

Foothills Elementary School

Student-Family Handbook



"Personal Best! Nothing Less!"



Foothills Elementary School

The Base for a Mountain of Learning
“Climb Toward the Summit”

520 Sandy Springs Road
Maryville, Tennessee 37803
Phone: (865) 681-0364
Fax: (865) 681-0366

Follow us on Social Media and stay informed.
Foothills Website: <https://fhe.maryville-schools.org/>
Like us on Facebook:
“Foothills Elementary FTO” and “Maryville City Schools”
Follow us on Twitter: @FHRaccoons

School Mascot: Rocky Raccoon

School Colors: Red and Gray

Student Motto: Personal Best! Nothing Less!

Our School-Wide Theme: Make Your Mark...Make a Difference!

School Begins at 7:40 a.m. - Dismissal at 2:40 p.m.
The building opens for students at 7:00 a.m.
Supervision at the front and back of the school begins at 7:15
a.m.
Breakfast served 7:00 - 7:30 a.m.



Foothills Elementary School

520 Sandy Springs Road
Maryville, TN 37803

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Dear Foothills Families,

Welcome to the start of another school year! Hard to believe that the summer has come to an end! It is our hope that you made many fantastic summer memories with your families. In a few short days, we will open our doors to welcome our students. Of those students, at least one-fourth of them will be new kindergarten students, and we are beyond excited to wrap our arms around our newest members! For those families returning, we thank you in advance for your continued commitment to your child's education. We strive for each student who walks through our front door to understand as our motto reads, *"Personal Best! Nothing Less!"* Our school theme is to *"Make a Difference! Make your mark!"* As a faculty and staff, we believe wholeheartedly that our students can make their mark daily within our walls, and outside these walls.

During the summer months, our faculty participated in professional development, as we continue to be a group of life-long learners. Our teachers work hard each summer to prepare for the new school year. They are committed to providing high expectations coupled with a rigorous pace of learning. State standards provide us with a consistent, clear understanding of what our students are expected to learn, so teachers and parents know what they need to do to help them. Our teachers will continue to help our children develop and strengthen their reading comprehension, writing skills, and their ability to practice and apply mathematical processes to solving problems. By fully preparing our students for the future, we are creating a culture in which our students will be continuously successful as their academic years unfold. Our elementary school is *"the base for a mountain of learning!"*

Foothills Elementary School is dedicated to providing you with effective leadership and dedicated teachers. You are a valuable member of our school family. With that said, we will continue to excel in family and community engagement opportunities. As we prepare to open a new school year, we are filled with enthusiasm and a promise to educate your child in a safe and nurturing environment. Please continue to visit our website and our weekly update through "Rocky Reminders" for the most up to date information regarding Foothills Elementary School happenings! In addition, our teachers utilize Seesaw to communicate with their families. Please know we thoroughly enjoy seeing our parents volunteering in our classroom and visiting for lunch.

Sincerely,

Mrs. Karen Schito

Mrs. Karen Schito

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VISION, MISSION, BELIEFS

School Vision

To empower students to become lifelong learners and productive, self-confident citizens in a changing world.

Mission Statement

Foothills Elementary School is committed to embrace excellence through powerful and engaging learning experiences, meaningful collaboration, and respect for diversity in a caring, secure, and positive environment.

Maryville City Schools Strategic Plan

Mission: To prepare students for a lifetime of learning and responsible citizenship

GOAL 1: Prepare all students for success in an ever-changing world

Objective 1.1: Students will demonstrate mastery of rigorous and relevant academic standards. Placing them on the path to college and career success.

Objective 1.2: Teachers will create optimal learning environments where students will be motivated and committed to their learning, have a sense of belonging, and have supportive relationships.

Objective 1.3: Students will develop personal, social, service, and leadership skills and demonstrate positive behaviors and attitudes.

GOAL 2: Build teams of exemplary teachers and support staff who embrace continuous improvement

Objective 2.1: All staff will effectively employ best practices to maximize student learning

Objective 2.2: Attract and retain high performing professionals by providing competitive compensation and a supportive environment

GOAL 3: Develop meaningful alliances in support of education and educational opportunities

Objective 3.1: Create an effective two-way communication network that builds trust and support by engaging all stakeholders.

Future Changes/Resources

Although every effort will be made to update the handbook on a regular basis, the Maryville City School District reserves the right to change this handbook and any content within, without notice, except as may be required by state and federal law. As a result, the online version of the handbook shall be the official version. ***Board policies may be modified or added throughout the school***

year. The current text of all policies is available at the Maryville City Schools website under the School Board Section.

Beliefs – Teach to Reach Each Child

- An effective school builds positive relationships and mutual respect and is a partner with the students, families, and community.
- Every child is a unique individual who should be encouraged and challenged to maximize his or her talents and potential, curiosity and creativity, and the ability to process and think for themselves.
- A good school embraces different learning styles and incorporates a variety of teaching strategies and assessment measurements while promising educational growth for students from all cultures and socio-economic backgrounds.
- An effective faculty is one who works with a cooperative team spirit and open communication, always putting the needs of the students foremost in their planning and staff development.
- School and teachers should provide students every possible opportunity to learn according to their needs and challenges, while valuing their insights, strengths, and experiences.
- Students should be accepted, appreciated, nurtured, and challenged according to their individual needs in a safe, non-threatening environment.
- Children are active learners, benefiting from cooperative learning, hands-on instruction, interdisciplinary, and real world connections.

Use of Social Media

Please be mindful when visiting the school or attending school events, during the school day, regarding photographs and videos of children not under your parental rights or custody. Some parents do not want their child exposed in social media outlets. Please be considerate regarding the inclusion of all individuals in the photograph before posting on social media. Please do not put any names or identifying information of children, other than your own, unless you feel you have permission and acceptance from the other children's parents. While FERPA does not control and general privacy laws do not apply to parents posting videos or photographs of other peoples' children online, we ask that you follow this respectful practice.

Nondiscrimination Policy

Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 require school districts to have officially adopted policy statements of nondiscrimination on the basis of sex, handicap, national origin, and race.

It is the policy of the Maryville City School System not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities, or employment policies as required by Titles VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, and Section 504 of the Federal Rehabilitation Act of 1973.

It is also the policy of this district that the curriculum materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles and life-styles open

to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and disability. The curriculum will foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

Inquiries regarding compliance with Title VI, Title IX, and Section 54 may be directed to Superintendent of Schools, 833 Lawrence Avenue, Maryville, Tennessee, 37803, (865) 982-7121.

La Ciudad de Maryville Sistema Escolar Titulo VI Nondiscriminacion Politica

La Ciudad de Maryville Sistema Escolar afirma que cumplira con Titulo VI del Acto de los Derechos Civiles de 1964. Titulo VI que declara:

Ninguna persona en los Estados Unidos, debido a su raza, color o pais de origen, sera excluido de participar en ningun programa o actividad que reciba asistencia financiera del gobierno federal, ni le seran negados los beneficios de los mismos, ni sera sometida a discriminacion.

Alguien que cree que el Sistema Escolar ha diferenciado contra ellos o otros individuales archivaria una demanda. Se puede enviar la queja a:

Titulo VI Coordinador por
La Ciudad de Maryville Sistema Escolar
y/o
Dr. Vernon Coffey, Titulo VI Coordinador
Tennessee Departamento de Educacion
y/o
La Oficina de Derechos Civiles
E.U. Departamento de Educacion
P. O. Box 2048, 04-3010
Atlanta, GA 30301-2078

Maryville City Schools Title VI Nondiscrimination Policy

The Maryville City School System affirms that it will comply with Title VI of the Civil Rights Act of 1964. Title VI states:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Anyone who believes that the school system has discriminated against them or another individual may file a complaint. The complaint can be sent to:

Assistant District Superintendent
Title VI Coordinator
Maryville City School System
and/or

Title VI Coordinator
Tennessee Department of Education
and/or

The Office of Civil Rights
U. S. Department of Education
P. O. Box 2048, 04-3010
Atlanta, Georgia 30301-2048

メリビル市立学校は、アメリカ合衆国に於ける1964年公民権法第6条を遵守することをここに証する。公民権法第6条によれば：

アメリカ合衆国における何人も、人種、肌の色又は国籍によって連邦政府より財政援助がなされている全てのプログラム又は活動への参加を遅けられたり、その恩恵を受けることを拒否されたり、又差別を受けたりすることがない。

メリビル市教育委員会が自分に対して又は他の第三者に対して差別を行っていると思う者は、苦情を下記へ申し立てることができる：



The Maryville City Schools Foundation (MCSF) is an independent, community-based 501(c)(3) organization chartered exclusively to support educational excellence and innovation for the students of Maryville City Schools.

The Foundation supports programs and learning opportunities that achieve academic excellence, for which Maryville City Schools are well known statewide. MCSF also takes great pride in offering funding for the annual Lamar Alexander Scholarships awarded to graduating seniors selected from the Maryville Scholars program at Maryville High School.

Chartered in 1991, MCSF seeks financial grants and donations of treasure, time and talent from the community, creating a vital link between the private sector and the Maryville City School system.

All contributions to the Foundation are tax deductible. If you wish to join our partnership for excellence and confirm your individual commitment to providing outstanding education opportunities in our city, please contact us at:

Maryville City Schools Foundation, Inc.
www.maryvillecityschoolsfoundation.org

GENERAL INFORMATION

School Times

Foothills Elementary School times are as follows:

7:00 – 7:20	Buses arrive on campus
7:00 – 7:30	Bus Duty
7:00 – 7:30	Breakfast Offered
7:15	Supervision at front and back of school begins
7:30	Bus students dismissed to classrooms from the gym
7:20 – 7:40	Supervised car duty at back of school (watch duty from sidewalk)
7:30	Students are dismissed and allowed to go to classrooms
7:40	Tardy bell rings
2:30	Bus students are loaded/dismissed
2:35	Car riders dismissed to hallways
2:40	Car riders and walkers are loaded/dismissed

After School Programming and Extracurricular Activities

All after-school activities and programming begin at 2:40 p.m. These options may include tutoring, choir, intramurals, etc. Each year, available programming and options will be communicated as these are based upon available funding. Parents and/or guardians must pick up their child following the after-school program. In an effort to protect instructional time, students who need to call home to make arrangements for forgotten after-school programming may only do so before school or during recess. If the program is cancelled, parents and/or guardians will be notified immediately.

All extracurricular activities and clubs must have the approval of the principal. Each student activity must be under the guidance and direction of a staff member. Student activities occurring before or after regularly scheduled school hours must be under the supervision of the principal/designee. Extracurricular activities shall only be open to students enrolled full-time in Maryville City Schools. Guidelines for home school in TSSAA-sanctioned activities will follow state law and TSSAA regulations. Secret organizations shall not be operated in any school. A student shall not be required to attend an extracurricular activity that is scheduled at a time which conflicts with his/her religious practices. A student on out-of-school suspension shall not be permitted to participate in extracurricular activities. Activities which restrict participation because of race, color, religion, sex, disabilities, or national origin are strictly forbidden. Ninth grade students are allowed to participate in extracurricular activities at Maryville High School.

Visitors

Parents and guardians are always welcome at Foothills. While we encourage an “open door” policy, we also want to protect instructional time, and limit interruptions. All classroom observations must be scheduled with the classroom teacher in advance. Thank you in advance for your understanding and cooperation.

Tennessee state law requires that **all** school visitors sign in and sign out at the main office. All schools within our system utilize Lobbyguard to screen our visitors. Please be sure to bring your license with you as you will need it to check in with Lobbyguard. During special events and meals, only those listed on the student information card will be allowed to visit students during

school hours. A phone call or written request will allow other adults to visit. You will be issued a badge identifying you as a visitor. This process lets our staff and students know that you are authorized to be in the building. We especially encourage guests and volunteers to visit our school, including having breakfast or lunch with your child.

Early Check-out Procedure

If a student must leave school early, a parent must come to the main office to sign the student out. Please plan on a wait time, as students may be in transition from recess or lunch. Under no circumstances may students sign themselves out of school or wait outside. Tennessee law requires a student to be in school for not less than 3 hours and 16 minutes per day in order to be counted present.

A consistent pattern of early checkout will be monitored by our office and could result in an absence or truancy concerns.

Emergency Closings

As soon as the decision to close schools is made, the Director of Schools will notify the public media and request that an announcement be made.

If school is not in session or is dismissed early due to snow or inclement weather, the Director of Schools in consultation with the principal(s) of the impacted school(s) shall determine if all scheduled activities in which students are involved shall be postponed or cancelled.

Adventure Club Continuing Care Program

The Foothills Adventure Club, our after-school day care program, operates daily from 2:40 p.m. - 6:00 p.m. during the school year and from 7:00 a.m. - 6:00 p.m. during the summer and on in-service days during the school year. Qualified staff provide students with a proper environment for after-school study, supervised recreation, and enrichment activities. Snacks are provided each day. For more information regarding this program or for an enrollment application, please contact the Adventure Club Director.

Family Involvement Policy

Maryville City Schools believe that education and learning are shared responsibilities of the student, the family, the community, and the school system. Foothills Elementary School's faculty and staff believe that family involvement is vital to achieve our goal of developing all children to their fullest potential. The Foothills family, consisting of students, families, staff, administrators, and community, is committed to this partnership through the following efforts:

- Families are actively involved in the decisions that affect children and families.
- Communication between home and school is regular, two-way, and meaningful.
- Families are welcome in the school, and their support and assistance is sought.
- Families play an integral role in assisting student learning.
- Responsible parenting is promoted and supported.

Decision Making

Families are actively involved in decision making at Foothills. We have parent representation on several committees including our School Improvement Planning Committee. Our FTO provides a vehicle for communication and input to the school's operations. Parent opinions are regularly accessed through surveys.

Communication

Communication is a crucial part of any relationship. We must provide and maintain clear, two-way channels of communication with all our families. We achieve this through many avenues, but not limited to the following:

- Written communication is utilized weekly through Friday folder messages between parents and teachers, letters, and publications.
- Parent conferencing, phone messaging, and Open House are some examples of frequent oral communication used to keep parents informed.
- Electronic communication is evident through email use and our website.
- Foothills Elementary uses Seesaw as our main parent communication tool. Seesaw gives your child creative tools to capture and reflect on their learning - in real time. Then this work is shared with you. Seesaw will give you a window into each of our classrooms and into your student's learning process. You will receive a handout/email from your child's teacher with directions to download and sign up for your child's Seesaw journal. You can download Seesaw's Parent App for iOS, Android, or use the web to view your student's learning artifacts. When your child adds new work, you will receive a notification to see, hear and respond to your child's learning item. *You only have access to your own child's work and all of the content is stored securely.* **If you have previously connected your email to your child's account, you will not have to reconnect each year. You can add additional email accounts using the information from your child's teacher. Seesaw creates a digital portfolio each school year that you can access at any time.**
- Your child's teacher will identify the mode of communication they will utilize. There are several to choose from so it is important to utilize the mode identified to insure responses.

