East Hamilton Learning Community

Commitment  Integrity  Excellence

2021-2022

Student Handbook & Agenda

Middle and High School

2015 Ooltewah-Ringgold Road
Ooltewah, Tennessee 37363
School Office  (423)893-3535
School Fax  (423)893-3536

http://ehmh.hcde.org

Superintendent  Missionary Ridge Superintendent
Dr. Johnson  Dr. Reynolds

Principal
Mr. Eller

Assistant Principals
Mr. Booker
Ms. Rice
Mr. Thurman
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Dear East Hamilton Families,

Welcome to the 2021-2022 school year! I am excited about another great year, and I’m pleased that you’ve chosen East Hamilton for your child’s education. That is a responsibility we take very seriously and we – as an entire organization – are fully committed to giving every child an excellent educational experience. We have exciting changes and choices in store for you with our new Freshman Academy and new course offerings on campus.

I encourage you to take full advantage of the essential information and resources provided in this handbook. Our teachers and principals have built engaging and supportive educational environments, but we know engaged family members and guardians are critical partners in ensuring students exceed expectations. For us to deliver on our mission — to deliver a great public education to every student, every day — we need your full involvement, support and engagement.

This handbook is an agreement between you, your student, your school and our district. You and your student both have rights in education and we all have the shared responsibility of ensuring your student gets the high-quality education he/she deserves. East Hamilton School has a duty and honor to grow and challenge your student academically, socially and emotionally. This handbook serves as a pledge that we will work with each other to make that happen.

Part of our commitment to you is that we will provide a positive school culture through discipline processes designed to help students build positive relationships and healthy social skills with each other and with caring adults. We also commit to giving all students access to the special services they might need.

My hope is for you to use this handbook as a reference guide as the school year progresses. If you need additional assistance, you can contact the school at 423-893-3535. I am ready to work hand-in-hand with you, your family and your school staff to achieve excellence for all children at East Hamilton. Please keep mind that several items are before our School Board have the potential to amend this document: the 2021-2022 Accountability Calendars, Budget, Code of Acceptable Behavior, High School Academic Procedures, and COVID-19 related protocols. We will advise and update as this body approves new policies.

Sincerely,

Mr. Eller
Principal
East Hamilton
Introduction

Handbook Purpose
East Hamilton 2021-2022 Student-Parent Handbook was written in accordance with the policies of the HCDE Board of Public Education and the regulations of the Tennessee Department of Education.

The Student-Parent Handbook includes the rights and responsibilities of the school community, a range of disciplinary responses, and policies of HCDE. All members of the school community, including students, parents and guardians, principals, school staff, and the district office have rights and responsibilities that support a strong school community. Disciplinary responses focus on promoting positive responses, intervention strategies and the use of suspensions only as a disciplinary measure of last resort.

Handbook Principles
The 2021-2022 Student-Parent Handbook is based on the five principles listed in the shaded box. These principles provide an important foundation to guide behavior, both individually and in interpersonal relationships. If students abide by these principles, the learning environment in all schools will be strengthened.

The Student-Parent Handbook applies to students at all times while they are on HCDE property during school hours, immediately before and after school while traveling in HCDE-sponsored transportation, and at any school-sponsored event, including field trips. Students may be subject to disciplinary action by the school if their actions off-campus create an unsafe or disruptive school environment, interfere with educational purpose or constitute a threat to the health, safety or welfare of a student or students and/or school personnel.

If it is determined students have engaged in cyberbullying during non-school hours and the behavior seriously affects the climate and safety of other students in the school, HCDE may implement intervention or disciplinary responses included in its Student-Parent Handbook.

HCDE recognizes additional steps must be taken when students with disabilities are disciplined. The Student-Parent Handbook requires principals and school staff to follow Board policies, the administrative regulations of the Director of Schools, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student’s disability), conducting Functional Behavioral Assessments and developing Behavior Intervention Plans. HCDE is also committed to using this code fairly and without discrimination based on a student’s Individualized Education Program (IEP), ILP, 504 Plan, race, ethnicity, national origin, gender, gender identity, sexual orientation or religion.

School Climate and Culture
EH defines school climate as the elements in a school associated with relationships, teaching and learning, physical environment and safety. Positive relationships are critical to creating a positive school climate. School leaders set the tone and expectations for the entire school community, paving the way for all members of that community to take simple, yet meaningful, steps to improve school climate.

- Schools with a positive climate and culture have:
- Positive relationships with all stakeholders, parents and guardians, students, teachers and school staff.
- Training and resources to resolve conflicts peacefully and respectfully, with suspensions only as a disciplinary measure of last resort.
- Supports for students who are experiencing emotional crisis, trauma or serious challenges in their homes and communities.
- Engaging academic and extracurricular activities for students that meet behavioral and academic needs.
- Effective communication among schools, parents and communities.
- Clean and well-maintained environments that clearly demonstrate school pride and love of learning.
- A learning environment where students and staff feel physically and emotionally safe.

FIVE PRINCIPLES
1. My words, actions and attitudes demonstrate respect for myself and others at all times.
2. I seek to correct harm that I have caused to others in the school community.
3. I demonstrate pride in myself, in my future and in my school by arriving on time, dressed appropriately and prepared to focus on my studies.
4. I always seek the most peaceful means of resolving conflict and obtain the assistance of teachers, administrators or school staff when I am unable to resolve conflicts on my own.
5. I take pride in promoting a safe and clean learning environment at my school.
EH Learning Community: Who are we?
East Hamilton seeks to define itself as Chattanooga’s foremost learning opportunity. We foresee a place that benefits every learner; more than a test score, we desire a new East Hamilton. One that is rooted in intentional practices. As such, we have taken an assessment of our status quo, utilization of resources, strengths, and areas to strengthen. We believe that East Hamilton is not only ready for a second level change, but without one, we will continue to be stymied by historical issues, lack of performance, and not be a source of added value for our consumers, our students. East Hamilton will imbue itself as a school with something great for everyone.

Choose East Hamilton: Your Path
Starting in the summer of 2018, the staff of East Hamilton researched how to better serve the students, families, and community of East Hamilton. Several important initiatives came from that work: flexible and extended scheduling, greater course offerings, more and varied post-secondary offerings, and a refocusing on academic worthiness. We are excited to be on this journey and hope that your son or daughter tells you about the tremendous changes at East Hamilton.

EHS Mission/Vision
“Committed to Excellence”
We realize and appreciate that all students and faculty member are unique. East Hamilton stands behind performance grading, consistency of instructional practice, and a value-added approach to the school day for its students and staff.

EHS Honor Code
We, the East Hamilton Students, value honesty in all we do; this includes a commitment to not cheat, lie, steal, plagiarize, bully or commit acts of violence or vandalism. We pledge to be held accountable for reporting these acts if seen inside or outside the classroom. We commit to doing our best to improve our lives and show honor towards all with whom we come into contact.

Students and Faculty will:
1. Show courtesy and respect for everyone on campus.
2. Always be prepared, physically and mentally, for class.
3. Uphold East Hamilton’s Honor Code by taking pride in their learning and the learning of others.

East Hamilton Honor Code Pledge
We, the East Hamilton School Community, value honesty in all we do; this includes a commitment to not cheat, lie, steal, plagiarize, bully, or commit acts of violence or vandalism. We pledge to be held accountable for reporting these acts if seen inside or outside the classroom. We commit to doing our best to improve our lives and show honor towards all with whom we come into contact.
COVID-19

Parents and Students should refer to the Hamilton County Schools website (www.HCDE.org) for the most updated COVID-19 respective information, resources, and guidance. At the time of publication, several COVID-19 related documents were included relevant at the time of publication.

Masks are mandatory for everyone on campus: students, faculty, visitors, etc...

The COVID-19 phase indicator: This indicator is updated frequently.

COVID-19 and Learning at East Hamilton

Parents have two choices for instructional delivery for 2021-2022.

- **OPTION 1:** In-person, these learners will experience the typical classroom experience
- **OPTION 2:** Online learning, these learners are no-longer East Hamilton students; they will dis-enroll from EH and enroll in the Hamilton County Virtual School. This option is a 1 year opt-in.

Both options meet the same academic standards. Option 2 is not controlled by East Hamilton, and students are not recognized as East Hamilton students.

Please note student access to CANVAS for the purpose of work creation, review, and support is essential due to COVID-19. We encourage students and parents to actively follow the respective CANVAS pages for all current teachers. Consistently reviewing these pages and following-up with the teacher when needed will allow for the best recipe for success.

Parents and students, please follow the student return to school decision guidance tree for help to determine whether to learn from home or attend EH when not feeling well.

At EH, student health and safety is our primary concern; student academic progress is second to this primary charge.
At East Hamilton: Academics

Grading Scale

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<tr>
<td>B</td>
<td>85-92</td>
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<tr>
<td>C</td>
<td>75-84</td>
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<tr>
<td>D</td>
<td>70-74</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
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<tr>
<td>I</td>
<td>Incomplete (must be removed by next grading period)</td>
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*Please note that extra points for high school honors and AP course will be applied according to HCDE District Policy and Procedure.

Make-up work

It is the student’s responsibility to get his/her make-up work after an excused absence. Students will be given five days to turn in the work. Due dates will be honored by students. When a student requests make-up work, they can get it directly from the teacher or contact the teacher through the teacher’s email address (found on our school website).

If a student’s absence is unexcused, it is the teacher’s discretion as to how he/she handles the make-up work.

Students, who chose not to work during class, are not afforded the opportunity to submit make-up work.

Report cards

Report cards will be issued at the end of each nine-week grading period (see calendar the official school board approved calendar). However, academic progress can be monitored daily on PowerSchool. Please contact the main office for help with PowerSchool.

Parents are expected to review this academic report and notify teachers of concerns. For specific dates for progress reports and report cards, please refer to the district calendar provided in this handbook. Parents should always contact the teacher prior to making contact with administration. A conference should be held with the team first if there are academic or behavior concerns.

High school academic records (transcripts)

A transcript is the student’s official high school academic record sent upon his/her request to legitimate agencies.

Whenever possible, East Hamilton will send transcripts electronically. All transcript requests should be submitted in Family Connection. Students will not be required to pay a transcript fee for information that can be sent electronically. Students electing to send transcripts to schools that do not accept electronic transmissions will be required to pay the transcript fee before transcripts are mailed. Students are responsible for making sure payment is made in a timely manner in order to avoid missed deadlines.

Early college program

Chattanooga State has partnered with EHS to offer courses that will earn both high school and college credits. The benefits include:

- Exposure to college level instruction
- Receive dual high school and college credit or college credit only
- Many general education requirements are met for TBR / UT system and many other colleges
- Highly qualified, college level instructors
- Hands on instruction through guided inquiries (lab and lecture)
- Instructors available during office hours and for tutorials
- 1/6 the cost of many major Tennessee colleges
- Classes taught on campus at East Hamilton School or CSCC East Campus

Family Connection/college access

Family Connection by Naviance is an online post-secondary planning program that is available to all HS students. Students have unique usernames and passwords and should plan to check their Family Connection accounts regularly. Family Connection will be the primary communication tool between school and home for all things related to post-secondary planning, including, but not limited to: college searches, scholarship announcements, college visits and transcript requests. Parents may log in to Family Connection as a guest to see up to date information about College Access activities and events. Log in via the school website.

The purpose of your college advisor is to collaborate with school counselors and support the existing school counseling/guidance program by serving as a resource for college and financial aid information for students, parents, faculty and staff. Our college access counselor maybe reached through the counseling office or through the main office.

Graduation Requirement

<table>
<thead>
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<th>Class</th>
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<tr>
<td>Class of 2020</td>
<td>25.5 credits (+Capstone)</td>
</tr>
<tr>
<td>Class of 2021</td>
<td>27 credits (+Capstone)</td>
</tr>
<tr>
<td>Class of 2022</td>
<td>28 credits (+Capstone)</td>
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- Graduation requirements (number of credits) for transfer students will be evaluated on an individual basis.
- Grade classification for Exceptional Education (non-gifted) students is determined by an IEP.
- Only those students within graduation range at the end of the current school year may be promoted to senior status mid-year.
Graduation requirement

English
4 credits

Mathematics
4 credits (Algebra I, Geometry, Algebra II and 1 advanced math class; required to take a math class every year. AP Computer Science may count toward a student's fourth-year math class.

Science
3 credits (Biology, Chemistry or Physics and 1 additional lab science)

Social Studies
3 credits (World Geography/World History, U.S. History, and ½ credit US Government and ½ credit Economics)

Wellness
1 credit (2 credits ROTC may be used to satisfy this requirement if offered)

Physical Education
1/2 credit (participation in Marching Band may be used to satisfy this requirement)

Personal Finance
1/2 credit

Foreign Language
2 credits (same language)

Fine Arts
1 credit

Capstone Project
1 credit

Focused Electives**
3 credits

Electives:
**Focused Electives: Students will select courses from ONE of the areas listed below. Courses used to satisfy the Focused Electives requirements must be above courses taken to satisfy core requirements.

- Mathematics/Science: Any combination of three (3) courses in mathematics and science
- Career/Technical: Three (3) courses in a concentration (program of study)
- Humanities: Any combination of three (3) courses in literature, history, foreign language, fine arts and journalism
- AP: Any combination of three (3) Advanced Placement elective credits
- Completion of an Institute

All East Hamilton students will be required to take a science course during their senior year. Space permitting in schedules, students may elect to double up on science courses as underclassmen. This decision should be made in consultation with the student's science teacher(s) and counselor. Students who satisfy the minimum requirement for credits in science by doubling up as underclassmen will STILL be required to take a science class during their senior year.

It is the responsibility of every student to know if his or her program meets the requirements for graduation. East Hamilton requires all seniors to successfully complete the Capstone Project before completion of their senior year.

Academic Honors: Hurricane Levels

In addition to Honor Roll and Graduation recognition, the staff of East Hamilton under the direction of Mr. Williams, one of our Academic Deans, has established a merit system for academic, behavioral, and attendance excellence at East Hamilton. Through this program, students with distinctions can earn rewards and accolades through hard work, perseverance, and civic humanitarianism.

Homework Guidelines

Background

Research provides strong evidence that, when used appropriately, homework benefits student achievement (Good & Brophy, 2003; Cooper, Robinson, & Patall, 2006). Homework is beneficial and important in a student's overall program; homework is required in East Hamilton.

General Information

Homework is one of the many learning activities in which students engage; its purposes are to:

- Extend learning, provide for the practice of concepts and skill development in concepts and/or skills initially presented in the classroom and that students can do independently to deepen their knowledge and understanding;
- Provide opportunities for independent work;
- Provide opportunities for enrichment;
- Provide opportunities to engage in a flipped classroom pedagogical approach (a learning model where students are first exposed to new material outside of the classroom through the use of prepared assignments, readings or other learning materials; the new material is then integrated into an engaging demonstration, application or lesson that allows for more critical thinking and active learning in the classroom), where students' preparatory homework activities become vital to effective classroom activities; and,
- Provide opportunities to check for understanding and for possible instructional follow-up when students struggle or have misconceptions.
When Planning and Assigning Homework, Teachers Should:

Help students to see how homework is related to classwork and instructional objectives (discuss homework with students);
- Develop assignments which have meaning and account for individual student differences, needs and abilities;
- Ensure the homework is challenging and at the right level of difficulty; design homework to maximize the chances that students will complete it. (Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.);
- Ensure the total homework load from all students' teachers is a reasonable one and the amount of homework (assigned two to four times a week) follows the “10 minute rule” (Cooper, 2007). The “10 minute rule” states that all daily homework assignments combined should take about as long to complete as 10 minutes multiplied by the student’s grade level. For example, up to 10 minutes per night of homework for pre-k and Kindergarten students, 10 minutes per night in the first grade, 20 minutes for second grade, and an additional 10 minutes per grade level thereafter (e.g., 120 minutes for 12th grade). Additional time should be added appropriately for daily at-home reading for enjoyment and should not include a book report or like assignment. (Please note: students taking more rigorous courses [i.e. Institute, Honors accelerated, Advanced Placement/AP, Dual Enrollment, etc...] may be assigned more homework);
- Clearly communicate to parents and students the importance of homework activities as part of flipped classroom activities and lessons, including potential safety-related homework and how students' failure to complete the homework may limit their participation in the related classroom activity. If a student's failure to complete a homework assignment related to a classroom lesson, lab or activity (including a flipped classroom activity) limits them from safe and prepared participation, they may not be allowed to participate.
- Ensure homework assignments, the procedures for accomplishing them and the due dates are clear;
- Identify strategies to support students who may not have support at home with homework completion;
- Be mindful of cultural, ethnic, religious and other celebrations and/or historical events that are important to members of our community;
- Not assign homework on designated religious holidays when students are absent because of religious observances;
- Not require homework over breaks from school (i.e., winter break);
- Should allow students who have been excused from school for religious observances or other lawful absences the opportunity to make up assignments;
- Partner with families to reinforce learning and broaden educational opportunities for students through parental knowledge of the homework procedures established by the individual teacher;
- Involve parents in appropriate ways without requiring parents to act as teachers or to police students' homework completion; and,
- Make homework meaningful to students by ensuring cooperation and communication among the teachers, students and parents or guardians.

Grading and Reporting

- Completed homework assignments are to be reviewed by the teacher (or a designee) with feedback provided as appropriate.
- Homework completion will count for 10 percent of each nine-week grade. Providing high quality academic feedback is the district’s recommended best practice; however, a numerical grade reflecting the percentage correct is not required for the homework grade. The 10 percent for homework is based on completion and/or accuracy.

At East Hamilton: Academic Life

Athletics
High School
TSSAA governs all High School eligibility, participation, and contests. For eligibility, students must earn five credits in the preceding school year, receiving credit in three out of four classes in the preceding term to participate in any TSSAA sport. Other restrictions may apply. Student athletes will have a code of conduct to follow which will be given to them by the coaches for their sport(s). School behavioral issues can affect participation in school athletics. Specific questions should be directed to either the head coach for the respective sport or the Athletic Director.

High School Sports
Fall: Cross Country, Football, Girls’ Soccer, Golf, Volleyball
Winter: Boys’/Girls’ Basketball, Wrestling
Spring: Baseball, Boys’ Soccer, Softball, Tennis, Track
HS Year-Long
Cheerleading

In addition to requirements from TSSAA, student athletes at East Hamilton should be aware:
1. A low conduct grade may determine eligibility for athletic involvement. Students must be good role models to represent EHS in all facets of the school environment.
2. Student athletes must follow all rules set forth by the school and the TSSAA. Listed below you will see the list of teams and approximate times marking the beginning of each sport.

3. Students who plan to participate in a school sport must the following forms before trying out:
   - a sports physical – filled out by doctor and signed
   - a parent consent form - signed
   - a concussion form – signed
   - COVID-19 related documents- completed

Parking
Parents should not use the front parking lot as an area to pick up or drop off students. At no time should student drivers be park in the front parking lot of the school. Visitor parking in the front lot is reserved for office visit, parent-teacher conference, and general school business.

