide for the use of an isolation generally;
- The student’s IEP does not provide for the use of isolation for the behavior precipitating the use of the isolation; or
- An Extended Isolation is used.

FUNCTIONAL BEHAVIOR ASSESSEMENT AND BEHAVIOR INTERVENTION PLAN

A Functional Behavior Assessment shall be conducted to inform the development or revision of a Behavior Intervention Plan in any of the following situations:

- When a student receiving Special Education and Related Services engages in conduct that results in a change of placement and the school district, the Parent, and relevant members of the IEP team determine that the student’s conduct that gave rise to the change in placement was a manifestation of the child’s disability;
- When an IEP provides for the use of restraint or isolation;
- When the student exhibits a pattern of behaviors that impede their learning or that of others;
- When the student exhibits a pattern of behavior that places the student or others at risk of harm or injury;
- When the student’s IEP team is considering a more restrictive placement as a result of the student’s behavior; or
- When determined appropriate by the student’s IEP team.

A Functional Behavior Assessment shall be conducted, as appropriate, to inform the development or revision of a Behavior Intervention Plan in the following situations:

- When a student receiving Special Education and Related Services is removed from their current placement for more than ten (10) consecutive school days for behavior not determined to be a manifestation of the student’s disability; or
- When a student receiving Special Education and Related Services is removed to an interim alternative education setting for up to forty-five (45) school days for weapons, drugs, or serious bodily injury, irrespective of whether the student’s behavior is a manifestation of the student’s disability.

The student's IEP team shall review the Behavior Intervention Plan at least annually during the student's annual IEP team meetings and revise the Behavior Intervention Plan as needed.

SCHOOL CLOSING PROCEDURES

Emergency Closing

In making the decision to close schools, the superintendent or his/her designee shall consider many factors, including the following principles relative to the fundamental concern for the safety and health of children:

- Weather conditions, both existing and predicted;
- Driving, traffic and parking conditions, affecting public and private transportation facilities;
- Actual occurrence or imminent possibility of any emergency condition which would make the operation of schools difficult or dangerous; or
- Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

In the event schools are closed due to inclement weather or other calamity, all extracurricular activities scheduled for those days will be canceled or postponed, unless otherwise approved by the superintendent.

Arlington Community Schools has implemented a Rapid Notification System to alert parents regarding school closures, emergencies, etc. Please be sure that all contact information is correct and up to date.

HEALTH SERVICES

Hospitalization

Parents/legal guardians of a student who has experienced hospitalization related to accident/injury or chronic illness should notify Coordinated School Health to determine the plan that will allow for smoother transition and seamless re-entry to school.

Student Healthcare Management (Policy 6.405)

Administering medications to students:

If under exceptional circumstances a child is required to take non-prescription or prescription medication during school hours and the parent cannot be at school to administer the medication, only the school nurse, the principal or the principal's designee will assist the student to self-administer the medication in compliance with the following regulations:

- The student must be competent to self-administer the non-prescription or prescription medication with assistance;
- The parent must give written permission for school personnel to assist with self-administration of medication.
- Written instructions signed by the parent will be required and will include:
 - a. Student's name;
 - b. Name, address and telephone number of parent/guardian;
 - c. Name of medication;
 - d. Name and phone number of student's physician;
 - e. Time medication is to be administered;
 - f. Dosage and directions for administration (prescription medicines must be in the original container with prescribing information affixed to the container; and non-prescription medicines must be in the original container with dosage and student's name affixed to the container);
 - g. Possible side effects, if known; and
 - h. Termination date for self-administration of the medication.

The aforementioned must be delivered to the principal's office in person by the parent or guardian of the student.

The principal/designee will:

- Inform appropriate school personnel of the medication to be self-administered;
- Keep written instructions and permission from parent in student's record;
- Keep an accurate record of the self-administration of the medication (this information will be documented and kept on file at the school);
- Keep all medication in a locked cabinet;
- Return unused prescription to the parent or guardian only; and
- Ensure that all guidelines regarding self-administration of medications in a school setting developed by the Department of Health and the Department of Education are followed.

The parent or guardian is responsible for informing the school principal of any change in the student's health or change in medication.

Arlington Community Schools will adhere to the Guidelines for Use of Healthcare Professionals and Healthcare Procedures in A School Setting when caring for the chronically ill student population.

A copy of this Policy shall be provided to a parent or guardian upon receipt of a request form for long-term administration of medication.

Administration of Anti-Seizure Medication

Provided that a parent provides written permission, school personnel who volunteer, and who have been trained by a Registered Nurse, may administer anti-seizure medications to any ACS student, whose Individualized Healthcare Plan provides for same. If a school nurse is available to reach the student within the time limit for administration as specified on the IHP, then the nurse shall administer the aforementioned medication.

Prior to administration of an anti-seizure medication to a student by volunteer personnel or a school nurse in an emergency situation, the student's parent or guardian shall provide:

- The school with a written authorization to administer the medication at school (See "General Medication Administration Guidelines");
- A written statement from the student's health care practitioner, which statement shall contain the student's name, the name and purpose of the medication, the prescribed dosage, the route of administration, the frequency that the medication may be administered, and the circumstances under which the medication may be administered; and
- Prior to its date of expiration, the prescribed medication to the school in its unopened, sealed package, with the intact label affixed by the dispensing pharmacy.

The written authorization required shall be kept on file in the school principal's office. Unless subsequently rescinded in writing, the authorization shall be effective for the entirety of the school year in which it is granted but must be renewed each school year.

The school nurse shall check monthly the expiration date for each anti-seizure medication in the possession of the school. At least one (1) month prior to the expiration date of each medication, the school nurse shall inform the student's parent/guardian of the expiration date.

A student's parent or guardian who has given the student's school written authorization to administer anti-seizure medication shall, in accordance with the student's IHP, notify the school Principal or school nurse if anti-seizure medication or prescription or over-the-counter medicines are administered to the student at a time at which the student is not present at school. The student's IHP shall set forth with specificity the requirements of reporting administration of medication and for the dissemination of such information to volunteer school personnel trained to administer anti-seizure medication. The notification shall be given after administration of medication before or at the beginning of the next school day in which the student is in attendance.

Asthma Inhalers

Students with a diagnosis of asthma may possess and self-administer prescribed, metered dosages of an asthma-reliever inhaler provide that the parent/guardian:

- Provides to the school principal written authorization for the student to possess and self-administer the inhaler(See "General Medication Administration Guidelines"); and
- Provides the Principal with a written statement from the student's health care practitioner stating that the student suffers from asthma and has been instructed in self-administration of the prescribed, metered dosage asthma-reliever inhaler. The statement from the health care practitioner must also contain the following information:
 - The name and purpose of the medication;
 - The prescribed dosage;
 - The time or times the prescribed inhaler is to be regularly administered, as well as any additional special circumstances under which the inhaler is to be administered; and
 - The length of time for which the inhaler is prescribed.

The written authorization from the parent/guardian and the statement from the physician shall be kept in the office of the school principal.

ACS employees and agents of ACS shall incur no liability as a result of any injury sustained by the student or any other person from possession or self-administration of the inhaler. The student's parent/guardian shall sign a statement acknowledging that the school shall incur no liability and the parent/guardian shall indemnify and hold harmless the school and its employees against any claims relating to the possession or self-administration of the inhaler.

The parental permission for self-administration of the prescribed, metered dosage asthma-reliever inhaler shall be effective for the school year in which it is initially granted and must be renewed each following school year by providing the written permission and information referenced in the section above.

The Principal may suspend or revoke the student's possession and self-administration privilege if the student misuses the inhaler or makes the inhaler available for usage by any other person.

Diabetic Care in School

Each student diagnosed with diabetes shall have an Individual Health Plan (IHP). The IHP will be reviewed and updated annually, or as needed.

Upon written request of a parent or guardian, and if included in the student's medical management plan and in the IHP, a student with diabetes shall be permitted to perform a blood glucose check or administer insulin using any necessary diabetes monitoring and treatment supplies, including sharps. The student shall be permitted to perform the testing in any area of the school or school grounds at any time necessary as ordered by their physician.

Sharps involved in diabetes care and management for a student shall be stored in a secure, but accessible, location, including the student's person, until use of such sharps is appropriate.

Use and disposal of sharps shall be in compliance with the guidelines set forth by the Tennessee Occupational Safety and Health Administration (TOSHA).

Additional Guidelines for Diabetic Care in School

In addition to adhering to the requirement of each IHP for the general care of students with diabetes, the district shall:

- Acquire necessary parent requests and instructions for treatment.
- Acquire monitoring and treatment orders from licensed health care providers prescribing within the scope of their licensed authority.
- Assess competency and independent skill in blood glucose monitoring by the student and/or other personnel trained. The school nurse will assess competency in adequate knowledge and skill in all aspects of blood glucose monitoring.
- Provide the most appropriate setting for the glucose monitoring which may be, in many cases, the school health room/office. The location and method of monitoring such glucose levels, including safe disposal of sharps/lancets, shall be determined by the decision of a team comprised of the school Principal/designee, the school nurse, the student, the student's parent(s)/guardian(s), and the student's physician or other licensed healthcare provider.
- Permit students with diabetes unrestricted access to necessary food and water on schedule and as needed, and permit unrestricted access to bathroom facilities. When food is served at school events, provision shall be made for appropriate food to be available to students with diabetes.
- School meals shall not be withheld from any student for disciplinary reasons. Students with diabetes shall not miss meals because they are not able to pay for them. The charge for the meal will be billed to the parent or adult student and collected consistent with district policies.
- Parents and healthcare providers of students with diabetes will be provided with a description of their student's school schedule to the timing of monitoring, treatment and food consumption.

Each student's IHP shall be distributed to appropriate staff based on the student's needs and the staff member's contact with the student.

Parents and students must follow the "General Medication Administration Guidelines" set forth above.

Emergency Allergy Response Plan

The ACS Coordinated School Health Supervisor or designee shall develop and maintain an Emergency Allergy Response Plan that meets state guidelines for managing students with life-threatening allergies. The Plan shall include measures to reduce exposure to allergens and procedures to treat allergic reactions. Components of the plan shall include, but are not limited to, education and training of personnel, record keeping/documentation, development and reviews of the allergy action plan and protocols for classrooms and cafeterias that include strategies to reduce exposure to allergens.

Parents/guardians of students diagnosed with a life-threatening allergy should notify the school immediately following diagnosis of the allergy. An Individual Health Plan (IHP) tailored to meet the needs of each student at-risk of anaphylaxis will be developed and implemented.

ACS's allergy management guidelines will be based upon the "Guidelines for Use of Healthcare Professionals and Healthcare Procedures in a School Setting".

Students with anaphylaxis are entitled to possess and self-administer prescription anaphylaxis medication while on school property or at school-related events or activities provided that:

- The prescription anaphylaxis medication has been prescribed for that student as indicated by the prescription label on the medication;
- The self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider; and
- The parent/guardian of the student provides to the school principal:
 - Written authorization, signed by the parent, for a student to self-administer prescription anaphylaxis medication while on school property or at a school-related event or activity (see "General Medication Administration Guidelines");
 - A written statement, signed by the parent/guardian, in which the parent/guardian releases the School District and its employees and agents from liability for an injury arising from the student's self-administration of prescription anaphylaxis medication while on school property or at a school-related event or activity; and
 - A written statement from the student's physician or other licensed health care provider, signed by the physician or provider, that:
 - Supports a diagnosis of anaphylaxis;
 - Identifies any food or other substances to which the student is allergic;
 - Describes any prior history of anaphylaxis, if appropriate;
 - Lists any medication prescribed for the child for the treatment of anaphylaxis;
 - Details emergency treatment procedures in the event of a reaction;
 - List the signs and symptoms of a reaction;
 - Assesses the student's readiness for self-administration of prescription medication; and
 - Provides a list of substitute meals that may be offered by school food service personnel.

The physician's statement must be kept on file in the school principal's office.

If a student uses the medication in a manner other than prescribed, the student may be subject to disciplinary action.

The District and its employees who act in good faith and in substantial compliance with a student's Individual Health Care Plan and the instructions provided by the student's health care provider shall not be criminally or civilly liable for services rendered or provided.

Students with Pancreatic Insufficiency or Cystic Fibrosis

An IHP shall be developed by a Registered Nurse (RN) in collaboration with the family, student, student's healthcare providers, and school personnel for the management of pancreatic insufficiency or cystic fibrosis while in school, participating in school-sponsored activities, and in transit from school or school-sponsored activities.

The IHP shall be child-specific and shall address or include:

- A written format for nursing assessment that includes health status, risk, concerns and strength;
- Nursing diagnoses;
- Interventions;
- Delegation;
- Training;
- Expected outcomes, and
- Goals to:
 - Meet the healthcare needs of a student with pancreatic insufficiency or cystic fibrosis; and
 - Protect the safety of all students from the misuse or abuse of medication.

With written authorization from the health care provider and parent, a student with pancreatic insufficiency or cystic fibrosis shall be allowed to carry and self-administer prescribed pancreatic enzymes.

Parents and students must follow the “General Medication Administration Guidelines” set forth above.

Administration of Adrenal Insufficiency Medication

“Adrenal Insufficiency” means a hormonal disorder that occurs when the adrenal glands do not produce enough adrenal hormones.

“Adrenal Crisis” means a sudden, severe worsening of symptoms associated with adrenal insufficiency, such as severe pain in the lower back, abdomen or legs, vomiting diarrhea, dehydration, low blood pressure, or loss of consciousness.

An ACS employee who has successfully completed educational training in the treatment of adrenal insufficiency may administer medications that treat adrenal insufficiency that are prescribed by the student’s licensed health care provider. ACS employees that are not health care professionals may administer the medication to the student if the student is suffering an adrenal crisis in an emergency situation when a licensed health care professional is not immediately available. ACS employees that are not health care professionals shall not administer adrenal insufficiency medications unless they have received appropriate training to administer the medication.

Parents and students must follow the “General Medication Administration Guidelines” set forth above.

ACS shall annually offer training to ACS employees who volunteer to administer adrenal insufficiency medications in emergency situations when a licensed health care professional is not immediately available. All health care professionals employed by and/or contracted by ACS shall receive education training in the treatment of adrenal insufficiency.

The training shall be conducted under the supervision of a physician or nurse practitioner or any other health care professional licensed by State law under the supervision of a physician or nurse practitioner. The training shall include, at a minimum, the following subjects:

- General information about adrenal insufficiency and the dangers associated with adrenal insufficiency;
- Recognition of the symptoms of a person who is experiencing an adrenal crisis;
- The types of medications that are available for treating adrenal insufficiency; and
- Proper administration of medications that treat adrenal insufficiency.

Administration of an Opioid Antagonist for Students Suspected of a Drug Overdose

Each ACS school shall maintain, on-site, an opioid antagonist for use on students suspected of a drug overdose.