Student Learning

Collaboration between schools and families is essential to support student learning. Families of students that qualify for Title I services work with the school to fulfill the School-Parent Compact. Other families may work directly with teachers, support teams, or through IEP meetings to discover ways to help their child be successful.

Parenting

Although parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their child. We support their efforts through many resources. The Maryville City Schools' Family Resource Center provides families with many necessities. Our school's guidance counselor is a valuable resource to our families. Parenting information and suggestions are sent regularly in our newsletters to parents.

Volunteer Opportunities

We encourage family involvement at Foothills through parent volunteers. We have many parents that assist in the classrooms, plan and implement FTO activities, and organize projects such as Field Day, Grand Event, and Raccoon Romp. Parents have the option to sign up each year for volunteer opportunities through a survey sent by FTO. Parent volunteers enable us to provide many opportunities that would otherwise be impossible. The FTO maintains a Facebook page under "Foothills Elementary FTO".

1. Family Teacher Organization (FTO) Involvement and Committees

Family support is a vital part of our educational efforts here at Foothills. The Family Teacher Organization was formed to serve as a link between students, teachers, principal, and families. The FTO provides valuable support and funding for numerous projects on our campus. Funds are obtained through our only fundraiser, Raccoon Romp. The by-laws of the FTO are available in the Foothills Elementary School Library and on our website. Officers are elected in May for

the following school year. Monthly FTO meetings are set aside for planning and implementing all school projects. Everyone is invited to attend. See the school calendar for dates and times.

FTO volunteer opportunities include Classroom Representative, Library and Book Fair Volunteer, Raccoon Romp, Winter Blast, Foothills Fun and Fitness Day, tutoring, making materials for classrooms, classroom parties, enrichment speakers, Media Center volunteer, and Teacher Luncheons. The FTO has established several ongoing committees that frequently need help. Committees coordinating Raccoon Romp and Field Day are always looking for volunteers. In an effort to focus on the learning needs of our students, we request younger siblings **NOT** accompany parents when volunteering at school or chaperoning field trips. Of course, we welcome younger siblings to join us for lunch or specified open activities.

2. Watch D.O.G.S. (Dads of Great Students)

This nationally recognized program gives dads a larger presence in the school and has been effective in improving discipline. Watch D.O.G.S. commit to volunteer one day during the school year. The school guidance counselor will provide training for the dad volunteers. They will be trained in how to implement read alouds, office work, recess breaks, and lunch procedures. The main focus is to pair dads with students that need a positive male influence.

Parent Rights & Responsibilities

Parents/guardians have the right to:

1. Be actively involved in their student's education;
2. Be treated courteously, fairly, and respectfully by school staff; and
3. Receive all relevant information and communication related to their student' education.

Parents/guardians have the responsibility to:

1. Make sure their student attends school regularly and on time, and when a student is absent, send in written excuse notes;
2. Support the District by being a role model for their student, talking with their student about school and expected behavior, and communicating the value of education through words and action;
3. Be respectful and courteous to staff, other parents/guardians, and students while on school premises and during school activities; and,
4. Encourage students to participate in extracurricular activities that promote social and emotional growth in the areas of creative arts, music, and athletics work with principals and school staff to address any academic or behavioral concerns or complaints students may experience.

Student Rights & Responsibilities

Each student has the right to:

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

Each student has the responsibility to:

1. Know and adhere to reasonable rules and regulations established by the Board and school officials;
2. Respect the human dignity and worth of every other individual;
3. Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;

4. Study and maintain the best possible level of academic achievement;
5. Be punctual and present in the regular school program;
6. Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty, and safety;
7. Maintain and/or improve the school environment, preserve school and private property, and exercise care while using school facilities;
8. Refrain from behavior which would lead to physical or emotional harm or disrupts the educational process;
9. Respect the authority of school administrators, teachers, and other authorized personnel in maintaining discipline in the school and at school-sponsored activities;
10. Obey the law and school rules as to the possession or the use of alcohol, illegal drugs, and other unauthorized substances or materials; and,
11. Possess on school grounds only those materials which are acceptable under the law and accept the consequences for articles stored in one's locker.

Asbestos Management Plan

Parent(s)/guardian(s), upon request, shall be given the opportunity to review the Asbestos Management Plan by contacting Maryville Schools Central office, located at 833 Lawrence Avenue, Maryville, TN 37803, or by calling 865-982-7121. All remaining school buildings within the District have been built asbestos-free or the asbestos containing building materials has been removed.

Emergency Drills

Per state and Maryville City School Board Policy, all students participate in monthly fire drills. Educational drill announcements are also made throughout the school year. All students also participate in additional safety drills during the school year (inclement weather, armed intruder, earthquakes, or other emergency drills that do not require full evacuation). One armed intruder drill with local law enforcement is required. AED training and drills are also required by faculty and staff.

Lunch Program

Maryville City Schools participate in the National School Lunch Program. In the operation of the child nutrition program, no student will be discriminated against because of race, sex, color, national origin, age, or disability. A student enrolled in the District may be eligible for free or reduced-price meals and/or free milk if the following criteria is met: Students identified as in foster care, homeless, migrant, or runaway students are categorically eligible for free meals and free milk.

Lunch prices for students will be communicated at beginning of school year. Although a child may buy a school lunch daily, we encourage utilizing the online payment option. Extra milk is 50 cents. Students in the elementary schools will be permitted to purchase *a la carte* items in the cafeteria only if they have purchased a meal or brought one from home. Students who bring lunches from home may buy milk and dessert at school. Desserts (including ice cream) may be purchased at *a la carte* prices and will be posted in the cafeteria. Students are limited to one dessert per child per day for Grades 1-3. Parents need to contact the cafeteria if they wish to set controls for no dessert. Canned or bottled carbonated beverages may not be brought from home into the cafeteria during the breakfast or lunch periods. Due to the safety hazards, drinks in glass containers are not allowed in the cafeteria. If students have a health care plan documenting milk allergies, they may substitute orange juice or apple juice. For students who prefer an alternate drink from milk, purchases may be made. Water will be provided in the

absence of drinks. Students are allowed as much choice as possible within guidelines of the NSLP.

Student Lunch Accounts

Every student in Maryville City Schools is given an identification number that will be the student's meal identification number as long as they are in the district. The student is identified in the database as free, reduced or regular paying student. If the student is regular paying or reduced paying, he/she may make an advance deposit on his/her account from which the price of a meal will be deducted when he/she eats.

When a student eats (breakfast/lunch) the student or cashier enters the personal I.D. number into a keypad and the name or account automatically appears on the cash register window. The cashier and student acknowledge that the I.D. number is the correct number for that student. If a student has a low balance, the cashier verbally tells the student that he/she needs to bring money and continues to give a reminder daily.

Students are allowed to charge for their meals. No *a la carte* items can be charged with the exception of milk which can be charged at all elementary schools. Students who exceed the limit will be provided a sandwich, fruit, and milk instead of a regular lunch. Weekly automated phone calls will be made to parents of students with an outstanding balance of \$5.00 or more. Grade cards/summary reports may be held at the end of the grading period for students with an outstanding balance. The Maryville City Schools utilize an **online payment system** for lunch accounts. Communication will be provided to all families at the start of the year reviewing this payment system.

Breakfast Program

Our Breakfast Program will begin the first day of school. Serving times will be approximately 7:00 a.m. until 7:30 a.m. The meal ticket system will be available and the free and reduced program will apply.

Free and Reduced Meal Application

Applications for free and reduced price meals are sent home the first week of school. Breakfast and lunch are included in the free and reduced meal program. To apply, complete and sign the application and return it to the school. Applications are available in school office and on the Maryville City Schools website, Food Services. If your income status changes during the year and you become eligible at that time, you may apply at the school office. Feel free to call the school office (681-0364) if you have any questions.

Cafeteria Guests

We extend an invitation to you to eat lunch with your child at any time. State guidelines require visitors to report to the office, sign in, and receive a visitor's pass.

What is the procedure for joining my child for lunch at Foothills?

You do not have to call ahead for a reservation, just come into the office a few minutes early to sign in and put on a visitor's badge. Please join your child at the cafeteria, or in the hallway near office. You can buy a lunch or bring a packed lunch.

What's on the menu?

The menus are posted on our website, in weekly Friday email announcements, and on the wall leading into the café. You have a choice of either a hot bar or salad bar. Desserts are sold separately.

Why are some students sitting apart from everybody?

As part of our behavior management system and our Foothills code of conduct, students who receive a demerit must serve lunch isolation. In addition, to assure this is an enjoyable time for everyone, including our guests, students have been instructed to behave as they would in a restaurant with their parents. Students who violate the rules of courtesy may lose the privilege of eating with their peers for a period of time as determined by the adult monitor.

Is there anything else I should know?

Canned or bottled carbonated beverages may not be brought from home into the cafeteria during the breakfast or lunch periods. Due to the safety hazards, drinks in glass containers are not allowed in the cafeteria.

Movies, Parties, and Celebrations

Classroom celebrations and parties are held around seasonal holidays and when students meet class goals. Parents may be asked to help plan parties and send in refreshments for the celebrations. Nutritional snacks, including fruit and vegetables, are appreciated. Teachers may provide a list of healthy suggestions.

Entertainment movies are shown for special events only. Educational videos and movies may be shown without limits to support the curriculum. Movies with a G rating can be shown in whole or in part (during inclement weather recess) without permission from parents, unless a parent requests prior notification and/or permission. Notification and permission is required for the showing of any movie above a G rating.

Occasionally parents may wish to send in a treat for celebration of their child's birthday or some other special event. ***To encourage our students to make healthy choices, Foothills requests that parents not bring cupcakes, cookies, cookie cakes, etc., to school for birthday celebrations.*** We recommend that you bring a healthy snack (such as fruit or vegetables) or even small trinkets (pencils, games, bracelets) that can be given out to a class. Please remember to clear this in advance with the teacher.

Please do not send balloon bouquets or other special gifts to students at school. Invitations to private parties may not be handed out during school time, unless all students in the class are invited. If only certain students are being invited, invitations should be mailed. Following this policy helps avoid hurt feelings. The school does not have the authority to provide addresses and phone numbers, unless the parents sign a release form to participate in a student directory.

STUDENT INFO/REGISTRATION

New Student Registration Information

Any student entering school for the first time shall present:

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

3. Tennessee Certificate of Immunizations.

The name used on the records of a student entering school shall be the same as that shown on the birth certificate unless evidence is presented that such name has been legally changed through a court as prescribed by law. If the parent/guardian does not have or cannot obtain a birth certificate, then the name used on the records of such student will be the same as that shown on documents which are acceptable to the school principal as proof of date of birth.

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 the district office.

A student may transfer into the school system at any time during the year if his/her parent(s) or legal guardian(s) moves his/her residence into the school system.

Homebound Instruction

The homebound instruction program is for students who because of a medical condition are unable to attend the regular instructional program. The homebound instruction program shall consist of three (3) hours of instruction per week for a period of time determined, on a case-by-case basis, by the district.

To qualify for this program, a student shall have a medical condition that will require the student to be absent for a minimum of ten (10) consecutive instructional days, or for an aggregate of at least ten (10) instructional days for a student who has a chronic medical condition. The student shall be certified by a treating physician as having a medical condition that prevents him/her from attending the regular instructional program. The services provided to the homebound student shall reflect the student's capabilities and be determined by the homebound instructor, after consultation with appropriate professional staff of the student's assigned school.

Recertification shall be obtained after the expiration of each period of homebound instruction if the student's physician certifies, in writing, that the student has a medical condition that prevents him/her from returning to the regular instructional program.

All homebound placements shall be temporary. Inquiry may be conducted to verify the seriousness and authenticity of requests. Modifications or accommodations may be used in lieu of homebound services.

Homeless Students

A homeless student shall have equal access to the same free and appropriate public education as provided to other children and youths.

Homeless students are individuals who lack a fixed, regular, and adequate nighttime residence. Homeless students include:

1. Students sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; students living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; students living in emergency or transitional shelters; or students abandoned in hospitals;
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodations for human beings;

3. Students living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or trains stations, or similar settings; and
4. Migratory students who are living in circumstances described above.

ENROLLMENT

Homeless students shall be immediately enrolled, even if the student is unable to produce records normally required for enrollment (i.e. academic records, immunization records, health records, proof of residency), or missed the district's application or enrollment deadlines. Parents/guardians are required to submit contact information to the district's homeless coordinator.

PLACEMENT

For the purposes of this policy, school of origin shall mean the school that the student attended when permanently housed or the school in which the student was last enrolled, including a preschool/pre-k program. School of origin shall also include the designated receiving school at the next grade level when the student completes the final grade level served by the school of origin.

Placement shall be determined based on the student's best interest. At all times, a strong presumption that keeping the student in the school of origin is in the student's best interest shall be maintained, unless doing so would be contrary to a request made by the student's parent/guardian or the student in the case of an unaccompanied youth. When determining placement, student-centered factors, including, but not limited to, impact of mobility on achievement, education, health, and safety, shall be considered. The choice regarding placement shall be made regardless of whether the student lives with their homeless parents/guardians or has been temporarily placed elsewhere.

If it is not in the student's best interest to attend the school of origin or the school requested by the parent/guardian or unaccompanied youth, the Director of Schools/designee shall provide a written explanation of the reasons for the determination, in a manner and form that is understandable to the parent/guardian or unaccompanied youth. The written explanation shall include a statement regarding the right to appeal the placement decision. If the placement decision is appealed, the district shall refer the parent/guardian or unaccompanied student to the homeless coordinator who shall carry out the dispute resolution process as expeditiously as possible and in accordance with the law. Upon notice of an appeal, the Director of Schools shall immediately enroll the student in the school in which enrollment was sought pending a final resolution of the dispute, including all available appeals.

