

John Sevier Elementary Parent-Student Handbook

2022-2023



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MARYVILLE CITY SCHOOLS|

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Introduction

Welcome

John Sevier Families,

Maryville City Schools Strategic Plan and Goals

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.

Non-Discrimination Statement

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 Title 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 504 may be directed to Maryville City Schools, 833 Lawrence Avenue, Maryville, Tennessee 37803, (865) 982-7121.

Future Changes

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.

Rights & Responsibilities

School Responsibilities

John Sevier Elementary School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follow:
 - Challenge students to learn at the optimal rate allowed by his/her ability level
 - Maintain high expectations of ourselves, students and staff
 - Make efficient use of academic learning time.
 - Engage students in active learning experiences.
 - Provide a positive, safe and disciplined environment.
 - Provide an environment where everyone is respected and valued.
 - Provide materials and training to parents regarding topics of concern, their child's course of study and the curriculum.
 - Provide before and/or after school tutoring and homework help for students at no cost to parents
2. Provide the parent or guardian with assistance in understanding academic achievement standards and assessments and how to monitor their child's progress.
 - Provide both formative and summative assessments of individual student progress through Weekly folders, phone communications, e-mail communications, IEP meetings, midterm progress reports, 9-week grade cards and State mandated achievement testing.
 - Invite parental help and involvement by communicating through phone calls, newsletters and e-mail the variety of opportunities that exist for parental involvement
3. Provide opportunities for ongoing communication between the parent or guardian and teachers through, at a minimum:
 - School-parent compact review
 - Phone communications
 - Letters
 - Orientation night
 - Parent conference day
 - Annual Parent-teacher Conferences and review of school-parent compact as it relates to the individual child's achievement
 - Parent handbooks
 - School announcements through e-mail or notes
 - Frequent reports regarding your child's progress
 - Opportunities to talk with staff, volunteer in class, and observe classroom activities
 - Frequent school and system newsletters

Student Rights & Responsibilities

- Attend school regularly and arrive for all classes on time
- Ask for help on their assignments as needed at school and home
- Complete assignments and turn them in on time
- Display positive and respectful behaviors that will help them learn
- Make a genuine effort to do their best work
- Discuss their school day and share school information with their parents/guardians

Parent Rights & Responsibilities

We, as parents, will support our children's learning in the following ways:

- Encourage my child to attend school regularly
- Get my child to school on time and with his/her supplies
- Encourage my child to show positive school behavior
- Review my child's homework and monitor their progress
- Review my child's work sent home, promptly sign and return
- Monitor television watching and encourage positive use of my child's extracurricular time
- Teach social skills to promote positive interactions with all
- Volunteer in my child's school and classroom if time or schedule permits
- Attend parent-teacher conferences and participate, when appropriate, in decisions relating to the education of my child.

-----&-----
(Please sign & return to school)

We commit to the above School-Family Compact policy in the interest of continuing progress for this child's education.

Parent/Guardian Signature_____

Child's Signature_____

Teacher/School/Team
Representative Signature_____

Date:_____

Annual Notices

Asbestos Management Plans

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.

Child Nutrition Program

Maryville City Schools participate in the National School Lunch Program (NSLP). Lunches are **\$2.65** for students. Extra milk may be purchased for **50 cents**. Desserts (including ice cream) may be purchased for **50-75 cents**, with the exception of Dipping Dots **\$2.00**. Breakfast can be purchased for **\$1.25**. Visitor's lunch can be purchased for **\$4.00**. Thanksgiving lunches for adults are **\$6.00**.

Students are allowed as much choice as possible within the guidelines of the NSLP and available space.

Lunchroom prices are subject to change due to the bidding process.

Students who bring lunches may buy milk and dessert at school. **No carbonated, canned, or bottled drinks are allowed in the lunchroom.**

Please encourage your child to participate in the school lunch program because of the many nutritional benefits.

We extend an open invitation to you to join your child for breakfast or lunch. We ask however that you notify your child's teacher on the day you plan to join us, so you can be included on the lunch count for a hot/cold plate or salad.

Each student has an account with a corresponding number that they will have during their time in MCS. Parent can add money to the account through cash, check, or on-line payments (<https://www.maryville-schools.org/central-office/fiscal-services/myschoolbucks>). 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 Student ID 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. 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.

Free and Reduced Lunch Application

Applications for free and reduced-price lunches will be handled on Maryville City Schools' website and paper applications are also available in the school office. Only one application should be filled out per family. List all students and the school they attend on the application. Fill out the application and submit. Maryville City Schools will notify you of your free/reduced lunch status.

If your income status changes during the school year and you feel you may qualify, you can pick up an application at any Maryville City school office. Return it to the school office of the youngest child listed. If you have any questions, please call the school office.