Closing, delays, and early dismissals
The director of schools may close schools, delay starting times of schools or dismiss schools early in the event of hazardous weather or any other emergency that presents a threat to the safety of students, staff members or school property. If school is not in session or is dismissed early due to snow or inclement weather, all scheduled activities in which students are involved will be postponed or cancelled. If scheduled activities are allowed to continue, either the school principal or HCDE will inform parents of the continuance of activities.

Communication
School Messenger
East Hamilton and HCDE use the School Messenger system to notify parents or guardians of emergencies, general announcements, and student absences. It is vital we have current information, such as current phone numbers and email address, on file.

Social Media
Our official social media accounts are listed and linked on the school website.

PTA Communications
The PTA will send out a weekly update highlighting the happenings around school. This communiqué will be sent via email.

You can also find current information at:
   - http://ehmhs.hcde.org
   - East Hamilton’s Social Media Accounts

Use of Internet/Electronic Devices: Cell Phone

Students bringing cellular phones or electronic devices to school, do so at their own risk. Neither the Hamilton County Department of Education, nor East Hamilton High School will assume any liability for any lost, stolen or damaged cell phones or electronic devices in school, nor any school related activity. The actions that violate FERPA, privacy rules and regulations, etc... may lead to civil or criminal proceedings for the student and the cellphone account holder.

East Hamilton High School recognizes the usefulness of cellular telephones and other devices as a means of supplementing educational instruction under staff supervision. Only under the consent and the direct supervision of a classroom teacher, for the purposes of enhancing educational instruction, may a cell phone or other electronic device be used in an academic setting during instructional time. Any classroom use of an electronic device is at teacher discretion.

It is the responsibility of the parent as the account holder to teach the end-user about the safe operations of the respective cellular device.

East Hamilton High School students
East Hamilton High School students may NOT use their cell phones after entering the building before school begins OR while transitioning in the hallways during passing periods. The only non-instructional time that HS students WILL be allowed to use their cell phones or electronic devices will be in the cafeteria area during their lunch times. HS students may once again use their cell phones after school after they have left the building. All cell phones and devices must remain on silent mode at all times.

All students
*All students are restricted at all times within the building and on campus from using their cell phone or electronic device, in the following manner:
   - Making or receiving phone calls or similar app based protocol
   - Using any recording feature to include the phone/device cameras, video camera, or voice recorders
   - Using real-time audio/video, i.e. Skyping, Face Time, etc.
   - Using Bluetooth devices
   - Use of the phone/device’s internal speaker or external speakers for music, or any other reason
   - No over the ear or on the ear headphones / earbuds are allowed

The consequences for violations of this policy shall result in the
followings actions per HCDE:

1st violation - phone is confiscated for 10 calendar days
2nd violation - phone is confiscated for 20 calendar days
3rd violation - phone is confiscated for the remainder of the school year

This policy is designed to protect the educational program of all students. The use of student cell phones or other electronic devices on campus is a privilege, not a right. Students found by staff members to be in violation of any of the above stated rules or restrictions are subject to administrative discipline, which may result in confiscation of the cell phone/device. Students using cell phones or electronic devices in any manner that violates our school rules of conduct or using their device for unlawful purposes will be subject to more severe discipline action, up to and including extended suspension and/or expulsion.

Notice to parents: Please do not contact or communicate with students during instructional time via cell phones. All emergency contact to the student must go through the main office, attendance office, or nurse’s office when necessary. In most cases, a student may be given permission to use a classroom or administrative telephone to contact a parent/guardian.

Lockers
All East Hamilton students be issued a locker; in addition, all EH students will be required to stow book bags, purses, and supplemental items in their locker. Students will have access locker access at designated times. Students will use only the locker assigned to him/her and keep it locked at all times. Students should not share locker combinations with peers, doing so is a violation of school policy. Disciplinary action including revocation of a student’s locker privilege may occur if a student intentionally jams his or her locker to gain easy access or if they share their locker with another student. The school has the authority and control over the locker and may gain access to it at any time. The school will remove any lock to which the school does not have the key or combination, including gym locker area storage.

Scheduling
Registration for next year’s courses begins in late October. East Hamilton School sets the number of sections and builds its Master Schedule based entirely on student requests for courses. The spring registration determines the courses the school will offer the following fall.

High school students take a minimum equivalent of 8 credits per year and a maximum of 12 depending on interest and will be asked to plan a full schedule when completing pre-registration paperwork. Parents and students with advice from guidance determine the best program of study.

Once the Master Schedule has been created, students are obligated to take the courses they requested. In other words, students will not be allowed to change their minds in August or January. Students, therefore, should select courses in a thoughtful, careful manner to match their abilities and educational needs. The course catalog, teacher and counselor input, interests, future planning, and parental involvement are essential to course selection.

1. The only changes allowed in August: Valid schedule corrections only to update course selections based on summer school credits or to correct a scheduling error made by the school take place the first 3 school days of each semester. The beginnings of the semester cannot be times to revise schedules as a result of changing intentions or changing minds. The Master Schedule has already been created.

2. No dropping in level: Students who request Honors and Advanced Placement courses during pre-registration will be obligated to take those courses. Students may not drop a level because they changed their minds over the summer or because they did not do the summer reading or because they desire a different teacher.

3. Course may not be dropped during the semester: Students may not change or drop a course during the semester to avoid failing or to get out of work different from their expectations, even if the course is an elective the student had to take to have a full schedule or to substitute for a full class. Students with low grades should seek help from various resources available to improve and be successful.

4. Full-year courses last one year: Full-year courses may not be dropped at the end of the first semester, even if only an elective or to drop a level. If an exception to this policy is granted (the usual consideration is whether the student has been academically misplaced) the student will be required to take an equally challenging semester course.

5. Courses must be taken in sequence: Students must pass one level of a course before they take the next level of the same course. For example, students must pass Spanish I before they can take Spanish II. Especially, students must pass English 9 before they can take English 10, English 10 before they can take English 11, and so on. Sequence courses in the same subject may not be taken concurrently or in reverse order.

ONLY the Principal can make exceptions to any of the policies listed above. Requests for exceptions must be made in writing and be accompanied by parent signature.
The administrators at East Hamilton encourage parents and teachers to communicate about academic rigor, progress, and challenges. In addition, the administration believes that involving other school support staff such as the counselor, social worker, and other such groups may be beneficial to the student.

School Day

_Bell Schedules will be updated after the 2021-2022 funding cycle is finalized._

<table>
<thead>
<tr>
<th>2nd: 7:15-7:55</th>
<th>3rd: 8:00-8:40</th>
<th>4th: 8:45-9:45</th>
<th>5/6th: 9:50-10:50 (HS 2nd Lunch)</th>
<th>7th: 11:15-12:10</th>
<th>8th: 12:15-12:55</th>
<th>9th: 1:00-1:40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell Courses</td>
<td>Block 2 8:45-10:30</td>
<td>Block 3 and Lunch 10:15-12:10</td>
<td>6th (2x) 11:10</td>
<td>Block 4 12:15-1:40</td>
<td>Green Block 1:45-2:15</td>
<td>5th Block 2:15-3:00</td>
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<tr>
<td>8/9</td>
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Student will accumulate tardies and receive escalating consequences for being late to class. Tardies are inclusive of anytime a student is late to a class.

Due to safety issues we ask all parents to read and follow the information below:

- There will be no staff to supervise and the school will not be open prior to 6:45 AM.
• All students who are car riders will be directed to wait outside in the car rider pick-up/drop-off area ONLY. This area is located on the Northeast side of campus adjacent to the courtyard and student parking lot. All parents are to pick students up in this supervised area.
• No parents are to park in the front parking lot – it is for faculty only.
• Bus riders will unload/load using the front of the school.

Academic Operations

Bus/Car/Walkers/Parking (info also under Driving)

Bus information

Students are expected to ride their assigned bus to and from school. Students can only ride a different bus with a permission note from the parent that is approved by an Administrator. A daytime phone number must be included on the parent note. This note must be turned into the office by 9:00 am.

Upon verification, the student will be given a school form to give to the bus driver. Students may not board without this form. Permission will not be granted for those students who wait until the end of the day. This policy is for student safety and liability.

Any student who interferes with the safe operation of a school bus will be held accountable. The Superintendent of HCDE or the principal may suspend the right and privilege of transportation from any student due to misconduct or misbehavior while on the bus.

Car Rider (AM/PM car rider drop-off and pick-up)

Parents will drop-off and pick-up at the Northeast side of the school adjacent to the courtyard and student parking lot in the designated traffic lanes. Traffic will fill the lanes and be stopped. Following the stop, the students will load; then, traffic will be released.

Bus Rider

Students who ride buses in the morning and evening will unload and load from the front of the school.

Walkers

Since East Hamilton does not have sidewalks connecting the campus to the various neighborhoods, students and parents should exercise extreme caution when entering and exiting the campus. In the morning and afternoon, it is recommended that students use the available crosswalks and make routes where school staff are present.

Dining Hall

Hamilton County School Nutrition Department

2020-2021 Meal Prices

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<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>Paid</td>
<td>$2.00</td>
</tr>
<tr>
<td>Reduced</td>
<td>$0.30</td>
</tr>
<tr>
<td>HCDE adult</td>
<td>$2.75</td>
</tr>
<tr>
<td>Visitor</td>
<td>$3.00</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Paid</td>
<td>$3.00</td>
</tr>
<tr>
<td>Reduced</td>
<td>$0.40</td>
</tr>
<tr>
<td>HCDE adult</td>
<td>$4.25</td>
</tr>
<tr>
<td>Visitor</td>
<td>$5.00</td>
</tr>
<tr>
<td>Holiday meal</td>
<td>$5.00</td>
</tr>
<tr>
<td>Extra Milk</td>
<td>$0.50</td>
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</tbody>
</table>

• Students may deposit money in their lunch accounts at anytime. A service charge will be added on for any returned checks. Parent and guardians are welcome to eat with their child in the dining hall by purchasing a meal at the adult visitor price.
• All visitors must obtain a pass before entering the dining hall area. The school reserves the right to deny permission to enter the school/dining hall to anyone.
• All students are expected to exhibit appropriate manners and behavior in this area. Outdoor dining and/or carrying food from the dining hall is at the discretion of school administration and staff.
• Finally, no outside food is allowed during the school day. This includes parents bringing food or delivery of food.

Drills: fire, safety, tornado

All drills are conducted in accordance to regulations and policies. Appropriate student behavior is expected at all times.

Driving

Permit and form SF1010

Any student under the age of eighteen who is applying for a TN driving permit or license will be required to take form SF1010 to the driver license station. Students may obtain the form from the attendance clerk while school is in session. Allow a minimum of one week for the form to be completed and returned to the student.

Tennessee State Law requires that students pass at least three full subjects to apply for the SF1010/Permit form. Also, students cannot miss more than 10 consecutive days or 15 days total of unexcused absences during a single semester. When a student applies for the driver's license or permit, the SF1010 is only good for thirty (30) days from date of issue.

Driver’s license revocation

(State Law 49-6-3017) Any student 15-17 years of age who becomes academically deficient or deficient in attendance shall be reported to the Department of Safety for driver’s license revocation. A student shall be deemed academically deficient if...
he/she has not received passing grades in at least three full unit subjects at the conclusion of any regular school semester. A student shall be deemed deficient in attendance when he/she drops out of school or has excessive absences. Suspensions count as unexcused absences (TN state law). A student may not be considered to be in compliance until the student makes a passing grade in at least three full unit subjects at the conclusion of any subsequent grading period.

Driving and campus parking
Students need to understand that parking on school property is a privilege, not a right afforded to students. Certain conditions are attached to privileges. Students who fail to uphold those conditions will be subject to loss of parking privileges with no refund of fees paid, and disciplinary actions.

The conditions for parking are as follows:

1. All students who drive on school grounds must possess a valid driver's license.
2. Students must register any vehicle they intend to drive to school with school authorities. All information requested must be given on the registration form. An $80 parking fee is to be paid prior to issue of the permit; this amount is reduced by $20 each quarter of the year. For example a permit purchased in the second quarter would cost $60. This permit is to be hung on the rear view mirror - NO EXCEPTIONS.
3. Vehicles without visible parking permits are subject to towing at owner's expense and/or disciplinary actions.
4. No students are to park in the spaces that are reserved for faculty.
5. All students should lock and secure their vehicles.
6. Students are not to allow anyone to borrow their permit. Permits must be used on the registered vehicle only.
7. Students conducting or allowing illegal activity in their cars on school grounds will be subject to losing their permit permanently, as well as normal disciplinary action in regard to the discipline policy.

Reasons for loss of driving privilege
- Speeding (15 mph speed limit) or reckless driving (including entering and exiting campus).
- Entering parking area during the school day without permission from the office.
- Excessive tardiness (5)/absences (5 unexcused) - to be determined by administration.
- Refusal to follow school official's directions.
- Allowing another student to borrow permit.

Field Trips
School sanctioned field trips will follow Hamilton County Board Policy regard the administering of field trips. Under no circumstances are students permitted on field trips without a properly signed permission slip. Field trips including post-season athletic trips will follow the same procedure as academic and instructional trips.

Decisions regarding student participation may be based on attendance, grades, and/or behavior.

Instruction fees and textbooks
Fees are to be determined pending a finalized budget.

Some courses, particularly those in High School, may require additional fees may be charged for other classes to help provide materials not provided within the school budget. (i.e., novels, art supplies, science lab materials, band, chorus, transcripts, AP fees).

Each student is responsible for their assigned textbooks and will be held accountable for any lost or damaged book. Students will not receive grade cards, diplomas, progress reports, or transcripts if they have not paid for a lost or damaged textbook. Finally, the student will not earn credit in the course for which said textbook was issued until full restitution, according to Tennessee Code Annotated, Section 49-609.

East Hamilton HS DRESS CODE

Student dress should exemplify an atmosphere of learning. Students may not wear any type of dress or look that is distracting or disrespectful to the learning environment. In terms of decisions regarding school dress, the professional judgment of teachers and administrators will prevail. If a student is not sure if an article of clothing is dress code appropriate, he/she should bring it to school and ask a teacher or administrator for approval before wearing the item in question.

Administration makes the final decision on dress code questions/issues.

Consequences for violating the dress code:

- Student will be sent to ISS.
- Parent will be notified and clothes should be sent, if possible.
- If clothes cannot be sent, the student will remain in ISS.

2021-2022 Dress Code

Shirts
- Shirts, if not "EH spirit wear" must be school appropriate with no obscenities or advertisements of tobacco and/or alcohol
- Only top two buttons may be unbuttoned on collared shirts
- No low cut tops

- No tank tops, backless bra straps showing or bare midriffs
- No sheer or see-through material
- No cap sleeves / cold shoulders

Pants/shorts
- Pants/shorts must be solid color and may not have writing, graphics, rips, or holes
- Shorts must come 3 inches above the knees
- No sagging
- No underwear may show
- No spandex pants/shorts
- No yoga pants / jeggings / leggings
- No cargos
- No overalls
- No athletic shorts

Skirts/Dresses
- None allowed unless approved by administration for religious practice/beliefs

Coats (Outerwear)
- Coats / Full zip jackets may not be worn in the building; must remain in lockers
- No hoodies

Sweats
- Sweatshirts may be “EH spirit” clothing or school appropriate (free of obscenities, alcohol, tobacco, etc.) but must NOT have a hood / pockets
- May be worn daily, year round with an approved shirt underneath
- No sweatpants of any style

Shoes
- All shoes must be school appropriate and may not interfere with safety (stairwells, evacuations).
- Shoes must cover the entire foot. For this reason, flip-flops, heels and house slippers, sandals, Clogs or Crocs may NOT be worn.
- No boots

Accessories
- No hats, caps, bandanas, full head wraps
- No book bags / back packs / purses are allowed in classes
- No sunglasses, gloves or blankets
- Jewelry must be school appropriate (Administration has final decision)

Medication

At school, medication falls under the direction of the School Nurse. Information can be found at:
- hcde.org
- click Inside HCDE tab
- scroll down and click Support Services
- click School Health
- click School Health Program
- click Board Medication Policy

Visitors

Tennessee State Law requires that guest passes be issued to anyone who is a visitor to a school other than enrolled students and school employees. All visitors must report directly to the front office and present a photo ID when signing the guest log. At EH, this process is now electronic. Visitors will digitally sign into the school using the RAPTOR program. This program will generate a visitor identification sticker. Visitors must wear the sticker while on campus. All visitors must return to the main office prior to exiting the building to sign out and exit campus. Visitors should be aware that the RAPTOR system checks the sex offender database and reports positive findings to the School Resource Officer as well as the campus-based administrative staff.

Students are responsible for notifying their friends that they are not to be visited either in the building or anywhere on the school grounds. Any person found on the school grounds without permission from the administration is trespassing and is subject to arrest by authorities.

We ask that parents refrain from sending balloon, flower bouquets, etc. to school. This will help to minimize distractions throughout the school day. Students should not have these items on Hamilton County School buses, especially if it reduces seating capacity on the bus. This will help ensure safety for all students. Items brought or delivered to school (for students) will be distributed via Administrative discretion.

Due to the nature of the school, appointments with teachers, staff, and administrators should be made in advance of arriving on campus. Making an appointment in advance will reduce visitor wait time and increase our collective staff efficiency.

Rights and Responsibilities

Family Educational Rights and Privacy Act
HCDE is required to provide annual notice of The Family Educational Rights and Privacy Act (FERPA) and the rights it provides parents and students. The FERPA gives parents, students over 18 years of age and others 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 45 days of the day the school receives a request for access. Parents of eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. 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.

2. The right to request an amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal (or appropriate official), clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Public Education; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); a parent or student on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks; or an attorney from the Department of Law with a legitimate educational interest. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the school can disclose education records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.)

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Student directory information is restricted in accordance with FERPA guidelines. If you do not want EH to disclose any or all of the types of information designated below as directory information from your child’s education records, you must notify the EH in writing, by September 1, 2019. EH has designated the following information as directory information:

- Student’s name
- Address
- Telephone listing
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors and awards received
- The most recent educational agency or institution attended

Student Rights and Responsibilities

Students have the right to:

1. An education that prepares them for success in post-secondary education. This includes receiving support and guidance from faculty, a strong academic curriculum and high expectations in the classroom. Information on all options of post-secondary education should begin at least in the ninth-grade year.

2. Fair communication with teachers and administrators, having a safe and respectful relationship that will nurture their academic progress, while also creating a secure learning environment.

3. Attend school and receive a free and appropriate public education as provided by law.

4. Be taught in a safe and clean learning environment. A clean and safe building is an environment that does not pose any danger to physical safety or hinder the ability to learn. Students should participate in keeping schools clean and safe.

5. Be treated courteously, fairly and respectfully by other students and school staff.

6. Receive a written copy of select district and school policies and procedures at the beginning of the school year and have access to district and school policies and procedures throughout the school year.