School personnel, including school nurses, who might administer an opioid antagonist in a suspected overdose must complete the Tennessee Department of Health training on opioid antagonist administration. The certificate of training completion must be kept in the employee’s personnel file.

The principal/designee of the student to whom the opioid antagonist was administered shall notify the student’s parent/guardian of the administration of the opioid antagonist.

Administration of an opioid antagonist shall be in compliance with the procedures outlined in the Guidelines for Use of Health Care Professionals and Health Care Procedures in a School Setting, produced by the Tennessee Department of Education and the Tennessee Department of Health.

Medication Removal/Disposal, End of Year Guidelines

The parent or guardian shall be responsible at the end of the school year for removing any unused medication from the school. The parent/guardian shall be advised in writing or by phone to pick up the medication on the last day of the school year. If the medication is not picked up within fourteen (14) days of the first notification attempt, the medication shall be destroyed per local environmental protocol by the school nurse or school administrator, documented and witnessed by at least one other school staff person.

Student Communicable Diseases (Policy 6.403)

A “communicable disease” is an illness due to an infectious agent or its toxic products which is transmitted directly or indirectly to a well person from an infected person or animal, or through the agency of an intermediate animal host, vector, or inanimate environment.

No student shall be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease.

Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken.

No student with a communicable disease which may endanger the health of either himself/herself or other individuals shall enter or remain in the regular school setting. If a school principal has reason to believe a student has a communicable disease, which may endanger the health of either himself/herself or other individuals in the regular school setting, the principal shall:

1. Notify the Coordinated School Health Specialist;
2. Assign the student to a setting which will protect other students, employees and the student himself/herself; or
3. Exclude the student from school until certification is obtained from a physician or the County Health Department by either the parent or Principal stating that the disease is no longer communicable.

Parents/guardians of students that have been excluded from school shall meet with the school principal and school nurse prior to returning to school in order to ensure that the proper physician's certificate has been provided and that the student's transition back to school is appropriate.

In the event that protective face coverings are required at an ACS premises/grounds at which a student enters, failure or refusal by a student to wear a protective face covering shall subject the student to disciplinary action. Exceptions to a protective face covering requirement may only be made by the Superintendent or his designee.

Acquired Immune Deficiency Syndrome (6.404)

Students diagnosed with HIV or AIDS or students perceived as having been diagnosed with HIV or AIDS shall not be denied enrollment in school. The Board shall not prevent a student that has been diagnosed with HIV or AIDS from participating in the continuation of his/her education on the sole basis of HIV or ADIS infection. To the extent practical with medical and educational needs, the student shall be subject to the same rules for class assignment, privilege and participation in any school-sponsored activities as all other students. The Board shall strive to maintain a respectful school climate for students diagnosed with HIV or AIDS.

Mandatory screening for communicable diseases not spread by casual everyday contact, such as HIV infection or AIDS, shall not be a condition for school entry or attendance.

Administrative Responsibilities for Confidentiality

If a student's parents/guardians choose to disclose the child's HIV or AIDS status, all matters pertaining to that student shall be directed by procedures initiated by the Superintendent.

HIV-related information is confidential regardless of the source, including whether the information is obtained intentionally or unintentionally from the person with HIV or AIDS or through oral, written, or electronic communication from another source. Unauthorized disclosure by employees is cause for disciplinary action, up to and including dismissal, and could lead to individual liability in addition to criminal or civil penalties against ACS and their personnel.

No information regarding a student's HIV or AIDS status shall ever be disclosed to any individual or organization without a court order or the informed, written, signed, and dated consent of the person with HIV infection or AIDS (or the parent or guardian of a legal minor). The written consent must specify the recipient of the information and the purpose of the disclosure. Any disclosure shall be made in accordance with the Family Educational Rights and Privacy Act (FERPA) and all other applicable state and federal laws.

All medical information and written documentation of discussions, telephone conversations, proceedings and meetings shall be kept by ACS's Coordinated School Health Specialist in a locked file. If the student diagnosed with HIV or AIDS is under the age of eighteen (18), access to this file shall be granted only to those persons who have the written consent of the HIV or AIDS diagnosed student's parents/guardians.

Under no circumstances shall information identifying a student with HIV or AIDS be released to the public.

Appropriate Alternate Education Programs

If a change in a student's educational placement becomes necessary, the evaluation team will develop an appropriate educational program in the least restrictive environment. If the student diagnosed with HIV or AIDS is receiving special educational services, these services will be addressed by the IEP team.

HIV/AIDS Prevention Education/Curriculum

The State HIV/AIDS curriculum and related instructional objectives shall be used in grades K-12. Parents, guardians, school personnel and Board Members shall have convenient opportunities to receive training on all HIV/AIDS prevention curricula and materials. All ACS employees should receive annual HIV and AIDS training.

Students shall have access to voluntary and confidential counseling about matters related to HIV/AIDS. ACS's Coordinated School Health Specialist shall maintain a list of counseling and testing resources for student use.

Guidelines for School Exclusion Due to Illness

If a child presents to the school clinic with any of these symptoms the parent/guardian will be notified and the child will be sent home.

Symptoms	Exclusion Criteria
Appearance/Behavior	<ul style="list-style-type: none"> Appears to be severely ill Is not responsive Irritable Persistently crying Having difficulty breathing Has a quickly spreading rash
Fever (temperature 100°F or greater by any method)	<ul style="list-style-type: none"> Fever and behavior change or other signs and symptoms (e.g., sore throat, rash, vomiting, diarrhea) Must not return until temperature is below 100°F for 24 hours without the use of <u>fever-reducing medication</u>
Conjunctivitis (pink eye)	<ul style="list-style-type: none"> May return after 24 hours of starting antibiotic drops (bacterial); or with a note from doctor stating “no longer contagious” (viral)
Diarrhea	<ul style="list-style-type: none"> Diapered children whose stool is not contained in the diaper Toilet-trained children if the diarrhea is causing “accidents” Stool containing blood or mucus Diarrhea is defined by stool which is occurring more frequently and/or is less formed in consistency than usual in the child, and not associated with changes of diet
Vomiting	<ul style="list-style-type: none"> 2 or more times in the previous 24 hours, unless the vomiting is determined to be caused by a non-communicable/non-infectious condition and the child is not in danger of dehydration If child is at school, child must be sent home and free of vomiting episodes for 24 hours
Rash	<ul style="list-style-type: none"> With fever or behavioral changes, until a primary care provider has determined that the illness is not a communicable disease
Streptococcal pharyngitis (strep throat or other streptococcal infection)	<ul style="list-style-type: none"> Until fever free and the child has had two doses of a course of an appropriate antibiotic 12 hours apart
Scabies, Ringworm	<ul style="list-style-type: none"> Until after the first treatment. Treatment may occur between the end of the day and beginning of the next day—not requiring any exclusion
Varicella (chickenpox)	<ul style="list-style-type: none"> Until all lesions have dried or crusted (usually 6 days after onset of rash) and no new lesions have showed for at least 24 hours.
Pediculosis (lice)	<ul style="list-style-type: none"> Contact school nurse for information
Rubella	<ul style="list-style-type: none"> Until 7 days after the rash appears
Pertussis (whooping cough)	<ul style="list-style-type: none"> Until 5 days of appropriate antibiotic treatment (21 days if untreated)
Mumps	<ul style="list-style-type: none"> Until 5 days after onset of parotid gland swelling
Measles	<ul style="list-style-type: none"> Until 4 days after onset of rash
Hepatitis A virus	<ul style="list-style-type: none"> Until 1 week after onset of illness or jaundice or as directed by the health department
Parvovirus (Fifth Disease)	<ul style="list-style-type: none"> Until rash appears and the child no longer has a fever
Respiratory Virus Illness	<ul style="list-style-type: none"> Fever and behavior change or other signs and symptoms (e.g., sore throat, rash, vomiting, diarrhea). Must not return until temperature is below 100°F for 24 hours without the use of <u>fever-reducing medication</u> May return to school once other symptoms improve

This information is based on the latest recommendations addressing health and safety in group settings from the following organizations: American Academy of Pediatrics and the Centers for Disease Control and Prevention and the Tennessee Department of Health.

School Health Screenings

Student health screenings for vision, hearing, blood pressure, height, weight, BMI, dental (optional), and scoliosis (optional) shall be done each school year for designated grades. Active parent permission is required. Parent/guardian will receive written notice of any abnormal screening result that indicates a condition that might interfere or tend to interfere with a student's academic progress.

Homebound

If you have a child with a medical condition that prevents him/her from participating in the school setting, homebound learning may be an option. The student must have a medical condition to apply for homebound learning. To apply for homebound learning for your student by contact the district office, Student Services at 901-389-2497.

Student Wellness Policy (6.406)

The Board of Education 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.

Commitment to Coordinated School Health

All schools shall implement the CDC's Coordinated School Health 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 District's Coordinated School Health Specialist shall be responsible for overseeing compliance with State Board of Education CSH standards and guidelines in the School District.

School Health Advisory Council

ACS has established and shall maintain a School Health Advisory Council to serve as a resource to school sites for implementing programs. The Council members shall be appointed by the superintendent and shall consist of individuals representing each ACS school and the 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:

- Making recommendations regarding student physical activity and nutrition policies;
- Ensuring that all schools within the ACS District create and implement an action plan related to all School Health Index modules;
- Ensuring that the results of the action plan are annually reported to the council; and
- 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 Guidelines shall be used as guidance by the Council to make recommendations. The ACS superintendent will consider recommendations of the Council. The ACS Coordinated School Health Specialist must keep minutes of each meeting of the Council.

Additionally, each school will have a Healthy School Team consisting of teachers, students, parents and administrators. The Team will hold Healthy School Team meetings during the school year to assess needs and oversee planning and implementation of school health efforts. The ACS Coordinated School Health Supervisor must prepare an assessment of the district's compliance with this Wellness Policy every three (3) years; with the first assessment being prepared by July 1, 2020 and presented to the superintendent. A final report shall be adopted by the superintendent. The final report shall be posted on the ACS website.

Nutrition Guidelines

The nutrition guidelines for all food and beverages offered for sale to students are as follows:

- Will be consistent with the meal pattern requirements and nutrition standards for competitive foods developed by the USDA Smart Snacks in School nutrition standards.
- For other, non-sold foods and beverages made available on the school campus during the school day each school principal shall monitor all such foods and beverages to ensure that non-sold food and beverages comply as much as possible with the USDA Smart Snacks in School national standards. However, it shall be the responsibility of each ACS principal to ensure that non-sold food and beverages that do not comply with the Smart Snacks guidelines are kept to a minimum.

Commitment to Nutrition

All schools within the District shall participate in the USDA child nutrition programs, which will include but not be limited to, the National School Lunch Program and the School Breakfast Program.

Meals shall be accessible to all students in a non-stigmatizing manner. Students will be given adequate time to enjoy healthy meals and relax in a pleasant environment. Good nutritional habits shall be encouraged. All food provided during the "school day" as it is defined by 7 C.F.R. § 210.11, including vending machines, fundraising items, and concessions must meet guidelines set forth by the Healthy, Hunger-free Kids Act, 2010, Smart Snacks in Schools. The school Principal/designee shall be responsible for overseeing the school district's compliance with the State Board of Education Rules and Regulations for the sale of food items in the school district.

District Goals

The District will promote healthy nutrition through various activities, including nutrition related newsletters, informational links on the district website, healthy eating posters and bulletin boards in dining areas, and informational booths at various community functions. Nutrition Education will be offered as part of a standards-based program designed to provide students with the knowledge and skills needed to promote and protect their health as outlined in the State Board of Education Health Education and Lifetime Wellness Standards. Nutrition Education will encourage students to start each day with a healthy breakfast.

Food and Beverage Marketing

Only those foods and beverages that meet the nutritional standards 7 C.F.R. § 210.11 may be marketed on ACS school campuses. U.S.D.A. Smart Snacks requirements shall not apply to fundraisers; provided that fundraisers do not exceed one (1) per quarter. Provided also that, each school shall document all such fundraisers, including the type and date of said fundraiser.

Meal Pricing

Breakfast: Full pay- \$1.75, Reduce- \$0.30

Lunch: Full pay- Elem & Middle: \$3.00, High School: \$3.25. Reduce- \$.40. Second Meal-\$5.00

Online Meal Application Process

MySchoolApps.com is an easy and user-friendly process to submit free and reduced meal applications. The process is convenient, secure, and available anywhere with an internet connection. Click "GET STARTED" and select Arlington Community Schools.

Online Meal Payment System

MySchoolsbucks.com is a convenient and easy way to deposit money into a student's meal account via check, credit/debit card, view meal account balances and establish a low balance e-mail alert. Users are able to keep track of meal account balances in real-time and receive low balance alerts without using deposit functions. There is a program fee of \$2.75 for checking account payments and \$3.25 for credit/debit card payments. Parents depositing money into multiple accounts will only be assessed the program fee once per deposit transaction. Feel free to create an account using your student's name, date of birth and/or student ID.

Meal Charge (Policy 3.500)

Students who are unable to pay for their meals at the time of the meal service shall be permitted to charge breakfast and lunch. Students may not charge *a la carte* items.

Charge Limits: The dollar limit for charges for students is \$20.00 for full pay students and \$4.00 for reduced pay students. Once the student reaches the allowable dollar limit, an alternate meal (cereal, fruit and milk for breakfast and a cheese sandwich, vegetable sticks, fruit and milk for lunch) will be supplied.

Although the student will receive an alternate meal after the dollar limit for charges has been reached, the student will be charged the regular breakfast and/or lunch price for full pay students and reduced pay students.

Delinquent Debt: Delinquent debt is defined as overdue unpaid meal charges that are considered collectable, with efforts being made to collect them.

The household's debt will be delinquent for five (5) days before the ACS request payment. If the delinquent debt is not repaid within ten (10) business days after the delinquency notice is sent, the student's grades may be withheld. If the debt is still unpaid after ten (10) business days, the ACS Nutrition Coordinator will contact the student's parent or guardian to discuss the debt. Upon request of the parent or guardian, ACS will consider a repayment plan. If the debt remains unpaid, ACS will initiate collection proceedings from a collection agency. The ACS contact point for collection matters is:

ACS Nutrition Coordinator
12060 Arlington Trail
Arlington, TN 38002
Telephone: (901) 389-2497
E-mail: nutrition@acsk-12.org

Additional Resources: Families may find assistance with applying for free or reduced price school meals by contacting ACS Nutrition Coordinator, Arlington Community Schools, 12060 Arlington Trail, Arlington, TN 38002, or nutrition@acsk-12.org or (901) 389-2497

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, S.W.
Washington, D.C. 20250-9410
2. Fax: (202) 690-7442
3. E-mail: program.intake@usda.gov

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Commitment to Physical Activity and Physical Education

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

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

Commitment to Curriculum

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

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 State Department of Education.

Record Keeping Compliance

The District's Coordinated School Health Supervisor shall ensure that records demonstrating compliance with community involvement requirements are maintained. The Coordinated School Health Specialist shall additionally document that the school wellness policy and triennial assessments are made available to the public, documentation demonstrating compliance with community involvement requirements, and documentation of the triennial assessment.