Lunch/Breakfast Menus

Our cooks working in cooperation with a registered dietician determine the daily menu for our school lunch program. The menu is posted one week in advance on the board outside the lunchroom. The breakfast/lunch menu is also posted on the website monthly. The lunch menu can also be viewed on the weekly newsletter sent out on Monday of each week and on the Seesaw app.

Courtyard Use

Parents are permitted to have lunch with their child and use the courtyard (weather permitting), but other students are not allowed to eat with them. Students are not allowed in the courtyard unattended.

Directory Information

Parental Notification Under No Child Left Behind (NCLB) The Family and Educational Rights and Privacy Act (FERPA) and The Tennessee State Board of Education Parents or Guardians of Maryville City Schools children: 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.
- Student fees. Student fees for certain supplies needed for instruction in our schools have been approved by the Maryville City Schools Board of Education. This funding provides items that are necessary to make your students' learning experiences the best that they can be. School fees shall be waived for students who are eligible for free and reduced price schools meals. Any other student may have their fees waived by completing a fee waiver form and submitting this form to the classroom teacher. These forms may be obtained from the school office or the district website.

Educational 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.¹

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.²

All records shall be remitted in accordance with the Family Education Rights and Privacy Act (FERPA).³

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.⁴ 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;⁵
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:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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. The Director of Schools shall develop administrative procedures for approving requests for conducting surveys, analyses, or evaluations by agencies, organizations, or individuals. The requests shall outline what is to be done, who is to be involved, and how the results will be used and distributed.¹

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.¹ 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 child out of participation.

The Director of Schools shall develop procedures for granting such parental requests and to implement the other provisions of this policy.¹

No student shall be required, as part of any program, to submit to a survey, analysis, or evaluation that reveals information concerning: 1 or 2

1. Mental or psychological problems of the student or the student's family;
2. Sexual behavior or attitudes;
3. Illegal, anti-social, self-incriminating, or demeaning behavior;

4. Critical appraisals of other individuals with whom respondents have close family relationships;
5. Legally privileged relationships;
6. Income; or
7. 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-tracking³ without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of a non-emancipated minor, without the prior written consent of the parent/guardian.

The collection of the following student data is strictly prohibited:

1. Political affiliation or voting history;
2. Religious practices; and
3. Firearm ownership

COLLECTING, DISCLOSING, OR USING INFORMATION FOR MARKETING⁵

In general, the district will not collect, disclose, or use personal student information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

If any collected information is to be marketed or sold, parent(s)/guardian(s) will be directly notified at least annually at the beginning of the school year of the specific or approximate dates when such information will be collected. Parent(s)/guardian(s), upon request, may inspect any instrument used to collect personal information for the purpose of marketing or selling that information before the instrument is administered or distributed to the student. All parent(s)/guardian(s) and students of appropriate age may decline to provide the information requested.

This portion of the policy does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions to the extent allowed by law, such as the following:

1. College or other postsecondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
4. The sale by students of products or services to raise funds for school-related or education related activities; or
5. Student recognition programs.

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.

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.

Administration of Schools

After School Care (Adventure Club)

This program operates daily from 2:45 p.m.– 6:00 p.m. during the school year and from 7:00 a.m.–6:00 p.m. on in-service days and during the summer. Staff to pupil ratio is 1:10, which allows for close supervision and support. Students are provided a safe, structured (but relaxed) environment for after-school study, recreation, and enrichment activities. We continue to follow school policies and procedures. Snacks are provided each day.

If you are interested in enrolling your child in our afterschool program, please contact Misty Cable, Director—Adventure Club at 681-8210.

Bomb Threats

A bomb threat is an extremely rare occurrence. Nevertheless, the school is prepared for this type of emergency. Immediate evacuation of the building and notification of authorities are the standard procedures. The school staff, teachers, and administrators are well prepared for a variety of emergency situations, including bomb threats. Parents should feel confident concerning all emergency procedures at the school, and we welcome inquiries about any aspects of our emergency preparedness.

Celebrating Student Birthdays

Special deliveries of flowers, balloons, etc. should be held until after school hours. These items will not be delivered to the classroom or transported on the bus. Birthday invitations should not be given out at school unless the entire class receives an invitation.

To support a healthier lifestyle, we discourage sweet treats being brought in for birthdays.

Instead, we encourage non-food items (i.e., pencils, erasers, etc.) or healthy snacks (i.e., fruit, fruit juices, trail mix, popcorn, and yogurt). There are many other choices available and we hope you will help our students by considering these. Please contact child's teacher before sending in treats, and respect any safety concerns (food allergies, etc.)

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.

Maryville City Board of Education policy #6.307

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.

Cancellation of school takes place only during extraordinary circumstances such as extreme weather conditions, equipment failure, or public crisis. The school board and administrators are aware of the hardship that can be caused by an abrupt cancellation. Therefore, school will not be canceled unless a significant safety risk has been created by unusual circumstances.

