SAM HOUSTON ELEMENTARY

the place to learn and grow

Parent Handbook 2026-2027

Sam Houston Elementary School

School Mascot: Smokie Bear

2026-2027

School Begins at 7:50 a.m. - Dismissal at 2:45 p.m.

The building opens for students at 7:10 a.m.
Breakfast served 7:10 - 7:35 a.m.

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GENERAL INFORMATION

School Mission

Mission Sam Houston Elementary engages, nurtures, and educates students in order to develop strong academic skills and confidence through meaningful instruction. We build our students' social emotional skills so they can build relationships, take risks, and develop resilience.

Vision and Core Values

At Sam Houston Elementary, we strive to be a school that puts students first. We do this by meeting the needs of the whole child. We create a culture of kindness where we do whatever it takes to ensure our students are loved and cared for. We believe that every child can learn. We support and motivate our students to climb higher than they ever imagined. We partner with our families and community to be a leading school in the nation that builds responsible citizens, lifelong learners, and students that are ready for the challenges of the future.

At Sam Houston, we value:
Compassion
Perseverance
Academic Excellence

Future Handbook 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.

Beliefs – Teach to Reach Each Child

- An effective school builds positive relationships and mutual respect and is a partner with the students, families, and community.
- Every child is a unique individual who should be encouraged and challenged to maximize his or her talents and potential, curiosity and creativity, and the ability to process and think for themselves.
- School and teachers should provide students every possible opportunity to learn according to their needs and challenges, while valuing their insights, strengths, and experiences.

Use of Social Media

Please be mindful when visiting the school or attending school events, during the school day, regarding photographs and videos of children not under your parental rights or custody. Some parents do not want their child exposed in social media outlets. Please be considerate regarding

the inclusion of all individuals in the photograph before posting on social media. Please do not put any names or identifying information of children, other than your own, unless you have permission and acceptance from the other children's parents. While FERPA does not control and general privacy laws do not apply to parents posting videos or photographs of other peoples' children online, we ask that you follow this respectful practice.

Nondiscrimination Policy

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

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

It is also the policy of this district that the curriculum materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles and life-styles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and disability. The curriculum will foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

Inquiries regarding compliance with Title VI, Title IX, and Section 54 may be directed to Director of Schools, 520 S. Washington Street, Maryville, Tennessee, 37803, (865) 982-7121.

La Ciudad de Maryville Sistema Escolor Titulo VI Nondiscriminacion Politica

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

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

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

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

Title VI Nondiscrimination Policy

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

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

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

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

Title VI Coordinator
Tennessee Department of Education
and/or

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

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

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

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

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

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

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

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

Maryville City Schools Foundation, Inc.
www.maryvillecityschoolsfoundation.

New Student Registration Information

All registration is done online. After the student address is verified online, families will be asked to finalize registration by completing required forms and submitting the following documents to Sam Houston Elementary or through the online system (PowerSchool):

1. Proof of Birth (Government issued Birth Certificate, Passport, Immigration documentation, Decree of adoption or other records issued by a court, other official documentation showing date of birth and parent's names)
2. TN Certificate of Immunization or Exemption Form
3. Proof of Residency: Mortgage or lease AND copy of utility bill (City of Maryville or Atmos)
4. Custody Documents (if applicable)

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.

Tuition

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

Students moving out of the city during the school year who wish to complete the year at Sam Houston must apply for tuition for the remainder of the school year at the Central Office. Tuition will be prorated, effective the date of the move, for the balance of the school year.

Classroom Supply Fees

Classroom supply fees for all grades, kindergarten through 3rd, are $45.00 per student. This fee covers appropriate grade level supplies in art, life skills, language arts, math, music, physical education, science, social studies, STEM, and classroom enrichment. A more detailed list can be obtained from your child’s teacher.

Family Involvement

Parent Teacher Organization (PTO) Involvement and Committees

Family support is a vital part of our educational efforts here at Sam Houston. The Parent Teacher Organization was formed to serve as a link between students, teachers, principal, and families. The PTO provides valuable support and funding for numerous projects on our campus. Funds are obtained through our main fundraiser, Smokie Strut. The by-laws of the PTO are available in the Sam Houston Elementary School Library and on our website. Officers are elected in April for the following school year. Monthly PTO meetings are set aside for planning and implementing all school projects. Everyone is invited to attend. See the school calendar for dates and times.

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

This nationally recognized program gives male role models such as dads, uncles, and grandpas a larger presence in the school and has been effective in improving discipline. Watch D.O.G.S. commit to volunteer one day during the school year. The office will provide an orientation and schedule for the Watch D.O.G.S.

Visitors

Parents and guardians are always welcome to volunteer and visit during the school day at Sam Houston. We ask that parents work through the teacher's established process for communication and setting up these visits in advance. Additionally, all parents must follow the Tennessee state law which requires that **all** school visitors sign in and sign out at the main office. All schools within our system utilize Navigate to screen our visitors. Please be sure to bring your license with you as you will need it to check in with Navigate. During special events and meals, only those listed on the student information card will be allowed to visit students during school hours. A phone call or written request will allow other adults to visit. You will be issued a badge identifying you as a visitor. This process lets our staff and students know that you are authorized to be in the building. We especially encourage guests and volunteers to visit our school, including having breakfast or lunch with your child.