Student Insurance Program (Policy 3.601)

Student accident insurance will be available for purchase on an optional basis. Applications for student accident insurance are available on the ACS website.

STUDENT DRESS

Student Dress Code (Policy 6.310)

Arlington Community Schools is committed to ensuring a safe and secure learning environment for each student. There is a clear relationship between neat, appropriate attire and a productive learning environment. Apparel or appearance that tends to draw attention to an individual rather than to a learning environment should be avoided.

Grades K-5 School Dress Code

In an effort to foster the most productive learning environment for students, the following are dress code standards for students in Grades K-5:

- Head apparel, such as hoods, hats, etc., except for religious or medical reasons, must not be worn inside the school building.
- Footwear is required and must be safe and appropriate for indoor or outdoor physical activity.
- Shorts, skirts and dresses must extend below the fingertip.
- Shirts, blouses, and dresses must completely cover the abdomen, back, and shoulders with no midriff visible.
- Clothing items bearing writings or images of: (1) substances such as drugs, alcohol, tobacco, etc.; (2) offensive, vulgar, lewd, or indecent speech; (3) gang-related indicia; or (4) racially or ethnically divisive symbols or messages, shall not be worn.

School officials may also prohibit the wearing of clothing bearing any image which would substantially or materially interfere with school activities, the learning environment or school activities

The Principal may allow exceptions for school-wide programs or special classroom activities.

School administrators will administer appropriate consequences for policy violations.

Grades 6-8 Dress Code

In an effort to foster the most productive learning environment for students, the following are dress code standards for students in Grades 6-8:

- Pants must be worn at the waist and at a safe length.
- Shirts or tops must completely cover the abdomen, back and shoulders no midriff visible. Low cut blouses, shirts or tops are prohibited.
- Head coverings, such as caps, scarves, hoods, hats, etc., except for religious or medical reasons, must not be worn inside the school building.
- Footwear is required and must be safe and appropriate for physical activity.
- Clothing items bearing writings or images of: (1) substances such as drugs, alcohol, tobacco, etc.; (2) offensive, vulgar, lewd, or indecent speech; (3) gang-related indicia; or (4) racially or ethnically divisive symbols or messages, shall not be worn.
- Skirts, dresses, and shorts must extend below the fingertip.
- Sleepwear, pajamas, and/or blankets cannot be worn in school.
- Clothing with tears or holes allowing skin to be shown cannot be worn at school.
- Sunglasses shall not be worn indoors at school except for health purposes.
- Facial jewelry shall not be worn at school, with the exception of small, subtle eyebrow and nose jewelry. The principal shall have the sole discretion in determining whether the jewelry is small and subtle.

School officials may also prohibit the wearing of clothing bearing any image which would substantially or materially interfere with school activities, the learning environment or school activities.

The principal may allow exceptions for school-wide programs or special classroom activities.

The school administration will administer appropriate consequences for policy violations.

Grades 9-12 Dress Code

In an effort to foster the most productive learning environment for students, the following are dress code standards for students in Grades 9-12:

- Pants must be worn at the waist and at a safe length.
- Shirts or tops must completely cover the abdomen, back and shoulders no midriff visible. Low cut blouses, shirts or tops are prohibited.
- Head coverings, such as caps, scarves, hoods, hats, etc., except for religious or medical reasons, must not be worn inside the school building.
- Footwear is required and must be safe and appropriate for physical activity.
- Clothing items bearing writings or images of: (1) substances such as drugs, alcohol, tobacco, etc.; (2) offensive, vulgar, lewd, or indecent speech; (3) gang-related indicia; or (4) racially or ethnically divisive symbols or messages, shall not be worn.
- Skirts, dresses, and shorts must extend below the fingertip.
- Sleepwear, pajamas, and/or blankets cannot be worn in school.
- Clothing with tears or holes allowing skin to be shown cannot be worn at school.
- Sunglasses shall not be worn indoors at school except for health purposes.
- Facial jewelry shall not be worn at school, with the exception of small, subtle eyebrow and nose jewelry. The principal shall have the sole discretion in determining whether the jewelry is small and subtle.

School officials may also prohibit the wearing of clothing bearing any image which would substantially or materially interfere with school activities,

the learning environment or school activities.

The principal may allow exceptions for school-wide programs or special classroom activities.

The school administration will administer appropriate consequences for policy violations.

T.C.A. §49-6-4215

T.C.A. §49-1-302

TRANSPORTATION SERVICES FOR STUDENTS

Transportation services, although not required for students other than Special Education as determined by the IEP Team, are provided as a service to the general population based on Tennessee State Law and Arlington Community Schools Policy 3.400 & 3.401. A summary of these policies is stated below.

Eligibility

Students are eligible for transportation services if they reside within the attendance zone of ACS and are beyond the Parental Responsibility Zone (PRZ), or by legal agreements. The Parental Responsibility Zone (PRZ) is established in conjunction with Arlington Community Schools Policy.

NOTE: Residency is determined as the student's legal residence as determined by the legal guardian or custodial parent. Parents who have joint custody and both parents reside within the ACS attendance zone but are outside the PRZ (Parent Responsibility Zone), may request a 2nd bus stop assignment. Parents must complete and submit the "Transportation Request for Additional Bus Stop Assignment" form to the school's transportation coordinator. A copy of the court-established parenting plan must be included with the request. If necessary, the school's transportation coordinator will consult with the Supervisor of Operations prior to submitting the request to Transportation.

Requests for temporary transportation changes will be considered in cases of hardship. Written requests stating the hardship and duration should be submitted utilizing the "Transportation Alternative Stop Waiver Request" and requests will be considered by the school's transportation coordinator.

Alternative Stop Request provides an alternative pick up or delivery of students eligible for transportation. A request can be used to grant permission for a student to get on/off at a different designated stop on his/her assigned bus. The student's assigned bus may not be changed. A copy of the approved request must be provided to the Transportation Office and school bus driver. Requests for alternative stops on a Special Education bus should be cleared with Transportation Shared Services at 901.861.7000, before approval. Additional forms may be obtained from the Transportation Department.

Each student riding a special education bus must have completed and returned a Student Information Form during the first week of school. A completed copy should be sent to the Supervisor of Transportation. This should be completed twice a year. This is also required of students riding regular buses if any of the following conditions apply: any accommodations recommended by the IEP team, medical conditions, and/or behavior plans.

The Supervisor of Transportation should be notified in writing (5 days prior) any time a student riding a special education bus has an address change, moves out of the school district, or wishes to discontinue bus service.

NOTE: Students attending school due to a transfer or non-resident request granted by Student Services are not eligible for transportation services. This includes students attending special education classes.

Bus Stop Supervision

- Parents and/or guardians are responsible for the supervision of students until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.
- Students shall be at their assigned bus stop 5 minutes before scheduled time, stand back approximately ten feet from the bus stop, and wait until the door is open before moving closer to the bus. Students who must cross the street to catch the bus should wait until the driver signals it is safe to cross. The student must be a minimum of 12 feet in front of the bus when crossing.

Route Assignments

1. Bus route assignments are based on the student's legal residence.
2. All routing for school buses is computerized. Stop assignments are established at corners whenever possible and stops are located so students should not travel more than .5 of a mile from their residence.
3. An Alternative Stop waiver allowing a student to be picked up or delivered to a location other than his/her residence may be made in writing to the principal by the parent/guardian. Waiver requests are for permanent changes on the same bus route and grant permission for a student to get on/off at a different stop on the same bus route. The student's assigned bus route may not be changed. The waiver will remain in effect for the remainder of the current school year, as long as qualifying conditions exist.

Video Cameras on Buses (Policy 6.308)

Video cameras will be used on all school transportation vehicles. To promote the order, safety and security of students, staff, and property, video cameras have been installed on all Arlington Community Schools' transportation vehicles and will be utilized when transporting students to and from school or extracurricular activities. Video images may be reviewed as a basis for disciplinary action in accordance with established Board of Education policy and regulations governing student conduct and discipline.

Bus Conduct

A bus is an extension of the classroom, and students must conduct themselves on the bus in a manner consistent with established standards for classroom behavior. The rules of conduct have been developed to provide a safe and pleasant environment for students while being transported. A student who violates bus rules which impact the safety of others may have their transportation privileges suspended by the principal. The bus driver is authorized to assign seats on the bus.

Rules for Riding the School Bus

- Students in grades K through 1st are required to be supervised by a parent or guardian when delivered to the bus stop. If no one is present, the student will be returned to their school for supervision until picked up by a parent or guardian. Please complete a supervised drop off form for K and 1st.
- Special education students must have a parent or guardian at their residence to receive them when dropped off. If there is not one present, they will be returned to their school for supervision until picked up by a parent or guardian. Please complete a supervised drop off form.
- Cooperate with the driver. Students shall be respectful and not use obscene and/or abusive language. Use of aerosol sprays, perfumes, etc. is prohibited.
- No screaming or yelling on the bus.
- Students will not throw items in or out of the bus. This behavior can cause serious safety consequences.
- No fighting, bullying, harassment or horseplay on the bus or at the bus stop.
- Students will not deliberately stand on private property while waiting for the bus. (If the bus stop does not allow enough space, please contact Transportation Services).
- Students will load and unload the bus in a safe and timely manner. Be at your bus stop at least 5 minutes prior to your assigned pick up time.
- Students must stay seated and not turn around in their seat. Nothing should ever block the aisle.
- Smoking and use of tobacco and/or drugs on the bus or at the bus stop is prohibited.
- Students will not extend hands, arms, head or any body parts out of the windows.
- Students will not tamper with equipment or vandalize the bus. Parents/students will be charged for repair to damage of the interior/exterior of the school bus.
- Keep the bus clean, no eating or drinking on the bus.
- Cell phones and electronic devices may not be used for phone calls, texting or taking pictures at any time while on the bus. They are approved for use only with headphones to listen to music.
- Students may only ride the bus which serves their home address and may only board or deboard at assigned stop unless approved by the school principal and/or Office of Transportation Services.
- Large band instruments are not allowed on the school bus.

* In order to provide for the safe transportation of all students, large band instruments should not be placed on the school bus. Large instruments (ex: tuba, baritone horn, baritone sax, marching snare, cello, string bass, guitars, keyboards) can interfere with the driver's vision, block the aisle and emergency exits, and injure student passengers.

The following instruments WILL BE allowed on school bus daily runs: Flute, Piccolo, Clarinet, Oboe, English Horn, Bassoon, Alto Clarinet, Alto Sax, Tenor Sax, Trumpet, Cornet, Trombone, French Horn, Violin, Viola.

The following instruments WILL NOT BE transported on school bus daily runs: Guitar, Tuba, Snare Drums, Cello, Baritone Sax, String Bass, Bass Clarinet.

Bus Safety Complaint Procedure

Students, parents, teachers, staff and the community are encouraged to report school bus safety complaints on a form that is developed by the Transportation Supervisor. The complaint form shall be available at the reception desk of each school, the reception desk of the School District Administration Office and on the District's website. Complaints may also be reported to a telephone number that is displayed on the bumper of each school bus serving the District and which shall also be listed on the District's website. (The Transportation Supervisor shall be responsible for ensuring that said telephone number is displayed on the bumper of each school bus serving the District and that the telephone number is listed on the District's website). If the complaint is made over the telephone, using the aforementioned telephone number, the person designated to field the telephone complaints shall record the complaint on the complaint form that is developed by the Transportation Supervisor. Each complaint form shall be time and date stamped upon receipt by the District.

The Transportation Supervisor shall ensure that the investigation of all complaints of safety violations or concerns is commenced within twenty-four (24) hours of receipt. Within forty-eight (48) hours of receipt of the complaint, a preliminary report of shall be issued to the Superintendent. The preliminary report shall include the following information:

- The time and date of receipt of the complaint;
- A copy or summary of the complaint;
- The name of the driver of the school bus on which the complaint arose; and
- A list of all prior complaints or disciplinary actions, if any, taken against the bus driver.

Within sixty (60) school days of receipt of the complaint, the Transportation Supervisor shall ensure that a final report to the Superintendent that includes the following information is issued:

- Any findings of the investigation; and
- Any action taken in response to the complaint.

STUDENT USER AGREEMENT

We are pleased to offer students of Arlington Community Schools access to district electronic resources. Our goal in providing this service is to promote educational excellence in our system by facilitating resource sharing, innovation, and communication. Electronic resources provide students with access to vast amounts of information and numerous opportunities for communication. Every student in grades Pre-K-12 will be issued an iPad as an instructional tool, providing the student the ability to access academic content anywhere at anytime.

Our intent is to make internet access available to students to help further educational goals and objectives. However, parents/guardians should be warned that even with district content filtering in place, if students disregard the guidelines of the school and/or system, they may find ways to access materials via the Internet which may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages.

During school, teachers will guide students toward appropriate materials. Outside of instruction and with independent access, students/parents/guardians bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, cellphones, movies, social media, and other potentially offensive media. Schools will ensure that procedures for access and standards of conduct regarding Internet use are communicated to students through appropriate instruction on Internet Safety and digital citizenship. It is presumed that students given access will comply with District standards. The District cannot be held responsible for items including but not limited to materials, images, video, ideas and concepts that a student may gain by his or her inappropriate use of the internet.

The use of ACS District technology resources is a privilege, not a right. The privilege of using the technology resources provided by the ACS School District is not transferable or extendable by students to people or groups outside the district and terminates when a student is no longer enrolled in an ACS school. This information is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. Violations may result in disciplinary action up to and including suspension/expulsion for students or legal action.

Student Responsibilities

- Read, understand and follow the guidelines set forth in this Handbook and the ACS Policy #4.406, Technology Use.
- Use iPads, computers, other technology devices and provided cloud services in a responsible and ethical manner.
- Obey general school rules concerning behavior and communication that applies to iPad/computer/cloud service use/applications.
- Use technology resources in an appropriate manner that does not result in the informational damage of school equipment. Use of any information obtained via ACS District's designated Internet system is at your own risk.
- Secure iPad devices and accessories against loss, theft or damage.
- Help ACS protect our computer system/device/cloud services by contacting an administrator about any security problems they may encounter.
- Monitor all activity on their account(s) and report suspicious activity to a teacher immediately.
- Secure their iPad after they are done working to protect their work and information. Securing the iPad includes storing the device out of sight and in a safe, restricted access location.
- If a student should receive email containing inappropriate or abusive language or if the subject matter is questionable, he/she is asked to inform a teacher or administrator.
- Students should use their email account responsibly. They should only send out individual or group emails for educational purposes.
- Refrain from plagiarizing works that they find on the Internet. Plagiarism is taking the ideas or writings of others or AI, and presenting them as if they were your own.
- Respect the rights of copyright owners.
- Maintain the iPad and its accessories in good working order.
- Report a malfunctioning, damaged, lost, or stolen iPad immediately to a teacher or administrator.
- Make sure the iPad is fully charged and ready for school use each day.
- Keep secure any ACS credentials or confidential information including email, passwords, passcodes, etc.