Every practical means is used to notify parents of an impending cancellation, including calling parents through our "School Messenger" and announcing it on radio and television stations (please try to keep our phone lines clear for emergencies). The announcement is made as "Maryville City" Schools, not Blount County and not Maryville Christian. In the unusual circumstance where school must be canceled during the school day, teachers will determine that all students have satisfactory transportation and supervision at their home before releasing them from school.

Emergency Drills

The safety of your child is one of our greatest concerns. The school holds monthly drills to teach students to respond calmly in the event of an emergency.

Fire drills are conducted monthly, tornado drills are conducted twice a year, and earthquake drills once a year. Detailed escape plans are posted inside the door of each classroom. A detailed emergency preparedness plan is available in the school office.

During tornado drills each classroom goes to a designated area within the building. All children sit with their back against the wall with knees pulled up, head down and covered with their hands. For fire drills each class has an escape route to an outside area a safe distance from the building. Children are conducted to these designated areas in less than two minutes in a safe, quiet, and orderly manner.

During an earthquake drill, students get under table or other sturdy furniture with back to windows. Students will drop to their knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. An intruder drill will also be practiced once during each semester. In these drills teachers are given a scenario. Based on that scenario, they decide to lock-down or evacuate the building. This drill is completed calmly and safely, keeping student age and safety in mind at all times.

Extracurricular Activities, Clubs, and Organizations

Students in the third grade are encouraged to take part in the after-school intramural program directed by the physical education teacher. A variety of fun sports and fun activities will be offered. Students may sign up for any or all of the sports activities. It is not necessary to participate in all activities; however, once a student has signed up for an activity and been placed on a team it is important that he/she attends. Parent permission is required and occasionally there are fees involved depending on the activity being offered.

Family Involvement

Parent-Teacher Organization (PTO)

Becoming involved in PTO provides an opportunity to contribute suggestions for the improvement of this educational program. Our PTO is an active one. Throughout the year many educational, fun-filled and money-raising events take place. PTO meetings are held at the school throughout the year. A notice of the dates and times will be listed in school newsletters and/or class folders taken home.

Parent Volunteers

John Sevier Elementary considers its parent volunteers as a very special resource. Parents are encouraged to help in all classrooms, programs, and extra-curricular activities. Please call the office if you have time or skills you can donate to make our school a better place for students to learn and grow. Before agreeing to volunteer, please make arrangements for siblings. Other children in the classroom can cause significant distractions for the students. Suggestions include:

- Student Assistance—tutoring, listening to children read, reading to children, small group assistance, remediation, flash card drill, etc.
- Classroom Assistance—materials preparation, bulletin boards, making games, field trip chaperones, etc.
- Miscellaneous—vision screening, library volunteers, career-day, special presentations, etc.

Fox Watch

Fox Watch is a father figure involvement initiative by John Sevier Elementary to provide positive male role models for the students and to enhance school security.

The Fox Watch program, invites fathers, grandfathers, uncles, or other father figures to volunteer at least one day all day at their child's/student's school during the school year. Individuals can sign up at this kick-off event "Dads and Kids Pizza Night" or in the school's office at any time throughout the school year. Fox Watch volunteers will perform a variety of tasks during their volunteer day including monitoring the school entrance, assisting with gym and recess, monitoring the lunch room, or helping in the classroom with a teacher's guidance by working with small groups of students on homework, flashcards, or spelling. The program's goal is to help John Sevier be positively influenced by the committed involvement of fathers and father figures in lives of their children and students.

Field Trips

Field trips to nearby points of interest are scheduled by various grade levels throughout the school year. These trips are designed to supplement different aspects of the classroom curriculum and to introduce students to the resources of the community. Students on field trips are expected to follow school rules and to be positive representatives of John Sevier Elementary. A student may be removed from a field trip based on previous behavior problems that indicate a likelihood of future misbehavior. Parents wishing to transport their own child to and from a field trip may do so by reporting to the front office and completing the required form 24 hours prior to the scheduled field trip. Sometimes a small amount of money may be requested from each student to help defray transportation or facility use costs.

Litter Policy

Our school campus is one of the most attractive in our area. Keep it clean! Grade levels share responsibility for campus cleanup on a regular basis. If you are visiting our school, or if you are a student, please put litter in its place.

Lost And Found

All clothing found in the school, is placed on the lost and found table/rack in the cafeteria. Money, jewelry, or any other articles of value are turned in to the office. Students may claim them after proper identification. Be sure to label in ink or permanent marker items such as coats, jackets, backpacks, and lunch boxes. All articles left at the end of the school year are donated to charitable organizations.

Pictures

Individual student pictures will be taken during the early fall. Group/class pictures will be taken in early spring.