RECORDS

Records ordinarily kept by the school shall be maintained for all homeless students. Information regarding a homeless student's living situation shall be treated as a student education record and shall not be considered directory information.

SERVICES

The Director of Schools shall ensure that each homeless student is provided services comparable to those offered to other students within the district, including transportation, special education services, programs in career and technical education (CTE), programs for gifted and talented students, and school nutrition.

The Director of Schools shall designate a district homeless coordinator who shall ensure this policy is implemented throughout the district. The homeless coordinator shall ensure:

1. Homeless students are quickly identified and have access to education and support services, to include Head Start and district pre-k programs;

2. Coordination with local social service agencies and other entities providing services to homeless students;
3. Coordinate transportation, transfer of records, and other interdistrict activities with other school districts;
4. Coordinate transportation to the school of origin or choice for homeless students;
5. Refer homeless students and their families to health care services, dental services, mental health and substance abuse services, and housing services;
6. Assist homeless students in obtaining immunizations, medical or immunization records, and any additional assistance that may be needed;
7. Public notice of the educational rights of homeless students is disseminated in places frequented by parents/guardians of homeless students, including schools, shelters, public libraries, and soup kitchens; and,
8. Unaccompanied youth are enrolled and informed of their status as independent students.

The Director of Schools shall develop procedures to ensure that homeless students are recognized administratively, and that the appropriate and available services are provided for these students. The Director of Schools shall ensure professional development is provided to school personnel providing services to homeless students.

Students in Foster Care

The Maryville City School District shall provide all students in foster care, including those awaiting foster care placement, with a free and appropriate public education.

ENROLLMENT

Students in foster care, including those awaiting foster care placement, shall be immediately enrolled, even if the student is unable to produce records normally required for enrollment (i.e. academic records, immunization records, health records, proof of residency) or missed the district's application or enrollment deadlines.

PLACEMENT

The district and the child welfare agency shall determine whether placement in a particular school is in a student's best interest. Other parties, including the student, foster parents, and biological parents (if appropriate), shall be consulted. If the child has an IEP or a Section 504 plan, then the relevant school staff members shall participate in the best interest decision process. This determination shall be made as quickly as possible to prevent educational disruption.

Placement shall be determined based on the student's best interest. At all times, a strong presumption that keeping the student in the school of origin is in the student's best interest shall be maintained. For the purposes of this policy, school of origin shall mean the school in which the student was enrolled, including a preschool/pre-k program, at the time of placement in foster care or at the time of a placement change if the student is already placed in foster care.

When determining placement, student-centered factors including, but not limited to, the following shall be considered:

1. Preferences of the student;
2. Preferences of the student's parent(s) or education decision maker(s);
3. The student's attachment to the school, including meaningful relationships with staff and peers;
4. Placement of the student's siblings;
5. Influence of the school climate on the student, including safety;
6. Availability and quality of the services in the school to meet the student's educational needs;

7. History of school transfers and how they have impacted the student;
8. How the length of the commute would impact the student;
9. Whether the student is receiving special education and related services, and if so, the availability of those required services in a school other than the school of origin; and
10. Whether the student is an English learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin.

Transportation costs should not be considered when determining a student's best interest.

If it is not in the student's best interest to attend the school of origin, the Director of Schools/designee shall provide a written explanation of the reasons for the determination. The written explanation shall include a statement regarding the right to appeal the placement decision. If the placement decision is appealed, the district shall refer the student to the district coordinator for children in foster care who shall carry out the dispute resolution process as expeditiously as possible and in accordance with the law. Until the dispute is resolved to the extent feasible, the student shall remain in his/her school of origin.

TRANSPORTATION

The district shall collaborate with the local child welfare agency to develop and implement clear and written procedures governing how transportation to a student's school of origin shall be provided, arranged, and funded. This transportation will be provided for the duration of the student's time in foster care.

The Director of Schools shall develop administrative procedures to provide for transportation of students in foster care. These procedures shall ensure that:

1. Students in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost-effective manner and in accordance with federal law; and
2. If there are additional costs incurred in providing transportation to the school of origin, the district will provide such transportation if:
 - a. The local child welfare agency agrees to reimburse the district for the cost of such transportation;
 - b. The district agrees to pay for the cost; or
 - c. The district and local child welfare agency agree to share the cost.

The district will ensure that a student in foster care, including a student awaiting foster care placement, remains in his/her school of origin while any disputes regarding transportation costs are being resolved.

Migrant Students

The Board directs the administration to identify migratory students in the district, as required by law, and to develop written administrative procedures for ensuring that migrant students receive services for which they are eligible. In developing and implementing a program to address the needs of migratory students, the district will:

1. Identify migratory students and assess the educational and related health and social needs of each student;
2. Provide a full range of services to qualifying migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, elective classes, fine arts classes, etc.;
3. Provide migratory students with the opportunity to meet the same statewide assessment standards that all students are expected to meet;

4. To the extent feasible, provide advocacy and outreach programs to migratory students and their families and professional development for district staff; and
5. Provide parent(s)/guardian(s) an opportunity to participate in the program.

If a migrant student is identified by the district, the Director of Schools/designee shall notify the Tennessee Department of Education and request assistance if needed.

Tuition

Students residing outside the city limits of Maryville may attend Foothills Elementary School as a tuition student **based on approval by the Director of Schools and available space**. Maryville City Schools does not discriminate on the basis of race, color, national origin, sex, disability or age. The school system shall have the right to reject the application of any student who fails to demonstrate a satisfactory academic and attendance record and who does not exhibit good citizenship qualities. Students expelled or suspended from other schools shall not be accepted without prior written approval by the Director of Schools. A tuition student who in the judgment of the principal fails to maintain these standards will be removed from the Maryville City School System. Application must be made to the Director of Schools located at the Central Office. Tuition rates are set and rules governing tuition student attendance are administered by the Board of Education. Tuition rates are subject to change. Make checks payable to Maryville City Schools and remit to the school office or at the Central Office. Students moving out of the city during the school year who wish to complete the year at Foothills must apply for tuition for the remainder of the school year at the Central Office. Tuition will be prorated, effective the date of the move, for the balance of the school year.

Classroom Supply Fees

Classroom supply fees for all grades, kindergarten through 3rd, are \$40.00 per student. This fee covers appropriate grade level supplies in art, guidance, language arts, math, music, physical education, science, social studies, STEM, and classroom enrichment. A more detailed list can be obtained from your child's teacher or on our school website.

Dress Code

Appropriate school dress is defined to be neat and clean and not disruptive to the educational process. No backless tops are allowed, and sleeveless shirts must have a width at the shoulder of at least 3 fingers. No undergarments should show outside clothing. Shorts and skirts should be no shorter than the tips of the fingers of an extended arm. No heeies are allowed. Shoes are to be worn at all times, and hats may be worn only outdoors. **Any clothing with pictures or wording suggesting violence (including professional wrestling shirts) is not permitted.**

Change of Address/Phone Number

Foothills must be notified **immediately** of any change in student address, email, or phone number. If a student moves out of our school zone, permission to complete the year at Foothills must be obtained from the Director of Schools. If a student moves outside the city limits of Maryville during the school year, the Director of Schools **may** permit the student to complete the year at Foothills depending on payment of pro-rated tuition and space availability.

Custody/Court Order Documentation

It is the responsibility of the parent or guardian to provide a copy of an Order of Protection or Court Orders to the school. Documentation is required for the school staff to implement any

changes regarding child custody. Without documentation, both biological parents have rights regarding school policy and communication. It is also the responsibility of the custodial parent to complete a form in the office if there are restrictions in place to prohibit individuals from picking up the child or eating lunch with the child. The school will remain a neutral member concerning all custody issues, respecting the privacy and dignity of both custodial parents. Custodial parents may request a copy of the grade card to be mailed to them with provided stamped, addressed envelopes. Official attendance records can be requested from the school office by custodial parents. The school will send home weekly reports as a communication tool with the child; it is the parents' responsibility to share these weekly reports with the other custodial parent. The school will not provide any additional documentation to families, including copies of email, written communication, or correspondences with any school employee. These guidelines will allow teachers to focus their time and attention to the education of students, while trying to implement a fair communication policy for all families.

Student Photos

As an optional service to our students and families, school portraits are made three times within the school year. Traditional, individual portraits are made in the fall of the year through a pre-sale arrangement. Group pictures of each class are made in the winter. In the spring, individual portraits are made and available for purchase.

Student Placement Procedures

Foothills Elementary School follows a policy and protocol for placing students in well-balanced classrooms. We build classes with balanced gender and ability. The class rolls are not posted until the week before school begins due to fluctuations that occur over the summer in regard to student withdrawals and enrollment. Specific teacher requests are not accepted by the administrative staff. However, if you have particular concerns regarding your child's placement, please contact our school principal. Specific requests to keep certain children together for the following year are not accepted by classroom teachers. However, if you have significant concerns and would like your child separated from a particular child the following year, please contact your child's teacher. We strongly believe in our organizational goal of creating balanced classrooms, and we want to assure you we do everything possible to create a successful environment.

Field Trips

Field trips are occasionally scheduled during the year as extension of curriculum. Students may participate only if a permission slip is signed by a parent or legal guardian and returned prior to the trip. In an effort to reduce costs, field trips for each grade level will not exceed \$20.00 cost/student for the field trip. Additional money may be collected for lunches/snacks. Field trips that are classified as walking activities are covered by the "Walking Field Trip Permission Slip". Teachers will announce any walking field trip prior to the activity. Any parent who does not want their child to participate must send written word to the teacher prior to the day of the field trip. When chaperoning field trips, please supervise assigned children and monitor their behavior in accordance with the rules and guidelines set forth by the grade level or facility. **Since field trips should be a special time for parents and students, we respectfully ask that you make other arrangements for ALL siblings.**

Lost and Found

Any item found on school property that is unclaimed is taken to Lost and Found located outside

cafeteria. Please help us keep lost items to a minimum by **labeling** all jackets, hats, gloves and personal items. Items left after the end of each grading period are donated to local charities.

ATTENDANCE/ARRIVAL/DISMISSAL

MCS Elementary Attendance Guidelines

Regular school attendance is vital to ensure your child's educational success. Tennessee State Law places the responsibility on the parent or legal guardian to ensure children are in school. School Attendance is compulsory for all children between the ages of six (6) and seventeen (17) both inclusive, according to TCA 49-6-3001. Students who have missed 10% (18 days) of the school year may not be promoted to the next grade except when a waiver of this requirement is granted.

All students will be limited to ten (10) excused absences with a parent note. All absences that occur above the limit of ten will be considered unexcused absences. Exceptions would include absences with documentation of a doctor's visit, religious holidays, or a death in the family. All parent notes should be submitted within three days of the absence. For example, let's say a student is home sick for three days due to the flu, and the parent sends in a note upon the return for the three days. The parent note counts as three excused absences for the student. Another example might be a family who is taking a family trip outside of the vacation times indicated in the school calendar. If the family trip lasts four days, then the parent note will count as four excused absences for the student, as long as they have not already used the maximum of 10 parent notes.

The progressive intervention plan outlined below begins once a student has unexcused absences:

- If a student reaches **three (3) unexcused absences**, the school will make parent contact through phone, email or mail to help determine ways to improve attendance.
- If a student reaches **five (5) unexcused absences**, then Tier 1 of the progressive truancy intervention plan begins. Administration will contact the parent to hold a conference, start an attendance contract, and monitor student attendance every 30 days.
- If a student has **two (2) additional unexcused absences** after the attendance contract is put into place then Tier 2 interventions will begin.
- Tier 2 interventions will include a parent conference with administration, an individual assessment detailing the reasons the student has been absent, discussion of supports that are needed for the family, and follow up meetings every 30 days with administration and other district representatives.

If a student accrues two more unexcused absences, Tier 3 of the progressive truancy plan is initiated.

- Tier 3 interventions include a mandatory parent conference with administration and the district attendance coordinator. Per School Board policy, interventions at this level may consist of one or more of the following:
 - School based community service
 - Participation in a school-based restorative justice program
 - Referral to school based teen court
 - Saturday or after school courses designed to improve attendance.

- Additional unexcused absences will result in a petition to juvenile court for truancy.

Maryville City Schools Administrators, in accordance with the Tennessee State statutes on attendance and truancy hope that by reemphasizing the importance of school attendance with parents, guardians, and students, we can reduce and eliminate truancy, and help every student take advantage of the educational opportunities available to them. We also hope to help parents understand the importance of regular attendance and its impact on student success in starting in Kindergarten.

Tardy

If a student is tardy (**arriving at school after 7:40 a.m.**), a parent/guardian **MUST ACCOMPANY** the student to the office (or send a note explaining the reason), sign the student in, and state the reason for being late on the sign-in sheet. If the parent/guardian does not sign the student in or send a note, the tardy will automatically be designated as unexcused.

Chronic tardies (arriving at school after 7:40 a.m.) will be marked unexcused. Three (3) unexcused tardies of this nature will be considered equal to one (1) unexcused day. These absences will be factored into the student's attendance record and may result in a Truancy Board referral.

Accepted excuses for tardiness:

- Parent notes indicating sickness
- Doctor's note

Students from Military Families

The Director of Schools shall develop the necessary administrative procedures to ensure that students with parent(s)/guardian(s) in the armed services are identified and that appropriate and available services are provided for these students.

RELOCATION OF MILITARY SERVICE MEMBER

A student who does not currently reside within the school district shall be allowed to enroll if he/she is a dependent child of a service member who is being relocated to Tennessee on Permanent Change of Station (PCS) military orders. To be eligible for enrollment, the student will need to provide documentation that he/she will be a resident of the school district on relocation.

Within 60 days of enrollment, the parent(s)/guardian(s) of the student shall provide proof of residency within the school district.

ABSENCES

Principals shall provide students with a one (1) day excused absence prior to the deployment of and a one (1) day excused absence upon the return of a parent/guardian serving active military service.

Principals shall also allow up to ten (10) excused cumulative absences per year for students to visit a parent/guardian during a deployment cycle. The student shall provide documentation to the school as proof of his/her parent's/guardian's deployment. Students shall be permitted to make up school work missed during these absences.