7. Bring complaints or concerns to the school principal or staff and expect a response in a reasonable amount of time.

8. Be told, orally or in writing, the reason(s) for disciplinary decisions and be allowed the opportunity to tell their side of the story.
Students have the responsibility to:
1. Attend school daily, be prepared for class, and complete assignments to the best of their ability.
2. Know and obey school rules and instructions given by the school principal and staff.
3. Tell school staff about any dangerous behavior or activity that occurs on school grounds or off school grounds if it may result in disruption to the educational setting.
4. Bring only those materials to school that are allowed.
5. Behave respectfully toward everyone in the school community.
6. Keep parents or guardians informed of school-related issues and give them any materials sent home for parents or guardians by East Hamilton.
7. Voice opinions in constructive ways, attend key meetings and events that directly affect their education and schools, and encourage parents to participate whenever there is an opportunity for community input.
8. Hold classmates accountable with positive peer pressure. Report when peers are carrying weapons or anything else that may be perceived as a threat. Assist in creating a classroom environment that encourages a sense of learning and support by denouncing offensive and demeaning behavior.
9. Complete all assignments with maximum effort in a timely manner. Students agree to research post-secondary options and be proactive about taking the necessary steps (i.e. studying for tests, researching college on their own, etc.) to ensure their ability to qualify for their chosen path. Students share post-secondary goals and plans with a faculty member.
10. Accept responsibility for their actions. Students who feel they have been disciplined unfairly should respectfully approach a staff member to discuss the situation.
11. Get to know teachers and respect teachers and administrators. When necessary, students offer constructive criticism at the right time without shame or embarrassment.
12. Hold themselves and peers accountable for cleaning up at school.
13. Make the healthier choice in food items when options are presented.

Parent and Guardian Rights and Responsibilities

Parents and guardians have the right to:
- Be actively involved in their children’s education.
- Be treated courteously, fairly and respectfully by school staff and principals.
- Receive information and communication related to:
- Policies and procedures of the school and board
- Academic progress and behavior reports
- Prompt notification of disruptive behavior and/or disciplinary actions
- Information about due process procedures for disciplinary action (see page 49)
- Ways to improve student’s academic or behavioral performance
- Services for English Language Learners and students with disabilities
- Translation services

Parents and guardians have the responsibility to:
1. Make sure their children attend school regularly and on time and, when children are absent, send in written excuse notes. Please see HCDE policy on attendance and truancy.
2. Support HCDE by being a role model for their children, talking with their children about school and expected behavior and communicating the value of education through words and action.
3. Be respectful and courteous to staff, other parents, guardians and students while on school premises and during school activities. Inappropriate behavior may result in restricted access to the school, school grounds and school activities. The parent or guardian will be notified in writing.
4. Give updated contact information to East Hamilton and their children’s individual school annually or whenever contact information changes. Provide the
school with all legal documents pertaining to custody or special circumstances in a timely manner.
5. Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework.
6. Encourage students to participate in extracurricular activities that promote social and emotional growth in the areas of creative arts, music and athletics.
7. Work with principals and school staff to address any academic or behavioral concerns or complaints children may experience.
8. Read and become familiar with the policies of the Board of Public Education’s administrative regulations and this Student-Parent Handbook.

Principal and School Staff Rights and Responsibilities

Principals and school staff have the right to:
1. Be treated courteously, fairly and respectfully by students, parents or guardians, and other school staff.
2. Work in a safe and orderly environment.
3. Communicate concerns, suggestions and complaints to the Hamilton County Schools district office and receive a response within a reasonable amount of time.
4. Receive supportive professional development and training.
5. Receive the necessary resources to deliver quality instruction.

Principals and school staff have the responsibility to:
1. Attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day.
2. Maintain safe and orderly schools by using prevention and intervention strategies, and by following East Hamilton Student-Parent Handbook.
3. Be respectful and courteous to students, parents and guardians, serving as role models for students.
4. Keep parents and guardians informed of student academic progress and behavior, create meaningful opportunities for their participation and provide regular communication in a language they understand.
5. Be knowledgeable about the policies of the Board of Public Education’s administrative regulations and rules and enforce them fairly and consistently.
6. Be knowledgeable about federal and state laws and regulations regarding the disciplinary process for all students, including students with disabilities.
7. Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner and in a language, they understand.
8. Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies and organizations when outside support is necessary.
9. Provide makeup work for students with lawful absences (students absent due to disciplinary reasons should be considered for make-up work).
10. Participate in required professional development opportunities.
11. Utilize community organizations to support the individual needs of the students and families served by the school community.

Get Involved

PTA
The Parent-Teacher Association at EH was created to energize, organize, and mobilize parents to be involved in the lifelong education of their children, as well as help identify barriers to family engagement and work with EH personnel to reduce or remove these barriers.

For more information, or to become involved, please contact the main office.

CaneRaisers
The CaneRaisers are a parent-led organization that has worked to support the students, staff, and families of East Hamilton since before the school opened by helping fund books, uniforms, technology, and many other items.

For more information, or to become involved, please contact the main office.

Athletic support organizations
EH has several athletic support organizations support different teams.

For more information, or to become involved, please contact the respective team’s coach.

For general athletics support or for support of multiple sports please contact the Athletic Director.

Receive Assistance

Community Helpline
One of the easiest ways to get help is to contact Tennessee’s community services helpline by dialing 2-1-1. When you call, you'll get a real person, one who is trained to help you sort out your needs, and then give you phone numbers and addresses of the closest places where you can get help.
School-Based Help
School Social Work and Counselor Services
The school social worker is committed to helping students reach their highest academic potential. Sometimes there are personal issues that interfere with a student’s learning. School social workers will provide free counseling to students during the school day on-site at their school. All records regarding a student’s session with the school social worker are kept confidential except where required by law.

Please contact the respective counselor for needs that you are seeking assistance with.

Policies and Procedures

Juvenile Offender Act
Pursuant to TCA 55-10-701, the juvenile court judge may issue an order of denial of driving privileges for any offense or prohibited conduct described in TCA55-10801(a). This section applies to any criminal offense, status offense, violation, infraction or other prohibited conduct involving the possession, use, sale or consumption of any alcoholic beverage or any controlled substance, as defined in TCA 39-17-4, or involving the possession or carrying of a weapon on school property, as defined in TCA 38-17-1309(b) or (c).

On first offenses, the judge may exercise discretion and sign a withdrawal to reinstate driving privileges after three months.

Beyond this limited circumstance, the denial or suspension of driving privileges are outlined in TCA 55-10-702.

Safe Harbor
A student may approach a school official and voluntarily surrender an object, the possession of which is prohibited by these rules, provided the object is one that the student could lawfully possess off school grounds (such as a pocket knife) and is not a firearm. This safe harbor provision does not apply if a search is in progress at the school.

If a student approaches a school official and voluntarily surrenders such an object, then the student will not be subject to any disciplinary action under these rules. The principal will make arrangements to return the object to the student’s parents or legal guardian, when applicable.
If a student discovers an illegal item such as drugs, a weapon or other contraband (e.g. tobacco, alcohol) on school property, or a school bus, or at a school bus stop, the student may approach a school official and report the discovery. A student will not automatically be in violation of school codes by solely making such a report.

School officials will use discretion in determining whether the circumstance surrounding the report warrant further investigation of the reporting student.

Searches and Seizures
The following procedures apply to the search of lockers, other areas of school property, including buses, assigned or accessible to students for the holding or storage of property, packages and containers brought onto school property by students and visitors.

Lockers and other storage areas are the property of EH and are subject to search. The search will be conducted by the principal or his/her designee in the presence of an adult witness.

There should be reasonable suspicion (TCA 49.6-4205) for school authorities to investigate that the student(s) or visitor(s) possess(es) an item, the possession of which constitutes a crime or school rule violation.

- If circumstances in a particular school dictate, either a general or random search of lockers or other school property accessible to students may be conducted.
- If circumstances dictate, either a general or random search of vehicles may be conducted.

The following procedures apply to the search of a student for items in the student’s immediate possession. The search will be conducted by the principal or his/her designee in the presence of an adult witness.

- The search will be conducted in private and in the presence of an adult witness. Situations where there is an immediate threat to the safety and welfare of students and staff, and in the school official’s judgment the immediate control of the student and item(s) that are subject of the search is necessary, a search may be conducted in a non-private setting and without an adult witness, provided all of the requirements of reasonableness above are met.

The following procedures apply to item(s) discovered and/or seized in the course of searches conducted on school facilities. Any item reasonably felt to necessitate criminal prosecution will be turned over to the appropriate law enforcement officials.

- School authorities may seize any item reasonably felt to be a threat to the safety of others or is used to disrupt or interfere with the educational process.

Student Arrest
Parents or guardians of a minor student arrested while at school or at a school-sponsored activity will be contacted after the principal and/or his designee is made aware of the arrest and after the police department has assumed custody of the student.

Violation of Personal Rights
It is a violation for any student, teacher, administrator or other school district employee to violate the personal rights of others. Violation of personal rights is any act of intimidation, harassment/hazing, physical force or threat of physical force directed against all persons or their property or advocate, motivated either in whole or in part by hostility to their real or perceived race, ethnic background, religious belief, gender (including gender identity), age, disability or sexual orientation, with the intention of causing fear or intimidation, or to deter the free exercise or enjoyment of any rights or privileges secured by the Constitution or the laws of the State of Tennessee whether or not performed under the color of law.

English Learners (EL)
Since HCDE receives federal funds, federal law requires HCDE to assess every child when language proficiency might be an issue. HCDE is required to offer EL services to all students not proficient in English to ensure they have equal access to academic content in school.

EL assessments and services
To ensure a student is receiving the best support, HCDE must assess English proficiency. The WIDA-Access Placement Test (W-APT) has no bearing on school assignment or grade placement. It simply gives teachers a better understanding of the language supports the child will need in the classroom as an English Learner.

When students are identified as English Learners, they will receive EL services during the regular school day from an ESL-endorsed teacher. Students who are deemed proficient in English through the W-APT do not receive EL services.

EL services are not available at East Hamilton. The paired schools offering services are Ooltewah Middle and Ooltewah High School. After the initial placement assessment, all English Learners are assessed annually for English proficiency through the ACCESS for ELLs. If the student scores proficient, he/she will be “exited” from EL services.

Home language survey
Every student must have a completed and signed HLS in his/her cumulative file. A parent/guardian must complete a HLS when the child first enters HCDE. The form must be completed in its entirety, signed and dated.

Language services
Families have the right to request an interpreter for any communication with the school. To request an interpreter, contact the school (a teacher or administrator) or the Office of English for Speakers of Other Languages (423) 498-7131.

Students with Disabilities
Special education services
If You Suspect Your Child Has a Disability
Families who suspect their child has a disability may request in writing that their child’s school start the support team process. The support team process will review the concerns and develop a support team plan. Families may also request in writing that the school system test their child for any suspected disabilities. If a student is found eligible for special education services, an Individualized Education Program (IEP) will be developed.

Discipline
If a student who receives special education services or a student who has an Individualized Education Program (IEP) violates school rules or district policies outlined in this handbook, he or she will be disciplined in accordance with district policy and state and federal laws that govern Special Education, such as the Individuals with Disabilities Education Act (IDEA). For more information regarding discipline and students with disabilities, please refer to the Notice of Procedural Safeguards booklet.

Students not yet eligible for special education services (34 CFR §300.534)
If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred that the child was a child with a disability, then the child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters: A school district must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child that the child is in need of special education and related services; or
2. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
3. The child’s teacher, or other school district personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the school district’s Director of Special Education or to other supervisory personnel of the school district.

A school district would not be deemed to have such knowledge if:

1. The child’s parent has not allowed an evaluation of the child or refused special education services; or
2. The child has been evaluated and determined to not be a child with disability under Part B of the IDEA.

504 SERVICES

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law protecting the rights of individuals with disabilities. It guarantees students with disabilities the right to an equal educational opportunity.

Qualified students who have a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having impairment must be provided a Free Appropriate Public Education (FAPE) and have procedural safeguards under the law.

A diagnosis of a disability does not automatically qualify a student for eligibility under Section 504.

To be eligible as a student with a disability under Section 504, a student must be evaluated and determined eligible under Section 504 by a 504 team. Families who suspect their child has a disability may submit a verbal or a written request for the school to start the 504 evaluation process. The 504 team will review all concerns and proceed with the 504 evaluation eligibility process.

Steps to 504 Service:

1. Contact the 504 Coordinator at the child's school, the counseling department.
2. Be ready to assist in documenting a disability
3. Attend the 504 meetings
4. Be an active partner in the process with the school

Discipline

If a student who has been determined eligible under Section 504 violates school rules or district policies outlined in this handbook, he or she will be disciplined in accordance with district policy, state and federal laws that govern Section 504 of the Rehabilitation Act of 1973 and IDEA. For more information regarding discipline and students with disabilities, contact the school and/or visit www.hcde.org to obtain the Notice of Procedural Safeguards booklet and Section 504 Manual.

Protections for Children Not Yet Eligible for Services

If a child has not been determined eligible for 504 services and violates a code of student conduct, but the school district has knowledge that the child has a disability before the behavior that brought about the disciplinary action occurred, then the child may assert any of the protections described in this notice.

In determining whether the school district had a basis of knowledge that the child has a disability, the district will follow similar guidelines as provided for under the IDEA outlined under the Exceptional Education Services section.

ESL (English as a Second Language)

East Hamilton does not have specific support for these students. These students will be referred to attend Ooltewah High School. Ooltewah is the paired partner school that offers ESL related services.
Policies Related to Administration of Schools

The information contained in this section is a brief description of the most referenced policies and procedures. The information included does not describe policies in their entirety but should be viewed from the HCDE website as the Hamilton County School’s Code of Acceptable Behavior and Discipline pamphlet. For questions or help, contact HCDE:

3074 Hickory Valley Rd, Chattanooga, 37421 -OR- 423-498-7020

District governance

EH is governed by the HCDE Board of Education. The Board hires a Director of Schools to ensure all state, federal and local laws and regulations governing local schools are upheld. Funding for the district’s operating and capital budgets is approved by the both the HCDE Board of Education and County Commission.

The Director of Schools is ultimately responsible for approving district policy. District policies are reviewed annually and published online. Policies are subject to change throughout the school year. The current text of all policies is available in the following locations:

The HCDE website is www.hcde.org;
The East Hamilton website is ehims.hcde.org.

Board of Education: Meetings and Policies

Board meetings are held on the third Thursday each month. Persons who would like to request to speak to the Board at a Board Meeting, must submit the request in writing to Sherrie Ford, Executive Assistant to the School Board, 3074 Hickory Valley Road, Chattanooga, Tn 37421. For questions concerning appearing before the Board, contact (423) 498-7038. Board agendas and meeting minutes are posted on the HCDE website. More information about the Hamilton County Department of Education School Board and its members is available on the HCDE website at www.hcde.org.

Attendance and truancy

Tennessee law requires children ages six through 17 attend school. Attending school daily helps children succeed academically. Missing school leads to difficulties for a student academically, socially and emotionally.

If a student is found to be unlawfully absent from school and/or habitually truant, the student may be referred to the school social worker, referred to the appropriate state agency, and/or taken into custody by law enforcement personnel.

The parent or guardian of any EH student should consistently update address records and contact information with the school staff so the school can contact them. Any information regarding attendance and truancy will be sent home via U.S. Postal Service, email, and automated phone calls.

What absences are counted as excused absences?

- Student’s personal illness
- Family member’s illness that requires the student’s temporary help
- Death in the family (up to three days)
- Deployment of a parent or guardian serving in the military (one day for deployment, one day for return and up to 10 days when the service member is on temporary leave at home)
- Head lice (up to three days per infestation)
- Recognized religious holidays regularly observed by persons of the child’s faith
- Court appearance or legally mandated meetings
- Documented college visitations (up to three days per year for juniors and seniors)
- A principal may allow the following circumstances to be considered an excused absence if the parent or guardian submits a written request:

1. Unexpected emergencies such as car problems
2. Job interview or conference
3. Doctor or dental appointments
4. Other circumstances requested in writing by the parent or guardian that the principal considers to require a child’s absence

How do absences need to be documented to be considered excused absences?

- The parent or guardian of the student must send in a written note explaining why the student missed school within three days of the student’s return to school after being absent.
- Because students sometimes lose notes or forget to turn them in, the parent or guardian should make sure the designated school staff in the front office has received the written excuse notes.
- The parent or guardian should keep a copy of the written excuse note for personal record.
- If a written excuse note is not turned in, the absence will be considered an unexcused absence.
- Absences will be marked on the student’s attendance record as either excused or unexcused. The parent or guardian can request copies of the student’s attendance record from the school’s front office.

What role does the principal have in deciding whether an absence is excused?
Late Arrival and Early Dismissal

- Students must attend one half of a school day to be counted present.
  - If a child attends less than one half of a school day, the student will be marked as absent. A written excuse note should be turned in to the front office for this to be considered an excused absence.
- Students who arrive after 7:15, the designated start time of school, will be counted as tardy.
- Students will not be released from school for early dismissal without prior approval from the parent or guardian and after 1:45.
  - The names of the adults who are permitted to pick up the student from school must be documented in the student’s school file. Without prior notification from the student’s parent or guardian, a student will not be released to an adult whose name is not documented in the file.
  - The parent/guardian or adult whose name is listed on file will be asked to show the front office staff a picture ID for the student to be released from school.

Make-Up Work for Assignments Missed During Absence

- Students with an excused absence will have the opportunity to make up the assignments that they missed during their absence. The student’s absence will not affect the student’s grade on the completed make-up assignment.
  - The teacher will determine whether a student with an unexcused absence will have the opportunity to make up missed assignments for the specific course. Please refer to individual teacher syllabi for High School and either grade level or teacher policy in Middle School.
  - The parent or student must request make-up work within three days of the student returning to school. The teacher and student will agree on a date that make-up work must be completed by in order for the student to receive credit.
  - The unexcused absence will remain unexcused even if missed work is completed.

Responses to Truancy

School Attendance Procedures

1. Families are notified of Attendance Law and Procedures via each school’s Student Handbook. Schools must include the Attendance Notification Contract in their registration packets. When the signed form is returned, the school is required to keep a copy in a designated notebook or file. A copy of this signed form will be required in the event a truancy petition is filed.
2. When a student reaches five (5) unexcused absences, the school is responsible for sending the HCDE approved Attendance Notification Letter that is generated from PowerSchool. The school is required to keep a copy of this letter in a designated notebook or file. A copy of this letter will be required in the event a truancy petition is filed.
3. Upon receipt of the Attendance Notification Letter, if the parent disagrees with the number of absences, it is their responsibility to contact the school for an attendance meeting and to provide documentation to support claims.
4. When the student reaches ten (10) or more unexcused absences, the student will be referred to the School Social Worker. The school will need to fully complete the referral and attach a copy of the Student Registration Form, a copy of the signed Attendance Contract, and a copy of the Attendance Notification Letter. The referral must have the signature of the Principal or Principal designee.
5. If absences continue after the signed referral, the Social Worker may initiate interventions and/or court procedures. If court procedures are necessary, a Legal Notice is mailed by the social worker. This notice shall serve as intent to file a truancy or dependent and neglect petition with Hamilton County Department of Social Services. If the petition is appealed to the court, the school will provide documentation to support claims.