Adventure Club Continuing Care Program

The Sam Houston Adventure Club, our after-school day care 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. during the summer and on in-service days during the school year. Qualified staff provide students with a proper environment for after-school study, supervised recreation, and enrichment activities. Snacks are provided each day. For more information regarding this program or for an enrollment application, please contact the Adventure Club Director, Mary Beth Bonneville at marybeth.bonneville@maryville-schools.org.

Family Involvement Policy

Sam Houston Elementary School's faculty and staff believe that family involvement is vital to achieve our goal of developing all children to their fullest potential. The Sam Houston family, consisting of students, families, staff, administrators, and community, is committed to this partnership through the following efforts:

Decision Making

Families are actively involved in decision making at Sam Houston. Our PTO provides a vehicle for communication and input to the school's operations. Parent opinions are regularly accessed through surveys.

Communication

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

- We believe that in-person communication is the strongest form of communication, followed by phone communication, followed by Seesaw and then email communication. For any important communication with your child's teacher, we encourage you to setup an in-person conference or call your child's teacher on the phone. Email and Seesaw are important forms of communication, but so much can be lost in translation when communicating in writing.
- Written communication is utilized weekly through Friday folder messages between parents and teachers, letters, and publications.
- Parent conferencing, phone messaging, and Open House are some examples of frequent oral communication used to keep parents informed.
- Electronic communication is evident through email use and our website.
- Sam Houston Elementary uses Seesaw as our main parent communication tool. Seesaw gives your child creative tools to capture and reflect on their learning - in real time. Then this work is shared with you. Seesaw will give you a window into each of our classrooms and into your student's learning process. **You will receive a handout/email from your child's teacher with directions to download and sign up for your child's Seesaw journal.** You can download Seesaw's Parent App for iOS, Android, or use the web to view your student's learning artifacts. When your child adds new work, you will receive a notification to see, hear and respond to your child's learning item. *You only have access to your own child's work and all of the content is stored securely.*

Volunteer Opportunities

We encourage family involvement at Sam Houston through parent volunteers. We have many parents that assist in the classrooms, plan and implement PTO activities, and organize special events. Please contact your child's teacher if you are interested in a regular volunteer opportunity. **You will follow the Visitor/Volunteer check in procedure using Navigate – our secure entry system. Your Driver's License is required for check in. No exceptions. There are additional district forms for you to complete as well, if you are volunteering on a regular basis.**

Student Learning

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

Parent Resources

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

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 NOTIFICATIONS

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 accommodations for human beings;

3. Students living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or trains stations, or similar settings; and

4. Migratory students who are living in circumstances described above.

ENROLLMENT

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

PLACEMENT

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

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

If it is not in the student's best interest to attend the school of origin or the school requested by the parent/guardian or unaccompanied youth, the Director of Schools/designee shall provide a written explanation of the reasons for the determination, in a manner and form that is understandable to the parent/guardian or unaccompanied youth. The written explanation shall include a statement regarding

the right to appeal the placement decision. If the placement decision is appealed, the district shall refer the parent/guardian or unaccompanied student to the homeless coordinator who shall carry out the dispute resolution process as expeditiously as possible and in accordance with the law. Upon notice of an appeal, the Director of Schools shall immediately enroll the student in the school in which enrollment was sought pending a final resolution of the dispute, including all available appeals.

RECORDS

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

SERVICES

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

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

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

2. Coordination with local social service agencies and other entities providing services to homeless students;

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

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

2. Provide a full range of services to qualifying migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, elective classes, fine arts classes, etc.;

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

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

5. Provide parent(s)/guardian(s) an opportunity to participate in the program.

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

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 school work 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.

School-Parent Compact

Maryville City Schools believe that education and learning are shared responsibilities of the student, the family, the community, and the school system. We value your role in working to help your child achieve high academic standards. The following is an outline of some of the ways you and school staff can build and maintain a partnership to share the responsibility for supporting your child's learning. You will be asked to sign this agreement online during registration or each year during annual verification.

School Responsibilities

Sam Houston Elementary School will:
1. Provide a safe, loving environment for all students
2. Treat each child with dignity and respect
3. Provide quality, relevant instruction that meets the needs of all students
4. Strive to engage every child in meaningful learning opportunities and and provide support, remediation, enrichment, and differentiated instruction as needed for success
5. Communication regularly with parents
6. Encourage students to reach their full potential
7. Strive to have every child feel accepted, respected, valuable, and capable every day

Parent Rights & Responsibilities

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

Parents/guardians have the responsibility to:
1. Make sure their student attends school regularly and on time, follow school rules for pick-up and drop-off, and when a student is absent, send in written excuse notes;

2. Support the District by being a role model for their student, talking with their student about school and expected behavior, and communicating the value of education through words and action – specifically by providing support to his/her child for activities/assignments sent home by classroom teachers and checking folders/backpackpack for schoolwork, notes, and forms;
3. Be respectful and courteous to staff, other parents/guardians, and students while on school premises and during school activities;
4. Encourage students to participate in extracurricular activities that promote social and emotional growth in the areas of creative arts, music, and athletics work with principals and school staff to address any academic or behavioral concerns or complaints students may experience.