Arrival

The school day begins at 7:40 a.m. Students should be in their classroom ready to begin their day at this time. Students arriving between 7:00 a.m. and 7:30 a.m. should report to the cafeteria for breakfast or the gym. School entrance doors are unlocked at 7:00 a.m. For safety reasons and lack of appropriate supervision, children **should not** be dropped off prior to 7:00 a.m. Students arriving after 7:30 a.m. may report directly to their classroom. For safety precautions, the back door is locked at 7:40 a.m. In order to provide a safe arrival and dismissal of all students, we ask that you follow our established parking and traffic flow procedures. Please be mindful of your speed here on our school grounds. The speed limit on campus is 5 mph. Crosswalks at the front of the school should be used to help walkers cross the street. Drivers should also be prepared to stop and allow walkers to cross in these areas. Approach the school from Sandy Springs Road and enter the back door driveway on the northeast end of the building. If it is necessary for the driver to enter the building, please park in the front parking lot, and use the safety doors to enter the building. Pull down to the unloading zone that runs parallel to the back door awning, allow your child to exit curbside and walk into school. Please do not expect to move to the front of the unload zone to let your child out. Siblings at MRIS can also be dropped off in this system.

Dismissal

The car DISMISSAL time begins at 2:45 p.m. and continues through 3:00 p.m. at the back of the school. Kindergarten dismissal is at the front of the school building at 2:30 p.m. The buses load in the rear of the school at 2:40 p.m.; therefore, it is **VERY** important that cars do not arrive on campus and enter the bus lane until 2:45 p.m. There is limited space for those who arrive early. Walker dismissal is at 2:40 p.m.

For afternoon car dismissal, **children enter the cars from the sidewalk side, single lane, and curbside only.** All children stand on the covered rear porch and walkway, to watch for approaching cars. Reinforce to the child that it is his or her responsibility to watch for the car and move to the sidewalk when they spot the car. If your child has a difficult time spotting the car, please create or purchase a visual clue to keep in the passenger window or on the front passenger dash.

Walkers: For safety purposes, walkers must only be students who are actually walking to a home. All car riders must depart from the back of the school. Crossing supervision will be provided for all students who walk to homes in Westcliff subdivision. Students who cross Sandy Springs Road will walk to the Crossing Guard for assistance.

Hand-Held Mobile Phones

Effective January 1, 2018, state law prohibits the use of mobile phones in active school zones while the vehicle is in motion. We request cell phone use be eliminated in the arrival and dismissal area, including Sandy Springs Road and any of the school's parking lots. Drivers 18 years of age and older are prohibited from using a hand-held mobile device in active school zones, but can use a hands-free device. Drivers under 18 are prohibited from using both hand-held and hands-free devices in active school zones.

BUS INFORMATION

Bus Services & Conduct

Bus Conduct

The school bus is an extension of school activity; therefore, students shall conduct themselves on the bus in a manner consistent with the established standards for safety and classroom behavior.

Cameras or video cameras are used to monitor student behavior on school buses transporting students to and from school or extracurricular activities. Photographs and video footage shall be used only to promote the order, safety, and security of students, staff, and property.

Students in violation of bus conduct rules shall be subject to disciplinary action in accordance with established board policy governing student conduct and discipline.

These materials shall be maintained for 3 days. Parent(s)/guardian(s) may submit requests to view photographs and video footage to the Director of School/designee, and a time shall be arranged for viewing. The Director of Schools/designee shall be present when parent(s)/guardian(s) are provided the opportunity to review photographs and video footage.

Bus Contract

Our goal for bus transportation is to provide a safe and comfortable ride to and from school for all students. This requires teamwork and shared understanding of basic operating norms and safety. Parents should take time to read and discuss the materials in this contract with their children. Riding a school bus is a privilege provided by the School District and should be treated as such. The bus contract is to be completed and turned into the school within three days. In order to accomplish these goals, Foothills Elementary School and Maryville City Schools has established the following procedures and routines on all school buses and designated bus stops as applicable:

- The school will provide the bus number and bus stop description of roads and projected time of pickup for your child.
- Families are responsible for making sure their child understands the bus stop location and where their child is to get on and off the school bus daily. We recommend a parent meet their child at the bus stop.
- Follow the bus driver's directions the first time they are given.
- Keep all parts of your body inside the bus, and keep hands, feet and objects to yourself.
- Food, drinks, tobacco, and balloons are not allowed on the bus.
- Do not litter, write on, or damage the bus.
- Stay in your seat at all times. Students may be in the aisle only after the bus stops.
- Kindergarten students will sit at the front of the bus.
- Any student who willfully damages the bus will not be able to ride until making reparations with the bus owner.
- Drivers have the right to prohibit students from doing anything that might distract the driver whether it is noise or actions that might threaten the safety of the bus.

If a student chooses to disobey the rules, the following consequences will be applied:

First Incident (written report) will result in a warning and assigned seat on the bus.

Second Incident (written report) will result in a 1-week loss of bus privileges.

Third Incident (written report) will result in a 2-week loss of bus privileges.

Fourth Incident (written report) will result in a 4-week loss of bus privileges.

Fifth Incident (written report) will result in a loss of bus privileges for the remainder of the school year.

***Severe Clause-** Any behavior that is deemed physically harmful to himself or herself, the driver, or anyone else will result in an immediate suspension of bus privileges. Where incidence of misconduct is a group activity and the driver cannot isolate one or several students causing the problem, the group will be warned at least once. If the problem continues, driver is instructed to pull the bus over, stop, and give a final warning that the bus will be turned around. If misconduct continues, the driver is instructed to return the bus to the nearest school campus. Students involved will be discharged to call parents for pick up. Conduct reports will be issued the next day. The bus will continue on the run with the other students.

The Maryville City School District uses video cameras to help control discipline. Your child should act as if they are being filmed every day. The cameras are installed for the purpose of promoting a safe environment for students, personnel, passengers and drivers. Tapes shall not be released to anyone outside of the System, except as authorized or required by law.

Parents with concerns or complaints that need to be addressed by the bus driver should communicate those concerns to school administration. Under no circumstances should parents distract the driver by boarding the bus or attempt to conference at the bus stop. Student safety must be a top priority during this time!

Going Home with Friends

According to state law, TCA 46-6-21, no student will be allowed to ride home with another student without permission from both parents, which must be approved by the school principal. If your child has a friend riding home on the school bus, a note is required from both parents. Students cannot ride the bus home with a friends unless the child is already a bus rider. Once approved by the principal, a copy will be provided to the bus driver.

Filing a Bus Safety Complaint

Pursuant to HB 322, which amended TCA, Title 49, Chapter 6, Part 21; relative to transportation of students, Maryville City Schools has enacted the following procedures for reporting unsafe driving by any MCS Bus Driver:

The following information will need to be provided to help ensure an accurate investigation into the incident being reported:

- Time and date the incident occurred
- Location of the incident
- Bus number and name of driver (if possible)
- Description of the incident, listing as many specific details as possible.

To ensure accurate and prompt investigations, please report incidents immediately. However, all reports will be investigated, regardless of when they are received. Incidents may be reported to the Maryville City Schools Transportation Department by phone at 865-982-7121 or in person at the Maryville City Schools Transportation Department Office located at 833 Lawrence Ave., Maryville, TN 37803. If you have any questions concerning these procedures; you may contact the Transportation Supervisor, Derek Hunt, at 865-982-7121.

HEALTH INFO, MEDICATIONS, AND 504 **PROCEDURES**

Health Room

When a student is injured or becomes ill at school, they may temporarily stay in the Health Room until parents can be contacted. Current emergency data cards (completed by parents) are on file to assist staff in performing this valuable service. **Please make sure current phone numbers are on file.**

In order to help us maintain a healthy environment, please adhere to the following guidelines:

Please keep your child at home if he/she:

- is running a fever or has had a fever of $>100^{\circ}$ within the past 24 hours. Your child must be fever free without fever medication (Tylenol, Advil, Ibuprofen, Motrin) for 24 hours to return to school.
- has diarrhea and/or vomiting or has had these symptoms within the past 24 hours.
- has any open oozing wound or undiagnosed rash or untreated pink eye.

If these symptoms occur at school, we will call for someone to pick up your child. Please refer to the Maryville City Schools Health Services Guidelines for Illnesses, found on our website, for more information.

Medication

The Maryville School Board policy states that no school officer or teacher shall dispense **any** type of medication to students except under the following conditions: written instructions signed by parent and physician with child's name, name of medication, purpose of medication, time to be administered, dosage, possible side effects, and termination date for administering the medication. Any time the above listed information changes, a new form signed by the doctor and parent must be provided. All medication is administered through the school nurse, and medication logs are maintained. If your child uses an inhaler at school, please notify the school nurse. A prescription authorization form and health care plan is required. "Permission for Medication" forms are available in the school office and on the website. We appreciate your cooperation in this matter.

Health Care Alerts and 504 Plans

Teachers, Support Staff, and Administrators work to ensure the health and safety of all students. It is the guardian's responsibility to notify the school of each child's medical needs, such as diabetes, asthma, allergies, or any other medical condition that could affect him or her while at school. In an effort to provide a safe learning environment, the families of new students with health concerns must contact the school nurse to develop a health care protocol before a student begins attending Foothills. The enrollment of new students with medical needs will be delayed until the plan is established.

Health Care Plan Procedures:

1. Contact the School Nurse to discuss health care protocol. Phone: 865-681-0364.

2. Provide appropriate medication authorization forms, doctor's orders, medicine(s), and any information regarding the student's medical condition. ***Please notify school personnel of any changes regarding your child's health care needs.***

504 Plan Procedures:

The School Counselor supervises 504 plans at Foothills. If you have questions or concerns related to 504 plans, please contact our School Guidance Counselor at (865) 681-0364. The 504 process begins with a committee meeting to determine eligibility. Please read the section below for more information about 504 plans.

Section 504 protects **qualified individuals with disabilities**. Under this law, **individuals with disabilities** are defined as persons with a physical or mental impairment, which substantially limits one or more major life activities. People who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered. Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments, which may substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness.

In addition to meeting the above definition, for purposes of receiving services, education or training, **qualified individuals with disabilities** are persons who meet normal and essential eligibility requirements." -from *Your Rights Under Section 504 of the Rehabilitation Act* at www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf (revised June 2006 - English).

Coordinated School Health

Throughout the school year, Maryville City Schools offers health screenings to all students in the appropriate grade levels. The health screenings offered are:

- Blood pressure: K, 2, 4, 5, 8, 9
- Body Mass Index (height and weight): K, 2, 4, 6, 8, 9
- Hearing: PreK, K, 2, 4, 6, 8
- Scoliosis: 6
- Vision: PreK, K, 2, 4, 6, 8

There is no charge for these services. Trained individuals complete all screenings with strict adherence to confidentiality of each child and adolescent screened. If we screen your child and find any deviations from a normal screening, we will contact you concerning this matter. If you do not want your child to participate in any of the screenings, please notify your child's teacher.

Section 504 and ADA Grievance Procedures

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 the 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 of 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 Board shall designate at least one (1) employee to coordinate its efforts to comply with and carry out its responsibilities under the Americans with Disabilities Act (ADA) and Section 504, including any investigation of any complaint alleging non-compliance with the Acts or alleging any actions that would be prohibited by the Acts.

NOTICE

The Board shall make available the name, office address, and telephone number of the ADA/Section 504 coordinator.

COMPLAINT PROCEDURE5

The coordinator will hear ADA/Section 504 complaints. Complaints shall be submitted orally or in writing to the coordinator who will endeavor to accomplish prompt and equitable resolution of complaints alleging any action that would be prohibited by the ADA/Section 504. The coordinator will respond to all complaints within twenty (20) 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

Section 504 of the Rehabilitation Act of 1973 provides the right to an impartial due process hearing if a parent wishes to contest any action of the school system with regard to a child's identification, evaluation, and placement under Section 504. 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. Contested actions or omissions that are appropriate for a Section 504 hearing should involve identification, evaluation, or placement issues involving a child who has or is believed to have a disability.

Request for Hearing

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 Section 504 coordinator. The request shall be submitted on or reduced to writing on a form provided through the Central Office.

Impartial Hearing Officer

The Director of Schools/designee 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. The hearing officer that is appointed shall not be a current employee of the school system and shall not be related to any member of the Board of Education. The hearing officer need not be an attorney but shall be familiar with the requirements of Section 504 and the hearing procedures under Section 504. The choice of an impartial hearing officer is final and may not be presented as an issue at the due process hearing since such an issue would not relate to the identification, evaluation, or placement of a disabled child under Section 504. If a parent/guardian disputes the impartiality of the appointed hearing

officer, he/she may raise such issue in a review of the hearing officer's opinion by a court of competent jurisdiction or in a complaint to the Office for Civil Rights.

Office for Civil Rights
U.S. Department of Education
61 Forsyth St. S.W., Suite 19T10
Atlanta, GA 30303-8927
Telephone: 404-974-9406
TDD: 877-521-2172
Email: OCR.Atlanta@ed.gov
Scheduling of Hearing

The appointed hearing officer shall set a date for the hearing within fifteen (15) days of his/her appointment and provide this information in writing to the parent/guardian and the Section 504 coordinator. The hearing shall take place at a mutually agreeable time and place.

Continuances

Upon a showing of good cause, the hearing officer, at his/her discretion, may grant a continuance of the hearing date and set a new hearing date.

Legal Representation at Hearing

If a parent/guardian is represented by a licensed attorney at the due process hearing, he/she must inform the Section 504 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 school system will not have legal representation at the hearing unless the parent provides notice that he/she will have legal representation.

Pre-Hearing Conference

The hearing officer may order a Pre-Hearing Conference during which the parent/guardian or his/her representative will state and clarify the issues to be addressed at the hearing. The Pre-Hearing Conference will also serve to resolve preliminary matters, clarify jurisdictional issues, and answer the parties' questions regarding the hearing process. The Pre-Hearing Conference can be held via telephone or in person depending on the hearing officer's decision based on the convenience to both parties.

Dismissals

If, after the Pre-Hearing Conference, the hearing officer finds that the parent/guardian, as a matter of law, alleges and/or raises no factual claims or legal issues that come within his/her jurisdiction as a Section 504 hearing officer, he/she may dismiss the hearing and issue an order to that effect explaining the basis for such finding.

Hearing

The hearing shall be conducted in an informal, non-adversarial manner. The hearing shall be closed to the public unless the parent/guardian requests an open hearing. The hearing officer may reasonably limit testimony and introduction of exhibits for reasons or relevance.