Every principal establishes different rules regarding excusing absences. Parents and guardians should make sure they know the attendance policy for each school that their child attends. When a written excuse note is turned in, the principal may do the following:

- Excuse an absence
- Refuse to excuse an absence
- Require a written or verbal explanation from the parent or guardian explaining the reason for each absence
- Require other documentation that the principal thinks is appropriate to excuse the absence
- Require a doctor’s statement that the student’s absences are related to an illness
- Require a doctor’s statement approving the student to participate in the regular school program or extracurricular activities

What if there is concern about the accuracy of the student’s attendance record?

If a parent/guardian has concerns regarding the accuracy of the student’s attendance, he/she can contact the school to discuss potential discrepancies. Concerns about the student’s absences may be appealed to the school’s principal, who will make the final decision.
County Juvenile Court, unless proper documentation is provided to the school within five (5) days of receipt of this notice.

Adult Education Program – High School Equivalency Test

Students 17 years of age or older will be eligible to take the High School State Equivalency Test (HiSET) in lieu of earning a high school diploma with the approval of the Director of Schools. Students wishing to take the HiSET are encouraged to enroll in a State approved HiSET program. At East Hamilton, this process begins with the communicating this request with the respective counselor. All applicants must be interviewed in order to be recommended for testing.

Discharge of Compulsory Attendance

Students who have reached their 17th birthday may be excused from compulsory attendance under the following circumstances:

- The student significantly disrupts the learning of other students
- The student’s behavior requires consistent and significant discipline
- The student is not significantly

Reporting Requirements

HCDE is committed to providing all students a learning environment free from bullying or harassment based on race, color, religion, national origin, disability, sexual orientation, ancestry or gender, including gender identity, expression and appearance. Bullying and harassment are prohibited and will not be tolerated.

Any students with knowledge of bullying should report the bullying to any school staff member. Bullying, harassment, intimidation or hazing that is reported to any staff member must be reported to the principal. See HCDE policy 6.304 available at www.hcde.org.

All students have the right to attend school in a safe environment that is conducive to learning. A threat is considered an expression to harm others or self through verbal, written or gestured communication. Any threat will be taken seriously if is communicated, observed or reported by the recipient(s) of the threat or by a third party who has knowledge of the threat. For this reason, policies and procedures have been established to assist the counselor, administrator, and/or law enforcement’s investigation and response to any threats to harm self or others. If the administration and/or law enforcement concludes that a threat is credible, the consequences for the person or individuals making the threat may include, but are not limited to, the development of a safety plan, a referral to outside agencies, school level consequences, suspension, school reassignment and expulsion for up to one calendar year.

Threat by electronic transmission

Students, employees and volunteers must report any knowledge of electronic threats to school officials.

Communicable disease – Board Policy 6.403

No student will be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease. Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken. No student with a communicable disease which may endanger the health of either himself/herself or other individuals will enter or remain in the regular school setting.

Child abuse and neglect – Board Policy 6.409

The district assures the safety of each child in our care. Staff is required by law to report any suspicion of abuse or neglect. HCDE will report suspected abuse to the Hamilton County Sheriff’s office, the Hamilton County Juvenile Court, and/or the Tennessee Department of Children’s Services.

Complaints – Board Policy 1.107 and 5.504

Parents should contact the teacher and school principal to resolve any complaints or concerns. If the complaint involves the Code of Ethics and no satisfactory result was reached, the parent my file a report with the School District Ethics Committee through the School Board.

Disruptive parents/guardians/other visitors- Board Policy 1.501

Persons who come onto school property shall be under the jurisdiction of the site administrator/designee. Individuals who come onto school property or who contact employees on school or district business are expected to behave accordingly.

When the school is on lock down due to a security or weather-related issue, the first priority is the safety of staff and students. Parents or other visitors to the building must follow school emergency procedures under the direction of school staff until the lock down is lifted. During a security lock down, no one is permitted to enter the building from the outside. In weather-related lock downs, schools may allow those outside to seek shelter indoors until it becomes necessary for staff to take shelter.

Distribution of materials – Board Policy 1.806

Information distributed at the school through pamphlets, flyers, newsletters, etc. must first be approved by the school principal and/or the district Communications Office.
Exemption from exams – HCDE HS Academic and Operations Procedures
Under no circumstances are exemptions allowed in courses requiring an End of Course Exam.

Field Trips – Board Policy 4.301
Students must obtain permission to participate in school-related field trips.

HIPAA privacy rule
The Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule allows covered health care providers to disclose Protected Health Information (PHI) about students to school nurses, physicians or other health care providers for treatment purposes, without the authorization of the student or student’s parent. For example, a student’s primary care physician may discuss the student’s medication and other health care needs with a school nurse who will administer the student’s medication and provide care to the student while the student is at school. In addition, a covered health care provider may disclose proof of a student’s immunizations directly to a school nurse or other person designated by the school to receive immunization records if the school is required by state or other law to have such proof prior to admitting the student and a parent, guardian, or other person acting in loco parentis has agreed to the disclosure. See 45 CFR 164.512(b)(1)(vi).

Technology and acceptable use policy – Hamilton County Schools Responsible Use Policy
See the usage agreement for specific terms and conditions. Student and/or visitor use may be revoked for misuse, need, or other cause.

Length of the school day
The school day is designed to offer classes and lunch during a set time period. At EH, instruction begins at 7:15, and dismissal will occur at 2:15. Please note that the final dismissal decision is reserved for the teacher as a professional courtesy.

Parent Involvement
EH recognizes the value and importance of meaningful, two-way parental involvement at the school. Parents are invited as partners in helping all students acquire necessary knowledge and skills without regard to the parent or family’s race, religion, creed, gender, socioeconomic status, physical impairment or age.

Student Driving Policy
The operation of a motor vehicle by an unlicensed driver is a danger to other students, EH staff and others as a violation of state law. Students must apply for permission to park a particular vehicle on East Hamilton property. The application includes:
- proof of valid, current Tennessee driver's license
- proof of required insurance (set by state law), including personal liability and property damage
- proof of ownership of vehicle to be parked on school property
- verification by owner of vehicle of licensed driver and sufficient insurance coverage

Without a parking pass or valid visitor pass, a vehicle is subject to towing at owner’s expense. Parents may claim car upon proper proof of ownership. All costs of towing and impoundment will be charged to the owner of the vehicle. All visitors must park in designated visitor spaces and/or show a valid parking pass.

Student records - Board Policy 6.602
Student records may be accessed by a student’s legal guardian upon request. Students over the age of 18 may also request their own records. A fee is charged for making copies of student records. Confidential student information is always protected under FERPA and only released with the parents’ approval.

Student records: Transcripts
A transcript is the student’s official high school academic record sent upon his/her request to legitimate agencies. Whenever possible, East Hamilton will send transcripts electronically. All transcript requests should be submitted in Family Connection. Students will not be required to pay a transcript fee for information that can be sent electronically. Students electing to send transcripts to schools that do not accept electronic transmissions will be required to pay the transcript fee before transcripts are mailed. Students are responsible for making sure payment is made in a timely manner in order to avoid missed deadlines.

Transportation – Board Policy 3.400
School bus transportation is a service provided to all zoned HCDE schools. As a function of the school system, all rules and regulations pertaining to the expectations for student behavior apply while riding the bus to and from school. All EH students are entitled to school bus transportation, with the exception of those who choose not to attend their school of zone, are removed for disciplinary reasons or have been expelled from school due to the violation of school rules. Students with disabilities are entitled to additional transportation benefits as identified in their Individualized Educational Plan (IEP).
Transportation of students to medical facilities
If an emergency involving injury occurs at East Hamilton, 911 will be immediately called. Emergency personnel will make the determination of whether to transport the child to a medical facility. Every effort will be made to contact the child’s parent or guardian; however, if the parent or guardian cannot be reached, the child will still be transported to a medical facility for emergency treatment. HCDE is not responsible for costs associated with emergency transport.

Volunteers and visitors at EH
Visitors are welcome in our schools but they must respect the learning environment and appreciate the principal’s role in ensuring the safety and security for all students and staff. All visitors must present a valid ID and sign in before receiving a visitor’s badge using the RAPTOR sign-in procedure. Be advised that RAPTOR program searches the sex offender database prior to granting permission to enter campus and will notify the administrative staff and the School Resource Officer.

Volunteers must register with the appropriate protocol. Athletic and field trip volunteers should work through the Athletic Director and School Secretary to gain approval before working with students.

Permissions Related to Policies
Certain permissions are required for students to participate in some school-related activities. Parents or guardians should indicate on the permission form whether or not their child has permission to participate.

Print and digital media
The following media sources will not display photographs, videos, and/or audio clips of any identifiable student without written permission obtained from the legal guardian of the student:

HCDE social media and web publication
HCDE printed media, including marketing brochures and informational publications
Non-HCDE social media and web publication, including community partners
Non-HCDE media, including local news stations, newspapers and other news sources

Permission can be granted or denied with the permission form at the front of this handbook. Non-HCDE media sources will be aware of students who do not have written consent for media publications.

Military Recruiters
HCDE is required by law to provide military recruiters contact information for high school students approaching eligibility age for military service, UNLESS the parent has requested that the district not share the information. Please confirm your permission to release your child’s name and contact information to a military recruiter on the permission form at the front of this handbook. Unless you deny permission, your child’s information will be included.

Health screenings
As mandated by the State of Tennessee, HCDE provides hearing and vision screenings at designated grade levels at both elementary and middle schools. At elementary, middle and high school Coordinated School Health sites, additional screenings for height, weight and blood pressure are also provided. Please confirm your permission for the screenings on the permission form at the front of this handbook. Unless you deny permission, your child will be included in the available health screenings.

School social work services
School social work services exist in every HCDE school. The Social Work Department is committed to helping students reach their highest academic potential. Sometimes there are personal issues that interfere with students’ learning. School social workers provide free counseling to students during the school day on-site at their school. All records regarding a student’s sessions with the school social worker are kept confidential except as required by law.

Non-Discrimination Statement
Hamilton County Department of Education (HCDE) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age and/or disability in admission to, access to or operation of its programs, services or activities. HCDE does not discriminate in its hiring or employment practices.

For questions, contact:
Karen Glenn 423-498-7020 or glenn_k@hcde.org

Civil Rights Compliance
HCDE is committed to ensuring all students and adults are given the opportunity to learn, participate and work in an environment that is free from discrimination by adhering to the following laws:

Title VI of the Civil Rights Act of 1964
Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race or ethnicity, color or national origin.

Title IX of the Educational Amendments of 1972
Title IX prohibits discrimination on the basis of sex.
For questions, contact:
Karen Glenn 423-498-7020 or glenn_k@hcde.org

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act 1990 prohibits discrimination on the basis of disabilities.

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

Title II of the Americans with Disabilities Act, 1990 protects qualified individuals with disabilities from discrimination on the basis of disability in services, programs and activities provided by state and local government entities.

Notice
HCDE will make available the name(s), office address and telephone number of the ADA and Section 504 coordinator(s).

The district's initial and continuing notification may include the posting of notices, publication in newspapers and student and employee handbooks, and distribution of memoranda or other written communications.

504 Complaint Procedures

There are two complaint processes: the informal grievance process and formal complaint process.

Informal Grievance Process: Anyone may use the informal complaint procedures to report and resolve complaints of disability discrimination. Use of the informal complaint process is not required prior to filing a grievance. A parent or guardian is encouraged to first meet and discuss the complaint with the school's 504 Coordinator, teacher or building administrator involved with the objective of resolving the matter promptly and informally. If the complaint is not resolved as of that meeting, or if the complainant wishes to bypass the informal complaint process, the parent or guardian may file a grievance.

Formal Complaint Process: The district coordinator will hear Section 504 complaints. Complaints of disability discrimination may be made orally or in writing to the district coordinator who will endeavor to accomplish prompt and equitable resolution of complaints alleging any action that would be prohibited by the ADA/Section 504. The complainant and subject of the complaint will be provided the opportunity to present witnesses and evidence. The coordinator will respond to all complaints within 20 days with a written response, as well as information on further grievance procedures that may be followed if the complaining party is not satisfied with the coordinator’s proposed resolution.

Appeal Process

If the parent or guardian wishes to appeal the decision of the District Section 504 Coordinator, he/she may submit a signed statement of appeal to the Executive Officer of Support Services or his/her designee within 10 days after receipt of the district coordinator’s response. The Executive Officer of Support Services or his/her designee will meet with all parties involved, formulate a conclusion and respond in writing to the grievance within 15 days.

If appropriate, the school will take steps to prevent recurrence of any harassment and to correct its discriminatory effects on the student and others.

The complainant may file a complaint with the U.S. Department of Education’s Office for Civil Rights at any time before or during these grievance procedures.

504 or Title II complaints or inquiries, should be made to:
Nancy Reed, 504 Coordinator, 423-498-7021, or email to reed_n@hcde.org
Progressive Behavior

Progressive Behavior is a whole child approach to teaching children by meeting their behavioral, social, intellectual and emotional needs. East Hamilton recognizes that many factors both inside and outside the school building impact our students. Our goal is to provide the support and services needed by our students and their families to address these needs and prevent a student from requiring disciplinary action.

Promoting Positive Relationships

Research shows positive relationships help children learn. When our communities, schools and homes are free from fear, anger and other distractions, children develop and grow better. We know that students are more likely to succeed when they feel connected to others in their community and are less likely to act out in ways that cause disruption to the school environment. (For more on this topic, see Bonnie Bernard's “Fostering Resiliency in Kids” and Robert Blum’s “A Case for School Connectedness,” Educational Leadership, April 2005.)

Tips for Calming Conflict

- Show your child you understand. Listen with sincere concern to create positive relationships between your child and others. Trust then becomes the foundation for academic success and conflict resolution.
- Ask open-ended questions. For example, say “What was that like for you?” or “Tell me more about that.” This gets more than a “yes” or “no” response and helps children tell their story.
- Use reflective listening when intervening in a conflict. Get the attention of an angry person by reflecting back the feelings you hear in a nonjudgmental way. Let children tell the story — say just enough to help them.
- Help your child problem-solve disputes. Use open-ended questions and reflective listening to help him/her think about what happened. Trust that with guidance, he/she will identify a solution that works.

Skills and Strategies for Building Positive Relationships

- Communicate understanding
- Structure tasks for success
- Reinforce behavior in a positive manner
- Set rules, limits and consequences
- Create a safe and trusting environment
- Remain neutral
- Use nonjudgmental language
- Respond only when a response is necessary
- Stay calm in tense situations
- Encourage people to “vent” while being aware of safety
- Listen and repeat what children say (reflective listening)
- Identify and label feelings, values and topics to be resolved (strategic listening)
- Ask open-ended questions
- Assist others in using a positive problem-solving process

Parental Assistance

There are times when children exhibit repeated patterns of challenging behavior. These steps can be followed to advocate for your child:

1. If you suspect your child needs additional help with his/her behavior, contact your child's teacher, school counselor or principal in writing to request a conference to discuss your concerns.
2. During this meeting, parents and teachers can discuss proactive solutions to repeated behaviors.
3. If the behaviors continue after the parent/teacher conference, the parent and/or teacher should request a Student Support Team (S-Team) meeting (see description under Intervention Strategies).
4. If the interventions are successful, the S-Team will document and may continue to monitor as needed.
5. If the behaviors continue after interventions and a disability is suspected, the appropriate assessment specialist is invited to a meeting by the S-Team.
6. If a disability is suspected at any point in this process, the school and parent should convene a meeting within 10 days to obtain written parental consent to an evaluation for special education services or a 504.

Intervention Strategies

To help students conduct themselves appropriately, this handbook lists prevention and intervention strategies that may be used prior to or in addition to any disciplinary response to student behavior.

Examples of such strategies include the following:

- Community conferencing: Allows students, school staff and others involved in a conflict to discuss the conflict and how it affected them, and to propose solutions.
- Community service: Allows students to participate in an activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the elderly, etc.
- Conference: Involves students, parents, guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.
- Conflict resolution: Empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff and principals engage
in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.

- Functional Behavioral Assessment: Involves gathering information about a student’s inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student.

- Behavioral Intervention Plan: An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities.

- Individualized Education Program (IEP) teams: Includes groups of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing and revising IEPs for students with disabilities, Functional Behavioral Assessments and Behavioral Intervention Plans; and determining the placement of students with disabilities in a least restrictive environment.

- Mentoring Program: Involves pairing students with mentors (a counselor, teacher and fellow student or community member) who help their personal, academic and social development.

- Parent Outreach: Requires school staff to inform parents or guardians of their children’s behavior and seek their assistance in correcting inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of students’ behavior, task completion and achievement, and can include a request for parents to accompany students to school.

- Peer Mediation: A form of conflict resolution in which students help other students deal with and develop solutions to conflicts.

- Referral to appropriate substance abuse counseling services: Occurs for behavior related to substance abuse, or with those for whom there is reason to believe substance abuse counseling is needed. Services can be school or community based.

- Referral to community-based organizations: Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.

- Referral to school-based health and mental health clinics or other social services: Provides counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.

- Restorative justice strategies: Interventions designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation.

- Student Support Team: Usually consists of teachers, school principals, social workers and parents and may also include nurses, mental health clinicians, psychologists and external agency representatives who help develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intervention, the student support team develops a plan to address the behavior.
DISCIPLINE

Student Disciplinary Practices and Procedures
Discipline is used to teach and guide students how to recognize and manage emotions, demonstrate care and concern for others, develop positive relationships, make good decisions, and behave ethically, respectfully and responsibly.

EH DISCIPLINE PHILOSOPHY
EH will ensure each child is treated with kindness, equity and fairness. EH administrators and staff will use the natural consequences that result from student behavior and behavioral interventions to help children learn from their mistakes. EH will keep learning environments healthy and safe. EH administrators will rely on their training, experience, and expertise to make the best decision for the school.

Kindness: When a child makes a mistake or violates the Student-Parent Handbook, he or she will be treated with dignity and respect.

Equity: Children will receive fair and impartial consequences for their behaviors.

Fairness: Consequences will be individualized to the needs of each child, with a willingness to assist in repairing the harm. Principals and staff will take into account the seriousness of the offense, the degree of harm caused, whether the act was intentional, the student’s prior conduct, and the impact of the incident on the school community.

Discipline Responses
EH students are held to high standards. Students are expected to demonstrate respect for themselves and others at all times. When students are disruptive or act inappropriately, school staff and principals are expected to respond logically, appropriately and consistently.

Washington Alternative school following IEP and 504 manifestation determinations, zone level appeals, and district level appeals.

East Hamilton when possible will follow the Code of Acceptable Behavior as published by Hamilton County Schools:

This document is available in both English and Spanish from the HCS.