Student Rights & Responsibilities

Each student has the right to:

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

Each student has the responsibility to:

1. Know and adhere to reasonable rules and regulations established by the Board and school officials;
2. Respect the human dignity and worth of every other individual, and show that respect in word and action;
3. Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
4. Complete assignments, tests, and homework to the best of his/her abilities and on-time;
5. Be punctual and present in the regular school program with a positive attitude about learning;
6. Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty, and safety;
7. Maintain and/or improve the school environment, preserve school and private property, and exercise care while using school facilities;
8. Refrain from behavior which would lead to physical or emotional harm or disrupts the educational process;
9. Respect the authority of school administrators, teachers, and other authorized personnel in maintaining discipline in the school and at school-sponsored activities;
10. Obey the law and school rules as to the possession or the use of alcohol, illegal drugs, and other unauthorized substances or materials; and
11. Possess on school grounds only those materials which are acceptable under the law and accept the consequences for articles stored in one’s locker.

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.

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.

Suspension/Expulsion/Remand

DEFINITIONS:

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

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

Remand: assignment to an alternative school.

REASONS FOR SUSPENSION/EXPULSION:

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

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

3. Violence or threatened violence against the person of any personnel attending or assigned to any school;

4. Willful or malicious damage to real or personal property of the school or the property of any person attending or assigned to the school;

5. Inciting, advising, or counseling of others to engage in any of the acts herein enumerated;

6. Marking, defacing, or destroying school property;

7. Possession of a pistol, gun, or firearm on school property;

8. Possession of a knife, etc., as defined in TCA 39-17-1309, on school property;

9. Assaulting a principal, teacher, school bus driver, or other school personnel with vulgar, obscene, or threatening language;

10. Unlawful use or possession of barbital 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.

Zero Tolerance Offenses

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

WEAPONS & DANGEROUS INSTRUMENTS

Firearms (State Zero Tolerance Statute)

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

Weapons other than firearms (Local Zero Tolerance Policy)

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

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

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

DRUGS AND ALCOHOL

Drug Possession (State Zero Tolerance Statute)

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

Local Zero Tolerance Policy

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

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

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

ASSAULT (State Zero Tolerance Statute)

In accordance with state law, any student who commits aggravated assault5 or commits assault that results in bodily injury6 upon any teacher, principal, administrator, any other employee of the school, or school resource officer shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

ELECTRONIC THREATS (State Zero Tolerance Statute)

In accordance with state law, any student who transmits by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

NOTIFICATION

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

Care of School Property

Students shall help maintain the school environment, preserve school property, and exercise care while using school facilities. The principal/designee shall make a full and complete investigation of any instance of damage or loss of school property. The investigation shall be carried out in cooperation with law enforcement officials when appropriate. When the person causing damage or loss has been identified and the costs of repair or replacement have been determined, the Director of Schools shall take steps to recover these costs. This may include recommending the filing of a civil complaint in court to recover damages. If the responsible person is a minor, recovery will be sought from the minor’s parent/guardian. In addition, the district may withhold the grades, diploma, and/or transcript of the

student responsible for vandalism or theft or otherwise incurring any debt to a school until the student or the student's parent(s)/guardian(s) has paid for the damages. If a student and/or his/her parent dispute damages or the amount of damages, the director of schools shall meet with them to discuss the matter. Within five (5) days of the meeting, the director of schools shall notify the student and his/her parent of the final decision.

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

Corporal Punishment

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

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.

Asbestos Management Plan

Parent(s)/guardian(s), upon request, shall be given the opportunity to review the Asbestos Management Plan by contacting Maryville Schools Central office, located at 520 S. Washington Street, Maryville, TN 37803, or by calling 865-982-7121.

Title I

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

Sam Houston Elementary School encourages and welcomes the participation of parents in the education of their children. Numerous opportunities are provided to keep parents informed and involved. Among these are Open House, phone calls, notes sent home, PTO meetings, school newsletters, Watch DOGS, SeeSaw, email, conferences, system newsletters, and parent handbooks. Teachers communicate through a reporting system that includes report cards, parent conferences, and weekly communication with parents.

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

Please join our team to meet the needs of every child.

CURRICULUM

Elementary School Curriculum

Maryville City Schools' elementary curriculum is a plan for teaching children the skills they will need to live in and contribute to society. We believe that all children can learn, and that each child is different. Therefore, the curriculum is continually being revised to provide means by which each child can be challenged to learn at his or her own pace the series of skills taught in the elementary schools. In all subject areas of each grade level, the Tennessee State Standard Objectives are taught with a variety of teaching approaches. These standards are posted on the Tennessee State Department of Education

website. We are constantly looking for motivational ways through textbooks, technology, small groups, flexible groups, trade books, “hands-on” materials, technology, and field trips to best present our curriculum to each student. State standardized testing for 2nd and 3rd Grade classes are administered in the spring. “Life Skills”, art, music, physical education (wellness), library skills, and STEM classes are offered as “specials”. Extension programming, or tutoring, is offered after school and during the summer.