Recording

Instead of a formal written transcript produced by a court reporter, the entire due process hearing will be video recorded. The school system shall provide a copy of the recording to the parent/guardian upon request. In order for an accurate recording to be made, the parties and witnesses shall introduce themselves at the beginning of their presentations. If a parent/guardian appeals the decision of the hearing officer to a court of competent jurisdiction, the school system shall prepare a written transcript of the hearing to be offered to the court as an exhibit.

Witnesses

Witnesses will present their information in narrative form, without the traditional question and answer format of legal proceedings. Cross-examination of witnesses will not be allowed, but a party may request that the hearing officer, at his/her discretion, ask a witness a certain question.

Format of Presentation

Each side will have an equal amount of time to present their positions as determined by the hearing officer. The parent/guardian will present his/her case first by making an opening statement outlining the issues, calling witnesses, and making a closing argument. The school system will present its side next.

At the end of the school system's presentation, the parent/guardian may offer a short response. Each side may present personally or through their representatives.

Submission of Exhibits

As part of their presentations and at the discretion of the hearing officer, the parties may submit any reports, evaluations, correspondence, notes, or any other documents that may support their positions. Exhibits submitted to the hearing officer by either party must be marked. The hearing officer may, in the exercise of his/her discretion, reasonably limit the number of documents to be submitted for his/her review as well as the number of witnesses and the length and/or scope of their presentations or statements.

Closing Arguments

The hearing officer may allow or request written closing arguments summarizing and characterizing the information presented at the hearing.

Decision

The hearing officer may make an oral ruling at the conclusion of the hearing or take the case under advisement and issue a written opinion. Such decision shall address all of the issues raised by the parent/guardian as well as any corrective actions, if any, the school system must take. Any issue or claim raised by the parent/guardian that is left unaddressed by the hearing officer in his/her decision will be deemed to have been denied. The decision must be issued within forty-five (45) days after the date the Request for a Due Process Hearing is received by the district. The hearing officer may not award attorneys' fees as a part of the relief granted to a parent/guardian or the district.

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.

Vaccinations

Per state law, the District is required to provide information to parent(s)/guardian(s) as to the following diseases.

Meningococcal meningitis is inflammation of the tissues and fluid surrounding the brain and spinal cord. It can be caused by bacteria or viruses. Symptoms can include fever, sudden severe headache, stiff neck, rash, nausea, and vomiting.

The bacteria that causes meningococcal meningitis is very common. Most people will carry this bacteria in the back of their nose and throat at some point in their lives without ever getting sick. In a few people, the bacteria overcomes the body's immune system and passes through the lining of the nose and throat into the blood stream where it can cause meningitis.

Meningitis is spread through exchange of respiratory droplets or saliva with an infected person. Only a small percentage of people who are exposed to the bacteria will develop meningitis. The bacteria that causes meningitis is not spread by casual contact or by simply breathing the air where a person with meningitis has been.

There is a vaccine that will decrease the risk of some types of meningococcal meningitis, but it does not totally eliminate risk of the disease.

Influenza is a contagious respiratory illness caused by influenza viruses that infect the nose, throat, and lungs. Symptoms can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, feeling tired, and sometimes vomiting and diarrhea.

Flu viruses are spread mainly by droplets made when someone with the flu coughs, sneezes, or talks. A person can also get the flu by touching something that has the flu virus on it and then touching his/her mouth, eyes, or nose.

There is a vaccine that can be received in the form of a flu shot or by nasal spray that can protect against the flu.

To receive additional information regarding these diseases, including locations to receive the vaccinations, please contact your pediatrician or the Blount County Health Unit located at 301 McGhee Street, Maryville, TN 37801 or call 865-983-4582.

Communicable Diseases

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.

Immunizations

No students entering school, including those entering kindergarten or first grade, those from out-of-state, and those from nonpublic schools, will be permitted to enroll (or attend) without proof of immunization, as determined by the Commissioner of Public Health. It is the responsibility of the

parent(s)/guardian(s) to have their children immunized and to provide such proof to the principal of the school which the student is to attend.

Exceptions, in the absence of an epidemic or immediate threat thereof, will be granted to any student whose parent/guardian files with school authorities a signed, written statement that such measures conflict with his/her religious tenets and practices or due to medical reasons if the student has a written statement from his/her doctor excusing him/her from such immunization.

Proof of exceptions will be in writing and filed in the same manner as other immunization records.

A list of transfer students shall be kept at each school in order that their records may be monitored by the Department of Health.

Physical Examinations

The principal shall ensure that there is a complete physical examination of each student prior to:

1. Entering school for the first time, and
2. Participation as a member of any athletic team or in any other strenuous physical activity program.

Cost of the examination shall be borne by the parent/guardian of the student. These records shall be on file in the principal's office.

Screening tests as required by the Tennessee Department of Education and the Department of Health will be conducted. Parent(s)/guardian(s) will receive written notice of any screening result that indicates a condition that might interfere or tend to interfere with their student's progress.

In general, the school district will not conduct physical examinations of a student without parental consent or by court order, unless the health or safety of the student or others is in question.

Suicide Prevention

The Board is committed to protecting the health and well-being of all students and understands that physical, behavioral, and emotional health are integral components of student achievement. Students are strongly encouraged to report if they or a friend are feeling suicidal or in need of help. This policy corresponds with and supports state and local efforts to provide leadership in establishing prevention, intervention, and postvention procedures.

PREVENTION

All district employees shall attend either the annual in-service training in suicide prevention or participate in other equivalent training approved by the Director of Schools. The training shall include, but not be limited to, identification of risk factors, warning signs, intervention and response procedures, referrals, and postvention.

The Director of Schools shall identify a district suicide prevention coordinator responsible for planning and coordinating the implementation of this policy. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation.

INTERVENTION

Any employee who has reason to believe that a student is at imminent risk of suicide shall report such belief to the principal/designee. Belief that a student is at imminent risk of suicide shall include, but not be limited to, the student verbalizing the desire to commit suicide, evidence of self-harm, or a student self-refers.

Upon notification, the principal/designee shall ensure the student is placed under adult supervision. Emergency medical services shall be contacted immediately if an in-school suicide attempt occurs. The principal/designee shall contact the Director of Schools/designee as soon as practicable.

Prior to contacting the student's parent/guardian, the Director of School/designee shall determine if there could be further risk of harm resulting from parent/guardian notification. If parent/guardian notification could result in further risk of harm or endanger the health or well-being of the student, then local law enforcement and the Department of Children's Services shall be contacted.

The Director of Schools/designee will seek parental permission to communicate with outside mental health care providers regarding a student. If the student is under the age of eighteen (18) and the parent/guardian refuses to seek appropriate assistance, the Director of Schools/designee shall contact the Department of Children's Services.

The Director of Schools/designee shall ensure the student is under adult supervision until a parent/guardian or other authorized individual accepts responsibility for the student's safety.

Prior to a student returning to school, the Director of Schools/designee shall meet with the student's parent/guardian and student, if appropriate. The parent/guardian shall provide documentation from a mental health care provider stating that the student has received care.

POSTVENTION

Immediately following a student suicide death, a Crisis Team consisting at a minimum of the Director of Schools, school principal, school counselor(s), and mental health professionals shall meet and implement a Crisis Management plan. The Crisis Management plan shall outline student support services and information on the resources available to students and staff.

The Crisis Team shall work with teachers to identify the students most likely to be impacted by the death in order to provide additional assistance and counseling if needed. Additionally, staff and faculty will immediately review suicide warning signs and reporting requirements. The Director of Schools/designee shall be responsible for all media inquiries.

STUDENT EXPECTATIONS

R.O.C.K.Y. Expectations

Foothills Elementary School teachers pride themselves on identifying the expectations that students need to follow in order to achieve success academically, behaviorally, and socially. These expectations are outlined on a behavior matrix, entitled, "Rocky Expectations". At the start of the year and throughout, these expectations are taught through explicit lessons. These lessons outline behaviors that are expected in all areas of the building. Faculty and staff acknowledge students daily for their adherence to these expectations. Students are acknowledged weekly for exhibiting the traits of Rocky – **Respect, Ownership, Cooperation, Kindness, do Your best.**

Please refer to the matrix and have conversations with your child about these expectations. We believe that when a common language, developed between school and home, surrounds these behavioral expectations, students will thrive at Foothills Elementary School.

Raccoon Tracks

The purpose of this program is to set forth a unique opportunity to acknowledge particular, positive behaviors observed in the classroom to be acknowledged during our “Good Morning Foothills” morning announcements on Fridays. One student, per week, will be chosen for recognition of *Raccoon Tracks* by the previous Friday, and these certificates will be posted on the bulletin board across from Guidance, identifying a particular behavior exhibited by the student.

R.O.C.K.Y. Leadership Lunches

Each month one student is chosen from each classroom to honor for demonstrating outstanding leadership attributes. These students enjoy eating lunch with school administrators and receive a free dessert coupon and bracelet.

Playground Rules & Guidelines

Each grade level communicates specific playground rules to the students and parents through the initial school discipline awareness letter. Grade levels may add to the school-wide playground guidelines listed below:

The children should not:

1. Jump off, hang from knees, or turn flips on any equipment
2. Sit on top of equipment
3. Use any poles for climbing or sliding down
4. Pull at each other on monkey bars
5. Climb up the slide the wrong direction
6. Push another child on glider or swings
7. Jump out of swings
8. Swing sideways or twist in swings
9. Swing in any way except on bottom
10. Have jump ropes, balls, etc. on the equipment
11. Play games such as tag while using the equipment
12. Leave equipment on the playground

STUDENT DISCIPLINE/DISCRIMINATION

Student Behavior

The staff of Foothills Elementary School has the goal of establishing an atmosphere throughout the school in which children feel safe, secure, and happy with a maximum opportunity to learn. Our mission is to provide a positive and safe school environment. We teach the life skills of cooperation, honesty, integrity, perseverance, sense of humor, and flexibility. We encourage students to always do

their best in order to be a good citizen and cooperative team member. In an effort to accomplish this goal we have developed a school-wide discipline plan.

School Discipline Policy

Guiding Principles

Teachers, Support Staff, and Administrators will focus on the positive behavior of students within the building by encouraging the implementation and acknowledging the observation of appropriate behavioral agreements and lifeskills, and leadership qualities. These agreements include: Mutual Respect, Appropriate Participation, Appreciation and No Put-Downs, Attentive Listening, Be Safe. Our Lifelong Guidelines include trustworthiness, truthfulness, active listening, no put-downs, and personal best. The Lifeskills we strive for include integrity, initiative, flexibility, perseverance, organization, sense of humor, effort, common sense, problem-solving, responsibility, patience, friendship, curiosity, cooperation, caring, courage, and pride. Our leadership skills include: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win Win, Seek First to Understand, Then Be Understood, Synergize, Sharpen the Saw, Find your Voice and Help Others Find Theirs.

Each classroom, or grade level, will set up their own, unique classroom discipline policy. These plans specify expected student behaviors, consequences for breaking the rules and incentives rewards for being a good citizen. We embrace the idea of developing an intrinsic desire for appropriate behavior as a routine expectation and, therefore, minimize elaborate rewards. The classroom discipline plan will be sent home at the beginning of the year for parent signature and acceptance.

Office Visits

As communicated through the classroom discipline policy, students may be sent to the office for severe, poor behavior choices or as a consequence to a scaffolding of poor behavior within the classroom.

A record of office visits will be kept in a black notebook and recorded in triplicate. Two copies will be provided to the classroom teacher. One copy will be filed for reference, and the other copy will be sent home to the parents.

A hierarchy of behavior interventions is listed below:

1. Classroom System
2. Classroom Demerit Referral - When behavior exceeds those consequences of the classroom system, students may receive a demerit from the teacher. These are recorded in triplicate with the school administrators receiving a copy as well as the parent. A copy remains on file in the classroom. Demerit systems will begin anew at the beginning of each grading period.
3. Lunch Isolation (ISO) - Students will eat at a table away from their peers.
4. Disciplinary Referral/Office Visit
5. In-School Detention
6. In-School Suspension
7. Out of School Suspension

Severe behaviors may result in an immediate visit to the school office. A school discipline form will be completed, and the parent will be notified. Depending upon the severity of the offense, any of the options listed within the hierarchy will be used. Behaviors that warrant an Immediate

Office Referral include:

- Fighting (hitting another child)
- Possession of weapons
- Serious Threats
- Stealing
- Throwing/kicking furniture
- Destruction of school property
- Disrespect to the teacher/staff member
- Jeopardy of Safety
- Bully/Sexual Harassment
- Refusal/Defiance

Drug-Free Schools

Students shall not consume, possess, use, sell, distribute, or be under the influence of illegal drugs or alcoholic beverages in school buildings, on school grounds, in school vehicles or buses, or at any school-sponsored activity, function, or event, whether on or off school grounds.

Disciplinary sanctions shall be imposed on students who violate this standard of conduct. Such sanctions shall be consistent with local, state, and federal laws up to and including suspension/expulsion as well as referral for prosecution. Completion of an appropriate rehabilitation program may also be recommended.

Information about drug and alcohol counseling and rehabilitation programs shall be made available through the school office.

Tobacco-Free Schools

All uses of tobacco, electronic/battery operated devices, vapor products, and all other associated paraphernalia are prohibited in all of the District's buildings and in all vehicles that are owned, leased, or operated by the District.

Smoking and vaping shall be prohibited in any public seating areas including, but not limited to, bleachers used for sporting events or public restrooms

Alternate Schools & Programs

The Maryville City Schools Board of Education shall operate an alternative school program for students in grades 6-12 who have been suspended or expelled from regular school programs. Once a student has enrolled in an alternative program, attendance shall be mandatory.

Students attending an alternative school shall provide their own transportation. The Director of Schools may approve an exception to the transportation policy for documented hardship. The Director of Schools shall develop procedures regarding the application and review process for transportation.

Teachers in alternative programs shall be certified by the state and shall be selected on the basis of interest and ability to work in alternative situations.

Alternative school programs shall be operated in accordance with state laws and the rules of the State Board of Education and instruction shall proceed as nearly as practicable in accordance with the instructional programs at the student's home school.

The student shall be subject to all rules of the alternative program and school district. Violations of such rules may result in the student's removal from the alternative setting for the duration of the original intended suspension or expulsion. Violation of rules shall not constitute grounds for extension of time spent in the alternative program. The final decision on such removal shall be made by the administrator of the alternative program and the Director of Schools.

Students found to be eligible for special education and/or 504 services shall be placed and served in accordance with the law and rules relating to such services.