Residency Questions Investigated by the Police Department

In response to increasing concerns about the enforcement of the City of Maryville ordinance requiring payment of tuition for non-resident students, the Maryville Police Department has assumed the responsibility for investigating questionable addresses.

This effort is supported by a new state law that allows for both the collection of tuition for the entire period that a fraudulent address is used and for any legal action required.

To comply with the residency requirements, the parent or legal guardian must reside within the Maryville city limits. Frequently, a claim is made that a student lives in the city with someone else. That is not acceptable unless the person with whom they are staying obtains legal authority for the student.

Safety Patrol

Safety Patrol is offered to third graders as an extra-curricular activity. Students who follow procedures, guidelines, and responsibilities associated with this program have an opportunity to participate in a year-end trip.

School Nutrition Program

Maryville City Schools participate in the National School Lunch Program (NSLP). Lunches are **\$2.65** for students. Extra milk may be purchased for **50 cents**. Desserts (including ice cream) may be purchased for **50-75 cents**, with the exception of Dipping Dots **\$2.00**. Breakfast can be purchased for **\$1.25**. Visitor's lunch can be purchased for **\$4.00**. Thanksgiving lunches for adults are **\$6.00**.

Students are allowed as much choice as possible within the guidelines of the NSLP and available space.

Lunchroom prices are subject to change due to the bidding process.

Students who bring lunches may buy milk and dessert at school. **No carbonated, canned, or bottled drinks are allowed in the lunchroom.**

Please encourage your child to participate in the school lunch program because of the many nutritional benefits.

We extend an open invitation to you to join your child for breakfast or lunch. We ask however that you notify your child's teacher on the day you plan to join us, so you can be included on the lunch count for a hot/cold plate or salad. Our cooks working in cooperation with a registered dietician determine the daily menu for our school lunch program. The menu is posted one week in advance on the board outside the lunchroom. The breakfast/lunch menu is also posted on the website monthly. The lunch menu can also be viewed on the weekly newsletter sent out on Monday of each week and on the Seesaw app.

School Supplies

Each grade level will furnish students with a list of supplies needed for the year. These supplies are modestly priced and easy to obtain. A list of these supplies will be available on our school website

Student Records

Some parents have asked what type of information is collected and kept in our files. This information includes:

- basic information about the student and his family (registration form);
- attendance records;
- grades or progress reports;
- health information;
- records of achievement; and
- individual testing results

Any request to examine a student's records by a parent or legal guardian will be honored. If you wish to examine your child's records, just call the school office to make an appointment for a conference with the principal.

Student Registration

Any student entering school for the first time shall present:

1. Proof of Residency (Rental or Mortgage Statement **AND** City of Maryville Utilities statement/hookup receipt)
2. A birth certificate issued by a government, Passport issued by any nation, Immigration documentation, Decree of adoption or other records issued by a court, other official documentation showing date of birth and parent's name.
3. Social security card if available.
4. Evidence of state-required immunization.

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.

Change of Address

Parents are required to inform the school office of any change of address, telephone number, or guardianship. The parent or guardian must submit proof in change of residency with a copy of utility bill and either a lease agreement or current mortgage statement. Failure to immediately report moving outside the Maryville City School district will result in withdrawal from John Sevier Elementary School. Custody issues must be shared with the school office immediately, along with supporting legal documents. If there is an emergency, we must know who to contact and where.

Student Fees and Fines

During the school year, your child will be provided with important classroom supplies and materials that supplement the instructional program. These include hands-on materials, workbooks, journals, technology supplies, classroom enrichment supplies, and art materials. Fees are required of all students to purchase these materials. These class fees can be sent in with the student or you may go online using My School Bucks and make this payment. ([My School Bucks](#)) The school fee is \$40.00 which includes a student event fee (\$2.00), art fee (\$7.00), and technology fee (\$5.00). If there are financial problems that affect the payment of school fees, arrangements can be made for payments. If your child qualifies for free or reduced lunch and the appropriate forms have been submitted, this fee will be waived.

Student Withdrawal

Parents should report to the school office and complete a withdrawal/transfer form with clearances from the library, lunchroom, classroom, and Adventure Club. A copy of the student records will be sent to the requested school.

NOTE: All fines (library, fee, and lunchroom) must be paid in order for school records to be forwarded to new school.

Tobacco-Free Schools

All uses of tobacco, electronic/battery operated devices, vapor products, and all other associated paraphernalia are prohibited in all 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.

All visitors to our school are asked to observe this policy and set the proper example for our students.

Transportation Services

The Transportation Supervisor shall be responsible for surveying all bus routes and scheduling bus transportation, including the determination of bus stops and the assignment of students. School transportation is provided for those students who live within the City of Maryville, and who reside over a one and one-half mile radius from the school to which they are assigned. Exceptions to this policy require the approval of the Transportation Supervisor. Appeals of transportation decisions shall be made to the Director or Schools.