Special Education

The Maryville City School Board maintains a firm commitment to meeting the needs of all exceptional students and to providing a free and appropriate education in the least restrictive environment. In order to carry out this mission there are established procedures for referral, assessment, and providing programs for students who are certified as meeting the criteria established by the state and federal laws to receive special education and related services. Anyone wishing to obtain further information about services should contact the principal at (865) 983-3241 or the Coordinator of Special Education at (865) 982-7121.

Parent Conferences

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

Teacher Communication

SeeSaw, email, and voicemail are some options for parent/teacher communication. However, please keep in mind that teachers are not expected to check these forms of communication during their instructional time, so that they can give their full attention to their students. Thus, please be considerate when communicating through email, regarding the length and the frequency of requested or expected return communication. If several emails or voicemails are needed, we recommend a face-to-face conference to determine a specific plan.

We always believe that in person or phone communication is a stronger form of communication than email or Seesaw because it is less likely to be misinterpreted. Our goal is always to reply to your communication within 24 hours. Our only exception is if a message is sent on the weekend. We expect for our teachers to protect their weekend time and ask that they respond to you on Monday if a message is sent over the weekend.

Homework

Homework is assigned based on the grade level of our students. It is usually given to provide extra practice in a student’s studies. We attempt to follow the national homework guidelines of not exceeding 10 minutes per grade level on a daily average. Research shows that this is the most effective thing you can do with your students to help them develop academically. More information regarding our make-up homework policy is found under the Attendance Policy.

Grading System

Student progress is evaluated based on a nine-week grading period. Report cards are sent home at the end of each nine weeks to inform parents of their child’s progress. Kindergarten through second grade

students will report progress in subject areas as (1) meets expectations, (2) progressing toward grade level expectations, or (3) needs improvement. An (*) indicates modifications are provided to ensure success in this academic area. Third grade will report progress in subject areas as follows:

A 90-100
B 80-89
C 70-79
D 60-69
F 59 and below

Promotion and Retention

Promotion and retention are based on the recognition that each child is a unique individual. Therefore, when a teacher is considering promotion or retention, attention is given to all aspects of the student's development. In order to be promoted to the next grade, the student must demonstrate:

1. grade level performance in language arts and mathematics;
2. acceptable performance in spelling, handwriting, science, health, and social studies;
3. satisfactory attendance in compliance with Maryville City Schools' Board Policy (less than 10%, or 18 absences);
4. acquisition of the work habits and maturity for a successful performance at the next grade level, according to the teacher's judgment based on documentation.

Support and resources are offered and provided to teachers and parents in regard to the decision of promotion or retention. If a student is recommended for retention based on either attendance or academic performance, a parent may appeal the retention by submitting a letter of explanation to the principal. A committee consisting of the principal, school counselor, and the classroom teacher will meet to decide if the child will be promoted. If the result of this meeting is not satisfactory to the parent, an appeal process is available through the Maryville City School Board and the Director of Schools.

ATTENDANCE

School Times

Sam Houston Elementary School times are as follows:

7:10 – 7:20 AM	Buses arrive on campus
7:10 – 7:35 AM	Car riders and walkers arriving during this time report to the cafeteria if they are eating breakfast or to the gym if they are not eating breakfast.
7:10 – 7:35 AM	Breakfast Offered
7:35 AM	Students dismissed to classrooms
7:50 AM	Tardy bell rings
2:40 PM	Car riders, walkers and bus students are dismissed from their classrooms
2:45 PM	Car riders, walkers begin to be dismissed to parents

MCS Elementary Attendance Guidelines

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

promoted to the next grade except when a waiver of this requirement is granted.

All students will be limited to seven (7) excused absences with a parent note. All absences that occur above the limit of seven will be considered unexcused absences. Exceptions would include absences with documentation of a doctor's visit. 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. Another example might be a family who is taking a family trip outside of the vacation times indicated in the school calendar. If the family trip lasts four days, then the parent note will count as four excused absences for the student, as long as they have not already used the maximum of 7 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**, Tier 2 interventions will include a parent conference with administration, an individual assessment detailing the reasons the student has been absent, and discussion of supports that are needed for the family.

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

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

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

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

Tardy

If a student is tardy **(arriving at school after 7:50 a.m.)**, a parent/guardian **MUST walk** the student to the office (or send a note explaining the reason), sign the student in, and state the reason for being late on the sign-in sheet.

Chronic Tardies (arriving at school after 7:50 a.m.) will be marked unexcused. School administrators will contact families with excessive tardies to assist them in making a plan to get to school on time. Students are expected to be on time to school every day. Each student will receive 5 excused tardies with parental / guardian notes. Every tardy to school, after those five will be unexcused without a medical or legal notice. Every (3) unexcused tardies will be documented as (1) unexcused absence and count towards the progressive truancy plan.

Doctor's Notes are expected for a tardy to be counted as excused.