TRANSITION PLANS

The Director of Schools/designee shall develop procedures regarding the implementation of transition plans for the integration of students entering and exiting the program.

The Director of Schools/designee is authorized to develop appropriate procedures to implement this policy and to ensure compliance with relevant state laws and regulations.

Student Discrimination/Harassment/Bullying/Intimidation

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

This policy shall cover employees, employees' behaviors, students, and students' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop. If the act takes place off of school property or outside of a school-sponsored activity, this policy is in effect if the conduct is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process.

Building administrators are responsible for educating and training their respective staff and students as to the definition and recognition of discrimination/harassment.

DEFINITIONS

Bullying - Unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated over time. Bullying, intimidation, or harassment may also be unwelcome conduct based on a protected class (race, nationality, origin, color, gender, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

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

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

or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.

COMPLAINTS AND INVESTIGATIONS

Alleged victims of the above-referenced offenses shall report these incidents immediately to a teacher, counselor, or building administrator. All school employees are required to report alleged violations of this policy to the principal/designee. All other members of the school community, including students, parent(s)/guardian(s), volunteers, and visitors, are encouraged to report any act that may be a violation of this policy.

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

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

The principal/designee shall notify the parent(s)/guardian(s) when a student is involved in an act of discrimination, harassment, intimidation, bullying, or cyber-bullying. Students involved in an act of discrimination, harassment, intimidation, bullying, or cyber-bullying shall be referred to the appropriate school counselor by the principal/designee when deemed necessary.

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

- It places the student in reasonable fear or harm for the student's person or property;
- It has a substantially detrimental effect on the student's physical or mental health;
- It has the effect of substantially interfering with the student's academic performance; or,
- It has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

The principal/designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. All investigations shall be completed and appropriate intervention taken within twenty (20) calendar days from the receipt of the initial report.⁴ If the investigation is not complete or intervention has not taken place within twenty (20) calendar days, the principal/designee shall provide the Director of Schools with appropriate documentation detailing the reasons why the investigation has not been completed or the appropriate intervention has not taken place.

RESPONSE AND PREVENTION

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

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

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

REPORTS

By July 1 of each year, the Director of Schools/designee shall prepare a report of all of the bullying cases brought to the attention of school officials during the prior academic year. The report shall also indicate how the cases were resolved and/or the reasons they are still pending. This report shall be submitted to the state department of education by August 1.

The Director of Schools shall develop forms and procedures to ensure compliance with the requirements of this policy and state law.

RETALIATION AND FALSE ACCUSATIONS

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

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

Suspension/Expulsion/Remand

DEFINITIONS:

Suspension: dismissed from attendance at school for any reason not more than ten (10) consecutive days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school.

Expulsion: removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion.

Remand: assignment to an alternative school.

REASONS FOR SUSPENSION/EXPULSION:

Any principal, principal-teacher, or assistant principal (herein called 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 such student from attendance at school (in-school suspension), for good and sufficient reasons including, but not limited to:

1. Willful and persistent violation of the rules of the school;
2. Immoral or disreputable conduct, including vulgar or profane language;

3. Violence or threatened violence against the person of any personnel attending or assigned to any school;
4. Willful or malicious damage to real or personal property of the school or the property of any person attending or assigned to the school;
5. Inciting, advising, or counseling of others to engage in any of the acts herein enumerated;
6. Marking, defacing, or destroying school property;
7. Possession of a pistol, gun, or firearm on school property;
8. Possession of a knife, etc., as defined in TCA 39-17-1309, on school property;
9. Assaulting a principal, teacher, school bus driver, or other school personnel with vulgar, obscene, or threatening language;
10. Unlawful use or possession of barbitol or legend drugs, as defined in TCA 53-10-101;
11. Engaging in behavior which disrupts a class or school-sponsored activity;
12. 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;
13. 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;
14. Off-campus criminal behavior resulting in felony charges;
15. When behavior poses a danger to persons or property or disrupts the educational process; and
16. Any other conduct prejudicial to good order or discipline in any school.

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 of, may have been facing the threat of imminent danger of death or serious bodily injury, then the student may not face any disciplinary action.

PROCEDURES FOR OUT OF SCHOOL SUSPENSION AND EXPULSION:

1. 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.
2. Upon suspension/expulsion of any student (in-school suspension in excess of one (1) day), the principal shall make an immediate attempt to contact the parent or guardian to inform them of the suspension/expulsion. The student shall not be sent home before the end of the school day unless the parent(s)/guardian(s) has been contacted.
3. The principal shall notify the parent(s)/guardian(s) in writing of the suspension/expulsion and the cause for it.
4. The principal shall immediately give written or actual notice to the parent(s)/guardian(s) 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) days after receipt of the notice and may be filed by the parent(s)/guardian(s), the student or any person holding a teaching license who is employed by the school system if requested by the student.
5. The appeal from this decision shall be to a disciplinary hearing authority appointed by the board.
6. 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 conditions prescribed by the principal.

Zero Tolerance Offenses

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

WEAPONS & DANGEROUS INSTRUMENTS

Firearms (State Zero Tolerance Statute)

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

Weapons other than firearms (Local Zero Tolerance Policy)

Students shall not possess, handle, transmit, use, or attempt to use any dangerous weapon on school buses, on school property, or while on school sponsored outings.

Dangerous weapons for the purposes of this policy shall include, but are not limited to, anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.

Violators of this section shall be expelled for a period of not less than ninety (90) days. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

DRUGS AND ALCOHOL

Drug Possession (State Zero Tolerance Statute)

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

Local Zero Tolerance Policy

Students shall not consume, possess, use, sell, distribute, or be under the influence of alcoholic beverages in school buildings, on school grounds, in school vehicles or buses, or at any school-sponsored activity, function, or event, whether on or off school grounds.

Students shall not be under the influence of illegal drugs in school buildings, on school grounds, in school vehicles or buses, or at any school-sponsored activity, function, or event, whether on or off school grounds. This includes but is not limited to abuse of inhalants and prescription drugs.

Violators of this section shall be expelled for a minimum of ninety (90) days. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

ASSAULT (State Zero Tolerance Statute)

In accordance with state law, any student who commits aggravated assault⁵ or commits assault that results in bodily injury⁶ upon any teacher, principal, administrator, any other employee of the school, or school resource officer shall be expelled for a period of not less than one (1) calendar

year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

ELECTRONIC THREATS (State Zero Tolerance Statute)

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

NOTIFICATION

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

Care of School Property

Students shall help maintain the school environment, preserve school property, and exercise care while using school facilities. The principal/designee shall make a full and complete investigation of any instance of damage or loss of school property. The investigation shall be carried out in cooperation with law enforcement officials when appropriate. When the person causing damage or loss has been identified and the costs of repair or replacement have been determined, the Director of Schools shall take steps to recover these costs. This may include recommending the filing of a civil complaint in court to recover damages. If the responsible person is a minor, recovery will be sought from the minor's parent/guardian. In addition, the district may withhold the grades, diploma, and/or transcript of the student responsible for vandalism or theft or otherwise incurring any debt to a school until the student or the student's parent(s)/guardian(s) has paid for the damages. If a student and/or his/her parent dispute damages or the amount of damages, the director of schools shall meet with them to discuss the matter. Within five (5) days of the meeting, the director of schools shall notify the student and his/her parent of the final decision.

When the minor and parent are unable to pay for the damages, the Director of Schools may meet with the parent in an attempt to reach an agreement. Upon payment or completion of an agreement between the director and a parent, the student's grades, diploma, and/or transcripts shall be released. Such sanctions shall not be imposed if the student is not at fault.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure in any school.

Disciplinary Hearing Authority

A Disciplinary Hearing Authority (DHA) shall conduct appeals for students who have been suspended for more than ten (10) school days.¹ The Board shall appoint members to the DHA

which shall consist of five (5) licensed employees of the Board. Board members shall not serve on the DHA.

The Director of Schools shall appoint a chair of the DHA from the members appointed by the Board. The chair shall perform the following duties:

1. Set the time, place, and date for each hearing;
2. Maintain order and structure during each hearing; and
3. Prepare, sign, and disseminate the minutes of each meeting.

Upon receiving notification of the request to appeal the suspension decision, the DHA shall provide written notification to the parent or guardian of the student, the student, and any other appropriate person of the time, place, and date of the hearing. The hearing must be held no later than ten (10) days after the beginning of the suspension.

Each hearing shall be conducted by at least three (3) members of the DHA. The DHA may take the following disciplinary actions:

1. Affirm the decision of the school principal;
2. Order removal of the suspension unconditionally;
3. Order removal of the suspension upon such terms and conditions as it deems reasonable;
4. Assign the student to an alternative program; or
5. Suspend the student for a specified period of time.*

Within five (5) days of the DHA rendering a decision, the student, principal, principal-teacher, or assistant principal may request a review by the Board, and the Board shall review the record. Following the review, the Board may grant or deny the request for a hearing or affirm or overturn the decision of the DHA with or without a hearing. The Board shall not impose a more severe penalty than that imposed by the DHA without first providing an opportunity for a hearing before the Board.

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) days of receipt of the notice, the hearing shall be closed to the public.

* Note: Zero-tolerance offenses as set forth in statute require mandatory calendar year expulsion or assignment to alternative placement for a calendar year unless modified by the Director of Schools.

Student Code of Conduct

Students shall conduct themselves appropriately and act with due regard for the supervisory authority vested by the Board in all district employees, the educational purpose underlying all school activities, the widely shared use of school property, and the rights and welfare of other students. The Code of Conduct, student dress code, expectations, and consequences shall be outlined in each school's Student Handbook.

The Codes of Conduct shall classify offenses into categories in accordance with the severity of the infraction and shall define commensurate disciplinary consequences for each class of offense. Codes of Conduct shall be distributed to students and parents at the beginning of each school year and shall be available for review at each school throughout the school year.

The range of consequences for violations of the Codes of Conduct may include, but are not limited to, detention, suspension, re-amendment to the alternative school, and expulsion.

The Director of Schools, or designee, shall oversee the process of developing, maintaining and implementing the Codes of Conduct and disciplinary procedures.

The principal of each school shall implement and apply the Codes of Conduct in his/her school. The principal shall communicate disciplinary expectations and maintain records documenting disciplinary actions. Staff members shall ensure that disciplinary measures are implemented in a manner 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: Restorative practices, RTI2B, multi-tiered system of supports, and behavior intervention plans.

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

Interrogation and Searches

INTERROGATIONS BY SCHOOL PERSONNEL

Students may be questioned by school personnel about any matter pertaining to the operation of a school and/or the enforcement of its rules. Questioning must be conducted discreetly and under circumstances which will avoid unnecessary embarrassment to the student. Any student answering falsely or evasively or refusing to answer a question may be subject to disciplinary action, including suspension.

If a student is suspected or accused of misconduct or infraction of the student code of conduct, the school personnel may interrogate the student without the presence of parent(s)/guardian(s).

INTERROGATIONS BY POLICE (AT ADMINISTRATOR'S REQUEST)

If the principal has requested assistance by law enforcement to investigate a crime involving his/her school, the police may interrogate a student suspect in school during school hours. The principal shall first attempt to notify the parent(s)/guardian(s) of the student unless circumstances require otherwise. However, the interrogation may proceed without attendance of the parent(s)/guardian(s), and the principal/designee shall be present during the interrogation.

POLICE-INITIATED INTERROGATIONS

If the police deem circumstances of sufficient urgency to interrogate students at school for unrelated crimes committed outside of school hours, the police department shall first contact the principal regarding the planned interrogation and inform him/her of the probable cause to investigate. The principal shall make reasonable efforts to notify the parent(s)/guardian(s) of the interrogation unless circumstances require otherwise. The interrogation may proceed without attendance of the parent(s)/guardian(s), but the principal/designee shall be present during the interrogation.

SEARCHES BY SCHOOL PERSONNEL

It is the policy of Maryville City Schools to interdict the introduction of weapons or contraband on school premises by conducting limited searches of students and visitors. Such searches are necessary to maintain the safest environment possible for students, staff, and visitors on campuses throughout the district.

Any principal, or designee, having reasonable suspicion for a search may search any student, place, or thing on school property or in the actual or constructive possession of any student during school activity off campus, including buses.

Physical searches of students shall meet all the following standards of reasonableness:

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

ACADEMICS/CURRICULUM

Elementary School Curriculum

Maryville City Schools' elementary curriculum is a plan for teaching children the skills they will need to live in and contribute to society. We believe that all children can learn, and that each child is different. Therefore, the curriculum is continually being revised to provide means by which each child can be challenged to learn at his or her own pace the series of skills taught in the elementary schools. In all subject areas of each grade level, the Tennessee State Standard Objectives are taught with a variety of teaching approaches. These standards are posted on the Tennessee State Department of Education website. We are constantly looking for motivational ways through textbooks, technology, small groups, flexible groups, trade books, "hands-on" materials, technology, and field trips to best present our curriculum to each student. State standardized testing for 2nd and 3rd Grade classes are administered in the spring. "Life Skills", art, music, physical education (wellness), library skills, and STEM classes are offered as "specials". Extension programming, or tutoring, is offered after school and during the summer.

English Learners

If the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take reasonable actions to provide the student equal access to its programs. Students who are English learners ("EL") shall be identified, assessed, and provided appropriate services. No student shall be admitted to or excluded from any program or extra-curricular activity based on the student's surname or EL status.

The Director of Schools shall evaluate the effectiveness of the district's language assistance programs to ensure EL students will acquire English proficiency and the ability to participate in the standard instructional program within a reasonable period of time.

ENGLISH LANGUAGE INSTRUCTION PROGRAM

The Board directs the administration to develop and implement language instruction programs that:

1. Appropriately identify EL students in a timely, valid, and reliable manner;
2. Determine the appropriate instructional environment for EL students;
3. Provide EL students with a language assistance program that is educationally sound and proven successful;
4. Annually assess the English proficiency of EL students and monitor the progress of students in order to determine their readiness for standard instructional program; and
5. Monitor the progress of students that have exited the EL program.

PARENTAL NOTIFICATION

Parents of EL students shall be given notice of, and information regarding, the instructional program in the native language of the parent within the first thirty (30) days of the school year or within the first two (2) weeks of a student being placed in a language instruction educational program (LIEP). The initial notice shall include the following:

1. The reason for identifying the student as an EL student;
2. The student's level of English language proficiency, including how the level was assessed.
3. Information on the parent's right to withdraw the student from the program or choose another program or method of instruction if available.