Bus routes and stops are planned and established by the administration's transportation committee. Safety, economy, efficiency, and allocation of resources are some of the considerations that must be evaluated in determining bus operation policies.

Parents who wish to make requests for changes in routes or stops should contact Derek Hunt, Transportation Supervisor, at Maryville City Schools, Superintendent's Office at 982-7121.

Students and parents are encouraged to notify the school immediately of any safety hazards that they have observed during bus operations.

If a student wants to go home with a friend who is a student, both students must bring notes to their teachers. These notes will then need to be approved by Administration and given to the driver. In this way, we can be sure that both families have given permission to change in the normal routing for going home.

Bicycles

It is suggested that all students record their bicycle serial number. When traveling to and from school, students must obey all traffic regulations. The school assumes no responsibility for bicycles. However, provisions have been made to safeguard bikes by requiring them to be properly parked and locked in the school bike racks. Bicycles are never to be ridden on school grounds.

Traffic Drop Off and Pick Up

The lanes of traffic for drop off and pick up will be the first two with four cars in each lane being allowed to release or accept students. The sign on the sidewalk is the guide used to determine the activity. In the morning someone will assist the students getting out of cars from the outside lane. In the afternoon the staff is asked to assist with students with this process. Students are required to use the safety zones (white painted zones) both in the morning drop-off and afternoon pick-up. We prefer kindergarten students be dropped off in the lane closest to the building. Please hang-up when you pick-up for the safety of both students and staff.

Tuition

Maryville City Schools accept children who reside outside the city limits on a space available basis as tuition students. You must fill out a tuition application at the Maryville City Schools central office and they will notify you if it has been approved. Central Office can also inform you of the availability of tuition at each grade level. The following guidelines for payment of tuition will be in effect.

Tuition rate - \$2,500 per year

Due date – 2nd Friday of each term

5% discount if the whole year's tuition is paid at the beginning of the year

Payable: To John Sevier Elementary School (checks may be mailed or brought by the school office).

Tuition must be paid before the student/s starts classes.

If you move out of the city during the school year and you want to continue sending your child to Maryville City Schools, you must apply through Maryville City Schools Central Office and pay tuition effective from the date you move. Tuition will be prorated for the balance of the school year.

Complete tuition information for Maryville City Schools can be found at:

<https://www.maryville-schools.org/parentsstudents/forms>

Valuables

The school cannot be responsible for valuables that students bring to school. It is recommended that students leave all valuables at home. If special circumstances make it necessary for a student to bring substantial cash or other important possessions to school, these items can be safeguarded by leaving them in the school office.

Visitors to Schools

For the protection of the students, anyone visiting the school must sign in using Lobby guard in the office upon entering the building. Please do not go directly to the classroom.

You will need your driver's license to sign-in to Lobby guard. Parents are encouraged to visit school and actively participate in the education of their child. We request that parents avoid conferences with the teacher during such visits, but rather schedule a conference for a mutually acceptable time. Students from other schools are not permitted to visit in class with your child.

Student Academic Achievement

Attendance

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 according to TCA 49-6-3006. Attendance Policy: The State Law regarding compulsory student attendance has been modified in recent legislation and the Maryville City School Board has updated local policies to match the Tennessee State Statutes. These changes clearly indicate that the parent, guardian, or other person having control of the student must monitor the student's school attendance and require the student to attend school. These new policies impact all students from Kindergarten through twelfth grade. Unexcused absences and habitual truancy are of concern for all schools across the country. Truancy has been identified as one of the early warning signs of student headed for educational failure, potential delinquent activity, and social isolation, according to the National Center for School Engagement. Daily attendance in school is one of the factors shown to positively contribute to student success and requires a school-home team working together.

To meet the new expectations, all elementary schools have made changes to our attendance expectations for students and parents. These attendance expectations are now aligned with MRIS, CGIS, MJHS, and MHS. The K-12 attendance plan includes a progressive truancy intervention plan to support students who may exceed five or more un-excused absences for the school year. 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, if 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.

Arrival/Dismissal

School hours are 7:50am to 2:50pm. For the safety of the children, we plan to have a teacher on duty in the school cafeteria and library from 7:15am until 7:40am. All students who arrive at school between these times should report to the school cafeteria hallway. School entrance doors are kept locked until 7:15am, so children should not be dropped off prior to that time for safety reasons. Students are welcome to go to their classrooms at 7:40am. Dismissal is at 2:50pm. Buses arrive and load students at this time. For the safety of our students and to help make dismissal run more smoothly, please wait outside of the school building for staff members to bring student out.

Tardy

Students are expected to be on time to school every day. A tardy student is one who reports to school after the school day has begun at 7:50. Tardy students must report to the office to sign-in before being admitted to class.