Arrival

Arrival between 7:10-7:34 AM

- For safety reasons and lack of appropriate supervision, children **should not** be dropped off prior to 7:10 AM
- All students are to be dropped off at the front entrance of the school
- Students who are eating breakfast are to go to the cafeteria and students who are not eating breakfast are to go to the gym
- Bus riders will continue to enter the cafeteria through the Davis Street entrance.
- Students will be released to go to their classrooms at 7:35 AM

After 7:35 AM

- All students are to be dropped off at the front entrance
- Students are able to go to directly to class starting at 7:35 AM

Whether car rider or walker, parents are to drop their students off outside the building each morning and not go inside the building. While we want to welcome families during other special times, drop off time is not an appropriate time for visits for the following reasons:

1. *Safety*
2. *Protection of Instructional Time*
3. *Consistency Across the District*

To ensure the safe arrival and dismissal of all students, we ask that you follow our established parking and traffic flow procedures. The speed limit on campus is 5 mph. Drivers should also be prepared to stop and allow pedestrians to cross.

Dismissal

Dismissal Time

- Car riders will be dismissed at 2:45 PM.

Car Riders

- We dismiss all students from the front of the building. Please pull all the way forward to your designated cone as your student's name and number are called. Once all cars have pulled forward, we will have your student walk to your car. Please display your car tag throughout the year to help expedite this process.

Walkers

- Walkers are dismissed from the front of the school at the designated cone along the sidewalk.
- Families wishing to be walkers for the year need to communicate that plan to the teacher and the front office – as they wait for pick-up in a different place from car riders. We ask that this practice be as consistent as possible. Parking along Cunningham and walking up to get students is unacceptable – as it is dangerous for all involved.

Bus Riders

- Bus Riders will continue to be dismissed from the cafeteria and the buses will pick up students on the Davis St. side.

Hand-Held Mobile Phones

Please do not use cell phones in the school zone, including Melrose Street and any of the school's parking lots.

After School Programming & Extracurricular Activities

All after-school activities and programming begin at 2:45 p.m. These options may include tutoring, Smokie Sprinters, Singers, Air Bears, etc. Each year, available programming and options will be communicated as these are based upon available funding. Parents and/or guardians must pick up their child following the after-school program. In an effort to protect instructional time, students who need to call home to make arrangements for forgotten after-school programming may only do so before school or during recess. If the program is cancelled, parents and/or guardians will be notified immediately.

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

Early Check-out Procedure

No Early Dismissals After 2:15
Children should be in school every day until normal dismissal time. When a child leaves class early, this disruption affects both the student and the entire classroom. The only time students can be checked out in the office after 2:15 is in a family emergency.

If a child must leave before the end of the school day, the parent or legal guardian must come to the office to document the time and reason the child is leaving. If someone other than the parent will be picking up the student, the parent/guardian must send a note. Make sure that other adults who may pick up your child are on the emergency cards and will have a picture ID. **We will not allow anyone not listed on the emergency card to pick up your child without parental permission and a picture ID**. This is for your child's safety.

TRANSPORTATION

Bus Services & Conduct

Bus Conduct

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

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

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

Bus Contract

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

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

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

First Incident (written report) will result in a warning, assigned seat, and student conference
Second Incident (written report) will result in an assigned seat and parent contact
Third Incident (written report) will result in a 1-week loss of bus privileges.
Fourth Incident (written report) will result in a 2-week loss of bus privileges.
Fifth Incident (written report) may result in a loss of bus privileges for the remainder of the school year.

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

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

Going Home with Friends

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

Filing a Bus Safety Complaint

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

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

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

To ensure accurate and prompt investigations, please report incidents immediately. However, all reports will be investigated, regardless of when they are received.

Incidents may be reported to the Maryville City Schools Transportation Department by phone at 865-982-7121 or in person at the Maryville City Schools Transportation Department Office located at 520 S. Washington Street, Maryville, TN 37803. If you have any questions concerning these procedures; you may contact the Transportation Supervisor, Joe Pinkerton, at 865-982-7121.

FOOD SERVICES

Lunch Program

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

Desserts (including ice cream) may be purchased at *a la carte* prices and will be posted in the cafeteria. Students are limited to one dessert per child per day for Grades 1-3. Parents need to contact the cafeteria if they wish to set controls for no dessert. Canned or bottled carbonated beverages may not be brought from home into the cafeteria during the breakfast or lunch periods. Due to the safety hazards, drinks in glass containers are not allowed in the cafeteria. If students have a health care plan documenting milk allergies, they may substitute orange juice or apple juice. For students who prefer an alternate drink from milk, purchases may be made. Water will be provided in the absence of drinks. Students are allowed as much choice as possible within the guidelines of the NSLP.

Student Lunch Accounts

Every student in Maryville City Schools is given an identification number that will be the student's meal identification number as long as they are in the district.

When a student eats (breakfast/lunch) the student or cashier enters the personal I.D. number into a keypad and the name or account automatically appears on the cash register window. The cashier and student acknowledge that the I.D. number is the correct number for that student. If a student has a low balance when purchasing chips or desserts, the cashier verbally tells the student that he/she needs to bring money and continues to give a reminder daily. No *a la carte* items can be charged (chips, dessert, etc.).

Breakfast Program

Our Breakfast Program begins the first day of school. Serving time is approximately 7:10 a.m. until 7:35 a.m.

Free and Reduced Meal Application

Parents may submit an application for free/reduced cost breakfast and lunch to the school. The completion of these applications help provide additional federal funding for our school. Applications are available in school office and on the Maryville City Schools website, Food Services. If your income status changes during the year and you become eligible at that time, you may apply at the school office. Feel free to call the school office (983-3241) if you have any questions. To receive free and/or reduced meals at school, a new application must be completed annually. If the application is not completed by September, a student/family will be required to pay for meals until the application is submitted.