Special Education

The Maryville City School Board maintains a firm commitment to meeting the needs of all exceptional students and to providing a free and appropriate education in the least restrictive environment. In order to carry out this mission there are established procedures for referral, assessment, and providing programs for students who are certified as meeting the criteria established by the state and federal laws to receive special education and related services. Anyone wishing to obtain further information about services should contact the principal at (865) 681-0364 or the Coordinator of Special Education at (865) 982-7121.

Students with Disabilities

Special education students between the ages of three (3) and twenty-one (21), inclusive, shall receive the benefit of a free appropriate public education. These students shall be educated with the general student population to the maximum extent appropriate and should be placed in separate or special classes only when the severity of the disability is such that education in regular classes, even with the use of supplementary aids and services, cannot be accomplished satisfactorily.

Eligibility standards and options of service for special education services shall be based upon the criteria specified in state regulations.

Students receiving special education services shall not be restrained, except as permitted by state law and regulations. The Director of Schools shall develop administrative procedures to govern the following:

1. Personnel authorized to use isolation and restraint;
2. Training requirements for personnel working with special education students; and
3. Incident reporting procedures.

Screening

In an effort to identify potential problems in the early years of school, we screen vision, BMI (Body Mass Index), and hearing of all students in kindergarten and second grade. We re-screen vision and hearing any time a child is suspected of having a visual or hearing difficulty. We will notify you if your child fails a screening test.

Parent Conferences

We encourage open and direct lines of communication between teachers and parents. A conference may be scheduled when either a parent or the teacher feels it is needed. Contact your child's teacher either by note or by calling the school office to set up an appointment.

Teacher Communication

SeeSaw, email, and voice mail are some options for parent/teacher communication. However, these options can also lead to management overload for the teachers. Please be considerate when communicating through email, regarding the length and the frequency of requested or expected return communication. We want to ensure that teachers are dedicated to meeting the needs of students and engaging with them during instructional time. If several emails or voice mails are needed, we recommend a face-to-face conference to determine a specific plan.

Homework

Homework is assigned based on the grade level of our students. It is usually given to provide extra practice in a student's studies. We attempt to follow the national homework guidelines of not exceeding 10 minutes per grade level on a daily average. This means a first grader's homework time should not exceed 10 minutes a day. When a student misses class or a full day of school, the student has 3 days to turn in any missed work. If a child consistently needs extra help at home in completing homework assignments, please contact the teacher to discuss any concerns. We constantly encourage parents to read to their children and to listen to their children read. Our students want their parents to be interested in what is happening at school. More information regarding our make-up homework policy is found under Attendance Policy.

Grading System

Student progress is evaluated based on a nine-week grading period. Report cards are sent home at the end of each nine weeks to inform parents of their child's progress. Kindergarten through third grade students will report progress in subject areas as (M) meets expectations, (P) progressing toward grade-level expectations, or (NI) needs improvement. An (*) indicates modifications are provided to ensure success in this academic area. Third grade will report progress in subject areas as follows:

A	93-100
B	85-92
C	75-84
D	70-74
F	Below 70

Promotion and Retention

Promotion and retention are based on the recognition that each child is a unique individual. Therefore, when a teacher is considering promotion or retention, attention is given to all aspects of the student's development. Support and resources are offered and provided to teachers and parents in regard to the decision of promotion or retention. If a student is recommended for retention based on either attendance or academic performance, a parent may appeal the retention by submitting a letter of explanation to the principal. A committee consisting of the principal, guidance counselor, and the classroom teacher will meet to decide if the child will be promoted. If the result of this meeting is not satisfactory to the parent, an appeal process is available through the Maryville City School Board and the Director of Schools.

PROMOTION

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

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

1. Ability to perform at the current grade level;
2. Results of local assessments, screening, or monitoring tools;
3. State assessments, as applicable;
4. Overall academic achievement of the student;
5. Likelihood of success with more difficult material if promoted to the next grade;
6. Attendance record; and
7. Social and emotional maturity.

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

1. Lack of instructional availability; or
2. Additional information acquired after results of local assessment, screening, or monitoring are released.

When a student is considered for retention, the student's parent/guardian shall be notified within fifteen (15) days, and an individualized promotion plan shall be developed to help the student avoid retention. The plan shall be developed in coordination with the student's teachers and may also include input from the student's parent(s)/guardian(s), school counselor, or other appropriate school personnel. This plan will be provided to the student's parent/guardian.

The Director of Schools shall develop procedures governing how decisions on retention will be made after the student begins work on his/her individualized promotion plan.

K – 3 Reading Notification

If it is determined through a student's overall performance or a state or local assessment that a student in grades kindergarten through three (K-3) is not meeting grade-level standards in reading, the student's parent(s)/guardian(s) shall be notified within fifteen (15) calendar days of such determination.

RETENTION

A student may be retained when such retention is in the best interest of the student. However, a student shall not be retained more than once in any grade.

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

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

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

For the purpose of determining the effectiveness of retention toward improving student achievement, the progress of retained students shall be monitored for at least three (3) years.

Textbooks

SELECTION

The selection of textbooks shall be completed according to the laws and policies required by the State of Tennessee and the State Textbook Commission. The responsibility for textbook selection rests with the local textbook selection committees, subject to approval by the Board. The Director of Schools shall establish a procedure for providing citizens of the community with an opportunity to examine proposed textbooks prior to their final adoption, including public notice of time and location at which textbooks may be examined. Once the proposed textbooks have been approved by the Board, the Director of Schools shall post the list of all approved textbooks and instructional materials on the school district's website and send a copy of the list to the Commissioner of Education.

COMPLAINTS & RECONSIDERATION

The Director of Schools shall develop forms and procedures to enable citizens to file complaints regarding the selection or content of approved textbooks. Following the conclusion of this administrative process, a complainant may appeal an outcome to the Board.

CARE OF TEXTBOOKS

Textbooks are property of the Board and shall be returned at the end of the school year, upon completion of the course or upon withdrawal from a course or school.

The Board shall approve and periodically review a schedule of fines for damaged books. A fine may only be assessed in cases where the student or parent/guardian damages, loses, or defaces the textbook, either through willful intent or neglect.

The principal may include with the notice a provision stating that failure to pay the fine imposed within a reasonable time may result in the withholding of all grade cards, diplomas, certificates of progress, or transcripts until restitution is made.

The principal may waive the assessment of fines when in his/her judgment the student is the victim of uncontrollable circumstances and not responsible for the damages.

INSPECTION

Textbooks shall be available for inspection by parent(s)/guardian(s) upon request, and the Director of Schools shall develop procedures for the inspection of materials and distribute these procedures to each principal.

Instructional Materials

All classrooms and learning centers shall be equipped with the instructional materials needed to provide quality learning experiences for students.

The Board seeks to provide a wide range of instructional materials that cover all levels of difficulty, generate critical thinking, and support the educational programs. The Director of Schools shall develop procedures to review and reconsider instructional materials that are allegedly inappropriate. Upon request, parent(s)/guardian(s) shall have the ability to inspect the following items: instructional materials; teaching materials; teaching aids; handouts; and tests that are developed by and graded by their child's teacher.

Resources

Board policies may be modified or added throughout the school year. The current text of all policies is available in the following locations: <https://tsba.net/maryville-county-board-of-education-policy-manual/>

Graduation Requirements

To meet the requirements of graduation, every student shall (1) achieve the specified twenty-two (22) units of credit; (2) take the required end-of-course exams; (3) have satisfactory records of attendance and conduct; (4) take the ACT or SAT prior to graduation; and (5) pass a United States civics test.

Library and Materials Center

Books may be checked out for one week. Reference materials are to be used only in the library. A fee may be charged for replacing lost and damaged books.

Title I

Under the Elementary and Secondary Education Act, Title I has been restructured to serve as a means for helping students achieve the state's performance standards that all students are expected to master. Eligible students are those who are failing, or "most at risk" of failing, to meet the state's challenging student performance standards. Effective strategies for improving student achievement are developed by the teacher and implemented in an inclusive classroom environment with the help of a teacher assistant. Title I is coordinated in such a manner as to supplement, not supplant, the regular and special education programs.

Foothills Elementary School welcomes the participation of parents in the education of their children. Numerous opportunities are provided to keep parents informed and involved: Open House, phone calls, notes sent home, FTO meetings, school and class newsletters, Muffins for Moms, Watch DOGS, SeeSaw, email, conferences, system newsletters, report cards, parent conferences, and parent handbooks. Teachers communicate through a reporting system that includes report cards, and parent conferences.

The partnership between the school and home is strengthened by the school's excellent parent volunteer program. Volunteers are active in the school daily, working in individual classrooms, and serving on committees. Through strong parent-school communication, academic, and behavior strengths and areas to strengthen are addressed.

STEM/TECHNOLOGY/1:1

iReach/RUP

iREACH is a district-wide initiative in the Maryville City Schools to harness 21st century technologies that engage students, shift instructional practices, and create greater opportunities for learning – from kindergarten to graduation. All students in our school district are provided an iPad or laptop device for instructional purposes. Students in the elementary schools do not take home the devices as they are used for in-school instruction only. All elementary students and their legal guardians must sign the Maryville City Schools Responsible Use Policy (RUP) prior to using the iPads in the school building. RUP identifies the rules and responsibilities for all students to follow in using technology. In addition, the document gives permission for the child to access digital information through Internet, curriculum tools, and apps. Maryville City Schools maintains a robust filter system to protect children from inappropriate content. Questions regarding these resources can be addressed with school or district administration. General questions may be emailed to deployment@maryville-schools.org.

Use of Internet

The Board supports the right of staff and students to have reasonable access to various information formats and believes that it is incumbent upon staff and students to use this privilege in an appropriate and responsible manner.

EMPLOYEES

Before any employee is allowed use of the district's internet or intranet access, the employee shall sign a written agreement, developed by the Director of Schools/designee that sets out the terms and conditions of such use. Any employee who accesses the district's computer system for

any purpose agrees to be bound by the terms of that agreement, even if no signed written agreement is on file.

The Director of Schools shall develop and implement procedures for appropriate internet use which shall address the following:

1. Development of the Network and Internet Use Agreement;
2. General rules and ethics of internet access;
3. Guidelines regarding appropriate instruction and oversight of student internet use; and
4. Prohibited and illegal activities, including but not limited to the following:
 - Sending or displaying offensive messages or pictures;
 - Using obscene language;
 - Harassing, insulting, defaming, or attacking others;
 - Damaging computers, computer systems, or computer networks;
 - Hacking or attempting unauthorized access to any computer;
 - Violation of copyright laws;
 - Trespassing in another's folders, work, or files;
 - Intentional misuse of resources;
 - Using another's password or other identifier (impersonation);
 - Using the network for commercial purposes; and
 - Buying or selling on the internet.

STUDENTS

The Director of Schools shall develop and implement procedures for appropriate internet use by students. Procedures shall address the following:

1. General rules and ethics of internet use; and
2. Prohibited or illegal activities, including, but not limited to:
 - Sending or displaying offensive messages or pictures;
 - Using obscene language;
 - Harassing, insulting, defaming, or attacking others;
 - Damaging computers, computer systems, or computer networks;
 - Hacking or attempting unauthorized access;
 - Violation of copyright laws;
 - Trespassing in another's folders, work, or files;
 - Intentional misuse of resources;
 - Using another's password or other identifier (impersonation);
 - Using the network for commercial purposes; and
 - Buying or selling on the internet.

INTERNET SAFETY MEASURES

Internet safety measures shall be implemented that effectively address the following:

1. Controlling access by students to inappropriate matter on the internet and world-wide web;
2. Safety and security of students when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
3. Preventing unauthorized access, including "hacking" and other unlawful activities by students online;
4. Unauthorized disclosure, use, and dissemination of personal information regarding students; and
5. Restricting students' access to materials harmful to them.

The Director of Schools/designee shall establish a process to ensure the district's education technology is not used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

1. Utilizing technology that blocks or filters internet access (for both students and adults) to material that is obscene, child pornography, or harmful to students;
2. Maintaining and securing a usage log; and
3. Monitoring online activities of students.

The Board shall provide reasonable public notice of and at least one (1) public hearing or meeting to address and communicate its internet safety measures.

A written parental consent shall be required prior to the student being granted access to electronic media involving district technological resources. The required permission/agreement form, which shall specify acceptable uses, rules of online behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent/guardian of minor students (those under 18 years of age) and also by the student. This document shall be executed each year and shall be valid only in the school year in which it was signed unless parent(s)/guardian(s) provide written notice that consent is withdrawn. In order to rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Schools with a written request.

E-MAIL

Users with network access shall not utilize district resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system. All data including e-mail communications stored or transmitted on school system computers shall be monitored. Employees/students have no expectation of privacy with regard to such data. E-mail correspondence may be a public record under the public records law and may be subject to public inspection.

INTERNET SAFETY INSTRUCTION

Students will be given appropriate instruction in internet safety as a part of any instruction utilizing computer resources. The Director of Schools shall provide adequate in-service instruction on internet safety. Parent(s)/guardian(s) and students will be provided with material to raise awareness of the dangers posed by the internet and ways in which the internet may be used safely.

SOCIAL NETWORKING

1. District staff who have a presence on social networking websites are prohibited from posting data, documents, photographs, or inappropriate information that is likely to create a material and substantial disruption of classroom activity.
2. District staff are prohibited from accessing personal social networking sites on school computers or during instructional time except for legitimate instructional purposes.
3. The Board discourages district staff from socializing with students on social networking websites. The same relationship, exchange, interaction, information, or behavior that would be unacceptable in a non-technological medium is unacceptable when done through the use of technology.

VIOLATIONS

Violations of this policy or a procedure promulgated under its authority shall be handled in accordance with the existing disciplinary procedures of this district.

Use of Personal Communication Devices

In order to protect the academic environment of Foothills Elementary School, cell phones, toys, and other small electronic devices, such as game systems and MP3 players, are not allowed to be used during the instructional day between the hours of 7:40 a.m. and 2:40 p.m. If a cell phone or electronic device is visible during the day, the classroom teacher will collect this device. The parent of the student must personally request the device and pick it up through the school office. All toys should be left at home unless permission is granted for a special event in the classroom.

FAMILY EDUCATIONAL RIGHTS

Directory Information

Per the Family Educational Rights and Privacy Act (FERPA), the District may disclose appropriately designated directory information without written consent, unless the parent(s)/guardian(s) or eligible student (a student who is 18 years or older) has opted out of the disclosure of directory information.