- [WWW.HCDE.ORG](http://WWW.HCDE.ORG)
- Parents & Students
- Code of Acceptable Behavior-English
- Code of Acceptable Behavior-Spanish

The Code of Acceptable Behavior is included in the appendix. Please keep in mind that the 2020-2021 Code was not available at the time of publish for this Handbook.
REQUIRED TENNESSEE STUDENT ASSESSMENTS AND DISTRICT ASSESSMENTS

Student Achievement in Middle School

TCAP (Tennessee Comprehensive Assessment Program) Achievement Test
Grades: 3-8
Purpose: TCAP assessments measure a student’s skills in ELA, math, science, and social studies. Test results are used in teacher, school, and district accountability with the State and Federal Government. Results are factored into the student’s subject based grade.
When: Mid-April through Early May

Student Achievement in High School

TCAP (Tennessee Comprehensive Assessment Program) End of Course Test
Grades: 3-8
Purpose: TCAP assessments measure a student’s skills in several high school areas. Test results are used in teacher, school, and district accountability with the State and Federal Government. Results are factored into the student’s subject based grade.
When: Early December for semester 1 and Mid-April through Early May for semester 2 courses

Citizenship/Civics

U.S. Civics Exam
Grades: 9-12
Purpose: Students graduating after January 2017 are required to take an exam composed of questions administered as part of the civics test administered by the U.S. citizenship and immigration services to persons seeking to become naturalized citizens. Passage of the test is not required for graduation.
When: TBD

College and Career Readiness

ACT
Grades: 11-12
Purpose: The ACT is a college readiness test utilized by hundreds of colleges and universities to screen applicants for academic readiness. It also helps determine which students are eligible for the HOPE scholarship from the State.
When: TBD by ACT

AP Course tests
Grades: HS AP end-of-course tests
Purpose: These tests and/or portfolios vary according to the respective AP coursework. Individually, these tests are indicated national norming of AP student performance compared to collegiate student performance, as such students may earn varying amounts of college credit depending on performance and collegiate procedures.

When: May

Certifications
Grades: HS CTE
Purpose: Students may sit-for and earn job and skill based certifications that are desired by industry.
When: Varies

Screenings for Academic Support

Universal Screener/easyCBM
Grades: MS and HS
Purpose: An instructional support system designed to guide instruction for students needing additional support in ways that they need to learn, no matter where they stand academically.
When: August, December, and May

WIDA Access
Grades: MS and HS
Purpose: This assessment helps determine language proficiency in English Learner students.
When: Once per year

National Assessments

National Assessment for Education Progress (NAEP)
Grades: Varies
Purpose: NAEP is only given to a small number of Tennessee students in selected schools. It is a national test designed to help measure Tennessee’s academic performance against other states and countries.
When: January-March

District Assessments

ELA and Math Benchmarks
Grades: MS and HS
Purpose: These assessments are used a various times throughout the year to measure student progress in mastering state academic curriculum.
When: Mid-points and ends of the grading periods

Field Tests

TCAP EOC U.S. History Field Test
Grades: HS students
Purpose: The state will survey a varied number of our students for the purpose of field testing.
When: December, Mid-April, and Early-May
Summative Assessments: Purpose and Time Schedules

**County Benchmarks for Core Classes**

**Pending Release from Hamilton County Schools**

<table>
<thead>
<tr>
<th>Block Schedule High Schools</th>
</tr>
</thead>
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<tr>
<td>Fall 2 - October 28 to November 3, 2020</td>
</tr>
<tr>
<td>Spring 1 - January 28 to February 4, 2021</td>
</tr>
<tr>
<td>Spring 2 - February 25 to March 5, 2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional 1 - October 5 to 9, 2020</td>
</tr>
<tr>
<td>Traditional 2 - December 10 to 17, 2020</td>
</tr>
<tr>
<td>Traditional 3 - February 25 to March 5, 2021</td>
</tr>
</tbody>
</table>

**US Civics Assessment Grades 11-12**

This test is given to all High School 11th and 12th graders. Schools may choose to test 10th grade also. A passing score of 70% or better is required for graduation and students will have multiple chances to pass.

<table>
<thead>
<tr>
<th>Administration Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1 - September 28 to October 2, 2020</td>
</tr>
<tr>
<td>Quarter 2 - November 16 to 20, 2020</td>
</tr>
<tr>
<td>Quarter 3 - February 8 to 12, 2021</td>
</tr>
<tr>
<td>Quarter 4 - March 22 to 26, 2021</td>
</tr>
</tbody>
</table>

**East Hamilton Final Exams**

Tests are given at the end of the semester or course to evaluate the student’s understanding of the course. Scores are used as part of the student’s grade. While we are not requiring Mid-Term exams if you choose to administer one, please use the following schedule.

**Universal Screener**

In the context of an RTI prevention model, universal screening is the first step in identifying the students who are at risk for learning difficulties. It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general education. Universal screening is conducted up to three times per school year (fall, winter, and spring). Universal screening measures consists of brief assessments focused on target skills (e.g., phonological awareness, computational fluency) that are highly predictive of future outcomes.

The first assessment will determine the reading and math levels for each student. The second and third assessments will evaluate the growth of each content over the course of the school year.
Appendix:
COVID-19 “Feeling Sick” decision tree
School Calendar
Hamilton County Schools: Code of Acceptable Behavior
Student Return to School Decision Guidance

I am feeling sick.

- I stay home sick.
- Rethink your decision to go to school.
- I am sent home, go home, or told not to report the following day.

I am not experiencing any COVID-19 symptoms.

- You may return to school if you are fever & symptom free for 24 hours without fever reducing medication.

I am experiencing symptoms of COVID-19.

- I was tested for COVID-19 and notified my school immediately.
- I tested Negative for COVID-19.
- You may return to school if you:
  - Are fever & symptom free for 24 hours without fever reducing medication.
  - Provide proof of your negative test result.

- I tested Positive for COVID-19 and notified my school immediately.

I am not able or willing to be tested for COVID-19.

- You may return to school if you have a medical professional’s note and are fever & symptom free for 24 hours without fever reducing medication.

I visited a medical professional.

- You may return to school after a 14 day quarantine.

I did not visit a medical professional.

- You may return to school with a medical professional’s note and are fever & symptom free for 24 hours without fever reducing medication.

RETURN TO WORK
# Hamilton County School Calendar: 2021-22 Approved by School Board: February 18, 2021

## Opening Date – August 12, 2021

### 1st Term – 84 Days

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 5, Thursday</td>
<td>Administrative In-Service #1 (School-Based)</td>
<td>NO STUDENTS</td>
</tr>
<tr>
<td>August 6, Friday</td>
<td>Administrative In-Service #2 (School-Based)</td>
<td>NO STUDENTS</td>
</tr>
<tr>
<td>August 9, Monday</td>
<td>Administrative In-Service #3 (System-Wide)</td>
<td>NO STUDENTS</td>
</tr>
<tr>
<td>August 10, Tuesday</td>
<td>Administrative In-Service #4 (School-Based)</td>
<td>NO STUDENTS</td>
</tr>
<tr>
<td>August 11, Wednesday</td>
<td>Teacher Professional Development #1 (School-Based)</td>
<td>NO STUDENTS</td>
</tr>
<tr>
<td>August 12, Thursday</td>
<td>First Full Day of School</td>
<td></td>
</tr>
<tr>
<td>September 1, Wednesday</td>
<td>Remote and Asynchronous Learning Day</td>
<td></td>
</tr>
<tr>
<td>September 6, Monday</td>
<td>Labor Day (Paid Holiday #1)</td>
<td></td>
</tr>
<tr>
<td>October 8, Friday</td>
<td>End of 1st Quarter (42 days)</td>
<td></td>
</tr>
<tr>
<td>October 11 – 15</td>
<td>Fall Break (5 Non-Paid Days)</td>
<td></td>
</tr>
<tr>
<td>October 18, Monday</td>
<td>Teacher Professional Development #2 (School-Based)</td>
<td>NO STUDENTS</td>
</tr>
<tr>
<td>October 22, Friday</td>
<td>Report Cards</td>
<td></td>
</tr>
<tr>
<td>November 10, Wednesday</td>
<td>Remote and Asynchronous Learning Day</td>
<td></td>
</tr>
<tr>
<td>October 25 – November 19</td>
<td>Schools choose one extended day (3.5 hours) for Parent-Teacher Conferences</td>
<td>(FIRST half [1/2] of Administrative In-Service #6)</td>
</tr>
<tr>
<td>November 24-26</td>
<td>Thanksgiving Holiday (1 Non-Paid, Paid Holiday #2 and #3)</td>
<td>NO STUDENTS</td>
</tr>
<tr>
<td>December 17, Friday</td>
<td>HALF-DAY FOR STUDENTS – BUSES WILL RUN</td>
<td></td>
</tr>
</tbody>
</table>

### 2nd Term – 96 Days

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 20 – December 31</td>
<td>Winter Break (10 Paid Days)</td>
<td></td>
</tr>
<tr>
<td>January 3, Monday</td>
<td>Teacher Professional Development #3 (School-Based)</td>
<td>NO STUDENTS</td>
</tr>
<tr>
<td>January 4, Tuesday</td>
<td>Teacher Professional Development #4 (System-Wide)</td>
<td>NO STUDENTS</td>
</tr>
<tr>
<td>January 5, Wednesday</td>
<td>School Reopens</td>
<td></td>
</tr>
<tr>
<td>January 7, Friday</td>
<td>Report Cards</td>
<td></td>
</tr>
<tr>
<td>January 17, Monday</td>
<td>Martin Luther King Day (Paid Holiday #4)</td>
<td></td>
</tr>
<tr>
<td>January 24 – March 4</td>
<td>Schools choose one extended day (3.5 hours) for Parent-Teacher Conferences</td>
<td>(SECOND half [1/2] of Administrative In-Service #6)</td>
</tr>
<tr>
<td>February 9, Wednesday</td>
<td>Remote and Asynchronous Learning Day</td>
<td></td>
</tr>
<tr>
<td>February 21, Monday</td>
<td>Presidents’ Day (Non-Paid Holiday)</td>
<td></td>
</tr>
<tr>
<td>March 18, Friday</td>
<td>End of 3rd Quarter (53 days)</td>
<td></td>
</tr>
<tr>
<td>March 21, Monday</td>
<td>Teacher Professional Development #5 (School-Based)</td>
<td>NO STUDENTS</td>
</tr>
<tr>
<td>March 25, Friday</td>
<td>Report Cards</td>
<td></td>
</tr>
<tr>
<td>April 11-14</td>
<td>Spring Break (4 Non-Paid Days)</td>
<td></td>
</tr>
<tr>
<td>April 15, Friday</td>
<td>Spring Holiday (Paid Holiday #5)</td>
<td></td>
</tr>
<tr>
<td>May 25, Wednesday</td>
<td>HALF-DAY FOR STUDENTS – BUSES WILL RUN</td>
<td></td>
</tr>
<tr>
<td>May 26, Thursday</td>
<td>Administrative In-Service #5 (School Based)</td>
<td>NO STUDENTS</td>
</tr>
</tbody>
</table>

### Administrative In-Service 2021-22 (6 Days)** Students do not attend classes.

August 5-6 & 9-10, 2021; May 26, 2022

**The 6th in-service day is an additional half-day added within a six-week window each semester. These extended days are for Parent-Teacher Conferences.**

### Paid Vacation – (10 Days)

December 20 - 31, 2021

### Teacher Professional Development (5 Days) Students do not attend classes.

August 11, 2021; October 18, 2021; January 3-4, 2022; March 21, 2022

### Paid Holidays – (5 Days)

September 6, 2021

November 25-26, 2021

January 17, 2022

April 15, 2022

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### Days to Be Counted Each Grading Period

<table>
<thead>
<tr>
<th>Term</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mid-Term</th>
<th>Report Cards</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem</td>
<td>9/10</td>
<td>10/22</td>
<td>42</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>11/10</td>
<td>11/22</td>
<td>42</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>2/4</td>
<td>3/25</td>
<td>53</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>4/2</td>
<td>5/25</td>
<td>42</td>
</tr>
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TOTAL 180
Student Code of Acceptable Behavior and Discipline
2020-2021
Message from the Superintendent

Dear Hamilton County Schools Family:

The faculty and staff of Hamilton County Schools are committed to providing the best education possible and ensuring all of our students are future ready. To achieve this goal, we must have a safe and secure learning environment where all of our students can excel. In Hamilton County Schools, we expect excellence and have high expectations for how students conduct themselves in the school environment. Every classroom will be a place where students can learn without disruptions.

The Student Code of Acceptable Behavior and Discipline has been established to maintain a climate conducive to learning. The Hamilton County Board of Education supports measures that promote a safe, respectful environment where teachers can teach and students can learn.
Please read this code, discuss it with your child, sign the attached Parental/Student Notification Form, and return it to your child’s school. Students in grades 6-12 are also asked to read the code and sign the attached form before returning it to your school.

We look forward to an exceptional school year, as we work with administrators and teachers to prepare our children for success today and in the future!

Thank you for your support.

Dr. Bryan Johnson, Superintendent

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<td>Zero Tolerance Offenses</td>
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<td>Searches</td>
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<td>Locker Use</td>
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<td>Student Vehicles on School Property</td>
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<tr>
<td>Discrimination/Harassment, Bullying, Cyberbullying, and Hazing</td>
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<td>Parent Grievance Procedure</td>
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<td>Unacceptable Conduct and Consequences</td>
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Parental/Student Notification Form

*Parent and Student Acknowledgement Required in Grades 6-12*

Signatures below acknowledge receipt of the Hamilton County Schools’ Student Code of Acceptable Behavior and Discipline.

If parents/guardians have questions regarding the content of this document, please contact the school that your student(s) attends.

Each school administration shall ensure that the contents are understood by students attending their school.

Students in grades six (6) through twelve (12) shall sign this form. A signature acknowledges that the student understands the content of the code.

Parents/guardians are requested to sign and date this form. Students shall return this notification form to their school.

| Date | Signature of Parent or Guardian |

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Context and Overview

Much work and thought has gone into the preparation of the Student Code of Acceptable Behavior and Discipline (COAB). It is consistent with State Board policy, state legislation, and the most recent court decisions. It should prove to be beneficial to everyone involved: students, parents, and school employees. This code is reviewed annually and revised, as necessary, by a committee composed of educators, board members, students and parents. In essence, the COAB accomplishes the following:

1. It is the foundation that will foster a wholesome environment within our schools.
2. It affords each student an uninterrupted opportunity to pursue academic excellence.
3. It provides substantial guidance for behavior standards and expectations for students.
4. It provides rules designed for the safety and welfare of the students.
5. It assures due process and fair treatment for every student, giving each an opportunity to be heard.

This COAB does not, in any sense, weaken the position of the teachers and school leaders with regard to the maintenance of acceptable conduct and order. We feel that it is an appropriate guide for our school system. This version of the booklet should be used as a reference until another is revised and adopted by Hamilton County Schools.

A special acknowledgement to Broward County Public Schools (Florida), Richmond County Schools (Georgia), and VirtualSC for serving as excellent examples in developing this Code of Acceptable Behavior and Discipline for Hamilton County Schools.

Extracurricular Programs

In recognition of the honor and responsibility that comes with representing his or her school, all students are expected to be model students both on and off campus when participating in any extracurricular programs and/or activities. Principals may hold students accountable for any conduct that reflects poorly on the school or the program whether occurring off campus or outside the calendar season. Representing a school in an extracurricular activity is a privilege that must be maintained through acceptable behavior.
Rights and Responsibilities

Each student has the right to:
1. Have the opportunity for a free education in the most appropriate and safe learning environment;
2. Be secure in his/her person, papers and effects against unreasonable searches and seizures;
3. Expect that the school will be a safe place;
4. Have an appropriate environment conducive to learning;
5. Not be discriminated against on the basis of sex, race, color, creed, religion, national origin or disabilities;
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;
2. Respect the human dignity and worth of every other individual;
3. Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
4. Study and maintain the best possible level of academic achievement;
5. Be punctual and present in the regular school program;
6. Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty and safety;
7. Maintain and/or improve the school environment, preserve school and private property, and exercise care while using school facilities;
8. Refrain from behavior which would lead to physical or emotional harm or disrupts the educational process;
9. Respect the authority of school administrators, teachers and other authorized personnel in maintaining discipline in the school and at school-sponsored activities;
10. Obey the law and school rules as to the possession or the use of alcohol, illegal drugs and other unauthorized substances or materials;
11. Possess on school grounds only those materials which are acceptable under the law, Board policy and school rules and accept the consequences for articles stored in one’s locker or vehicle.

References
1. School Board Policy 6.301
2. 20 U.S.C. 1703
3. TCA 49-6-3401

Attendance Policy

By law students must attend school daily. Hamilton County Schools (HCS) will allow parent/guardian excuses to serve as documentation for three (3) personal illness days only. **After three (3) parent/guardian excused personal illness days, parents must provide medical documentation for additional personal illnesses or family illness.** To avoid student absences being recorded as unexcused, a written statement signed and dated by the parent/guardian and any medical documentation should be presented to the appropriate school official within five (5) days of the student returning to school.

**Excused Absences**- Conditions for which a student’s absence may be excused are:

- Personal Illness: Students are excused who are sick and whose attendance would be detrimental to their health and the health of other students. A physician's statement may be required.
• Death in Immediate Family: Students may be excused for three (3) days in the event of a death in their immediate families including mother, father, stepparent, brother, sister, or grandparent. Extenuating circumstances may require a longer period of excused absence.
• Family Illness: Students having an illness in the family which requires them to give temporary help will be excused from attendance after receipt of a physician's statement concerning the necessity of the student's assistance.
• Religious Holiday: Students shall be excused on special or recognized religious holidays regularly observed by that particular faith. Prior approval is required should these days occur while school is in session.
• Personal: Students who are absent for a good cause such as a doctor or dental appointment which cannot be scheduled at times other than school hours, court appearances, etc. may be excused upon proof of appointment. Prior approval by parent or guardian and the principal or his designee is required.
• Approved School Sponsored Activities: Students shall be marked present when participating in a school sponsored activity away from the school building.
• All other reasons for absence, including out of school suspensions and failing to report a reason, will be deemed an unexcused absence. Ten (10) consecutive or fifteen (15) total unexcused absences during any semester renders a student ineligible to retain a driver’s permit or license, or to obtain such if of age.

Note: During the COVID-19 pandemic, students that are absent from school will be allowed to transition to the HCS at Home option during which time students completing assignment expectations will be counted present. District personnel will intervene to address truancy using a Tiered Attendance Intervention support structure for students and their families.

**Tier One Intervention** will be school- based and may include one or more of the following strategies: verification/documentation of absence, robo call, phone meeting, phone conference with guardian and/or student to review the attendance contract.

**Tier Two Intervention** will involve the school attendance specialist conducting a needs assessment with each individual family to identify barriers to school attendance. The results of the needs assessment may result in a referral to the school social worker or a community service agency to provide support to the family.

**Tier Three Intervention** will involve the Community Attendance Review Board to engage additional community partners in addressing the barriers to attendance. Attendance issues that continue beyond the Tier Three intervention will result in a referral to Juvenile Court.