1. Each student is allowed 5 excused tardies with parental / guardian notes. After the first 5, all tardies will be considered unexcused unless a medical or legal excuse is provided. Every 3 unexcused tardies will be documented as one unexcused absence and count toward the progressive truancy plan.
2. After 6 tardies, an Excessive Tardy Notice #1 will be sent out to notify the parent / guardian.
3. If tardies continue, (10 or more), a mandatory conference will be set with the principal and school attendance supervisor.
4. 15 tardies will result in a referral to the Truancy Board.
5. If tardies persist after Truancy Board hearing, then a Court Referral will be in effect.

Early Check-outs

When a student is signed out before the school day ends, that time missed is counted against their daily attendance. When those times missed equals a full day, it will be counted as a full day unexcused absence. If you MUST sign your child out for a doctor's appointment, please be sure to send in the doctor's note so that it will not be counted as unexcused. If an emergency arises and you need to sign them out, a note from the parent as to the reason must be given to

the teacher for it to be counted as excused. This includes early sign-outs on field trip days. We encourage you to have your student complete the entire day, so they don't miss instruction time. Students shall be permitted to leave school early only in the company of a parent/legal guardian, police officer, court officer, or a person designated by the parent or guardian. Parents can communicate a strong message regarding the value they place on school by helping students avoid missed class time.

Grading System

The issuance of grades serves to promote continuous evaluation of student performance, to motivate students, to inform students and parents of progress, and to provide a basis for bringing about change in student performance, if such change is necessary.

Progress reports in kindergarten will be made periodically to parents according to the Maryville City Schools skills checklist designed for those grades.

Grades K-2 will report progress as "Meets Expectation" (M), "Progressing Toward Grade Level Expectation" (P), and "Needs Improvement" (NI) in all academic and personal/social development areas. The report card will be furnished to parents at the end of each nine weeks.

Grade 3 will report progress in subject areas expressed by the letters "A," "B," "C," "D," and "F" with the corresponding values:

- A Superior (93–100)
- B Above Average (85–92)
- C Average (77–84)
- D Below Average (70–76)
- F Failing (Below 70)

+ and - evaluations may be added to the letter grades. Report cards will be furnished to parents at the end of each nine weeks.

It is a joint responsibility between the student, the parent, and the teacher to ensure that work missed due to absence is made up.

Grades given at the end of each 9-week period will be determined from daily work, oral and written assignments, and tests. The teacher will adjust teaching materials and tests for individual student differences. The teacher will weigh the value of grades given for various assignments within the grading period in computing the grade.

Student progress throughout the 9-week grading period will also be reported to parents through daily work sent home. Each grade level teacher will employ a systematic and consistent method for sending home student work (example, Friday Folder). This method should require some type of parent response so that the teacher knows that the work did arrive home. This practice will provide a vehicle for two-way communication and will alleviate surprises on report card day.

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.

Promotion and Retention

To be promoted a student must have satisfactory attendance. Except in unusual circumstances, a student will not be retained in the same grade more than one time. Retention will not be used

as a disciplinary measure. A parent may appeal any promotion/retention decision in turn to the principal, Director of Schools, and Board of Education.

Grade placement will be made by the classroom teacher. In order to be promoted to the next grade, the student must demonstrate:

1. Mastery of a minimum of 70 percent of the current grade's tested basic skills in reading and mathematics.
2. Passing grades in Reading, English, and Mathematics.
3. Acquisition of the work habits and maturity required for successful performance at the next grade level, according to the teacher's judgment based on documentation.

Exceptions can be made with consideration of the following:

1. The student as a unique individual; and
2. The student's chronological age, physical development, behavior, and language background.

The following apply to student's being considered for retention:

1. By the end of the first semester, or as soon as possible, the parents of students being considered for retention will be invited to schedule a conference with the teacher to discuss the student's strengths, weaknesses, lack of progress, and possibility of retention.
2. Only when it is to a student's advantage, or when no other placement is possible, will a retained student be assigned to the same teacher for a second year.
3. Special attention and consideration will be given to a student who is retained. The receiving teacher will study the information in the student folder and provide for continuous progress of the student. The teacher will consider alternate methods for instructions.

Student Progress

At JSE we value the partnership between home and school. Parent-teacher conferences occur throughout the year. Parents are asked to make a specific appointment with the teachers of each of their children, regardless of the progress of the child. These conference times can be very valuable to the overall education program. Some parents are hesitant about participating in conferences, but our teachers can do a much better job with students if they can share their understanding of the student directly with the parent. It is not necessary to wait for the regular conference time if a parent has a special concern. Parent conferences are encouraged and can be arranged at any time during the school year.

Student Welfare

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.

Guidance Services/School Counseling

At JSE all students participate in Guidance class through the specials rotation. Topics covered in class are: friendship, responsibility, safety, common sense media, empathy, bullying, problem solving, career and college awareness, and growth mindset.