Student Activities Strictly Prohibited

- Violating existing Board of Education policy, procedure, or regulation or local, state, or federal statute.
- Illegal installation or transmission of copyrighted materials.
- Any action that violates existing ACS Board of Education Policy or public law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, harassing, demeaning, or sexually explicit materials.
- Accessing and using any type of social media website or app.
- Installing or using any unauthorized app, program, software, website, service or transmission on any district owned device or at any district location.
- Uploading pictures and recordings to social media sites.
- Recording or taking pictures of staff or students without their consent or knowledge.
- Sending or posting images of staff or students without their expressed consent.
- Use of chat rooms or sites selling reports and other forms of student work.
- Use of outside data disks or external attachments without prior approval from the administration.
- Changing iPad and/or computer settings (exceptions include personal settings such as font size, brightness, etc.)
- Spamming/sending mass or inappropriate emails.
- Gaining access to other students' accounts, files, and/or data.
- Use of the school's Internet/email accounts for financial or commercial gain or for any illegal activity.
- Use of anonymous and/or false communications to mislead, harm, bully, or harass another person is strictly prohibited.

- While on the Internet, students shall not reveal any personal information, including, name, phone number, address or names and numbers of any other students or staff.
- Participation in credit card fraud, electronic forgery, or other forms of illegal behavior.
- Vandalism (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment will not be allowed.
- Bypassing the ACS web filter through a web proxy, device or phone tethering, and any other means.
- If using the device on a non-ACS provided network, use of websites and information that violate these guidelines is prohibited.
- Sending or displaying offensive message or pictures.
- Using obscene language.
- Harassing, insulting, defaming or attacking others.
- Damaging computers, computer systems or computer networks.
- Hacking or attempting unauthorized access.
- Trespassing in another's folders, work or files.
- Intentional misuse of resources.
- Using another individual's username or password for any technological resource.
- Distributing any usernames, passwords or credentials of any device, local or online service.
- Using, enforcing or distributing any encryption software, virus, malware or other unauthorized software or service on any device, local or online service.
- Using another's password or other identifier (impersonation).
- Buying or selling on the Internet.
- Responding to SPAM or phishing email attempts.

Parent/Student Agreement for Technology Use:

For all students:

We, the parent(s)/guardian(s), acknowledge that our child will be issued an iPad for the 2025-2026 school year. We understand that the iPad is to be used solely as a learning tool and is a delivery method for the instruction ACS students will receive from ACS teachers. Just like textbooks, we agree to assume full responsibility for the safety, care and maintenance of the iPad.

As acknowledged by the Technology Agreement Form, we agree that we and our child shall follow the Procedures set forth in the **review the ACS Policy #4.406, Technology Use, Arlington Community Schools 1:1 Teaching and Learning Procedures for Grades preK-12, and will review all information on the ACS District 1:1 webpage.** We and our child agree and understand that the iPad is the property of ACS, and as such, is subject to monitoring and search of contents at times. All technology devices and accessories must be returned to the school when withdrawing from school or at the conclusion of the school year. We and our child have no expectation of privacy in the location, use or data stored on the ACS-owned device or online platforms. We will be given the opportunity to purchase iPad insurance within two weeks of enrolling. We understand that this policy covers accidental damage, power surge, theft, fire, cracked screens, natural disasters and liquid spills for the iPad but not its accessories. This policy does not cover an iPad that has been intentionally damaged, lost or misplaced. Intentionally damaged, lost or misplaced iPads and/or iPad accessories and uninsured iPads are the financial responsibility of the parent/guardian. The accessories distributed on enrollment are the ones expected to be returned upon collection.

Links of Importance:

- All parent/student agreement forms can be found on the ACS district website under *Technology Integration*.
- **iPad Insurance Information – Please view the “Insurance” webpage on the Arlington Community Schools website.**

News & Social Media Coverage

All legacy media outlets, including print, broadcast, and radio, must receive prior authorization from the Director of Communications & Planning or the Superintendent before covering events on campus or capturing media of students. Additionally, approved District Office employees and school administrators shall be authorized to grant additional parameters for media access, including legacy media and social media coverage, to students whose parents/guardians have not opted to withhold permission to publicly release “directory information.” Specific parental/guardian permission must be obtained if the story or photograph covers topics of a sensitive nature.

Authorized district employees may release student information to the media only in accordance with applicable provisions of the education records law and Board of Education policies governing student records.

Parents shall be advised of this policy at the time of the student's registration and each Fall in the Student/Parent Handbook. Arlington Community Schools Board Policy 6.600 and 6.604.

SAFE SCHOOL ENVIRONMENT - STUDENT BEHAVIOR AND DISCIPLINE

Arlington Community Schools is committed to providing each student a safe school environment. Acceptable behavior is essential to the development of responsible and self-disciplined citizens of the community and to the provision of an effective school program.

The Board of Education expects all employees, students and parents to assume the responsibility for appropriate behaviors in the school.

Each student has the right to

- Have the opportunity for a free education in the most appropriate learning environment;
- Be secure in his/her person, papers and effects against unreasonable searches and seizure;
- Be educated in a safe and secure environment;
- Have appropriate resources and opportunities for learning;
- Not be discriminated against on the basis of sex, race, color, creed, religion, national origin or disabilities; and
- Be fully informed of school rules and regulations.

Each student has the responsibility to

- Know and adhere to reasonable rules and regulations established by the Board of Education and school officials;
- Respect the human dignity and worth of every other individual;
- Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
- Study and maintain the best possible level of academic achievement;
- Be punctual and present in the regular school program;
- Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty and safety;
- Maintain and/or improve the school environment, preserve school and private property, and exercise care while using school facilities;
- Refrain from behavior which would lead to physical or emotional harm or disrupts the educational process;
- Respect the authority of school administrators, teachers and other authorized personnel in maintaining discipline in the school and at school-sponsored activities;
- Obey the law and school rules as to the possession or the use of alcohol, illegal drugs and other unauthorized substances or materials; and
- Possess on school grounds only those materials which are acceptable under the law and accept the consequences for articles stored in one's locker.

Child Abuse and Child Sexual Abuse (Policy 6.409)

It is the law of the State of Tennessee that teachers or other persons employed in the public schools are required to report suspected child abuse and neglect.

An "abused" or "neglected" child shall mean any child less than eighteen (18) years of age whose parent(s) or other person responsible for the child's care:

- Creates or inflicts, threatens to create or inflict, or allows to be created or inflicted upon such a child, a physical or mental injury by other than accidental means, or creates a substantial risk of death, disfigurement, impairment of bodily or mental functions;
- Neglects or refuses to provide care necessary for the child's health; or
- Abandons such child.

"Child sexual abuse" means the unlawful sexual abuse, molestation, fondling or carnal knowledge of a child under thirteen (13) years of age that constitutes the criminal offenses set forth in T.C.A. § 37-1-602 and other acts set forth in T.C.A. § 37-1-602.

Reporting of Brutality, Abuse, Neglect or Child Sexual Abuse Not on School Grounds

Any person who has knowledge or is called upon to render aid to a child who is suffering from or has sustained any wound, injury, disability or physical or mental condition shall report this type harm immediately, if caused by brutality, abuse or neglect. If any teacher, school official or other school personnel has knowledge or reasonable cause to suspect that a child who attends the school may be a victim of child abuse or child sexual abuse, the teacher, school official, or other school personnel must follow Policy 6.409 (Child Abuse and Child Sexual Abuse).

Tennessee Department of Children's Services

Website: <https://www.tn.gov/dcs.html>

Child Abuse Hotline: 877-237-0004

Direct Link: <https://apps.tn.gov/carat/>

Penalties

Any person required to file a report regarding suspected child abuse and neglect who is found guilty of failure to do so is subject to disciplinary action up to and including termination, as well as current legal penalties established by state law.

Any employee found to have committed child abuse or child sexual abuse upon any Arlington Community Schools student shall be terminated from their employment with Arlington Community Schools.

Any student found to have committed child abuse or child sexual abuse upon another student shall receive the appropriate disciplinary action which may include expulsion.

T.C.A. § 37-1-403

T.C.A. § 37-1-410

T.C.A. § 37-1-602

T.C.A. § 37-1-605

T.C.A. § 49-6-1601

State Board of Education Rule 0520-1-3-.08

Prohibition Against Carrying Weapons and/or Firearms onto School Property (Policy 1.810)

It is an offense for any person to possess or carry, whether openly or concealed, any firearm, not used solely for instructional or school-sanctioned ceremonial purposes, in any Arlington Community Schools school building, on any bus used for the transportation of Arlington Community Schools students and/or staff, on any Arlington Community Schools campus, grounds, recreation area, athletic field or any other property owned, operated or while in use by Arlington Community Schools.

Law enforcement officers who are not engaged in the discharge of official duties may not carry firearms onto school grounds or in school buildings unless the officer immediately informs the principal that the officer will be present on school grounds or inside the school building and is in possession of a firearm. If the principal is unavailable, the notice may be given to the principal's designee.

The principal/principal's designee may request that a "law enforcement" officer not engaged in the discharge of official duties remove his/her firearm prior to entering school property or in any school building based upon circumstances which, in the opinion of the principal/principal's designee, could cause fear or concern by administration, staff or students and/or which could pose a risk to the safety of administration, staff or students. If the law enforcement officer refuses the request, the principal may notify the Shelby County Sheriff's Office to request assistance.

Interrogations and Searches (Policy 6.303)

Students may be questioned by principals, vice-principals or assistant principals about any matter pertaining to the operation of the school or school district, including but not limited to school policies and procedures. Questioning must be conducted discreetly and outside the general student population.

Interrogations by Police (at Administrator's Request)

While on school grounds, school resource officers may question students about any matter pertaining to the operation of the school or school district, including but not limited to school policies and procedures.

Police-Initiated Interrogations

If a law enforcement officer other than a school resource officer desires to question a student while at school, under exigent circumstances, the law enforcement may do so prior to the principal contacting the student's parent. Principal or designee must be present during questioning. Under all other circumstances the student's parent must be present during the questioning while on school premises.

Searches by School Personnel

When circumstances dictate, ACS principals may order that vehicles parked on school property by students or visitors, containers, packages, lockers or other enclosures used for storage by students or visitors, and other areas accessible to students or visitors be searched in the principal's presence or in the presence of other members of the principal's staff.

A student may be subject to a physical search by the principal, vice-principal or assistant principal because of the results of a locker search, or because of information received from a teacher, staff member, student or other person if the principal determines that all of the following standards of reasonableness are met:

- A particular student has violated school policy;
- The search will yield evidence of the violation of school policy or will lead to disclosure of a dangerous weapon, drug paraphernalia or drug;
- The search is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision and education of students;
- The search is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and
- The search is reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student, as well as the nature of the infraction alleged to have been committed.

To facilitate a search that is found to be necessary of students, school visitors, containers or packages, metal detectors and other devices designed to indicate the presence of dangerous weapons, drug paraphernalia or drugs may be used in searches, including hand-held models that are passed over or around a student's or visitor's body, and students, visitors, containers and packages may be required to pass through a stationary detector.

To facilitate a search that is found to be necessary, dogs or other animals trained to detect drugs or dangerous weapons by odor or otherwise may be used in conducting searches, but the animals shall be used only to pinpoint areas needed to be searched and shall not be used to search the persons of students or visitors.

Any dangerous weapon or drug located by the principal, vice-principal or assistant principal in the course of a search shall be turned over to an ACS SRO.

The principals, vice-principals or assistant principals may search cellphones and other electronic devices that are brought to school by student if a reasonable suspicion that a school policy and/or school district policy has been or will be violated. The search must be reasonably related to the objective of ascertaining whether a school policy and/or school district policy has been or will be violated.

School Security Officers (SSO's) shall not conduct searches.

NOTE OF CAUTION: *HOLDING PROHIBITED ITEMS OR SUBSTANCES* - In instances dealing with drugs, alcohol, tobacco, weapons, and or any other items or substances prohibited by policy or state law, students who HOLD these items or substances for other students are considered to

have possession and are subject to disciplinary action. ***DO NOT HOLD PROHIBITED ITEMS OR SUBSTANCES FOR OTHER STUDENTS ON THE SCHOOL CAMPUS OR AT SCHOOL-SPONSORED ACTIVITIES.***

Discipline (Policy 6.313)

This policy applies to behavior violations that take place on school grounds; at bus stops; en route to and from school, but not limited to, school buses; off grounds at school-sponsored activities; or off school grounds if the behavior is disruptive to the learning environment or constitutes a threat to the safety, health or welfare of a student or students and/or school personnel. Alternative disciplinary practices such as parent/student conferences, consultation with a counselor, social and transition specialist, or school psychologist, referral to outside agencies when necessary, behavioral accommodations, behavioral contracts or plans, and participation in schoolwide or individual incentive plans, shall be used when disciplining kindergarten and pre-kindergarten students.

For behavior violations not listed below, the principal has the authority to determine consequences in accordance with the level that is comparable to the violations listed in the category.

The following list is not intended to be all-inclusive. Its purpose is to maintain a safe learning environment. Disciplinary measures shall be implemented in a way that:

1. Balances accountability with an understanding of traumatic behavior;
2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school;
3. Minimizes disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans;
4. Creates consistent rules and consequences; and
5. Models respectful, non-violent relationships.

In order to ensure that these goals are accomplished, the school district shall utilize the following trauma-informed discipline practices: behavior intervention plans, counseling and/or social and transition specialist or school psychologist services, referral to outside agencies, multi-tiered system of supports, incentives, and restorative practices.

Level 1

- Intentional disruption of the classroom, cafeteria, or school related activities
- Excessive tardiness
- Failure to do assignments or carry out directions
- Cutting class
- Possession of lighters and matches
- Being in an authorized area without permission
- Unauthorized possession of a personal communication device
- Cheating and lying, including tampering with grades or report cards
- Wearing, while on school grounds during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment
- Urging others to engage in Level 2 behavior violations
- Violating the ACS Technology Use Policy and accompanying Procedures (depending on severity)
- Failure or refusal to wear a protective face covering, in the event that protective face coverings are required at an ACS premises/grounds the student enters. (Exceptions to a protective face covering requirement may only be made by the Superintendent or his designee.)