Cafeteria Guests

Sam Houston family are invited to eat lunch at school. State guidelines require visitors to report to the office, sign in, and receive a visitor's pass. You are invited to eat lunch with your child at a cost of $6 ($8 for holiday lunches).

What is the procedure for joining my child for lunch at Sam Houston?
You do not have to call ahead for a reservation, just come into the office a few minutes early to sign in and put on a visitor's badge. Please join your child at the cafeteria, or in the hallway near office. You can buy a lunch or bring a packed lunch. There are two designated tables for parents and their students. Each student may select one friend to join them at the parent table.

What's on the menu?
The menus are posted on our website and monthly via Seesaw. You have a choice of either a hot bar or salad bar. Desserts are sold separately. You may purchase any lunch items *a la carte* as well.

Is there anything else I should know?
Many students have food allergies that can be very severe - should they come in contact with certain foods. Because of this, food that is brought from your home or purchased at a restaurant **should not** be shared with any other students in the cafeteria.

PROGRAMS, POLICIES & PROCEDURES

Movies, Parties and Celebrations

Classroom celebrations and parties are held around seasonal holidays and when students meet class goals. Parents may be asked to help plan parties and send in refreshments for the celebrations. Nutritional snacks, including fruit and vegetables, are appreciated. Teachers may provide a list of healthy suggestions. Please do not send in anything that is not approved by the teacher. Entertainment movies are shown for special events only. Educational videos and movies may be shown to support the curriculum, and families are asked annually through the registration and/or verification process to provide advanced permission for G and PG movies. Such movies can be shown in whole or in part (during inclement weather recess). Families who do not give permission for their child to watch movies will be contacted in advance.

Birthdays are celebrated each day at Sam Houston. A morning announcement will be made and your child will come to the office to receive a Birthday pencil. Please do not send class treats, balloon bouquets, or other special gifts to students at school. Invitations to private parties may not be handed

out during school time, unless all students in the class are invited. If only certain students are being invited, invitations should be mailed. Following this policy helps avoid hurt feelings. The school does not have the authority to provide addresses and phone numbers, unless the parents sign a release form to participate in a student directory.

Student Behavior

The staff of Sam Houston Elementary School has the goal of establishing an atmosphere throughout the school in which children feel safe, secure, and happy with a maximum opportunity to learn. Our mission is to be a place where all students can safely learn and grow. We teach the life skills of cooperation, honesty, integrity, perseverance, sense of humor, and flexibility. We encourage students to always do their best in order to be a good citizen and cooperative team member. In an effort to accomplish this goal we have developed a school wide positive behavior intervention plan to support all students.

Guiding Principles

Teachers, Support Staff, and Administrators will focus on the positive behavior of students within the building by encouraging the implementation and acknowledging the observation of appropriate behavioral agreements and life skills, and leadership qualities. At Sam Houston we call this The Smokie Way. The trail posts along the Smokie Way include: Responsibility Post, Sugarlands of Integrity, Rocky Top Lookout, Cooperation Corner, Ridge of Respect, Volunteer Service Landing, Pride Passage, and Perseverance Peak. These trail posts are talked about using literature and Monday morning meetings in each classroom along with monthly assemblies where students are acknowledged for following The Smokie Way.

The Smokie Way

<u>*Rocky Top Look Out</u>
*Listen and Focus
Listen and use eye contact when others are talking.
Listen to understand.
Listen to and follow your teachers' directions and requests.
Keep your mind focused and be present during a learning activity.
Focus on others first before focusing on technology.

<u>*Sugarlands of Integrity</u>
*Truth and Ownership
Tell the truth all the time.
Do the right thing even when no one is watching.
Own your choices and their consequences, and make a better choice next time.

<u>*Responsibility Post</u>
*Be Responsible and Take Initiative
Follow the school and classroom procedures.
Look for what needs to be done and do it.

Do your part to keep our school looking its best.
Take care of our school's equipment.
Take care of your personal belongings.

<u>*Volunteer Service Landing</u>
*Help and Encourage
Be willing to help when help is needed.
Pay attention when help might be needed and then offer your help.
Look for times when you can share praise or encouragement.
Find your strength and use it to help others.
Bring your positive energy to the classroom and learning activities.
Show younger Smokies what the best choices look like.

<u>*Perseverance Peak</u>
*Believe in Yourself
Know that everyone is important.
Understand that making mistakes is a part of learning.
Learn from your mistakes.
Keep trying.
Ask questions when you don't understand.
Understand that some learning will be challenging and will help stretch your brain.

<u>*Ridge of Respect</u>
*Respect Others
Treat others the way that you want to be treated.
Include everyone.
Respect others' feelings, bodies, and their things.
Respect others' friendships.
Celebrate others' successes.
Win and lose with a positive attitude.

<u>*Cooperation Corner</u>
*Work Together
Share your ideas.
Do your part.
Understand and respect others' ideas.
Work together so that everyone is involved.
Use flexibility to work out disagreements quickly and then move on.