*School Board Policy 6.200

**Digital Citizenship Statement**

Digital Citizenship is the act of using technology resources responsibly and safely. Teaching principled digital citizenship to our students provides an opportunity for them to unite their daily activities with their choices in a digital society. HCS requires Pre-K through 12th grade learners to demonstrate and exercise the safe, responsible, and legal use of all technology, the internet, and social media that may be accessed for various reasons (i.e. communication, research, etc.). It is our goal to empower every student to become a responsible digital citizen in order to prevent incidents of cyberbullying and other harmful practices associated with technology use.

• Due to a wide array of curriculum practices, instructional methods, and technological capabilities across the district, each school has the autonomy to establish their own guidelines in determining the use of technology during school hours and school events for educational purposes only.
Student Code of Conduct for Virtual/Online Classes

Since some classwork will now be offered virtually (online), the standards of behavior are as important as they are while physically attending school. In other words, our virtual classrooms are real classrooms with real teachers; therefore, appropriate student behavior is expected. To ensure that all Hamilton County Schools (HCS) students understand how to behave in an online environment, we have developed a code of conduct that all students are required to follow. This code of conduct addresses student interaction with HCS faculty, staff, and other HCS students, as well as their individual actions.

Interactions with HCS Faculty and Staff

1. Students should address all HCS faculty and staff members as adults with the courtesy expected for education professionals. They are to use both the appropriate title (Mr., Mrs., Ms., or Dr.) and last name only. No other form of address is acceptable.
2. Students should phrase communications with HCS faculty and staff in a polite and courteous manner appropriate for speaking to adults. The tone of emails and phone conversations must be respectful.
3. Since our online environment is a learning environment, students should not use excessive “slang” or language that they might use in other environments. Students must communicate with teachers in complete sentences.
4. Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with HCS faculty and staff. These actions are prohibited as indicated in the Code of Acceptable Behavior (COAB).
5. Students must use an email address and profile picture that is appropriate for an educational environment. Email addresses that use profanity or may otherwise be construed as offensive shall not be permitted in correspondence with HCS faculty and staff. Profile pictures should be a head-shot of the student only and may not be offensive or inappropriate in any manner. The School Administration reserves the right to determine if a student’s email address and/or profile picture is inappropriate. Students using an inappropriate email address and/or profile picture will be required to update their user profiles.

Interactions with Other HCS Users

1. All communications with other students enrolled in Virtual/Online Learning classrooms must be of a course-related nature. Any sending of unsolicited email to other HCS classmates is prohibited.
2. All communications with other students in any forum, course related email, discussion post, etc., must be polite, courteous and respectful.
3. The integrity and authenticity of student work is something that we take seriously and check using a variety of technologies. Copying the work of others, allowing others to knowingly copy a student’s work, and/or misusing content from the Internet could result in removal from these courses with a failing grade. Students are expected to abide by the “Use of Technology” Policy that is accepted as part of enrollment in these type courses.
4. Do not collaborate or work with other students on your Virtual/Online assignments unless directed to do so by your teacher. Working together is useful in the traditional classroom, but it is not permitted in our online environment without specific teacher instructions to do so. In addition, parents may not login to a student account and complete coursework on behalf of the student.
5. Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with other HCS students. These actions are prohibited as indicated in the COAB.

**Appropriate Use of the Internet**

1. HCS students are subject to all local, state, and federal laws governing the Internet. Consequently, program administrators will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through Internet access.
2. In the event there is a claim that a student has violated this policy, he/she will be notified of the suspected violation and given an opportunity to present an explanation.
3. Any student that violates this policy will be subject to disciplinary action that may result in removal from Virtual/Online course(s), as well as other disciplinary or legal action.

**Disciplinary Action**

Violations to the Virtual/Online Code of Acceptable Behavior will initiate the following procedure:

1. Upon the violation, the teacher will complete and submit a “Referral” form to the school’s administration.
2. The teacher and/or Administration will notify the student, parent, and sponsor that the student has violated the Virtual Online Code of Acceptable Behavior.
3. Based on the report, the Administration will determine what, if any, disciplinary action must be taken. A violation of the HCS (COAB) will result in a disciplinary action and may result in the withdrawal of the student in the Virtual/Online course(s) or removal of the student from this Virtual/Online program.

**Dress and Groom Policy**

Hamilton County Schools is committed to each student to fulfill his or her responsibility to dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty and safety. *School Board Policy 6.301*

A student shall not dress, groom, wear or use emblems, insignias, badges, gang symbols or other symbols where the effect thereof is to distract unreasonably the attention of other students or otherwise to cause disruption or interference with the operation of the school. The principal or other duly authorized school official shall determine whether any particular mode of dress, apparel, grooming or use of emblems, insignias, badges or other symbols results in the interference or disruption of the school environment. If there is a disruption to the school environment due to this violation, then all consequences listed under Rules Violations will be followed. The Dress and Grooming Policy must accommodate students whose religious beliefs may be substantially burdened by this policy.

- Each school has the autonomy to create a special dress code policy that meets the safety requirements of the particular school and community. These guidelines and/or restrictions will be published and communicated with parents/guardians and the local school community prior to student registration for the upcoming school year. In no way will the individual school’s dress code policy be less restrictive than what is listed in the Code of Acceptable Behavior (COAB).
Zero Tolerance Offenses

According to state and federal law, a student who commits a zero tolerance offense is expelled for one calendar year, unless modified by the Superintendent. This includes offenses on any school properties, including buses and at school-sponsored activities. All violations will be reported to local law enforcement officials.

The following are zero tolerance offenses:

- **Weapons and dangerous instruments** - These shall include, but are not limited to a firearm or 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.
- **Drugs** - Any student who unlawfully possesses or is under the influence of any drug including any controlled substance or legend drug.
- **Assault** - Any student who commits aggravated assault or commits an assault that results in physical contact with any teacher, principal, administrator, and other employee of the school, or school resource officer.
- **Threat by Electronic Device** - Any student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and the threat causes actual disruptive activity at the school.

*School Board Policy 6.309*

Searches

Students have the right to be safe and secure at school and pursue their education in a disciplined environment conducive to learning. Therefore, students and all their property will be subject to random administrative searches. Refusal to cooperate with a reasonable request may result in disciplinary actions.

Any principal, or designee, having reasonable suspicion may search any student, place or thing on school property or in the actual or constructive possession of any student during any organized school activity off campus, including buses, vehicles of students or visitors (notice shall be posted in the school parking lot that vehicles parked on school property by students or visitors are subject to search for drugs, drug paraphernalia or dangerous weapons), and containers or packages if the principal or designee receives information which would cause a reasonable belief that the search will lead to the discovery of:

1. Evidence of any violation of the law;
2. Evidence of any violation of school rules or regulations or proper standards of student or faculty conduct;
3. Any object or substance which, because of its presence, presents an immediate danger of harm or illness to any person.

*School Board Policy 6.303*

Locker Use

The school has the authority and control of the locker and may gain access to it at any time. Any lock to which the school does not have the key or combination will be removed by the school. A student using a locker that is the property of the school system does not have the right of privacy in that locker or to its contents. All lockers or other storage areas provided for student use on school premises remain the property of the school system. These lockers or other storage areas
available for student use are subject to inspection, access for maintenance, and search. Notice shall be posted in each school that lockers and other storage areas are school property and are subject to search.  

School Board Policy 6.303

Student Vehicles on School Property

Students of driving age are permitted to operate their own vehicles on campus if they have proof of liability insurance coverage and have paid required parking fees. However, a student shall permanently lose the privilege to have a vehicle on school grounds if the student is involved in any manner with drugs or drug paraphernalia, other controlled substances including alcohol, or in possession of a weapon.  

School Board Policy 3.403

Discrimination/Harassment, Bullying Cyberbullying, Hazing

School Board Policy 6.304

Discrimination/Harassment. It shall be a violation of board policy for any student to discriminate against or harass another student on the basis of sex, gender identity, race, ethnicity, disability, or religion.

For purposes of this policy, discrimination and harassment includes words, gestures, threats, or any other conduct that is severe, pervasive, or persistent and that creates a hostile environment that substantially interferes with or limits a student’s ability to participate in or benefit from services, activities, or other opportunities offered by the school.

Bullying, Cyberbullying, Hazing. It shall be a violation of this policy for any student to bully, cyberbully, or haze another student whether directly, through a third party, or through the use of electronic devices such as text messages or posts on social media sites.

For purposes of this policy, bullying includes any act that substantially interferes with a student’s educational benefits, opportunities or performance. Bullying is unwanted, aggressive, repeated behaviors that involve a power imbalance that places a student in reasonable fear and causes a hostile educational environment. Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat sites, and websites. Examples may include inappropriate text messages or emails, rumors sent by email or posted on social network sites, and embarrassing pictures, videos, websites, or fake profiles. Hazing is any act intended to or reasonably be expected to have the effect of humiliating, intimidating or demeaning a student or endangering the mental or physical health of the student committed by an individual or group against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization affiliated with any school or program operated by the school district.

If the act occurs on school grounds, at a school sponsored activity, on school sponsored transportation or at a school designated bus stop, it is violation of school board policy if it has the effect of harming a student or damaging his or her property; knowingly placing a student in reasonable fear of harm to the student or to his or her property; causing emotional distress to the student; or creating a hostile educational environment. If the act occurs off school property or outside of any school-sponsored activity, it is nevertheless a violation if it is directed at a specific student or students and has the effect of creating a hostile educational environment or a substantial disruption to the educational environment or the learning process.
Claims of discrimination, harassment, bullying, cyberbullying, or hazing are to be directed to the building administrator for investigation without the fear of reprisal or retaliation. False accusations as a means of reprisal or retaliation will be disciplined in accordance with the district policies, procedures, and agreements. HCS will host annual events for parents to discuss prevention strategies. Dates, times, and locations will be forwarded through the HCS messaging system.

NOTE: This Code of Acceptable Behavior will be implemented in compliance with the requirements of applicable federal and state statutes and accompanying regulations governing the appropriate discipline of students suspected or identified as having a disability.

It is the policy of Hamilton County Board of Education not to discriminate on the basis of sex, race, national origin, creed, religion, age, marital status, or disability in its educational programs, activities, or employment policies.

A complaint may be filed by anyone who has a grievance regarding discrimination as set forth in one of the following statutes:

1. The Rehabilitation Act of 1972, Section 504;
2. Title VI of the Civil Rights Act of 1964; or
3. Title IX of the Educational Amendments of 1972

Parent Grievance Procedure

If you or your child encounters a specific problem or concern during the school year, the following step(s) should be taken:

1. Step 1 - Contact your child's teacher to schedule a conference.
2. Step 2 - If the issue was not resolved in Step 1, call or make an appointment with the principal.
3. Step 3 - If the issue was not resolved in Step 2, call or make an appointment with your child’s Learning Community Executive Director.
4. Step 4 - After talking with the Executive Director, if you feel you need further assistance, contact: Chief of Schools: Dr. Neelie Parker (423-498-7111)

Harrison Bay Learning Community:

Elementary Schools- Apison, CSLA, East Brainerd, Harrison/Lakeside, Ooltewah, Snow Hill, Wallace A. Smith, Westview, and Wolftever Creek
Secondary Schools- Brown Middle, Central High, CSLA, East Hamilton Middle, East Hamilton High, Hunter Middle, Ooltewah Middle, and Ooltewah High
Community Superintendent: Dr. Larrie Reynolds (423-498-7094)

Missionary Ridge Learning Community:

Elementary Schools- Barger Academy, Bess T. Shepherd, Clifton Hills, East Lake, East Ridge, East Side, and Spring Creek
Secondary Schools- East Lake Academy Middle, East Ridge Middle, East Ridge High, The Howard High School, Tyner Middle Academy, and Tyner High Academy  
Community Superintendent: Dr. Jason Vance (423-498-7092)

North River Learning Community:

Elementary Schools- Allen, Big Ridge, Daisy, Hixson, McConnell, Middle Valley, North Hamilton, and Soddy  
Secondary Schools- Hixson Middle, Hixson High, Loftis Middle, Sale Creek, Soddy Daisy Middle, and Soddy Daisy High  
Community Superintendent: Elaine Harper (423-498-7092)

Rock Point Learning Community:

Elementary Schools- Alpine Crest, CSAS Lower, Dupont, Nolan, Lookout Mountain, Lookout Valley, Red Bank, Rivermont, and Thrasher  
Secondary Schools- Red Bank Middle, Red Bank High, Signal Mountain Middle/High, Lookout Valley Middle/High, CCA, CSAS Upper, and Normal Park  
Community Superintendent: Dr. Robert Sharpe (423-498-7094)

Midtown Learning Community:

Elementary Schools- Calvin Donaldson, Orchard Knob, Hardy, and Woodmore  
Secondary Schools- Dalewood Middle, Orchard Knob Middle, and Brainerd High  
Community Superintendent: Dr. Sonia Stewart (423 498-6718)

Future Ready Centers: Collegiate High, Harrison Bay, STEM, Sequoyah, and Garber Construction Academy  
Executive Director: Blake Freeman (423) 498-7129

Schools of Innovation: Tommie Brown Academy, Battle Academy, Howard Connect  
Chief of Innovation and Choice: Jill Levine (423-7149)

Discrimination complaints will be forwarded to the Equity Office to the attention of one of the following:

Dr. Marsha Drake - Race, Ethnicity, Limited English Proficiency, Religion, Etc. (Title VI) 423-498-7022

Karen S. Glenn - Sex, Gender-based, Gender Identity, Etc. (Title IX) 423-498-7221

Gloria Moore - Disability (504) 423-498-7082
Unacceptable Conduct and Consequences

Administration Requirements

- For each consequence that an administrator suspends a student for more than five (5) days (Letters V, X, or HH), a Behavior Improvement Plan (Letters G and/or W) must be implemented.
- The principal of each school shall be responsible for the implementation and administration of the COAB in his/her school and shall apply the Code uniformly and fairly to each student at the school without partiality or discrimination.
- All change of placements and/or suspensions of more than 10 days have to be reported to the office of the Chief of Operations Officer (COO), Dr. Justin Robertson, within 24 hours in order for his office to schedule an appeal hearing for the student.

Dr. Justin Robertson’s Office number (423-498-7023)

NOTE: The discipline matrix that follows in this document sets forth the guidelines for assessing consequences for violations of school board policies. The school principal has the discretion to deviate from these guidelines by assessing an appropriate consequence other than stated in the matrix if he or she determines in his or her sole discretion that there are mitigating or aggravating circumstances. However, the Learning Community Executive Director must be consulted when this deviation occurs - prior to finalizing the parental notice.

Acts Against Persons

The Hamilton County Board of Education is fully committed to providing a safe and orderly learning environment for all students in order for them to achieve academic success. This environment shall be free from discrimination, harassment, sexual harassment, hazing, bullying or cyberbullying. The Hamilton County Board of Education will not tolerate acts of discrimination, harassment, sexual harassment, hazing, bullying, or cyberbullying toward students by other students or staff. In addition, the Board will not tolerate conduct aimed at defining a student in a sexual manner or conduct impugning the character of a student based on allegations of sexual promiscuity.

If a pupil is determined, via a fair and thorough investigation made by the principal or the principal’s appointed representative, to have 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, which the student honestly believed to be real at that time, then, at the principal’s recommendation, the student may not face any disciplinary action.

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<tr>
<th>Incident</th>
<th>1st Consequence</th>
<th>2nd Consequence</th>
<th>3rd Consequence</th>
<th>4th – 10th Consequence</th>
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<tr>
<td>Bullying/Cyber-Bullying* Possible Zero Tolerance Offense if investigation determines that it meets criteria.</td>
<td>A, B, G, Q, U, V, Y, EE, HH (20 days), II, JJ *X</td>
<td>A, V, Y, HH (30 days), II, JJ *X</td>
<td>A, Y, HH (45 days) II, JJ *X</td>
<td>A, HH (90 days), II, JJ *X</td>
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<tr>
<td>Harassment</td>
<td>A, B, G, P, Q, S, T, U, V, Y, EE, II</td>
<td>A, Q, S, U, V, Y, HH (20 days)</td>
<td>A, V, Y, HH (45 days)</td>
<td>A, Y, HH (90 days)</td>
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<tr>
<td>Fighting- Major * (Mutual Combat)</td>
<td>A, G, T, U, V, W, Y, GG (up to 10 days) *HH (30 days)</td>
<td>A, Q, R, U, V, W, Y, EE, GG (up to 10 days)</td>
<td>A, V, Y *HH (90 days)</td>
<td>A, Y *HH (180 days)</td>
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<tr>
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<td>1st Consequence</td>
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<td>3rd Consequence</td>
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<td>Hazing</td>
<td>A, F, L, O, P, Q, S, T, U, V, W, Y, EE, GG (up to 10 days), II, LL</td>
<td>A, P, Q, S, T, U, V, Y, GG (up to 10 days), II</td>
<td>A, Q, S, T, U, V, Y *HH (20 days), II</td>
<td>A, F, P, Q, S, T, U, V, Y *HH (45 days), II</td>
</tr>
<tr>
<td>False Accusation against school staff</td>
<td>A, B, F, Q, U</td>
<td>A, B, Q, V, EE, GG (up to 10 days)</td>
<td>A, B, V, GG (up to 10 days) *HH (20 days)</td>
<td>A, B, V, GG (up to 10 days) *HH (45 days)</td>
</tr>
<tr>
<td>Assault - Verbal Threat (Low level, non-criminal/no harm or physical injury)</td>
<td>A, B, F, H, I, N, O, P, LL</td>
<td>A, L, N, O, P, Q, T, EE</td>
<td>A, Q, R, T, U, V, GG (up to 10 days)</td>
<td>A, G, U, V, W, GG (up to 10 days) *HH (45 days)</td>
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<tr>
<td>Assault - Verbal Threat (High Level) and/or Physical Threat or Physical Contact (Serious Level)</td>
<td>A, C, V, W, X, Y, EE, GG, HH (20 days)</td>
<td>A, C, V, X, Y, GG, HH (30 days)</td>
<td>A, C, V, X, Y, GG (up to 10 days), HH (45 days)</td>
<td>A, C, X, Y, HH (90 days)</td>
</tr>
<tr>
<td>Sexual Harassment**</td>
<td>A, B, F, O, P, Q, T, U, Y, EE, GG (up to 10 days) HH (20 days)</td>
<td>A, Q, Q, U, V, Y, EE, GG (up to 10 days) HH (45 days)</td>
<td>A, Q, V, Y, EE, HH (90 days)</td>
<td>A, F, Q, Y, EE, HH (180 days)</td>
</tr>
<tr>
<td>Sexual Misconduct and/or Indecent Exposure**</td>
<td>A, B, F, O, Q, T, U, V, Y, GG (up to 10 days) HH (20 days), JJ</td>
<td>A, F, Q, U, V, W, Y, EE, GG (up to 10 days) HH (45 days), JJ</td>
<td>A, F, V, Y, HH (60 days), JJ</td>
<td>A, F, V, Y, HH (90 days), JJ</td>
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*When deciding what disciplinary action should be taken for fighting, the Administrator may consider a different consequence to the involuntary mutual combatant based upon the results of the investigation.