Consequences for Level 1 Violations:

- Verbal Reprimand
- Parent-Principal conference/Restorative conferencing
- Referral to counselor counselor/social and transition specialist/behavior coach
- Development of behavior plan/determination of additional supports
- Detention
- In-school suspension

Level 2

- Continuation of unmodified Level 1 behaviors
- Vulgar, profane, or rude remarks or non-verbal gestures to staff members or students
- Fighting
- Open or defiant attitude toward a staff member
- Leaving school grounds without permission
- Threatening bodily harm to another student
- Inappropriate use of personal communication device
- Advising or counseling others to engage in Level 3, 4, or 5 behaviors
- Violating the ACS Technology Use Policy and accompanying Procedures (depending on severity)

Consequences for Level 2 Violations:

- Parent-Principal conference/Restorative conferencing
- Referral to outside agency/social and transition specialist/behavior coach
- Development of behavior plan/determination of additional supports
- Detention

- In-School suspension
- Out-of-school suspension

Level 3

- Continuation of unmodified Level 2 behaviors
- Threatening bodily harm to school personnel
- Theft, possession, or sale of stolen property
- Vandalism
- Gambling
- Possession, use, or distribution of tobacco, tobacco products, smoking hemp, smokeless tobacco and vapor products, including electronic cigarettes and associated paraphernalia
- Gang related activity not specified in Level 4
- Assault of a student; one (1) or more students initiating a physical attack of an individual student
- Destruction of or damage to school property
- Immoral or disreputable conduct
- Harassment on the basis of sex, race, religion, natural origin, ethnicity, gender, disability
- Harassment, intimidation, bullying, cyberbullying, hazing
- Failing to follow ACS policy regarding non-prescription medicines at school and/or sharing non-prescription medicines with one's fellow students
- Violating the ACS Technology Use Policy and accompanying Procedures (depending on severity)
- Possession, use or distribution of any product that is marketed or intended for use as a weapon and/or personal protection device, including, but not limited to, mace, disabling sprays, batons and keychain devices.

Consequences for Level 3 Violations:

- Referral to counselor/social and transition specialist/behavior coach
- Development of behavior plan/determination of additional supports
- Referral to outside agency
- In-School Suspension
- Out-of-School Suspension
- Expulsion (11 days – 1 school year)

When necessary, law enforcement authorities will be notified.

Level 4

- Continuation of unmodified Level 3 behaviors
- Threat, including a false report, to use a bomb, dynamite, or any other destructive weapon
- Extortion
- Evidence of use or possession of drug paraphernalia, substances for huffing, any substance presented under the guise of it being a controlled substance or prescription drug, and/or medical prescriptions without proper medical authorization and without following ACS Policy regarding taking medicine at school or sharing medical prescriptions with one's fellow students
- Gang activities, including behavior that is threatening, intimidating, and/or harassing in nature; recruiting; gang related fights; gang notebooks with pledges, codes and symbols that are used to communicate threats, warnings, and recruiting; gang graffiti, especially drawn on school property; electronic devices such as cell phones with recognized gang text, with gang symbols, signs and language.
- Possession of a knife or any potentially lethal weapon, Taser, or explosive
- Evidence of drinking or possession of alcoholic beverages
- Off-campus criminal behavior resulting in a felony charge, when the behavior poses a danger to persons or disrupts the educational process
- Arson
- Harassment on the basis of sex, race, religion, natural origin, ethnicity, gender, disability
- Harassment, intimidation, bullying, cyberbullying, hazing
- Transmission by an electronic device of any communication containing a credible threat to cause bodily injury or death to another student or school employee, which creates disruptive activities at the school that requires administrative intervention
- Violating the ACS Technology Use Policy and accompanying Procedures (depending on severity)
- Making a false report of harassment, intimidation, bullying, cyberbullying or hazing
- Providing false evidence in a harassment, intimidation, bullying, cyberbullying or hazing investigation

Consequences for Level 4 Violations:

- Out-of-School Suspension
- Expulsion (11 days – 1 school year)

In addition to the consequences listed above, the following may be necessary:

- Referral to counselor/social and transition specialist/behavior coach
- Development of behavior plan/determination of additional supports
- Referral to outside agency

When necessary, law enforcement officials will be notified.

Modification of the consequence for Level 4 violations can be made by the superintendent or the Disciplinary Hearing Authority.

Level 5

- Possession, sale, of drugs or evidence of the use of drugs, not included in T.C.A 389-17-403 – 39-17-415, 39-17-454 and 53-10-101
- Assault against an ACS employee*
- Battery upon any school employee
- Violating the ACS Technology Use Policy and accompanying Procedures (depending on severity)
- Any hacking or cyberattacking ACS technology
- Failure to report threat of mass violence

Consequence for Level 5 Violations:

- Expulsion (11 days- 1 school year) – Remand to Alternative Education Program

In addition to the consequences listed above, the following may be necessary:

- Referral to counselor/social and transition specialist/behavior coach
- Development of behavior plan/determination of additional supports
- Referral to outside agency

When necessary, law enforcement officials will be notified.

Modification of the consequence for Level 5 violations can be made by the superintendent or the Disciplinary Hearing Authority.

*Any student who commits an assault, as defined in T.C.A. 39-13-101, against an ACS employee shall be suspended for the period of time specified by the Principal or Assistant Principal, and from attendance at all school-sponsored events for no less than (1) calendar year, unless modified by the Superintendent.

Zero Tolerance Offenses

- Unauthorized possession of a firearm on school property or while attending a school sponsored activity.
- Committing aggravated assault or assault resulting in bodily injury upon a teacher, principal, administrator or any other employee of the school district, or any school resource officer.
- Unlawfully possessing any drug, including controlled substances, as defined in T.C.A. 39-17-402, 39-17-415, controlled substance analogues, as defined by T.C.A. 39-17-454, or legend drugs, as defined by T.C.A. 53-10-101, on school grounds or at a school sponsored event.
- Threatening mass violence on school property or at a school-related activity.*

Consequences for Zero Tolerance Offenses:

- Mandatory one (1) calendar year expulsion except that the Superintendent may modify such expulsion on a case-by-case basis.

*Notwithstanding the foregoing, if a student threatens mass violence on school property or at a school-related activity, the Superintendent shall require the student to submit to a threat assessment to determine whether the threat made by the student was a valid threat. The student may be suspended from attendance at the school and from school-sponsored activities until the threat assessment is complete. If the Superintendent determines, based on the results of the threat assessment, that the threat made by the student was not a valid threat, then the student shall not be expelled for committing a zero tolerance offense, but may be suspended in accordance with the Policy.

Mandatory Training

All ACS teachers, administrators, school support staff, cafeteria workers and school resource officers who are directly responsible for a student's education who interact with students on a professional basis, shall annually be trained in evidence-based supports in regard to student behavior and discipline.

Authority to Enforce the ACS Discipline Policy

ACS teachers and administrators who have received training in evidence-based supports in regard to student behavior and discipline are authorized to enforce this ACS Discipline Policy, in school, on school buses, or at school-sponsored events, including but not limited to, sporting events and approved field trips that take place away from school property.

Relocation of Students

All ACS teachers, administrators, school support staff, cafeteria workers and school resource officers who are directly responsible for a student's education, who interact with students on a professional basis, who have received evidence-based support in regard to student behavior and discipline may:

- relocate a student from the student's present location to another location if the student's safety or the safety of others is in jeopardy; reasonable or justifiable force may only be used if the student's safety or the safety of others is in jeopardy and cannot be avoided by using other means to relocate the student.
- intervene in physical altercations between two (2) or more students, or between a student and an ACS employee using reasonable or justifiable force, only if necessary, to end the altercation by relocating the student to another location;

If steps beyond the use of reasonable or justifiable force are required, then the student must be allowed to remain in place until local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until a parent or guardian can retrieve the student.

- Any ACS teacher, administrator, school support staff, cafeteria worker or school resource officer who relocates a student pursuant to the terms of this policy, shall file a brief report with the Principal detailing the situation that required the relocation of the student.

- The report must be kept either in a student discipline file, in which case the report does not become a part of the student's permanent record, or it must be filed in the student's permanent record if the student's behavior violated the applicable zero tolerance policy.
- After the teacher administrator, school support staff, cafeteria worker or school resource officer files the report, the student is subject to additional disciplinary action that may include suspension or expulsion for their school.
- The Principal/designee shall notify the teacher, administrator, school support staff, cafeteria worker or school resource officer of the actions taken to address the behavior of the relocated student.

Referrals

As a method for managing student behavior, ensuring the safety of students and ensuring students the opportunity to learn in an orderly and disciplined classroom, a teacher may refer a student to the Principal/designee.

When a teacher refers a student to the Principal/designee, the teacher shall be notified in writing or electronically of the action taken.

Referrals shall be kept in a student discipline file and shall not become a part of the student's permanent record.

Removal

- 1) A teacher may submit a written request to the Principal/designee to remove a student who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the class or with the ability of the student's classmates to learn if the student's behavior is in violation of this ACS Discipline Policy. Said written request must include documentation that the teacher has previously:
 - a. Taken action to address the student's disruptive behavior;
 - b. Provided consequences for the student's disruptive behavior;
 - c. Conducted an oral conference either by a documented telephone conversation or an in-person discussion with the student's parent or guardian regarding the student's disruptive behavior;
 - d. Provided an opportunity for school counseling or other support services deemed appropriate to address the student's disruptive behavior;
 - e. Developed and implemented a plan to improve the student's behavior in a conference with the student; and
 - f. Issued a disciplinary referral to address the student's disruptive behavior.
- 2)
 - a. After the request for removal has been received by the Principal/designee, the Principal/designee must give the student oral or written notice of the grounds for the teacher's request to remove the student from the teacher's classroom.
 - b. If the student denies engaging in the conduct, then the Principal/designee must explain what caused the teacher to submit a request to the Principal/designee to remove the student from the teacher's classroom and give the student an opportunity to explain the situation.
 - c. If the student's account is deemed to be valid, albeit different from the teacher's account, and changes the Principal's/Designee's perspective of the incident, then the Principal/Designee must render a decision regarding the student's placement.

In regard to a teacher request to remove a student from the teacher's classroom Principals/designees shall take action consistent with this ACS Discipline Policy, which may include:

- Assigning the student to another appropriate classroom for a specified period of time, or for the remainder of the student's assignment to the class from which the student was removed;
- Assigning the student to in-school suspension;
- Assigning the student to alternative school;
- Suspending the student;
- Requiring the parents or guardians of a student who is removed from a teacher's classroom and assigned to another classroom to participate in conferences before the student is permitted to return to the classroom from which the student was removed; or
- Denying the teacher's request to remove a student from the teacher's classroom and offering appropriate supports for the teacher to address the student's disruptive behavior.

Any action taken in response to a teacher's request to remove a student from a teacher's classroom must comply with all applicable policies, the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act, the Constitutions of the United States and the State of Tennessee, and all applicable federal and state civil rights laws.

Teacher Appeals

A teacher may file an appeal when the teacher's request to remove a student from the teacher's classroom is denied. The appeal shall be in writing and addressed to the ACS Chief of Accountability and Federal Compliance. The appeal must be received by the ACS Chief of Accountability and Federal Compliance within three (3) business days after the teacher receives the denial of the request to remove a student from the teacher's classroom. The ACS Chief of Accountability and Federal Compliance shall notify the teacher and Principal/designee, in writing, about whether the denial of the request to remove the student from the teacher's classroom has been sustained or overruled. The decision of the ACS Chief of Accountability and Federal Compliance shall be final.

No Retaliation

A teacher shall not be terminated, demoted, harassed, or otherwise be retaliated against for filing a request for a student to be removed from the teacher's classroom, or for appealing a decision to deny the teacher's request to remove a student.

However, if a teacher abuses or overuses the student removal process provided in this Policy, then the Principal/designee must address the abuse or overuse with the teacher and may require the teacher to complete additional professional development to improve the teacher's classroom management skills.

Annual Reports

Each school shall annually report to the Superintendent, by July 1, the number of requests submitted by the school's teachers during the immediately preceding school year to remove a student from the teacher's classroom. The report must document the actions taken by the teacher's

Principal/designee in response to each request for a student's removal. The Superintendent must compile the data provided in each school's report and issue a district-wide report to the ACS Board of Education by August 1, following the July 1 deadline for school reports.

Annual Review

The ACS Chief of Accountability and Federal Compliance must review the District's discipline policies and practices and data annually and recommend any necessary revisions to discipline policies to the ACS Board of Education.

Notice

This policy shall be posted at each school. School counselors shall be supplied a copy of this policy to discuss with students. This policy shall be referenced in all school handbooks. All teachers, administrative staff and parents shall be provided a copy of this policy.

The principals of each school shall apply this policy uniformly and fairly to each student without particularity or discrimination.

T.C.A. §39-11-603
T.C.A. §39-11-609
T.C.A. §39-11-610
T.C.A. §39-11-612
T.C.A. §39-11-613
T.C.A. §39-11-614
T.C.A. §39-11-621
T.C.A. §39-11-622
T.C.A. §39-16-517
T.C.A. §49-6-3401
T.C.A. §49-6-4004
T.C.A. §49-6-4007
T.C.A. §49-6-4009
T.C.A. §49-6-4103
T.C.A. §49-6-4109
T.C.A. §49-6-4215

Student Use of Personal Communication Devices (Policy 6.312)

With limited exceptions, students may not use wireless communication devices during instructional time.

Those limited exceptions are as follows:

- The student's teacher authorizes the student to use a wireless communication device for educational purposes.
- The student may use a wireless communication device in the event of an emergency.
- The student may use a wireless communication to manage the student's health.
- The student may use a wireless communication device if the student's Individualized Education Plan, Section 504 or Individual Learning Plan provides for the use.
- The student may use a wireless communication device if the device is being used by a student with a disability for the operation of assistive technology to increase maintain or improve the student's functional capabilities.

School/District administrators may, if they have reasonable suspicion to do so, search any cell phone brought onto any ACS property, which includes but is not limited to parking areas or any other property designated for school use. The School/District are not responsible for any lost, damaged, or stolen devices while on school property.

A student in violation of this Policy is subject to disciplinary actions.

"Wireless Communication Device" – A portable wireless device that has the capability to provide voice, messaging, OR other data communication between two (2) or more parties, including, but not limited to: Cellular telephones, tablet computers, laptop computers, and gaming devices.

"Emergency" – A situation that requires immediate action due to an urgent, unexpected, and dangerous condition that poses an immediate risk to health, life, property, or the environment.

PENALTIES AND APPEALS

Suspension / Expulsion / Remand and Appeals Related to Student Discipline (Policy 6.316)

Reason for Suspension/Expulsion

Any principal, principal-teacher or assistant principal may suspend/expel any student from attendance at school or any school-related activity on or off campus or from attendance at a specific class or classes, or from riding a school bus, without suspending the student from attendance at school (in-school suspension), for good and sufficient reasons including, but not limited to:

- Willful and persistent violation of the rules of the school;
- Immoral or disreputable conduct, including vulgar or profane language;
- Violence or threatened violence against the person of any personnel attending or assigned to any school;

- Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
- Inciting, advising or counseling of others to engage in any of the acts herein enumerated;
- Marking, defacing or destroying school property;
- Possession of a pistol, gun or firearm on school property;
- Possession of a knife, and other weapons, as defined in TCA 39-17-1309, on school property;
- Assaulting a principal, teacher, school bus driver or other school personnel with vulgar, obscene or threatening language;
- Unlawful use or possession of barbitol or legend drugs, as defined in TCA 53-10-101;
- Engaging in behavior which disrupts a class or school-sponsored activity;
- Making a threat, including a false report, to use a bomb, dynamite, or any other deadly explosive or destructive device including chemical weapons on school property or at a school sponsored event;
- One (1) or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school;
- Off-campus criminal behavior that results in the student being legally charged with an offense that would be classified as a felony, if the student was charged as an adult, or if adjudicated delinquent for an offense that would be classifies as a felony, and the student's continued presence in school poses a danger to persons or property or disrupts the educational process;
- Any other conduct prejudicial to good order or discipline in any school; or
- Transmission by an electronic device of any communication containing a credible threat to cause bodily injury or death to another student or school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention.