<u>*Pride Passage</u>
*Best Effort

Do your personal best.
Keep a positive attitude when you are learning.
Finish your work in the time your teacher gives you.
Listen to and use your teachers' ideas about how you can improve your work.

Office Visits

Teachers will implement the Smokie Way in their classroom. After documenting interventions and trying support strategies to help the student, if these behaviors continue the teacher will enlist the help of administration. An Office Discipline Referral will be filled out by the teacher if a student is sent to the office for any reason.

The administration will call parents if a student is sent to the office and an Office Discipline Referral has been submitted. We ask that the parents meet with their student about the Office Discipline Referral.

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.

Tobacco-Free Schools

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

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. The school will also alert parents via Seesaw.

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.

Playground Rules & Guidelines

Grade levels may add to the school-wide playground guidelines listed below:
The children should not:

1. Jump off, hang from knees, or turn flips on any equipment

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

Visitor Code of Conduct

The Maryville City Schools Board of Education has adopted the following Code of Conduct to outline the expected behavior of visitors on school grounds. Any parent, community member, or visitor on school property or attending a school program or activity MUST:

- Help establish and maintain a safe, secure, and peaceful environment that promotes learning and positive character development.
- Respect the person and property of others.
- Use respectful and non-threatening language.

Parents, community members, and any visitors to school property or school programs/activities MUST NOT:

1. Circumvent school security procedures
2. Behave in a manner that threatens, injures, or harasses others.
3. Use obscene or threatening language.
4. Approach or chastise someone else's child.
5. Damage school property or the personal property of others.
6. Disrupt classes, programs, or activities.
7. Distribute or wear materials that are vulgar, obscene, promote illegal actions or drugs, or are disruptive.
8. Harass or discriminate in any form.
9. Enter restricted areas of school property.
10. Refuse to leave school property when directed by administration or law enforcement.
11. Use, sell, or distribute alcohol, tobacco, vaping products, or illegal drugs.
12. Possess or use firearms or dangerous weapons (except for law enforcement officers).
13. Violate any laws, ordinances, or school policies.
14. Record audio or video where there is an expectation of privacy.
15. Disrupt or confront school transportation staff or activities.

If you have any questions about this Code of Conduct, please contact the Maryville City Schools District Office at (865) 982-7121.

iReach/Responsible Use Policy

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

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.

Use of Personal Communication Devices/Toys/Electronics

In order to protect the academic environment of Sam Houston 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 2:45 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.

Instructional Materials

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

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

Resources

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

Dress Code

Appropriate school dress is defined to be neat and clean and not disruptive to the educational process. No backless tops are allowed, and sleeveless shirts must have a width at the shoulder of at least 3 fingers. No undergarments should show outside clothing. Shorts and skirts should be no shorter than the tips of the fingers of an extended arm. No heelies are allowed. Shoes are to be worn at all times,

and hats may be worn only outdoors. **Any clothing with pictures or wording suggesting violence (including professional wrestling shirts) are not permitted.**

Change of Address or Phone Number

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

Custody/Court Order Documentation

It is the responsibility of the parent or guardian to provide a copy of an Order of Protection or Court Orders to the school. Documentation is required for the school staff to implement any changes regarding child custody. Without documentation, both biological parents have rights regarding school policy and communication. It is also the responsibility of the custodial parent to complete a form in the office if there are restrictions in place to prohibit individuals from picking up the child or eating lunch with the child.

The school will remain a neutral member concerning all custody issues, respecting the privacy and dignity of both custodial parents. Custodial parents may request a copy of the grade card to be mailed to them with provided stamped, addressed envelopes. Official attendance records can be requested from the school office by custodial parents. The school will send home weekly reports as a communication tool with the child; it is the parents' responsibility to share these weekly reports with the other custodial parent. These guidelines will allow teachers to focus their time and attention to the education of students, while trying to implement a fair communication policy for all families.

Health Care Alerts and 504 Plans

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

Health Care Plan Procedures:

1. Contact the School Nurse to discuss health care protocol. Phone: 865-983-3241.
2. Provide appropriate medication authorization forms, doctor's orders, medicine(s), and any information regarding the student's medical condition. ***Please notify school personnel of any changes regarding your child's health care needs.***

504 Plan Procedures:

The School Counselor supervises 504 plans at Sam Houston. If you have questions or concerns related to 504 plans, please contact our School Counselor at (865) 983-3241. The 504 process begins with a committee meeting to determine eligibility. Please read the section below for more information about 504 plans.

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

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

Coordinated School Health

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

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

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

Student Photos

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

Student Placement Procedures

Sam Houston Elementary School follows a policy and protocol for placing students in well-balanced classrooms each year. We strive to build classes with balanced gender and ability. The class rolls are not posted until the week before school begins due to fluctuations that occur over the summer in regard to student withdrawals and enrollment. We do not accept teacher requests, but we do allow parents to make one teacher non-request. If you have concerns about your child's placement, contact the principal via email.

Field Trips

Field trips are occasionally scheduled during the year as an extension of the curriculum. Students may participate only if a permission slip is signed by a parent or legal guardian and returned prior to the trip.

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

Lost and Found

Any item found on school property that is unclaimed is taken to Lost and Found located outside gym. Please help us keep lost items to a minimum by **labeling** all jackets, hats, gloves and personal items.