**When deciding what disciplinary action should be taken, the Administrator may consider the severity of the offense and may impose a more severe consequence.

### Attendance Incidents
The Hamilton County Board of Education believes in the establishment of a tradition of regular school attendance for each student. Attendance establishes the first step toward a successful academic career culminating in a high school diploma, and this is an essential concept to learn for the job market. Presence in school is a key factor in student achievement, and therefore, students are expected to attend each day that school is in session.

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### Hamilton County Schools COAB

#### Class Cut from School

Not attending the entire day. (Skipping)

| A, B, J, L, N, O, P, EE | A, F, J, L, N, O, P | A, F, Q, T, GG (up to 10 days) | A, F, I, Q, U, V, GG (up to 10 days) |

#### Leaving Campus without permission

(Per semester)

| A, B, J, L, N, O, P, EE, KK | A, J, L, O, P, Q, EE, KK | A, J, K, P, Q, T, EE, GG (up to 10 days), KK | A, J, K, O, P, Q, S, U, V, W, EE, GG (up to 10 days), KK |

#### Out of assigned area


#### Tardiness, Habitual (4 in a 9 week/quarter; one particular class/period. On 4th tardy a teacher referral will be submitted to School Administration)

| 4th Tardy to a Class/Period. A, B, I, P | For 5th Tardy to a Class/Period. A, B, J, Q, EE | For 6th Tardy to a Class/Period. A, J, L, P, T, U | 7 or more Tardies to a Class/Period A, G, J, K, L, P, Q, U, V, GG (up to 10 days) |

#### Truancy/Absentee (3 days unexcused for entire school year)

3 Unexcused Absences: A, B (Parent Contact by recommended robo call)

5 Unexcused Absences: A, B, EE (Parent contact made by sending a letter home)

8-10 Unexcused Absences: A, B, F, L, O, P, Q, S, KK Tier One Intervention

| Tier Two Intervention |

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### Disruptive Incidents

The Hamilton County Board of Education expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. Hamilton County students are expected to behave in a way that does not interrupt the education of other students. Board policy addresses conduct taking place on school grounds, at any school-sponsored activity, on school-provided transportation, or at any official school bus stop immediately before boarding and immediately following deboarding.

Board policy also addresses any conduct taking place off of school property or outside of the school sponsored activity if this conduct is directed at a specific student or students and has the effect of either creating a hostile educational environment or substantially disrupting the educational environment or learning process. School Board Policy 6.304

<table>
<thead>
<tr>
<th>Incident</th>
<th>1st Consequence</th>
<th>2nd Consequence</th>
<th>3rd Consequence</th>
<th>4th – 10th Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disobedience-Insubordination</td>
<td>A, B, O, P, L, T</td>
<td>A, L, O, Q, S, U, EE</td>
<td>A, G, Q, U, V, GG (up to 10 days)</td>
<td>A, G, Q, V, GG (up to 10 days), HH (20 days)</td>
</tr>
<tr>
<td>Disruption on Campus-Major/Substantial</td>
<td>A, B, O, Q, S, U, V, Y, GG (up to 10 days), HH (20 days)</td>
<td>A, Q, U, V, Y, EE, GG (up to 10 days), HH (45 days)</td>
<td>A, F, Q, U, V, Y, GG (up to 10 days), HH (60 days)</td>
<td>A, F, Q, U, V, Y, HH (4th – 90 days, 5th – 180 days, 6th – 365 days)</td>
</tr>
<tr>
<td>Incident</td>
<td>1st Consequence</td>
<td>2nd Consequence</td>
<td>3rd Consequence</td>
<td>4th – 10th Consequence</td>
</tr>
<tr>
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</tr>
<tr>
<td>Gang Activity</td>
<td>A, B, Q, U, Y</td>
<td>A, G, V, W, Y, EE, GG (up to 10 days)</td>
<td>A, G, Y, HH (20 days)</td>
<td>A, Y, HH (4~ 45 days, 5~ 60 days, 6~ 90 days, 7~ 180 days)</td>
</tr>
<tr>
<td>Inciting a disturbance</td>
<td>A, B, L, P, Q, T, U, V, Y, GG (up to 10 days), *HH (20 days)</td>
<td>A, F, P, Q, U, V, Y, EE, GG (up to 10 days), *HH (30 days)</td>
<td>A, V, Y, GG (up to 10 days), *HH (45 days)</td>
<td>A, U, V, Y, GG (up to 10 days), *HH (90 days)</td>
</tr>
<tr>
<td>Profanity- Directed towards a Staff Member</td>
<td>A, B, G, Q, U, V, W, Y, GG (up to 10 days), HH (20 days)</td>
<td>A, EE, V, Y, GG (up to 10 days), HH (45 days)</td>
<td>A, Y, GG (up to 10 days), HH (90 days)</td>
<td>A, Y, HH (180 days)</td>
</tr>
<tr>
<td>Property Incidents</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>A student will be held responsible for the cost of replacing any materials or property which is lost or damaged, including textbooks, library books, equipment and buildings. All money collected shall be placed in the system-wide school fund.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incident</th>
<th>1st Consequence</th>
<th>2nd Consequence</th>
<th>3rd Consequence</th>
<th>4th – 10th Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson-Starting a fire on campus</td>
<td>A, B, D, F, G, R, U, V, Y, EE, GG (up to 10 days), HH (20 days)</td>
<td>A, B, D, G, V, W, Y, GG (up to 10 days), HH (45 days)</td>
<td>A, D, V, Y, HH (90 days)</td>
<td>A, D, Y, HH (4<del>180, 5</del>365 days)</td>
</tr>
<tr>
<td>Burglary- Unlawful breaking/entering into a school facility or property</td>
<td>A, B, D, O, R, S, U, V, Y, EE, GG (up to 10 days), HH (20 days)</td>
<td>A, D, F, O, S, V, Y, GG (up to 10 days), HH (45 days), KK</td>
<td>A, D, V, Y, HH (60 days), KK</td>
<td>A, D, V, Y, HH (4<del>90 days, 5</del>120 days), KK</td>
</tr>
<tr>
<td>Technology- Inappropriate Use</td>
<td>A, B, L, N, O, P, Q, T, U, V, Y, GG (up to 10 days), II</td>
<td>A, B, F, L, O, P, Q, T, U, V, EE, GG (up to 10 days)</td>
<td>A, P, Q, U, V, GG (up to 10 days)</td>
<td>A, U, V, HH (4<del>20 days, 5</del>30 days, 6<del>45 days, 7</del>90 days)</td>
</tr>
<tr>
<td>Technology- Illegal use (Computers and/or Network)</td>
<td>A, B, D, O, S, V, W, Y, EE, GG (up to 10 days), HH (20 days)</td>
<td>A, B, S, V, W, Y, EE, GG (up to 10 days), HH (30 days)</td>
<td>A, V, Y, HH (45 days)</td>
<td>A, V, Y, HH (4<del>90 days, 5</del>180 days)</td>
</tr>
<tr>
<td>Theft-Minor Less than $100</td>
<td>A, B, D, L, P, T, U, V, Y</td>
<td>A, B, D, F, Q, U, V, Y, EE</td>
<td>A, B, D, Q, V, Y</td>
<td>A, B, D, Q, V, W, Y, GG (up to 10 days), HH (4<del>20 days, 5</del>30 days, 6~45 days)</td>
</tr>
<tr>
<td>Theft- Moderate $101-$500</td>
<td>A, B, D, Q, U, V, Y, GG (up to 10 days)</td>
<td>A, B, D, F, Q, V, Y, EE, GG (up to 10 days)</td>
<td>A, B, D, Q, V, W, Y, GG (up to 10 days), HH (20 days)</td>
<td>A, D, V, W, Y, GG, HH (4<del>30 days, 5</del>45 days, 6~60 days)</td>
</tr>
<tr>
<td>Theft- Grand More than $500</td>
<td>A, B, D, F, G, O, Q, V, W, Y, EE, GG (up to 10 days), HH (30 days)</td>
<td>A, D, Q, V, Y, EE, GG (up to 10 days), HH (45 days)</td>
<td>A, D, Q, V, Y, GG (up to 10 days), HH (60 days)</td>
<td>A, D, V, Y, HH (90 days)</td>
</tr>
<tr>
<td>Theft/Motor Vehicle</td>
<td>A, B, D, O, Y, EE, HH (45 days), KK</td>
<td>A, Y, HH (90 days), KK</td>
<td>A, Y, HH (180 days), KK</td>
<td>A, Y, HH (365 days), KK</td>
</tr>
<tr>
<td>Vandalism Less than $100</td>
<td>A, B, D, L, O, N, P, Y, EE</td>
<td>A, B, D, F, Q, T, Y, EE</td>
<td>A, D, Q, U, Y, EE</td>
<td>A, D, V, Y, EE, GG (no more than 10 days), HH (20 days)</td>
</tr>
</tbody>
</table>
### Vandalism/Damage to Property

<table>
<thead>
<tr>
<th>Amount</th>
<th>Consequence 1</th>
<th>Consequence 2</th>
<th>Consequence 3</th>
<th>Consequence 4–10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>$101- $1000</td>
<td>A, B, D, F, O, Q, U, V, Y, EE, GG (up to 10 days)</td>
<td>A, B, D, V, Y, EE, GG (up to 10 days), HH (20 days)</td>
<td>A, D, V, Y EE, GG (up to 10 days), HH (45 days)</td>
<td>A, D, V, Y EE, HH (60 days)</td>
</tr>
<tr>
<td>More than $1000</td>
<td>A, B, D, F, O, V, EE, GG (up to 10 days), HH (20 days)</td>
<td>A, D, F, V, Y EE, GG (up to 10 days), HH (45 days)</td>
<td>A, D, Y EE, GG (up to 10 days), HH (90 days)</td>
<td>A, D, Y, EE, HH (180 days)</td>
</tr>
</tbody>
</table>

### Rule Violation Incidents

**Incident**

- **Cell Phone Violation**
  - **A, C, H** (If parent is unable to pick up, then school holds for three days)
  - **A, C, EE** (School confiscates for 5 school days)
  - **A, C** (School confiscates for 10 school days)
  - **A, C** (4th-School Confiscates 20 school days; 5th-Confinement for 45 school days; 6th-Confinement for 90 school days)

- **Cell Phone/Electronic Devices Violation**
  - **A, C, G, N, O, S, U, V, Y, GG (up to 10 days), HH (20 days)** (School/law enforcement confiscates until deemed appropriate to give back to parent/guardian)
  - **A, C, G, S, V, Y, EE, GG (up to 10 days), HH (45 days)** (School/law enforcement confiscates until deemed appropriate to give back to parent/guardian)
  - **A, C, V, Y, EE, GG (up to 10 days), HH (60 days)** (School/law enforcement confiscates until deemed appropriate to give back to parent/guardian)
  - **A, C, U, V, X, Y, HH (90 days)** (School/law enforcement confiscates until deemed appropriate to give back to parent/guardian)

- **Cheating/Plagiarism**
  - **A, EE**
  - **A, J, L, P, EE**
  - **A, K, O, P, Q, EE**
  - **A, G, Q, T, U, V, EE, GG (up to 10 days)**

- **Detention- Unserved**
  - **A, EE**
  - **A, J, EE**
  - **A, P, EE**
  - **A, Q, T, U, V, GG (up to 10 days)**

- **Dress Code Violation**
  - **A, B, P, EE**
  - **A, B, G, I, L, N, O, P, EE**
  - **A, F, J, L, Q, EE**
  - **A, K, P, Q, S, T, U, V, EE, GG (up to 10 days)**

- **Saturday School- Unserved**
  - **A, P, EE**
  - **A, O, P, EE**
  - **A, Q, S, EE**
  - **A, Q, S, T, U, V, EE, GG (up to 10 days)**

*ACorrect the issue (ie: take off jacket, hoodie, tuck in shirt, etc.). If the school has a clothes closet, provide clothes so the student can get into the dress code. Call parent/guardian and have them bring correct clothing. ISS will be used as a last resort after repeated violations.*
School Bus Behavior Incidents

By law, school bus transportation is a privilege and not a right. A student shall be prevented from using bus transportation if his/her behavior physically endangers other riders, causes problems on the school bus, or when he/she breaks state and/or local rules and regulations pertaining to school bus transportation. All bus referrals need to be documented in PowerSchool and kept on file at the school. School Administrators need to ensure that all bus infractions/referrals and consequences are reported to the District Transportation Director in a timely and appropriate manner.

*Any incident/offense which takes place on a school bus and/or school transportation will result in the same consequence as if this offense happened on school grounds or at a school function. The following bus consequences are in addition to any other consequences that apply to the Code of Acceptable Behavior (COAB).*

<table>
<thead>
<tr>
<th>Incident</th>
<th>1st Consequence</th>
<th>2nd Consequence</th>
<th>3rd Consequence</th>
<th>4th – 10th Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level One Violation</strong></td>
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<tr>
<td>2. Failure to sit as assigned by the bus driver.</td>
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<tr>
<td>3. Attempting to board the wrong bus or getting on or off at the wrong stop.</td>
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<tr>
<td><strong>Level Two Violation</strong></td>
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<tr>
<td>2. Failure to utilize required safety equipment.</td>
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<tr>
<td>3. Getting out of the seat while the bus is in motion.</td>
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<tr>
<td>4. Loud talking, spitting, and/or inappropriate remarks at students, pedestrians and motorists.</td>
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<tr>
<td>5. Placing body parts out of the window.</td>
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<tr>
<td><strong>Level Three Violation</strong></td>
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<tr>
<td>2. Threats against the driver, attendant or passengers.</td>
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<tr>
<td>3. Profanity directed at the bus driver or bus attendant.</td>
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<tr>
<td>4. Fighting or smoking.</td>
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<tr>
<td>5. Throwing objects out of the bus window or at the bus.</td>
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<tr>
<td>6. Vandalism of seats or other bus equipment.</td>
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<tr>
<td>7. Sexual harassment, behavior, and/or conduct.</td>
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</tbody>
</table>
### Substance Abuse/Drug Incidents

Students will not possess, distribute or be under the influence of illegal drugs or alcoholic beverages in school buildings or on school grounds, in school vehicles or buses, or at any school-sponsored activity at any time, whether on or off school grounds. Students will not market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings to a controlled substance in school buildings or on school grounds, in school vehicles or buses, or at any school-sponsored activity at any time, whether on or off school grounds.

<table>
<thead>
<tr>
<th>Incident</th>
<th>1\textsuperscript{st} Consequence</th>
<th>2\textsuperscript{nd} Consequence</th>
<th>3\textsuperscript{rd} Consequence</th>
<th>4\textsuperscript{th} – 10\textsuperscript{th} Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Sale- attempted sale, Transmittal</td>
<td>A, B, C, E, G, Y, EE, HH (20 days), KK</td>
<td>A, B, C, E, G, Y, EE, HH (30 days), KK</td>
<td>A, B, C, E, Y, EE, HH (45 days), KK</td>
<td>A, B, C, E, Y, EE, HH (60 days), KK</td>
</tr>
<tr>
<td>Alcohol- use, possession, under the influence</td>
<td>A, B, C, E, G, Y, EE, HH (30 days), KK</td>
<td>A, B, C, E, G, W, Y, EE, HH (45 days), KK</td>
<td>A, B, C, E, Y, EE, HH (90 days), KK</td>
<td>A, B, C, E, Y, EE, HH (180 days), KK</td>
</tr>
<tr>
<td>Drug Paraphernalia- Possession</td>
<td>A, B, C, E, F, G, R, W, Y, EE, HH (20 days), KK</td>
<td>A, B, C, E, Y, HH (30 days), KK</td>
<td>A, B, C, E, Y, HH (45 days), KK</td>
<td>A, B, C, E, Y, HH (60 days), KK</td>
</tr>
<tr>
<td>Vape- use, possession, sale, transmittal</td>
<td>A, B, C, H, I, P</td>
<td>A, B, E, J, N, O, Q, T, Y</td>
<td>A, V, Y, GG (no more than 10 days)</td>
<td>A, Y, HH (20 days)</td>
</tr>
</tbody>
</table>

*Possible Zero Tolerance Offense if it is determined the student is under the influence of an illegal drug, and/or if the contents of the device has a concentration of more than 0.3% of THC or any other “Scheduled Drug” as defined by Tennessee state law.*
## Other Criminal Incidents

<table>
<thead>
<tr>
<th>Incident</th>
<th>1\textsuperscript{st} Consequence</th>
<th>2\textsuperscript{nd} Consequence</th>
<th>3\textsuperscript{rd} Consequence</th>
<th>4\textsuperscript{th} – 10\textsuperscript{th} Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extortion</td>
<td>A, B, D, G, R, V, Y, GG, HH (20 days)</td>
<td>A, Y, HH (45 days)</td>
<td>A, X, Y, HH (60 days)</td>
<td>A, X, Y, HH (90 days)</td>
</tr>
<tr>
<td>Other Serious Incident/Delinquent Act</td>
<td>A, B, D, G, R, W, Y, GG, HH (20 days)</td>
<td>A, B, D, R, Y, HH (45 days)</td>
<td>A, B, D, R, Y, HH (60 days)</td>
<td>A, B, D, R, Y, HH (90 days)</td>
</tr>
<tr>
<td>Robbery or Attempted Robbery</td>
<td>A, B, D, G, R, W, X, Y, HH (45 days)</td>
<td>A, D, Y, HH (90 days)</td>
<td>A, D, Y, HH (180 days)</td>
<td>A, D, Y, HH (365 days)</td>
</tr>
</tbody>
</table>

Homicide, Kidnapping or Abduction, Robbery (Armed) or attempted armed robbery, and/or Sexual Battery/Rape (Actual or Attempted), must be reported immediately to local law enforcement, Learning Community Executive Director, Chief School Officer, and Chief of Operations.

<table>
<thead>
<tr>
<th>Incident</th>
<th>1\textsuperscript{st} Consequence</th>
<th>2\textsuperscript{nd} Consequence</th>
<th>3\textsuperscript{rd} Consequence</th>
<th>4\textsuperscript{th} – 10\textsuperscript{th} Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homicide</td>
<td>A, X, Y</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Kidnapping or Abduction</td>
<td>A, X, Y</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Robbery (Armed) or attempted armed robbery *Zero Tolerance Offense</td>
<td>A, X, Y</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Sexual Battery/Rape (Actual or Attempted)</td>
<td>A, X, Y</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

*Off-campus criminal behavior that results in the student being legally charged with an offense that would be classified as a felony if the student was charged as an adult or if adjudicated delinquent for an offense that would be classified as a felony if the student was an adult, or if the student was convicted of a felony, and the student’s continued presence in school poses a danger to persons or property or disrupts the educational process, TCA 49-6-3401. If an offense happened on school campus or at a school-sponsored event, then Law Enforcement and the District Office must be notified.