If as a result of an investigation, a principal or his/her designee finds that a student acted in self-defense under a reasonable belief that the student, or another to whom the student was coming to the defense, may have been facing the threat of imminent danger of death or serious bodily injury, then the student may not face any disciplinary action.

In-School Suspension

- If the principal or designee determines that a violation of school rules must result in In-School Suspension, the principal or designee shall contact the parent/guardian within twenty-four (24) hours to inform them of the In-School Suspension.
- Students given an In-School Suspension in excess of one (1) day from classes shall attend either special classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for study.
- Students assigned In-School Suspension shall be recorded as constituting a part of the public school attendance in the same manner as students who attend regular classes.
- Students given In-School Suspension shall be required to complete academic assignments and shall receive credit for work completed.
- In-School Suspension may only be appealed to the school's principal.

Procedures for Out of School Suspension and Expulsion

- Unless the student's continued presence in the school, class or school-related activity presents an immediate danger to the student or other persons or property, no principal shall suspend/expel any student until that student has been advised of the nature of his/her misconduct, questioned about it, and allowed to give an explanation.
- Upon suspension/expulsion of any student, the principal shall contact the parent or guardian within twenty-four (24) hours to inform them of the suspension/expulsion.
- The principal shall notify the parent or guardian and the superintendent or designee in writing:
 - a. Of the suspension/expulsion;
 - b. Of the cause for it; and
 - c. Of the conditions for readmission, which must include a meeting with the parent/guardian, the student, and the principal or designee.
- If the length of the suspension is between six (6) and ten (10) days, the principal shall develop and implement a plan for correcting the behavior when the student returns to school.
- If the suspension/expulsion occurs during the last ten (10) days of any term or semester, the student shall be permitted to take such final examinations or submit such required work as necessary to complete the course of instruction for that semester, subject to the action of the principal, or the final action of the Board of Education upon any appeal from an order of a principal continuing a suspension.
- If an offense has been committed which, in the judgment of the principal or designee would justify a suspension/expulsion for more than ten (10) days, he/she may suspend/expel/remand the student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable. Suspensions of ten (10) days or less may only be appealed to the school's principal.
- The principal or designee shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend/expel/remand for more than ten (10) days. All appeals must be filed, orally or in writing, within five (5) business days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.
- The appeal from this decision shall be to the Disciplinary Hearing Authority appointed by the Board of Education. The Disciplinary Hearing Authority shall consist of at least one (1) licensed employee.
- The hearing shall be held no later than ten (10) days after the beginning of the suspension. The Disciplinary Hearing Authority shall give written notice of the time and place of the to the parent or guardian, the student and the principal or assistant principal.
- After the hearing, the Disciplinary Hearing Authority may, except when considering zero tolerance offenses under TCA, affirm the decision of the principal, order removal of the suspension unconditionally, or upon terms and conditions as it deems reasonable, assign the student to and alternative program or suspend the student for a specified period of time.
- The Disciplinary Hearing Authority shall provide a written record of the proceedings including a summary of the facts and the reasons supporting the decision.
- Within five (5) business days of the Disciplinary Hearing Authority rendering a decision, the student, principal, or assistant principal may appeal the decision of the Disciplinary Hearing Authority to the superintendent. The right to appeal shall be deemed to be waived unless the appeal is

made in writing and is received by the superintendent within five (5) business days of the date the Disciplinary Hearing Authority renders its decision. The superintendent or designee will review the written record of the Disciplinary Hearing Authority and render a written decision.

- Within five (5) business days of the superintendent's decision, the student, the principal or assistant principal may appeal the superintendent's decision to the Board of Education and the Board of Education shall review the written record of the Disciplinary Hearing Authority. The right to appeal shall be deemed to be waived unless the appeal is made in writing and is received by the Board Chairman within five (5) business days of the date the superintendent renders his/her decision. The Board of Education may grant or deny the request for a hearing. The Board of Education may affirm or overturn the decision of the Disciplinary Hearing Authority with or without a hearing before the Board of Education, provided that the Board of Education may not impose a more severe penalty than that imposed by the Disciplinary Hearing Authority without first providing an opportunity for a hearing before the Board of Education.
- Absent a timely appeal, the decision of the Disciplinary Hearing Authority shall be final.
- If the Board of Education decided to grant a hearing, the notice of the hearing shall include a statement that, unless the student's parent or guardian requests an open hearing in writing within five (5) business days of receipt of the notice, the hearing shall be closed to the public, and the notice shall include the date, location and time of the hearing.
- The decision of the Board of Education shall be final, except zero tolerance offenses.
- A student determined to have brought to school or to be in unauthorized possession of a firearm on school property or while attending a school-sponsored activity; a student committing aggravated assault or assault resulting in bodily injury upon a teacher, Principal, administrator or any other employee of the school district, or any school resource officer, a student unlawfully possessing any drug, including controlled substance, as defined in T.C.A 39-17-402, T.C.A 39-17-415, controlled substance analogue, as defined by T.C.A 39-17-454, or legend drug, as defined by T.C.A 53-10-101, on school grounds, or at a school-sponsored event, or a student threatening mass violence on school property or at a school-related activity*, shall be expelled for one (1) calendar year, except that the Superintendent may modify said expulsion on a case-by-case basis.

***Notwithstanding the foregoing, if a student threatens mass violence on school property or at a school-related activity, the Superintendent shall require the student to submit to a threat assessment to determine whether the threat made by the student was a valid threat. The student may be suspended from attendance at the school and from school-sponsored activities until the threat assessment is complete. If the Superintendent determines, based on the results of the threat assessment, that the threat made by the student was not a valid threat, then the student shall not be expelled for committing a zero tolerance offense, but may be suspended in accordance with the Policy.**

TCA §49-6-3007(h)
TCA §49-2-203(a)(7)
TCA §49-6-3401
TCA §39-17-1309
TCA §39-17-417

STUDENTS WITH DISABILITIES

Students with disabilities are included in all Arlington Community Schools. Schools are expected to initiate actions that enable students with disabilities to become an accepted part of the student body and are treated with the same respect as all students. Consequences for offenses directed toward students with disabilities should reflect the severity or repetition of the offense.

Students with disabilities have special protections provided through law against unilateral suspension. Students with a disability shall not be unilaterally removed from school for more than ten days before a Manifestation Determination is convened to determine whether the student's offense was caused by his/her disability.

At the initial IEP team meeting or annual review, plans are established which address behavior management as well as academic and vocational skills. The student's IEP reflects expected behaviors, objectives to modify behavior, and pre-established consequences when appropriate. Whenever possible, suspension or expulsion is the last action used. It is recommended that lesser consequences such as time out, detention, supervised study, on-site intervention, etc. be used before resorting to suspensions. It is important that the team include an instructional component designed to teach the student skills such as anger management, conflict resolution, showing respect to others, and effective communication designed to prevent future misbehavior. When there is no relationship between a child's behavior and his/her disability, the student can be suspended or expelled according to normal school policy; however, educational services are continued to the extent required.

SUSPENDING STUDENTS WITH DISABILITIES P R O T O C O L

- I. Student has demonstrated some type of rule infraction.
- II. Procedural safeguards in regard to due process shall be followed.
 - 1) Student must be given oral or written notice of the charges against him/her.
 - 2) If charges are denied, an explanation of evidence the authorities have must be presented.
 - 3) Student must be given the opportunity to present his/her side of the story.
 - 4) Provide notice and hold a hearing prior to the removal of the student from school in most cases.
- III. IEP Team meets and determines if the behavior is a manifestation of the student's disability:
 - 1) The IEP Team must review all relevant information including evaluation results, observations of the child, and other relevant information supplied by the parents of the child, the child's IEP, and placement and determine:
 - a. if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
 - b. if the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

- 2) Is the student a danger to himself and/or others? If “Yes,” follow procedural safeguards.
 - 3) School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability in cases where a child:
 - a. carries or possesses a weapon to or at school, on school premises, or to or at a school function
 - b. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function
 - c. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
- IV. If the IEP Team determines that the offense is a manifestation of the student’s disability, the student may not be suspended.
- 1) The student could be placed in a setting which more appropriately accommodates his/her needs.
 - 2) The behavior problems should be addressed through the goals and objectives of the IEP and/or behavior plan.
- V. If the IEP Team determines that the offense is not a manifestation of the student’s disability, the student may be suspended. The school may suspend, but educational services must continue.
- 1) If not a change of placement (i.e. longer than 10 consecutive days), the school authority in conjunction with the special education teacher may decide what services are needed. If a change of placement (longer than 10 days or significant change in IEP placement), the IEP Team must determine what services must be provided.
 - 2) If continued educational services are based on IEP goals/objectives, they are to be provided by the teacher endorsed in special education.
 - a. Alternative methods of providing services may include home tutoring, alternative school placement, in-school suspension, on-site intervention, or transfer to another school, as determined by the IEP team.

STUDENT DISCRIMINATION, HARASSMENT, INTIMIDATION, BULLYING, & CYBERBULLYING (Policy 6.304)

Students are expected to treat one another with respect, which means that harassment, intimidation, bullying and cyber-bullying are prohibited. Sexual harassment complaints shall be made pursuant to ACS Board Policy 1.806, ***Title IX Complaints, Including Sexual Harassment Complaints.***

Definitions

“*Harassment, intimidation or bullying*” means any act that substantially interferes with a student’s educational benefits, opportunities or performances; and:

- If the act takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation or at any official school bus stop, the act has the effect of:
 - Physically harming a student or damaging a student’s property;
 - Knowingly placing a student or students in a 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.
- If the act takes place off school property or outside of a school-sponsored activity, it 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.

Cyber-bullying means bullying undertaken through the use of electronic devices.

Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, personal digital assistants, computers, electronic mail, instant messaging, text messaging, and websites

Consequences

Any student that commits an act of harassment, intimidation, bullying and/or cyber-bullying shall be disciplined in accordance with the ACS Discipline Procedures established in the ACS Policy Manual.

Any employee that commits an acts of harassment, intimidation, bullying and/or cyberbullying to a student shall be disciplined in accordance with the ACS Discipline Procedures established in the ACS Policy Manual.

Any student or employee found to have falsely accused someone of having committed an act of harassment or intimidation, bullying or cyber-bullying, as a means of harassment, intimidation, bullying or cyber-bullying, shall be disciplined in accordance with the ACS Discipline Procedures established in the ACS Policy Manual.

Bullying and cyberbullying are delinquent act pursuant to T.C.A. 39-17-308, which acts are punishable as provided in T.C.A 37-1-131.

Reporting

Any student that believes that he/she is the subject of or has witnessed an act of harassment, intimidation, bullying or cyber-bullying shall report the conduct to any school teacher, school counselor, or school administrator. All such reports to school teachers, school administrators (other than the Principal), and school counselors shall be immediately reported to the School Principal.

Any parent/guardian of a student that believes that his/her child is the subject of or has witnessed an act of harassment, intimidation, bullying or cyber-bullying shall report the conduct to any school teacher, school counselor, school administrator or ACS Federal Rights Coordinator. All such reports to school teachers, school administrators (other than the Principal), school counselor or ACS Federal Rights Coordinator shall be immediately reported to the School Principal.

Any ACS employee that witnesses an act of harassment, intimidation, bullying or cyber-bullying shall report the conduct to the school Principal.

Any ACS employee, student or volunteer who witnesses or possesses reliable information that a student has transmitted by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee shall report such information to the school Principal or ACS Federal Rights Coordinator.

Reports of harassment, intimidation, bullying and/or cyber-bullying may be made anonymously to any school teacher, school counselor, school administrator or ACS Student Services representative or by accessing the ACS Tip Hotline at ACSTIPHotline@ACSK-12.org. All such reports to school teachers, school administrators (other than the Principal), school counselors or ACS Federal Rights Coordinator (ACS Student Services Supervisor) shall be immediately reported to the School Principal. Formal disciplinary action may not be taken against a student based solely upon an anonymous report.

Contact information for the ACS Federal Rights Coordinator is:

Federal Rights Coordinator (ACS Student Services Supervisor)
12060 Arlington Trail
Arlington, Tennessee 38002
Telephone: (901) 389-2497 Ext. 2560
E-mail: frcs@acsk-12.org

No Retaliation

Acts of reprisal or retaliation against any person who reports an act of harassment, intimidation, bullying or cyber-bullying are strictly prohibited. If a school employee retaliates against a reporter of an act of harassment, intimidation, bullying or cyber-bullying the school employee shall be subject to disciplinary action up to and including termination. If a student retaliates against a reporter of an act of harassment, intimidation, bullying or cyber-bullying the student will be disciplined in accordance with the ACS Discipline Procedures established in the ACS Policy Manual.

Investigation

The Principal of each school or their designees shall be responsible for investigating all reports of harassment, intimidation, bullying and/or cyber-bullying, including but not limited to, reports that a student has transmitted by an electronic device any comments containing a credible threat to cause bodily injury or death to a student or school employee.

The Principal shall commence the investigation of such reports within forty-eight (48) hours of receipt of the report, unless the need for more time is appropriately documented. The Principal or Principal's designee shall initiate an appropriate intervention within twenty (20) calendar days of receipt of the report, unless the need for more time is appropriately documented. Within forty-eight (48) hours of the findings being complete, the Principal or Principal's designee shall inform the parent/guardian of the student/s involved in any act of harassment, intimidation, bullying or cyberbullying of the findings of the investigation and whether corrective action was taken.

After the Principal or Principal's designee has determined that a student was involved in an act of harassment, intimidation, bullying, or cyber-bullying, the Principal or Principal's designee shall immediately inform the parent/guardian of the student's involvement in an act of harassment, intimidation, bullying or cyber-bullying. The Principal or Principal's designee shall inform the parents/guardians of the students of the availability of counseling and support services by school counselors for parents/guardians believing that such services are necessary.

Following any investigation, the Principal or Principal's designee shall report the findings of the investigation along with the disciplinary action taken to the Superintendent and the Board Chairman.

In cases of substantiated harassment, intimidation, bullying or cyberbullying, the Principal or Principal's designee shall meet with the victim within five (5) days after the appropriate intervention has been given to ensure that there have been no further acts of harassment, intimidation, bullying, cyberbullying or retaliation. The Principal or Principal's designee shall again meet with the victim thirty (30) days after the intervention has been given.