Counseling services are available for individual students who might need help with friendships, academics or school adjustments. Group counseling occurs during the year as well for students dealing with family crisis or topics deemed necessary. Student referrals are made by teachers,

parents, or administration. Parent appointments can be made through the office or simply contacting Mrs. Earley or Mrs. Prater by phone or email.

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 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.

Medicines

If your child must bring prescribed medication to school, the following requirements must be met.

1. A Prescription Authorization Form must be filled out and returned. This form is filled out by the physician and signed by the parent giving the child's name, name of medication, purpose of medication, time to be administered, dosage, possible side effects, and termination date for administering the medication.
2. Must be in the original container.
3. Must have a prescription label with the child's name, drug identity, dosage instructions, doctor's name, and prescription date.
4. The prescription must be current.
5. No more than 1 month of medication may be sent at one time.
6. Must be delivered to the Health Room attendant.

The Maryville Board of Education has adopted the following policy concerning the dispensing of medications at school:

No school officer or teacher shall routinely dispense medication to students except in a unique situation in which a child's health is dependent.

Clinic

When a child is injured or becomes ill at school, the school clinic is available in which the child may stay temporarily until you can be contacted. We are fortunate to have a Registered nurse and a Red Cross trained employee in the clinic every day. Each child must have an up-to-date emergency data card completed by you on file in the Clinic.

Head Lice

Students diagnosed with live head lice do not have to be sent home early from school. They can be picked up by parent for treatment (supplies can be provided) or treated in the clinic. Student can return to class after appropriate treatment. Nits may persist after treatment, but successful treatment should kill crawling lice.

Head lice can be a nuisance, but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice.

Routine education of all parents regarding the identification and management of head lice is helpful. The most effective screening is done by a parent. Once live lice are discovered at school, the parent will be contacted by phone. The appropriate Head Lice Information letter should be sent home with the student. In accordance with FERPA/HIPAA school officials may not disclose to any other parent or guardian the name(s) of private health information of affected students.

Nurse Responsibilities:

- assist in identification of lice and/or nits
- provide education and educational materials as needed to school personnel, students and families
- discuss treatment options and prevention of re-infestation with the family
- coordinate with Family Resource Center staff regarding tracking students with confirmed cases of lice – after three documented clinic visits within the semester or school year, refer to the Family Resource Center; the Family Resource Center will then refer to the Department of Children Services' Assistance Program to further assist the family.

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 Discipline & Behavior

Alternative 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.

1. 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

2. 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.

Bus Conduct

Please take time to discuss with your children the rules for conduct while riding the bus. Bus drivers must devote all their energies and skills to driving. They must give their undivided attention to the traffic. Any behavior that is deemed physically harmful to the others will result in an immediate suspension of bus privileges.

Remind your children to:

1. Follow the bus driver's direction the first time they are given. The bus driver can assign seats for misbehavior.
2. Keep all parts of your body inside the bus, and keep hands, feet, and objects to yourself.
3. Students must be seated except when boarding or exiting the bus.
4. Drivers have the right to prohibit students from doing anything that might distract the driver whether it is a noise or actions that might threaten the safety of the bus.
5. Any student who willfully damages the bus will not be able to ride until making reparations with the owner.

Consequences:

First incident (written report) will result in a warning.

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.

John Sevier Elementary School
School Bus Rider's Contract

I have read the Bus Rider's Safety Handbook and agree to abide by these rules. I also understand that my child may be recorded while riding to school and also home in the afternoon.

Student's Name (Please Print) _____ Grade _____ Parent's Signature _____ Date _____

Bus Route Information _____ Field Trip Only _____

Bus route address _____

Bus # _____ (If your child rides more than one bus, list all bus #'s)

Phone # _____ Name of Contact _____

Siblings on same bus: _____

SAMPLE

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. (TCA 49-6-4104) located in the MC Board Policy Code of Conduct 6.300 (6.314)/Student Records 6.600

Dress Code

Students at John Sevier should be clean and well groomed. Clothing or hairstyles considered to be distracting, disruptive, or detrimental to the learning environment will be in violation of the dress code.

Two main points:

1. Shoes should be worn at all times. **Tennis shoes are required to participate in physical education classes. For safety purposes it is recommended students wear shoes similar to tennis shoes at all times.**
2. Shorts or skirts must be at least as long as the student's extended fingertips.