In addition, federal law requires the District to provide military recruiters, upon request, with the names, addresses, and telephone listings of students unless parents/guardians have opted out in writing.

The district has designated the following information as directory information:

PARENTAL NOTIFICATION
Every Student Succeeds Act (ESSA)
The Family and Educational Rights
and Privacy Act (FERPA), and
The Tennessee State Board of Education

Parents or Guardians of Maryville City Schools children:

The Every Student Succeeds Act (ESSA) makes it clear that Congress expects schools and school systems receiving federal funds to ensure that Parents are actively involved and knowledgeable about their schools and their children's education. As part of this law, it is required that schools give parents many different kinds of information and notices in a uniform and understandable format and to the extent practicable, in a language that the parents can understand. Also listed are notices as required by FERPA and the TN State Board of Education. Listed below are such notices.

- ***Disclosure of Directory Information from your child's education records.*** The primary purpose of directory information is to allow Maryville City Schools to include this type of information from your child's education records in certain school publications. Examples include: a playbill, showing your student's role in a drama production; multi-media presentations; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for wrestling, showing weight and height of team members. Directory information includes: Student's name, address, telephone listing, photograph, date and place of birth, major field of study, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of members athletic teams, degrees, honors and awards received, the most recent education agency of institution attended. If you do not want this information used in school publications, for more information, please contact the principal at your child's school.
- ***Military recruiter access to student information.*** You have the right to request that names, addresses and telephone numbers of high school juniors and seniors not be released to a military recruiter without prior written consent. Please contact the high school principal for more information.
- ***Institutions of higher learning access to student information.*** You have the right to request your child's name, address and telephone number not be released to institutions of higher learning or colleges without prior written consent. Please contact the high school principal for more information.
- ***Student privacy.*** You have the right to inspect third party surveys and instructional materials before they are distributed to students.

- **Unsafe Schools Choice Compliance.** As required by the Tennessee State Board of Education's Unsafe School Choice Policy, parents shall be notified immediately if their child is the victim of a violent crime, as defined in TCA 40-38-111(g). If this occurs, the student will have the right to transfer to another school within the LEA.
- **School Accessibility.** Parents who have handicap barriers, etc., that need additional assistance when visiting Maryville City Schools, please contact the principal at the school.
- **National Assessment of Education Progress (NAEP).** Districts, schools and students may voluntarily participate in the National Assessment of Educational Progress. Parents of children selected to participate in any NAEP assessment must be informed before the assessment is administered that their child may be excused from participation for any reason.
- **Student education records.** You have the right to inspect and review your child's education records and should submit a written request that identifies the record you wish to inspect. Within 45 days, the school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Contact the school's principal for more information.
- **Parental Involvement Policy.** A district receiving Title I funds and each school served under Title I must jointly develop with and distribute to parents of children participating in Title I programs a written parental involvement policy. Included in this policy should be a school-parent compact that outlines the responsibilities of each party for improved student academic achievement. For further information, contact Sharon Anglim, 865-982-7121.
- **Individual achievement on state assessment.** Any school that received Title I funds must provide each parent information on the achievement level of their child on each of the state academic assessments as soon as is practicably possible after the test is taken. Such a school must also give timely notice that the child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.
- **Homeless children.** A district must provide written notice to the parents of each child enrolled in a separate school for homeless children of the choice of schools that homeless children are eligible to attend, that no homeless child is required to attend a separate school, and that homeless children must be provided transportation services, educational services and meals through school meal programs comparable to those offered to other children in the school attended. For further information, contact Deb Skyler at Maryville City Schools Central Office, 865-982-7121.
- **Right to know the professional qualifications of the classroom teachers and teacher assistants who instruct your child.** Although the State verifies annually that Tennessee teachers meet training requirements for the position they hold, federal law allows you to ask for certain information about the qualifications of your child's classroom teachers or teacher assistants and requires the school system to give it to you in a timely manner if you ask for it. Please contact the school's principal.

Education Records

FERPA affords parent(s)/guardian(s) and eligible students certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days after the day the District receives a request for access.
 - a. Parent(s)/guardian(s) or eligible students who wish to inspect education records shall submit to the principal a written request that identifies the records they wish to inspect.
 - b. Arrangements for access will be made, and the parent(s)/guardian(s) or eligible student will be notified of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. Education records may be disclosed without prior written consent if a school official has a legitimate educational interest.
 - b. Maryville City Schools Board Policy Code 6.600 is listed below.

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

The name used on the record of the student entering the school system must be the same as that shown on the birth certificate unless evidence is presented that such name has been legally changed. If the parent does not have or cannot obtain a birth certificate, then the name used on the records of such student shall be as shown on documents which are acceptable as proof of date of birth.

The name used on the records of a student entering the system from another school must be the same as that shown on records from the school previously attended unless evidence is presented that such name has been legally changed as prescribed by law.

When a student transfers to another school within the system or to a school outside of the system, copies of the student's records, including the student's disciplinary records, shall be sent to the transfer school.

All records shall be remitted in accordance with the Family Education Rights and Privacy Act (FERPA).

ACCESS TO STUDENT RECORDS

Student records shall be confidential. Authorized school officials shall have access to and permit access to student education records for legitimate educational purposes. A "legitimate educational interest" is the official's need to know information in order to:

1. Perform required administrative tasks;
2. Perform a supervisory or instructional task directly related to the student's education; and
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

Authorized school officials may release information from or permit access to a student's education record without the parent(s)/guardian(s) or eligible student's* prior written consent in the following instances:

1. To comply with a judicial order or lawfully issued subpoena. The school district will make a reasonable effort to notify the student's parent(s)/guardian(s) or the eligible student before making a disclosure;
2. If the disclosure is an item of directory information;
3. To comply with the requirements of child abuse reports to the extent known by the school officials including the name, address, and age of the student; the name and address of the person responsible for the care of the student; and the facts requiring the report;
4. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally-supported education programs in the school district
5. When the school district has entered into a contract or written agreement for an organization to conduct scientific research on the system's behalf to develop tests or improve instruction, provided that the studies are conducted in a manner which will not permit the personal identification of students and their parent(s)/guardian(s) by individuals other than representatives of the organization, and the information will be destroyed when no longer needed for the purpose for which the study was conducted;
6. To appropriate officials if the parent(s)/guardian(s) claim the student as a dependent as defined by the Internal Revenue Code;
7. To accrediting organizations to carry out their accrediting functions;

8. When a student seeks or intends to enroll in another school district or a post-secondary school. Parent(s)/guardian(s) of students or eligible students have a right to obtain copies of records transferred under this provision;
9. To financial institutions or government agencies that provide or may provide financial aid to a student in order to establish eligibility, to determine the amount of financial aid, to establish conditions for the receipt of financial aid, and to enforce financial aid agreements;
10. To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limiting factor, and when the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency;
11. To the Attorney General/designee for official purposes related to the investigation or prosecution of an act of domestic or international terrorism. An educational agency that, in good faith, produces education records in accordance with an order shall not be liable to any person for that production;
12. To any agency caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access the student's educational records when such agencies or organizations are legally responsible for the care and protection of the student.

Authorized school officials may release information from a student's education record if the student's parent(s)/guardian(s) or the eligible student gives written consent for the disclosure. The written consent must include:

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization, or class of persons or organizations to whom the disclosure is to be made;
4. The signature of the parent(s)/guardian(s) or eligible student; and
5. The date of the consent, and if appropriate, a date when the consent is to be terminated.

The student's parent(s)/guardian(s) or the eligible student may obtain a copy of any records disclosed under this provision.

The school district will maintain an accurate record of all requests to disclose information from or to permit access to a student's education records. The district will maintain an accurate record of information it discloses and access it permits. The district will maintain this record as long as it maintains the student's education record.

The record will include at least:

1. The name of the person or agency that makes the request;
2. The interest the person or agency has in the information;
3. The date the person or agency makes the request; and
4. Whether the request is granted, and if it is, the date access is permitted, or the disclosure is made.

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

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Surveys, Analyses, and Evaluations of Students

Surveys, analyses, and evaluations for research purposes shall be allowed by the Board when the project is viewed as contributory to a greater understanding of the teaching-learning process, the project does not violate the goals of the Board, and the disruption of the regular school program is minimal.

No student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning:

1. Mental or psychological problems of the student or the student's family;
2. Sexual behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior;
3. Critical appraisals of other individuals with whom respondents have close family relationships;
4. Legally privileged relationships;
5. Income; or
6. The collection of student biometric data involving the analysis of facial expressions, EEG brain wave patterns, skin conductance, galvanic skin response, heart-rate variability, pulse, blood volume, posture, and eye-tracking without the prior consent of the eligible student or parent/guardian. The collection of the following student data is strictly prohibited:
 - a. Political affiliation or voting history;
 - b. Religious practices; and
 - c. Firearm ownership.

Per state and federal law, prior to the dissemination of a survey, analysis, or evaluation to students, parent(s)/guardian(s) shall be notified of their ability to review the materials. Such notification shall include information indicating the purpose of the survey, analysis, or evaluation as well as who will have access to the results. Following such notification and prior to the administration of the survey, analysis, or evaluation, parent(s)/guardian(s) may opt their student out of participation. If the District plans to disseminate a survey, analysis, or evaluation about one or more of the protected areas or use a student's personal information for selling or marketing purposes, consent shall be required before student participation.

Unsafe School Choice

Students who attend a school within the District identified by the State of Tennessee as persistently dangerous or students who are victims of a violent crime while in or on school grounds shall be given the opportunity to attend a safe school within the District.



R.O.C.K.Y. Expectations

Foothills Elementary School

ROCKY	Morning Entry	Classroom	Hallway	Cafeteria	Recess	Restroom	A.M. Bus Duty	P.M. Bus Duty	Afternoon Exit	Specials	Assemblies
Respectful Rocky	<ul style="list-style-type: none"> - Enters quietly - Walks directly to breakfast or to gym before 7:30 a.m. 	<ul style="list-style-type: none"> - Listens - Is polite & uses good manners - Follows the rules 	<ul style="list-style-type: none"> - Walks in line - Does not talk during instructional hours - Keeps hands & feet to self - Follows directions from adults 	<ul style="list-style-type: none"> - Stays seated - Is polite and uses table manners - Listens - Talks softly to the people seated around him/her 	<ul style="list-style-type: none"> - Keeps hands & feet to self - Follows playground rules - Includes others - Shows good sportsmanship - Plays by the rules 	<ul style="list-style-type: none"> - Is quick, quiet & clean - Knocks first - Waits his/her turn 	<ul style="list-style-type: none"> - Enters quietly - Listens to the teacher 	<ul style="list-style-type: none"> - Walks to the bus - Waits for his/her turn to board - Sits quietly & listens to the driver 	<ul style="list-style-type: none"> - Walks quietly as he/she leaves - Goes directly to the dismissal area 	<ul style="list-style-type: none"> - Listens - Is polite and uses good manners - Follows rules - Transitions between specials quietly 	<ul style="list-style-type: none"> - Stays seated - Is polite - Listens - Expresses appropriate appreciation - Watches for STOP sign - 2 hand claps
Responsible Rocky	<ul style="list-style-type: none"> - Sets a good example for others - Does not visit other hallways 	<ul style="list-style-type: none"> - Takes care of the classroom, equipment, and personal supplies - Has belongings & is prepared - Completes homework & class work - Takes notes & Friday folders home - Makes timely transitions 	<ul style="list-style-type: none"> - Sets a good example for others - Keeps hands & feet off school walls 	<ul style="list-style-type: none"> - Gets what is needed as he/she passes through the line - Takes care of his/her own food & supplies - Walks in line - Waits to discard trash - Is neat 	<ul style="list-style-type: none"> - Follows playground rules - Stays in appropriate boundaries - Wears coat or jacket as needed - Brings in all equipment & clothing - Listens for his/her teacher 	<ul style="list-style-type: none"> - Takes care of toileting needs quickly & quietly - Washes hands before exiting - Cleans up any trash & leaves restroom orderly - Conserves water and paper towels 	<ul style="list-style-type: none"> - Sits with grade level - Obtains permission to leave area - Keeps backpacks against the wall in the assigned area - When exiting, walks quietly 	<ul style="list-style-type: none"> - Follows bus rules - Sets a good example - Lines up in assigned area - Carries and takes care of personal belongings 	<ul style="list-style-type: none"> - Walks to designated exit area - Carries & takes care of personal belongings - Has all books & supplies for homework - Listens for exit directions - Watches for his/her car 	<ul style="list-style-type: none"> - Takes care of equipment/materials - Participates & follows directions - Is prepared (book, shoes) - Takes care of toilet needs before specials 	<ul style="list-style-type: none"> - Walks in line - Watches for teacher - Listens for exit directions
Safe Rocky	<ul style="list-style-type: none"> - Walks - Keeps hands & feet to self - Carries backpack properly 	<ul style="list-style-type: none"> - Walks - Keeps hands, feet, and objects to self - Uses supplies properly 	<ul style="list-style-type: none"> - Walks - Stays in line, keeps hands & feet to self - Watches where he/she is going 	<ul style="list-style-type: none"> - Walks - Stays in line - Uses utensils only for eating - Stays seated 	<ul style="list-style-type: none"> - Keeps hands & feet to self - Watches where he/she is going - Plays on/with equipment appropriately 	<ul style="list-style-type: none"> - Waits his/her turn - Keeps feet on floor - Walks 	<ul style="list-style-type: none"> - Stays seated - Keeps hands and feet to self 	<ul style="list-style-type: none"> - Walks - Waits in line - Carries backpacks properly 	<ul style="list-style-type: none"> - Walks - Stays in safe zone areas on concrete - Listens for exit directions - Follows directions of safety patrol 	<ul style="list-style-type: none"> - Walks - Uses supplies/equipment properly - Keeps hands, feet, and objects to self 	<ul style="list-style-type: none"> - Walks - Stays in line - Keeps hands & feet to self - Stay seated on bottom

Personal Best! Nothing Less!



Foothills Elementary School

Student-Family Handbook

I hereby acknowledge that I have been provided with a copy (either electronically or paper) of the Student-Family Handbook and have read and understand the handbook and the related policies. I understand if I have a concern or question regarding any item mentioned in the Student-Family Handbook that I need to contact one of the school's principals.

Parent/Guardian Signature

Name of Student

Date