Policy Notification

This policy notification shall be included in all student handbooks, and shall be reviewed with all students at the commencement of each school year. The ACS Federal Rights Coordinator (ACS Student Services Supervisor) shall be responsible for ensuring that all students, parents and ACS employees have been notified of this policy. Additionally, at the beginning of each school year, the ACS Federal Rights Coordinator (ACS Student Services Supervisor) will ensure that all students and parents are made aware of bullying prevention programs which promote awareness of the harmful effects of bullying and to permit discussion with respect to prevention policies and strategies.

Training

The ACS Federal Rights Coordinator (ACS Student Services Supervisor) will ensure that all school teachers and school counselors receive a copy of this policy along with information on the policy's implementation, bullying prevention and strategies to address bullying and harassment when it happens. In addition, the ACS Federal Rights Coordinator (ACS Student Services Supervisor) will ensure that all school teachers and school counselors receive training regarding this policy and appropriate procedures relative to its implementation.

The ACS Federal Rights Coordinator (ACS Student Services Supervisor) will ensure that all school counselors are properly trained to provide counseling and support services to all students that are victims or perpetrators of acts of harassment, intimidation, bullying or cyber-bullying.

TCA § 37-1-131
TCA § 37-17-308
TCA § 49-6-4502

Please contact the designated individuals listed below to report a concern or for any questions, concerns, or information regarding this policy:

FRC for students: Supervisor of Student Services
12060 Arlington Trail
Arlington, TN 38002
901.389.2497

FRC for employees: Chief of Human Resources
12060 Arlington Trail
Arlington, TN 38002
901.389.2497

Hazing (Policy 6.305)

Hazing by any student or organization is strictly prohibited.

“Hazing” means any intentional or reckless act, on or off ACS property, by one student acting alone or with others, that is directed against any other student, that endangers the mental or physical health or safety of that student or that induces or coerces a student to endanger that student’s mental or physical health or safety. “Hazing” is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.

This policy shall be published in the student handbook each school year. During the first month of each new school year, principals will ensure that this policy and its ramifications shall be discussed with students.

SECTION 504 DUE PROCESS HEARING PROCEDURE

The Arlington Community Schools Board is committed to maintaining equitable employment/educational practices, services, programs and activities that are accessible and usable by qualified individuals with disabilities.

Definition

Section 504 of the Rehabilitation Act of 1973 provides that: No otherwise qualified individual with handicaps in the United States... solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Title II of the Americans with Disabilities Act, 1990 provides that: No otherwise qualified individual with a disability shall be discriminated against in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training and other terms, conditions and privileges of employment.

Coordinator

The ACS Federal Rights Coordinator shall be responsible for ensuring ACS’s compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, including investigations of complaints alleging non-compliance with the Acts or alleging any actions that would be prohibited by the Acts.

Complaint Procedure

Complaints of violations of this Policy or the ADA or Section 504 of the Rehabilitation Act shall be submitted orally or in writing to the ACS Federal Rights Coordinator who will endeavor to accomplish prompt and equitable resolution of complaints. The Federal Rights Coordinator will respond to all complaints within twenty (20) business days with a written response as well as information on further grievance procedures that may be followed if the complaining party is not satisfied with the coordinator’s proposed resolution.

Due Process Hearing Procedures

If a parent/guardian of a student is dissatisfied with the ACS Federal Rights Coordinator’s response regarding complaints pertaining to Section 504 of the Rehabilitation Act of 1973, the parent/guardian may request an impartial due process hearing. Only matters pertaining to a child’s identification, evaluation, and placement under Section 504 are subject to due process hearings. A parent/guardian who wishes to challenge an action or omission with regard to the identification, evaluation, or placement of a student who has or is believed to have a disability as defined by Section 504 shall make an oral or written request for a due process hearing to the ACS Federal Rights Coordinator. If a parent/guardian requests a Section 504 hearing, the parent/guardian has the right to personally participate and to be represented at the hearing by an attorney or advocate at the parent’s expense. The Superintendent shall appoint an impartial hearing officer to preside over the hearing and issue a decision. Such appointment will be made within fifteen (15) days of the date of receipt of a request for a due process hearing. The hearing officer will be hired as an independent contractor at no expense to the parent. If a parent/guardian is represented by a licensed attorney at the due process hearing, he/she must inform the ACS Federal Rights Coordinator and the appointed hearing officer of that fact, in writing, at least seven (7) calendar days prior to the hearing date, or the hearing can be continued upon the coordinator’s request. The decision must be issued within forty-five (45) days after the date the Request for a Due Process Hearing is received by the ACS Federal Rights Coordinator unless the parent agrees otherwise or the hearing officer has granted a continuance at the request of one of the parties.

Review Procedure/Appeal: If the parent/guardian is not satisfied by the decision of the hearing officer, he/she may seek review of the decision in a court of competent jurisdiction.

OCR Review

A parent/guardian may file a complaint with the Office for Civil Rights (OCR) if she/he believes that ACS has violated any provision or regulation of Section 504.

The OCR may be contacted at:

ATLANTA OFFICE

Office for Civil Rights
United States Department of Education
61 Forsyth Street, Southwest Suite 19T10
Atlanta, Georgia 30303-8927
Telephone: (404) 974-9406
Facsimile: (404) 974-9471
E-mail: OCR.Atlanta@ed.gov

NATIONAL HEADQUARTERS

Office for Civil Rights
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-1100
Telephone: (800) 421-3481
Facsimile: (202) 453-6012
E-mail: OCR@ed.gov

34 CFR § 104.4
42 USCA § 12112
28 CFR § 35.107
28 CFR § 35.106; 34 CFR § 104.8
28 CFR § 35.170; 172
34 CFR § 104.36

TITLE IX GRIEVANCE PROCEDURE

The Arlington Community Schools Board of Education prohibits discrimination on the basis of sex in the education programs or activities which it operates. The prohibition against discriminating on the basis of sex in educational programs and activities extends to employment in and admission to such programs and activities. The ACS Title IX Coordinator is authorized to coordinate ACS's Title IX compliance efforts.

Definition

Title IX of the Education Amendments Act of 1972 provides that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance (some exceptions to this prohibition are more fully set forth in federal law).

Title IX Coordinator

The ACS Title IX Coordinator shall be responsible for ensuring ACS's compliance with Title IX of the Education Amendments Act of 1972, as amended, including investigations of complaints alleging non-compliance with the Act or alleging any actions that would be prohibited by the Act.

Contact information for the ACS Federal Rights Coordinator is as follows:

For Employees:

Federal Rights Coordinator
Chief of Human Resources
12060 Arlington Trail
Arlington, Tennessee 38002
Telephone: (901) 389-2497

For Students:

Federal Rights Coordinator
Supervisor of Student Services
12060 Arlington Trail
Arlington, Tennessee 38002
Telephone: (901) 389-2497

Complaint Procedure Pertaining to Title IX Generally

Any person may report complaints of violation of this Policy or Title IX of the Education Amendments Act of 1972, including claims of sexual harassment, regardless of whether the person is the alleged victim of the reported conduct, in-person, by mail, by telephone, or by email, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's report. Such report may be made at any time, including non-business hours, by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator.

If any complaints of violations of this Policy or Title IX of the Education Amendments Act of 1972, including claims of sexual harassment, are made to any ACS employee, said employee shall immediately report the complaint of violation to the ACS Title IX Coordinator.

The Title IX Coordinator will be the investigator of all complaints of sexual harassment.

Grievance Process Pertaining to Sexual Harassment Complaints

Initial Sexual Harassment Complaint

If a complaint is made alleging sexual harassment, the Title IX Coordinator shall within two (2) instructional days after the complaint is made:

1. Contact the Complainant and Complainant's parents/guardians, if the Complainant is a student, to offer and explain supportive measures to the Complainant, with or without the filing of a formal complaint;
2. Consider the Complainant's wishes with respect to supportive measures;
3. Explain to the Complainant and the Complainant's parents/guardians, if the Complainant is a student, the process for filing a formal complaint.

If the Title IX Coordinator cannot contact the Complainant and Complainant's parents/guardians, if the Complainant is a student, within two (2) instructional days after the complaint is made, the Title IX Coordinator must document the circumstances preventing him/her from

contacting the Complainant and Complainant's parents/guardians, if the Complainant is a student, within two (2) instructional days after the Title IX Coordinator received the initial sexual harassment complaint.

Formal Complaints of Sexual Harassment

A Complainant may file a formal complaint of sexual harassment with the Title IX Coordinator in-person, by mail or e-mail. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in an ACS education program or activity. The Title IX Coordinator may also sign a complaint, which does not make the Title IX coordinator a party in the grievance process. A third party reporter may not file a formal complaint. However, the Title IX Coordinator may sign a complaint, thus triggering an investigation. In some cases, this may entail implementing a formal grievance procedure over the Complainant's objections.

Removal of Respondent

A Respondent may be removed from school or school sponsored activities on an emergency basis, if, in the discretion of the Title IX Coordinator and/or the Superintendent, the Respondent poses a threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment. If such a Determination is made, the Respondent and Respondent's parents/guardians, if Respondent is a student, shall be provided notice and an opportunity to challenge the decision to remove immediately following the removal.

Notice of Formal Sexual Harassment Complaints

The Title IX Coordinator will strive to provide written notice to both the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, within five (5) instructional days of receiving the formal complaint of sexual harassment. If the Title IX Coordinator cannot provide notice to both the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, within five (5) instructional days after he/she receives the formal complaint, the Title IX Coordinator must document the circumstances preventing him/her from providing the written notice to the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, within five (5) instructional days after having received the formal sexual harassment complaint. The written notice shall include:

- a) Notice of this grievance process, including any informal resolution process;
- b) Notice of allegations, in sufficient detail to allow Respondent to prepare a response (names of known parties, conduct alleged, date and location of conduct, if known);
- c) A statement that Respondent is presumed not responsible and that responsibility will be determined at the conclusion of the grievance process;
- d) Notice of the parties' rights to have an attorney or non-attorney advisor and to inspect and review evidence;
- e) Notice that ACS Board Policy 6.313 prohibits knowingly making a false statement or providing false evidence during the grievance process;
- f) Notice of the range of possible disciplinary sanctions and remedies which include but are not limited to those set forth in ACS Board Policy 6.313.

If additional allegations about the Complainant or Respondent that are not included in the notice become known after the initial notice is provided, the Title IX Coordinator shall ensure that the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, are provided notice of the additional allegations.

Informal Resolution Process For Formal Sexual Harassment Complaints

Parties may not be required to participate in an informal resolution process. Parties shall not be required to waive the right to an investigation and adjudication of formal complaints of sexual harassment. An informal resolution process may not be offered unless a formal complaint is filed. At any time prior to reaching a Determination regarding responsibility the Title IX Coordinator may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that:

- a) The Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, are provided a written notice disclosing: The allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- b) The parties' voluntary, written consent to the informal resolution process is obtained by the Title IX Coordinator;
- c) The informal resolution process shall never be offered or facilitated to resolve allegations that an employee sexually harassed a student.

Dismissals of Formal Sexual Harassment Complaints

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this Policy even if proved, did not occur in an ACS program or activity, or did not occur against a person in the United States, then the Decisionmaker must dismiss the formal complaint with regard to that conduct for purposes of Title IX and this Policy. If the complaint is dismissed, the Decisionmaker must promptly send written notice of dismissal and reasons therefore simultaneously to the parties and the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student.

The Decisionmaker may dismiss the formal complaint or any allegations therein, if at any time during the investigation:

1. Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein;
2. The Respondent is no longer enrolled or employed by ACS; or
3. specific circumstances prevent ACS from gathering evidence sufficient to reach a Determination as to the formal complaint or allegations therein.

If the complaint is dismissed, the Decisionmaker must promptly send written notice of dismissal and reasons therefor simultaneously to the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student.

Consolidation of Formal Sexual Harassment Complaints

The Title IX Coordinator may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation of Formal Sexual Harassment Complaints

The burden of proof and the burden of gathering evidence sufficient to reach a Determination regarding responsibility regarding a sexual harassment complaint rest on ACS rather than the parties. However, during an investigation of a sexual harassment complaint there may be evidence which cannot be accessed by ACS, without the consent of the party, such as records made by the party's healthcare professionals. In those instances, the Title IX Coordinator may seek the voluntary written consent of a party to obtain such evidence.

The parties shall be permitted to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The parties shall not be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

The parties shall be provided with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by one (1) advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of the advisor for either the Complainant or Respondent in any meeting or grievance proceeding. However, the advisor may not participate during any grievance proceedings, other than to provide advice to the party he/she is advising.

Any Complainant or Respondent whose participation is invited or expected, and their parents/guardians, if the party is a student, shall be provided written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings or informal resolution process, with sufficient time for the party to prepare to participate.

During the grievance proceedings, questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege shall not be allowed, relied upon or otherwise used, unless the person holding such privilege has waived the privilege.

Both the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, shall be provided an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the Title IX Coordinator and/or Decisionmaker does not intend to rely in reaching a Determination regarding responsibility and evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to the completion of the investigative report, which fairly summarizes relevant evidence, the Title IX Coordinator must send to the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, and the party's advisor, if any, evidence subject to inspection and review in an electronic format or hard copy. The parties must have at least 10 (ten) instructional days to submit a written response, which the Title IX Coordinator will consider prior to completion of the investigative report.

The Title IX Coordinator will strive to provide the final investigative report to the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, within thirty (30) instructional days after having received the formal complaint. If the Title IX Coordinator cannot provide the investigative report within thirty (30) instructional days after he/she received the formal complaint, the Title IX Coordinator must document the circumstances preventing him/her from providing the final investigative report to both the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, within thirty (30) instructional days after having received the formal complaint.

In order to allow the parties the opportunity to review and provide a written response to the final investigative report, the Title IX Coordinator shall provide to both the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, and the party's advisors, if any, an electronic or hard copy of the final investigative report ten (10) instructional days prior to the date the Decisionmaker makes a Determination of responsibility.

Determination Regarding Responsibility In Formal Sexual Harassment Complaints

The Decisionmaker for Title IX Sexual Harassment Complaints shall be assigned by the Superintendent.

After the Title IX Coordinator sends the investigative report to the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, and before a Determination regarding responsibility is made by the Decisionmaker, the Decisionmaker must afford both the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, the opportunity to submit written, relevant questions that the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party, without a hearing. Questions and evidence about the Complainant's prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent are offered to prove consent. The Decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

The Decisionmaker will strive to provide his/her written Determination to all complaints to the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, within thirty (30) instructional days after he/she receives the final investigative report from the Title IX Coordinator. If the Decisionmaker cannot provide the written Determination to the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, within thirty (30) instructional days after he/she receives the final investigative report from the Title IX Coordinator, the Decisionmaker must document the circumstances preventing the written Determination from being provided to the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, within the aforementioned thirty (30) instructional days.