Clinic

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

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

Please keep your child at home if he/she:

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

Medication

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

Library and Materials Center

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

Extension Programs

Information regarding optional after-school programs that supplement our school curriculum will be sent throughout the school year. The following programs are offered:

- Summer Reading Program (K-3)

- Intervention and Enrichment*
- Smokie Sprinters (Grades 2-3)
- Smokie Singers (Grade 3)
- Air Bears (Grade 3)

Emergency Drills

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

Directory Information

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

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

The district has designated the following information as directory information:

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

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

- ***Disclosure of Directory Information from your child's education records.*** The primary purpose of directory information is to allow Maryville City Schools to include this type of information from your child's education records in certain school publications. Examples include: a playbill, showing your student's role in a drama production; multi-media presentations; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for wrestling, showing weight and height of team members. Directory information includes: Student's name, address, telephone listing, photograph, date and place of birth, major field of study, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of members athletic teams, degrees, honors and awards received, the most recent education agency of institution attended. If you do not want this information used in school publications, for more information, please contact the principal at your child's school.

- ***Military recruiter access to student information.*** You have the right to request that names, addresses and telephone numbers of high school juniors and seniors not be released to a military recruiter without prior written consent. Please contact the high school principal for more information.

- ***Institutions of higher learning access to student information.*** You have the right to request your child's name, address and telephone number not be released to institutions of higher learning or colleges without prior written consent. Please contact the high school principal for more information.

- ***Student privacy.*** You have the right to inspect third party surveys and instructional materials before they are distributed to students.

- ***Unsafe Schools Choice Compliance.*** As required by the Tennessee State Board of Education's Unsafe School Choice Policy, parents shall be notified immediately if their child is the victim of a violent crime, as defined in TCA 40-38-111(g). If this occurs, the student will have the right to transfer to another school within the LEA.

- ***School Accessibility.*** Parents who have handicap barriers, etc., that need additional assistance when visiting Maryville City Schools, please contact the principal at the school.

- ***National Assessment of Education Progress (NAEP).*** Districts, schools and students may voluntarily participate in the National Assessment of Educational Progress. Parents of children selected to participate in any NAEP assessment must be informed before the assessment is administered that their child may be excused from participation for any reason.

- ***Student education records.*** You have the right to inspect and review your child's education records and should submit a written request that identifies the record you wish to inspect. Within 45 days, the school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Contact the school's principal for more information.

- ***Parental Involvement Policy.*** A district receiving Title I funds and each school served under Title I must jointly develop with and distribute to parents of children participating in Title I programs a written parental involvement policy. Included in this policy should be a school-parent compact that outlines the responsibilities of each party for improved student academic achievement. For further information, contact Sharon Anglim, 865-982-7121.

- ***Individual achievement on state assessment.*** Any school that received Title I funds must provide each parent information on the achievement level of their child on each of the state academic assessments as soon as is practicably possible after the test is taken. Such a school must also give timely notice that the child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

- ***Homeless children.*** A district must provide written notice to the parents of each child enrolled in a separate school for homeless children of the choice of schools that homeless children are eligible to attend, that no homeless child is required to attend a separate school, and that homeless children must be provided transportation services, educational services and meals through school meal programs comparable to those offered to other children in the school attended. For further information, contact Deb Skyler at Maryville City Schools Central Office, 865-982-7121.

- ***Right to know the professional qualifications of the classroom teachers and teacher assistants who instruct your child.*** Although the State verifies annually that Tennessee teachers meet training requirements for the position they hold, federal law allows you to ask for certain information about the qualifications of your child's classroom teachers or teacher assistants and requires the school system to give it to you in a timely manner if you ask for it. Please contact the school's principal.

If the parent/guardian wishes to opt-out of the above, he/she shall indicate his/her preference on the "Opt-Out Notifications" form.

Education Records

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

1. The right to inspect and review the student's education records within forty-five (45) days after the day the District receives a request for access.

    a. Parent(s)/guardian(s) or eligible students who wish to inspect education records shall submit to the principal a written request that identifies the records they wish to inspect.
    b. Arrangements for access will be made, and the parent(s)/guardian(s) or eligible student will be notified of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

3. The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

    a. Education records may be disclosed without prior written consent if a school official has a legitimate educational interest.
    b. Maryville City Schools Board Policy Code 6.600 is listed below.

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

Communicable Diseases

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

Immunizations

No students entering school, including those entering kindergarten or first grade, those from out-of-state, and those from nonpublic schools, will be permitted to enroll (or attend) without proof of immunization, as determined by the Commissioner of Public Health. It is the responsibility of the parent(s)/guardian(s) to have their children immunized and to provide such proof to the principal of the school which the student is to attend. Exemptions include:

1. In the absence of an epidemic, parent can share signed, written statement that the immunization conflicts with parents religious tenets or practices (perjury if statement is false)
2. Cannot be denied admission to school if child has not been vaccinated for medical reasons and has signed medical documentation from child's doctor excusing them from immunizations
3. A child that is deemed homeless cannot be denied admission to school if the child hasn't been immunized or can't provide immunization records
4. Not require id authorized physician certifies that the immunization would be harmful to the child

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.