The following are considered in violation of the dress code and are considered an interruption to the education process:

- Sunglasses, hats, or head apparel (except for religious or medical reasons)
- Shirts, blouses, or dresses that show a bare midriff, back, or chest during normal daily activities (this includes spaghetti string tops, strapless, and halter tops)
- Any clothing which allows undergarments to be visible while standing or sitting, wearing while on the grounds of a public school during the regular school day, clothing that exposes underwear or body parts in an independent manner that disrupts the learning environment.
- Sagging pants
- Clothing with vulgar, profane, subversive language or symbols
- Clothing with racial or ethnic slurs/symbols
- Clothing with depictions of alcoholic beverages or any unlawful substances

Students who are in violation of the code will contact their parents. Parents will be asked to bring appropriate clothing. If a parent cannot be contacted, alternative clothing will be found. If alternative clothing cannot be located, the student will be placed in an area away from other students for the rest of the day to complete their work.

Disciplinary Hearing Authority

A Disciplinary Hearing Authority (DHA) shall conduct appeals for students who have been suspended for more than ten (10) school days. Upon receiving notification of the request to appeal the suspension decision, the DHA shall provide written notification to the parent(s)/guardian(s) 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.

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.

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.

Fighting is strictly forbidden in the school or on campus. Any student who participates in a fight at school or any school activity will be suspended from school for a minimum of three days and a parent conference with the principal must be held. Any student committing battery upon any

teacher, principal, administrator, or any other employee of the LEA will be suspended for one calendar year.

Vandalism

Our school and school equipment is public property. Willfully damaging or destroying this property is cause for immediate suspension and possible expulsion. If a student accidentally causes damage, they should report it to their teacher or a school representative immediately so that the damage is not misconstrued as vandalism.

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.

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. 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.

Suspensions

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.

Suspensions from JSE are given by the principal for the very worst infractions of school rules and policy. Teachers cannot give suspensions. If your child is suspended, you are required to meet with the principal before reinstatement can take place. Suspensions are given only as a last resort. It signifies that the child's behavior has been so disruptive that the only reasonable way to deal with the situation is to remove the child from the school environment. Reinstatement will not be granted until the principal and the student teachers are satisfied that the reason for misconduct has been effectively eliminated.

Zero Tolerance

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 injury 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.

Individual Needs of Students

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.

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 accommodation 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 inter-district 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.

Migrant Students

The District shall:

Identify migratory students and assess the educational and related health and social needs of each student.

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.

Provide migratory students with the opportunity to meet the same statewide assessment standards that all students are expected to meet.

To the extent feasible, provide advocacy and outreach programs to migratory students and their families and professional development for district staff.

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 as needed.

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 PROCEDURE

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.

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.

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 schoolwork missed during these absences.

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.

Insurance (Student)

Student insurance policies will be offered at the beginning of each school year. The cost is small compared to the potential cost of medical care and parents are encouraged to take advantage of this service. The State of Tennessee CoverKids offers free comprehensive health coverage to qualifying uninsured children in Tennessee, age 18 and younger. Find more information on the web at <https://www.tn.gov/coverkids> or call the school.

There is also student accident insurance available. If interested, you may pick up a brochure in the school office or follow this link www.maryville-schools.org/parentsstudents/insurance .

Instructional Materials and Services

Use of the 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

Violation 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 John Sevier 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 7:50 a.m. and 2:50 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. A disruptive device includes but not limited to a cell phone, beeper, electronic pager or any other device that may interfere with the classroom learning.

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.

Review of 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.

Homework

Homework is important. It is an extension of the learning that takes place in school. Homework can provide practice and drill that reinforces classroom learning and can provide opportunities for independent study, research, and creative thinking. Parents can help their children by arranging a quiet, comfortable place for the students to work and by seeing that assignments are completed.

District School Calendar

<https://www.maryville-schools.org/fs/resource-manager/view/bb7cf118-9189-4c15-8969-a557f5aea173>

School Calendar

<https://jse.maryville-schools.org/>

Testing Dates

These dates can be located on our school website as they are made available from the state.

Contact Information

The JSE Weekly Newsletter, containing items of interest to students and parents, will be distributed every Monday throughout the year. The newsletter will feature articles concerning upcoming school events, news, and other timely information. Please use this source of communication to stay informed of upcoming events and activities. Individual classroom teachers will have other communication sources that will be shared at the beginning of each school year.

Resources Page

Child Advocacy Groups – Blount County

New Hope
Blount County Children's Advocacy Center
212 Cates Street
Maryville, TN 37801
865-981-2000

Department of Children's Services
303 Home Avenue
Maryville, TN 37801
865-981-2366

Maryville City Schools
Family Resource Center

833 Lawrence Avenue
Maryville, TN 37803
865-982-7121

Helen Ross McNabb
Childnet
865-681-6990

Haven House
Domestic Violence Shelter
865-982-1087

Board policies may be modified or added throughout the school year. The current text of all policies is available on the Maryville City Schools district website. Click on School Board and then board policies.

Student Handbook Acknowledgement Form

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(Please sign & return to school)

Signing below is acknowledging that we have read the above Parent-Student Handbook.

Parent/Guardian Signature _____

Child's Signature _____

Teacher/School/Team
Representative Signature _____

Date: _____