The written Determination from the Decisionmaker shall address:

1. Complaint allegations that potentially constitute sexual harassment;
2. Procedural steps taken from the receipt of the formal complaint through the Determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
3. Decisionmaker's Findings of Fact Supporting the Determination;
4. Decisionmaker's Conclusion regarding the application of the code of conduct/disciplinary rules to the facts;
5. Statement of, and rationale for, the result as to each allegation including:
 - a. Determination of responsibility;
 - b. Any disciplinary sanctions imposed on the Respondent
 - c. Whether remedies to restore or preserve equal access to the education program or activity will be provided to the Complainant.
6. ACS's policy regarding appeals and the bases for the Complainant and Respondent to appeal

The standard of evidence to be used by the Decisionmaker to determine responsibility shall be the preponderance of evidence standard.

The written Determination must be provided simultaneously to the parties and their parents/students, if the parties are students. The Determination regarding responsibility shall become final either on the date that the parties are provided with the written Determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appeals of Determinations in Formal Sexual Harassment Complaints

The parties must be offered an appeal from a Determination regarding responsibility, and from a dismissal of a formal complaint or any allegations contained therein on the following bases only:

- a) Procedural irregularity that affected the outcome of the matter;
- b) New evidence that was not reasonably available at the time the Determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- c) The Title IX Coordinator, or Decisionmaker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.

Appeals must be received by the Title IX Coordinator within ten (10) instructional days after the Determination or Dismissal is received by the appealing party. All appeals must be sent to ACS Title IX Coordinator at:

ACS Student Services Supervisor
12060 Arlington Trail
Arlington, Tennessee 38002
E-mail: titleix@acsk-12.org.

If the appeal is not received by the Title IX Coordinator within ten (10) instructional days after the Determination or dismissal is received by the appealing party, the right to appeal will be deemed to have been waived.

The Title IX Coordinator shall notify the other party and the other party's parents/guardians, if the party is a student, in writing when an appeal is filed.

The Superintendent shall assign a Decisionmaker for the appeal who is not the same person as the Decisionmaker that reached the Determination regarding responsibility or dismissal, or the Title IX Coordinator.

The Superintendent shall ensure that the Decisionmaker for the appeal receives the training set forth below in this Policy. The Decisionmaker for the appeal shall:

- a) Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- b) Issue a written decision describing the result of the appeal and the rationale for the result; and
- c) Provide the written decision simultaneously to both parties and the parties' parents/guardians, if the parties are students.

The Decisionmaker of the appeal of the Determination shall strive to provide his/her written decision regarding the appeal of the Determination of the formal complaint of sexual harassment to the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, within twenty (20) instructional days after he/she received the appeal. If the Decisionmaker cannot provide the written decision to the Complainant and Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, within twenty (20) instructional days after he/she received the appeal, the Decisionmaker must document the circumstances preventing the written decision from being provided to the Complainant and

Complainant's parents/guardians, if the Complainant is a student, and Respondent and Respondent's parents/guardians, if the Respondent is a student, within the aforementioned twenty (20) instructional days.

Retaliation

No person may be intimidated, threatened, coerced or discriminated against for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX.

Complaints of retaliation shall be handled according to the grievance procedure above for sexual harassment.

Training

Annually, all ACS employees shall receive training regarding the identification and reporting requirements of this Policy.

The Title IX Coordinator and the Title IX Decisionmaker shall receive training regarding, the definition of sexual harassment, the scope of ACS's education programs and activities, how to conduct an investigation and grievance process, including appeals and informal resolution process, the requirements of this Policy, the decision-making process for sexual harassment complaints, the investigative process for sexual harassment complaints, how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias regarding sexual harassment complaints. Decisionmakers and Title IX Coordinators must also receive training on issues of relevance of questions and evidence in regard to sexual harassment complaints, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant.

Arlington Community Schools Central Office
12060 Arlington Trail, Arlington, TN 38002
Phone 901.389.2497 / Fax 901.389.2498

Superintendent

Dr. Allison Clark	Superintendent	superintendent@acsk-12.org
Jana Gore	Executive Assistant / Board Secretary	jana.gore@acsk-12.org
Valerie Speakman	General Counsel	valerie.speakman@acsk-12.org
Glenda Haskins	Executive Assistant to General Counsel	glenda.haskins@acsk-12.org
Tyler Hill	Director of Communications and Planning	tyler.hill@acsk-12.org
Robert Porter	Communication Specialist	robert.porter@acsk-12.org

Academics

Todd Goforth	Chief of Academics	todd.goforth@acsk-12.org
Carla Chandler	Administrative Assistant to the Chief of Academics	carla.chandler@acsk-12.org
Andrea Cotner	Elementary Education Supervisor	andrea.cotner@acsk-12.org
Kim Douglas	High School Supervisor / CTE	kim.douglas@acsk-12.org
Carolyn Weirich	Special Education Supervisor	carolyn.weirich @acsk-12.org
Russell Overby	Information Technology Supervisor	russell.overby@acsk-12.org
Jason Winkler	Instructional Technology Supervisor	jason.winkler@acsk-12.org

Accountability

Rochelle Douglas	Chief of Accountability	rochelle.douglas@acsk-12.org
Barbara Arnett	Administrative Assistant to the Chief of Accountability	barbara.arnett @acsk-12.org
Marsha Davis	Accountability Supervisor	marsha.davis@acsk-12.org
Trassey Evans	Federal Programs / Middle School Supervisor	trassey.evans@acsk-12.org
Dr. Joy Bowser	Supervisor of Accountability Support	joy.bowser@acsk-12.org
Jeremy Yow	Student Services Supervisor	jeremy.yow@acsk-12.org
Bradley Turner	Student Information Management Supervisor	brad.turner@acsk-12.org
Diana Asbury	Student Information Systems Specialist	diana.asbury@acsk-12.org
Ja' Neair Johnson	Social & Transition Specialist	janeair.johnson@acsk-12.org
Raeann Ballesteros	Social & Transition Specialist	raeann.ballesteros@acsk-12.org
Dana Viox	Coordinated School Health Supervisor	dana.viox@acsk-12.org

Finance

Amy Sapinsley	Chief Financial Officer	amy.sapinsley@acsk-12.org
Patricia Cook	Administrative Assistant to Chief of Finance	patricia.cook@acsk-12.org
Wendy Hui Li	Finance and Payroll Supervisor	wendy.li@acsk-12.org
Amy Tucker	Nutrition Supervisor	amy.tucker@acsk-12.org
Michelle Wilder	Financial Analyst	michelle.wilder@acsk-12.org

Human Resources

Lisa Walker	Executive Director of Human Resources	lisa.walker@acsk-12.org
Sally Lucas	Administrative Assistant to the Executive Director of HR	sally.lucas@acsk-12.org
Phyllis Moore	District Receptionist	phyllis.moore@acsk-12.org
Stephanie Moore	Employee Benefits Specialist	stephanie.moore@acsk-12.org
Vickie Hayslett	Administrative Clerk	vicki.hayslett@acsk-12.org

Operations

Tim Ruff	Chief of Operations	tim.ruff@acsk-12.org
Bart Doby	Systems Foreman	bart.doby@acsk-12.org
Shawn Phaneuf	Maintenance Foreman	shawn.phaneuf@acsk-12.org
Brock McCoy	Maintenance Specialist	brock.mccoy@acsk-12.org
Josh Maurizi	Maintenance Generalist	josh.avanzi@acsk-12.org
Laney Borwick	Operations Specialist	laney.borwick@acsk-12.org

**Arlington Elementary
11825 Douglas Road
Arlington, TN 38002
Phone 901.867.6000 / Fax 901.867.6006**

Tonya Hawkins, Principal
School Hours 8:00am – 3:00pm
Grades K – 5

Tonya Hawkins	Principal	tonya.hawkins@acsk-12.org
Carl Booker	Assistant Principal	carl.booker@acsk-12.org
Monica Gallimore	Assistant Principal	monica.gallimore@acsk-12.org
Susan Howard	Assistant Principal	susan.howard@acsk-12.org

Mission

The mission of Arlington Elementary School is for all stakeholders to provide a safe, nurturing environment that equips all students with the skills essential to succeed academically and to become healthy productive citizens in the community.

Vision

Arlington Elementary School will distinguish itself as a leader in Achieving Educational Success by utilizing innovative methods and technology to create a community of global-minded learners.

Beliefs

- All students are provided opportunities to achieve success to their highest potential in a safe, nurturing learning environment.
- All students, including those with special needs, learn in different ways and are provided varied instructional approaches and assessments to support their learning.
- All stakeholders (parents, community, students, and staff) share the responsibility in the decision-making process concerning the improvement of students' academic and personal growth.
- Research based instructional strategies are employed through current technology integration to ensure student achievement.
- District, state, and federal policies are followed by all Arlington Elementary School stakeholders.
- High standards are established for student behavior and achievement.
- Students will be given the essential tools to make intelligent choices for living a healthy and productive life.

Donelson Elementary
12140 Donelson Farms Parkway
Arlington, TN 38002
Phone 901.389.6973 / Fax 901.389.6982

Miranda Manley, Principal
School Hours 8:00am – 3:00pm
Grades K – 5

Miranda Manley	Principal	miranda.manley@acsk-12.org
Dr. Krista Heller	Assistant Principal	krista.heller@acsk-12.org
Susan Howard	Assistant Principal	susan.howard@acsk-12.org
Dr. Kelly Lofton	Assistant Principal	kelly.lofton@acsk-12.org

Mission

The faculty and staff of Donelson Elementary School are committed to creating a safe and nurturing environment that provides a strong educational foundation, encouraging all students to obtain the skills, knowledge, and abilities to become productive citizens, learning to successfully meet the needs of an ever-advancing technological society.

Vision

The Vision of Donelson Elementary School is to create a school environment where each student can achieve his/her highest potential and become productive citizens in an ever-changing, challenging world.

Beliefs

- All children have the potential to meet high academic and behavioral expectations when motivated to achieve to the best of their abilities.
- The use of a wide variety of research-based instructional assessment strategies, contributes to the optimal academic success of each unique student.
- Active engagement of students in the learning process through the use of technology and real-world connections prepares students for the future and encourages a lifelong love of learning.
- Students are encouraged to be well prepared intellectually, physically, mentally, socially, and emotionally to become valuable, productive, happy, and healthy members of society.
- Character education and multicultural appreciation are key factors in the attainment of valuable global interpersonal skills.
- Training in problem solving, decision-making, and communication skills helps create responsible citizens.
- Communication and teamwork among students, parents, faculty, staff, administration, and the community are vital to achieving our mission and realizing our vision.
- All stakeholders of Donelson Elementary will follow district, state, and federal policies.

**Arlington Middle
5470 Lamb Road
Arlington, TN 38002
Phone 901.867.6015 Fax 901.867.7080**

Shannon Blackburn, Principal
School Hours 8:45am – 3:45pm
Grades 6 – 8

Shannon Blackburn	Principal	shannon.blackburn@acsk-12.org
Jonathan Hawkins	Assistant Principal	jonathan.hawkins@acsk-12.org
Jason Reed	Assistant Principal	jason.reed@acsk-12.org
Dr. Jean Sauls	Assistant Principal	jean.sauls@acsk-12.org

Mission

Arlington Middle School will provide a safe and supportive environment where students are challenged to meet their full academic, civic, social, and artistic potential. Our students will meet or exceed all state benchmarks, demonstrate problem-solving skills, and develop social skills, enabling them to adapt in our multicultural and technologically advancing society.

Vision

Arlington Middle School envisions our students as educated and effective communicators who are lifelong learners and positive, contributing citizens of their community and society as a whole.

Beliefs

- All students are capable of learning.
- A safe environment, both physically and emotionally, promotes student learning.
- Students learn best when they are actively engaged in the learning process.
- Students possess a variety of learning styles; therefore, teachers should incorporate research-based teaching and learning strategies to ensure their success.
- Students should demonstrate their understanding of essential knowledge and skills not only by traditional assessment methods but also by engaging in problem-solving activities and creating quality, authentic products.
- Exceptional students (e.g., Special Education, English Language Learners, APEX, etc.) require special services, instruction, and resources to ensure their learning needs are met.
- Effective communication between administrators, teachers, parents, and students positively impacts a student's overall success and, therefore, the success of our school.
- A student's self-esteem is enhanced when a positive relationship and mutual respect exist between students and staff as well as among a student's peer network.
- Students who have a wide variety of extracurricular activities, clubs, and leadership opportunities to choose from will become well-balanced individuals.
- Arlington Middle School faculty, staff, and students must follow all school, district, state, and federal policies.
- In order to achieve our school's mission, the decision-making process at Arlington Middle School is a collaborative effort involving administrators, teachers, staff, parents, students, and community members. School, district, state, and federal policies drive those decisions.

Arlington High
5475 Airline Road
Arlington, TN 38002
Phone 901.867.1541 / Fax 901.867.1546

Christopher Davis, Principal
School Hours 7:00am – 2:00pm
Grades 9 – 12

Christopher Davis	Principal	christopher.davis@acsk-12.org
Diana Maroon	Vice-Principal	diana.maroon@acsk-12.org
Dr. Ed Ducey	Assistant Principal	edward.ducey@acsk-12.org
Reginald Gipson	Assistant Principal	reginald.gipson@acsk-12.org
Dr. Felicia Turner	Assistant Principal	felicia.turner@acsk-12.org
Joe Welch	Assistant Principal	joe.welch@acsk-12.org

Mission

Arlington High School students will acquire knowledge and experiences in academic and social settings. Every student will be inspired and challenged to learn and grow, transition into society and become a productive citizen who will contribute to his or her community.

Vision

Arlington High School will be an academic institution of excellence, fostering a community of confident, self-directed, life-long learners. Arlington High will provide exemplary educational experiences that meet the academic expectations of each student, teacher, parent and community stakeholder. Through a commitment to outstanding achievement, self-evaluation and ongoing improvement, Arlington High School will continue to be a premier academic community.

Beliefs

- Student learning is sustained by providing a fair, supportive, and challenging environment.
- Students are individuals with unique intellectual, cultural, social, physical and emotional needs.
- Students are encouraged to mature intellectually, socially, and emotionally.
- Students gain confidence by fostering decision-making, critical thinking, and effective communication skills.
- Students become proficient in academics through comprehensive instruction and assessment.
- Student excellence is promoted by recognition of academic and extracurricular achievements, as well as citizenship.
- Students are exposed to research-based curriculum and instructional practices that incorporate a variety of learning style.
- Students are assessed formatively and summatively by diverse methods in order to evaluate their achievement and mastery.
- Students thrive in an atmosphere that fosters positive relationships and mutual respect among students and staff.
- Student learning and success are enhanced through the collaboration of students, parents, administrators, teachers, and the community.

This image shows a single page from a notebook or ledger. It features ten evenly spaced, thin black horizontal lines across its entire width. The background is plain white, and there are no margins, text, or other markings present.