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**Glossary**

*These terms and definitions are to be used solely to guide the interpretation of the offenses ranges.*
<table>
<thead>
<tr>
<th>Word/Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson</td>
<td>The criminal act of deliberately setting fire to property.</td>
</tr>
<tr>
<td>Assault</td>
<td>Intentionally, knowingly or recklessly causes bodily injury to another; Intentionally or knowingly causes another to reasonably fear imminent bodily injury; or Intentionally or knowingly causes physical contact with another and a reasonable person would regard the contact as extremely offensive or provocative. (TCA 39-13-101)</td>
</tr>
<tr>
<td>Bullying</td>
<td>Unwanted, aggressive, repeated behavior that involves a power imbalance and places a student in reasonable fear and causes a hostile educational environment.</td>
</tr>
<tr>
<td>Burglary</td>
<td>Entry to a building illegally with intent to commit a crime, especially theft.</td>
</tr>
<tr>
<td>Cheating/Plagiarism</td>
<td>Cheating is any act of dishonesty, deception, or unfairness in order to gain an advantage in classwork and/or tests. Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own.</td>
</tr>
<tr>
<td>Controlled Substance</td>
<td>Generally a drug or chemical whose manufacture, possession, or use is regulated by a government, such as illicitly used drugs or prescription medications that are designated by law.</td>
</tr>
<tr>
<td>Cyberbullying</td>
<td>Bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat sites, and websites. Examples may include mean text messages or emails, or rumors sent by email or posted on social network sites, and embarrassing pictures, videos, websites, or fake profiles.</td>
</tr>
<tr>
<td>Detention</td>
<td>The punishment of being kept in school after regular hours.</td>
</tr>
<tr>
<td>Disruption (Minor)</td>
<td>Disturbance or problems which interrupt an event, activity or process in a small setting. (Classroom, etc.)</td>
</tr>
<tr>
<td>Disruption (Major/Substantial)</td>
<td>An incident which results in the temporary suspension of the educational process due to a school evacuation, interference with learning activities/educational process, and/or requires the intervention of outside agencies such as the police or fire department.</td>
</tr>
<tr>
<td>Dress Code</td>
<td>The formal imposed standards of dress at a particular school.</td>
</tr>
<tr>
<td>Drug Paraphernalia</td>
<td>Equipment, products, and materials of any kind which are used, intended for use, or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, concealing, containing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance.</td>
</tr>
<tr>
<td>Drugs</td>
<td>A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.</td>
</tr>
<tr>
<td><strong>E-Cig, Juul, Vape</strong></td>
<td>A cigarette-replacement device containing a nicotine-base liquid that is vaporized and inhaled.</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Evening School</strong></td>
<td>The placement of a student at school after regular hours in lieu of attending classes during the regular school day.</td>
</tr>
<tr>
<td><strong>Expulsion</strong></td>
<td>A long term, complete exclusion from school and activities, from 11 days to 365 days.</td>
</tr>
<tr>
<td><strong>Extortion</strong></td>
<td>The practice of obtaining something, especially money, through force or threats.</td>
</tr>
<tr>
<td><strong>Felony</strong></td>
<td>A crime, typically one involving violence, regarded as more serious than a misdemeanor, and usually punishable by imprisonment for more than one year or by death.</td>
</tr>
<tr>
<td><strong>Fighting Major</strong> (Mutual Combat)</td>
<td>When two or more persons mutually participate in a hostile, physical encounter/altercation involving serious force/violence that results in injury requiring professional medical attention and/or brings about a major campus disruption.</td>
</tr>
<tr>
<td><strong>Firearm</strong></td>
<td>A rifle, pistol, or other portable gun.</td>
</tr>
<tr>
<td><strong>Forgery</strong></td>
<td>Produce a copy or imitation of (a document, signature, banknote, or work of art) for the purpose of deception.</td>
</tr>
<tr>
<td><strong>Gambling</strong></td>
<td>Playing games of chance for money or something that has monetary or social value.</td>
</tr>
<tr>
<td><strong>Gang Activity</strong></td>
<td>An activity that involves an organized group of criminals.</td>
</tr>
<tr>
<td><strong>Harassment</strong> (Sexual, racial, ethnic, religious)</td>
<td>Includes words, gestures, threats, or any other conduct that is severe, pervasive or persistent and creates a hostile environment that interferes with or limits a student's ability to participate in or benefit from services, activities, or opportunities offered by the school.</td>
</tr>
<tr>
<td><strong>Hazing</strong></td>
<td>Any act intended to or reasonably be expected to have the effect of humiliating, intimidating or demeaning a student or endangering the mental or physical health of the student committed by an individual or group against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization affiliated with any school or program operated by the school district.</td>
</tr>
<tr>
<td><strong>Inciting a Disturbance</strong></td>
<td>The encouragement of confrontations, fights, disruptions, and/or any violation of the Code of Acceptable Behavior (COAB), that are reasonably foreseeable to negatively impact the school community and/or cause substantial disruption on school campus or during a school-sponsored event. Encouragement includes but is not limited to knowingly using: 1) an electronic device/social media to incite a disturbance 2) racial slurs/epithets of any kind or any form of discrimination.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>In-School Suspension</td>
<td>The punishment of being at school during regular school hours in a specific classroom and/or area designated for discipline infractions.</td>
</tr>
<tr>
<td>Insubordination</td>
<td>Defiance of authority; refusal to obey orders from a school employee.</td>
</tr>
<tr>
<td>Legend Drug</td>
<td>Drugs that are approved by the US Food and Drug Administration (FDA) and that are required by federal or state law to be dispensed to the public only by prescription of a licensed physician or other licensed provider.</td>
</tr>
<tr>
<td>Over the Counter Medication</td>
<td>Medicines sold directly to a consumer without a prescription from a health care professional.</td>
</tr>
<tr>
<td>Profanity</td>
<td>Blasphemous, indecent or obscene language.</td>
</tr>
<tr>
<td>Robbery</td>
<td>Taking another person's possession or money by force or fear.</td>
</tr>
<tr>
<td>Saturday School</td>
<td>The placement of a student for a punishment on a Saturday for an allotted amount of time.</td>
</tr>
<tr>
<td>Sexual Battery</td>
<td>The act of intentionally or recklessly engaging in or causing offensive or unwanted sexual contact with a person's body. An unwanted form of sexual contact with an intimate part of someone's body.</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>Behavior characterized by the making of unwelcome and inappropriate sexual remarks or physical advances in a school, workplace, or other professional or social situation.</td>
</tr>
<tr>
<td>Skipping</td>
<td>Attending school and then not going to a scheduled or required class and/or leaving home and not arriving at school for an entire class or day.</td>
</tr>
<tr>
<td>Stealing</td>
<td>Taking another person's property without their permission or knowledge.</td>
</tr>
<tr>
<td>Suspension</td>
<td>A temporary, complete exclusion from school and activities from 1-10 days.</td>
</tr>
<tr>
<td>Tardy</td>
<td>Not being in a designated place or area at the designated scheduled time.</td>
</tr>
<tr>
<td>Theft</td>
<td>The action or crime of stealing.</td>
</tr>
<tr>
<td>Threats</td>
<td>Threatening a person with the intent to take their money or property, or causing them to do anything against their will. Any threat to do harm to self or others will be taken seriously.</td>
</tr>
<tr>
<td>Trespassing</td>
<td>Unlawfully entering a public school, grounds, or school bus.</td>
</tr>
<tr>
<td><strong>Truancy</strong></td>
<td>Any intentional, unjustified, unauthorized, or illegal absence from compulsory education. It is an absence caused by students of their own free will and usually does not refer to legitimate excused absences, such as the ones related to medical conditions.</td>
</tr>
<tr>
<td><strong>Vandalism</strong></td>
<td>Action involving deliberate destruction of or damage to public or private property.</td>
</tr>
<tr>
<td><strong>Weapon</strong></td>
<td>Anything designed or used for inflicting bodily harm or physical damage.</td>
</tr>
<tr>
<td><strong>Zero Tolerance Offenses</strong></td>
<td>Any of the following offenses are considered to be Zero Tolerance (ZT) Offenses. In accordance with state law, any student who commits a ZT Offense will 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. Students shall be held accountable while in school buildings, or on school grounds at any time, or in school vehicles and/or busses or off the school grounds at a school-sponsored activity, function or event. Offenses: (1) A student shall not possess, handle, transmit, use or attempt to use any dangerous weapon (dangerous weapons for the purpose of this policy shall include but are not limited to a firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious injury or anything that in a manner of its use or intended use is capable of causing death or serious bodily injury). (2) A student who unlawfully possesses or is under the influence of any drug including any controlled substance or legend drug. (3) Any student who commits aggravated assault or commits an assault that results in physical contact with any teacher, principal, administrator, any other employee of the school, or school resource officer (SRO). (4) Any student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and the threat causes actual disruptive activity at the school.</td>
</tr>
</tbody>
</table>

**Student Disciplinary Procedures**

Any administrator may suspend any student from school, from any school-related activity on or off campus, from a specific class or classes (i.e., in-school suspension), or from riding a school bus for any misconduct prejudicial to good order and discipline, including, but not limited to, any misconduct described more particularly in the Board’s Code of Acceptable Behavior or Zero Tolerance policies, or any misconduct that violates the law. *School Board Policies 6.302 and 6.3021.*

**Procedures for suspensions**

Unless the student’s continued presence in the school, class or school-related activity presents an immediate danger to the student or other persons or property, no principal shall suspend any student until that student has been advised of the nature of his/her misconduct, questioned about it and allowed to give an explanation.

Upon suspension of any student, including an in-school suspension, the principal shall make an immediate attempt to contact the parent or guardian to inform him or her of the suspension, the reason for the suspension, and any conditions on
readmission to the school. Within twenty-four (24) hours, the principal shall provide this same information in writing to the Chief Operations Officer (COO).

The student shall not be sent home before the end of the school day unless the parent or guardian has been contacted.

**Suspensions in excess of five (5) days**

For any suspension in excess of five (5) days, whether in-school or out-of-school, the principal shall develop a behavioral intervention plan. If the student has a disability, the principal shall notify the case manager and collaborate with the student’s IEP team or Section 504 committee.

**Suspensions in excess of ten (10) days**

If at the time of the suspension the principal determines that an offense has been committed which, in the judgment of the principal, would justify a suspension for more than ten (10) days, he/she may suspend the student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable.

The principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend for more than ten (10) days. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student, or any person holding a teaching license who is employed by the school system if requested by the student. The appeal from this decision shall be to the disciplinary hearing authority per Board Policy No. 6.3022.

If the suspension occurs during the last ten (10) days of any term or semester, the student shall be permitted to take final examinations or submit required work as necessary to complete the course of instruction for that semester, subject to conditions prescribed by the principal.

Students found to be eligible for special education shall only be suspended in accordance with Board Policy No. 6.3023 governing such suspensions.

**In-school suspensions**

For purposes of this Code, in-school suspensions include any removal of a student from a regular class or classes and assigning that student to a restricted class, night school, or some other program at the same school.

Students given an in-school suspension shall attend either special classes designated only for students being disciplined for misconduct or be placed in an isolated area appropriate for study.

Personnel responsible for in-school suspension will see that each student is supervised at all times and has textbooks and classwork assignments from his/her regular teachers. Students given in-school suspension shall be required to complete academic assignments and shall receive credit for work completed.

1. T.C.A. § 49-6-3401(a) and (b)  2. T.C.A. § 49-6-3401(c)  3. T.C.A. § 49-6-3401(c)(3)  4. T.C.A. § 49-6-3401(c)(4)
5. T.C.A. § 49-6-3401(d)  6. T.C.A. § 49-6-3401(b)
Student Disciplinary Appeals

Disciplinary hearing authority

A disciplinary hearing authority (DHA) will conduct hearings for students who have been suspended for more than ten (10) school days. The DHA will have the authority to determine guilt or innocence of any disciplinary case and, subject to the provisions of T.C.A. § 49-6-3401 and Board Policy Nos. 6.302 and 6.3021, appropriate consequences.

Constitution of the DHA

The DHA will operate under the office of the Chief Operating Officer (COO). Each year in July, the Board will appoint up to nine (9) licensed employees to serve on the DHA. Three members of the DHA will constitute a quorum for the hearing of any case.

The COO shall appoint a chair of the DHA from the members appointed by the Board. The chair will be trained appropriately in the conduct of disciplinary hearings.

The chair shall schedule a hearing within forty-eight (48) hours of the timely request of a student, parent, guardian, or teacher acting on the student’s behalf. In no event will the hearing be scheduled more than ten (10) days after the commencement of the suspension.

The chair shall assign members of the DHA to sit as the panel hearing each case. The chair is responsible for having the hearing recorded or transcribed.

Conduct of the hearing

During the hearing, the chair will announce on the record the purpose of the hearing, including the nature of the offense, the date the offense occurred, and the date the appeal was lodged. The chair will ask each member of the DHA to introduce himself/herself on the record and will then ask the administrators and the student to introduce themselves as well. The chair will then describe the process the DHA will observe during the course of the hearing.

The administration will set forth the basis for its belief that the student engaged in misconduct warranting a suspension in excess of ten (10) days. This explanation may consist of a summary of any investigation presented by the charging administrator, or it may consist of one or more witnesses as the administration deems appropriate. The DHA may ask such questions as it deems necessary to ensure a clear understanding of the case. Neither the student nor his parents/guardians may cross-examine the administration or the administration’s witnesses.

After the administration has presented the violations of the COAB and the DHA has questioned the administrators and their witnesses to their satisfaction, the student may respond. The student may speak on his/her behalf and may call such witnesses as are willing to speak for the student. The DHA may question the student and anyone speaking on the student’s behalf. The administration may not cross-examine the student, parents, and/or any witnesses speaking on behalf of the student.

While the student may have counsel present during the hearing, counsel may not examine or cross-examine any witnesses, nor may counsel advocate on behalf of the student.
After the administration and the student have both explained their respective positions, the DHA shall retire to deliberate off the record and to make a decision. The first issue for the DHA to decide is whether the student engaged in the misconduct alleged. If the DHA confirms the violation, then, except in the case of a zero-tolerance offense set forth in Board Policy No. 6.309, the DHA has the authority to decide the appropriate consequence within the scope set forth in Board Policy No. 6.302.

Upon reaching a decision, the DHA shall reconvene on the record and shall announce one of the following decisions:

1. To affirm the decision of the school principal;
2. To order removal of the suspension unconditionally;
3. To order removal of the suspension upon such terms and conditions as it deems reasonable;
4. To remand the student to an alternative placement; or
5. To suspend the student for a specified period of time.

The DHA shall provide the student, parent/guardian, and administration of its written decision no later than five (5) days of the hearing. As part of this notice, the DHA shall explain the right of the parties to appeal to the COO, as the designee of the director of schools, and the Board. In the case of a zero-tolerance offense, the notice shall indicate that the COO, as the director of schools designee, has the sole discretion whether to modify the statutory 365-day suspension.

**Appeal to the Chief Operations Officer**

Any student, parent/guardian, or administrator who is dissatisfied with the decision of the DHA has the right to lodge an appeal with the COO, who shall serve as the designee of the director of schools. He/she shall have broad discretion to decide a student’s culpability and appropriate consequences. He/she shall have sole discretion to modify 365-day suspensions established by state law and Board policy.

**Appeal to the Board of Education**

If the student, parent/guardian, or administrator is dissatisfied with the decision of the COO, he/she may request the Board review the decision. As part of any such review, the COO and the chair of the DHA shall prepare the record, a summary of the proceedings and explanation of any decision, and a summary of the position of the administration and the student or parent/guardian, and submit these to the Board under seal.

The Board, at its next regular meeting, shall vote whether to sustain the decision on the record, to reverse or modify the decision on the record, or to grant a new hearing. The Board does not have the jurisdiction to modify the consequences for a zero-tolerance offense.

If the Board votes to grant a new hearing, any such hearing shall be closed to the public unless the student or parent/guardian, within five (5) days, requests that the hearing be open. Any such hearing shall operate as would any DHA hearing except that, in the event of an open hearing, the Board shall not retire to deliberate. At the conclusion, the Board may affirm the decision of the COO or modify the decision of the COO, to include the imposition of a more severe consequence.

**Oversight of the student disciplinary process**

The COO shall establish procedures pursuant to which all cases of discipline are overseen by his/her office. These procedures will include means whereby principals report any suspension, including in-school suspensions, to his/her office; forms whereby parents/guardians are aware of their student’s suspension and their rights to appeal; and a process
whereby the panels of the DHA are aware of similar cases within the district that might serve as precedent to ensure consistent application of the Board’s Code of Acceptable Behavior and other Board policies.

1. T.C.A. § 49-6-3401(c)(4) and (5)  2. Newsome v. Batavia Local School District, 842 F.2d 920 (6th Cir. 1988)

3. T.C.A. § 49-6-3401(6)  4. T.C.A. § 49-6-3401(6)  5. T.C.A. § 49-6-3401(6)

Disciplinary Procedures for Students Receiving Special Education

The purpose of board policy is to inform students, parents/guardians, and educators in general terms of the procedures governing the discipline of students with disabilities under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act (Section 504). In the event of an apparent conflict between board policy and the provisions of federal law, federal law shall control.

Limits on suspensions

Administrators may suspend students with disabilities for misconduct just as they would non-disabled students for up to ten (10) days during the course of any given school year.¹

At any time an administrator determines that a student with disabilities should be suspended for five (5) days, or if any given suspension, when added to previously imposed suspensions, exceeds the total of five (5) days, the principal shall have the student’s case manager convene an IEP team or Section 504 committee meeting as soon as practicable for the purpose of developing a behavioral intervention plan (BIP) and, if necessary, revising the IEP or Section 504 plan.²

The team must consider whether the IEP or Section 504 is appropriate to the student's needs and, if so, whether it is being implemented appropriately. It is the Board's intention that the school administration and the IEP team or Section 504 committee will collaborate to develop appropriate interventions aimed to reduce the need for further disciplinary measures.

For any given suspension that would exceed ten (10) days, or for any suspension that, when combined with previous suspensions, would exceed a total of ten (10) days for any given school year, the school principal shall immediately ask the Office of Exceptional Education (in the case of a student receiving services under the IDEA) or Student Services (in the case of a student receiving services under Section 504) to convene a manifestation determination review (MDR) to determine whether the student conduct was a manifestation of his/her disability such that the student cannot be held responsible for his/her actions. The MDR shall operate in accordance with this policy and the requirements of federal law.³

Manifestation determination review (MDR)

The MDR will consist of the parents/guardians of the student, the principal or his/her designee, someone from the Office of Exceptional Education or Student Services, and such other members of the IEP team or Section 504 committee as may be appropriate.⁴
The MDR shall meet within ten (10) days of the decision to suspend the student to determine whether the behavior was a manifestation of the student’s disability. The MDR shall consider all relevant information, including the IEP, teacher observations, and the most current evaluations of the student. The MDR shall also consider any functional behavioral assessment (FBA) and any behavioral intervention plan (BIP). The MDR shall also consider whether the student's behavior might be a manifestation of any suspected disability voiced by any parent/guardian or considered by any member of the IEP team or Section 504 committee.

For behavior that is a manifestation:

If the MDR is unable to rule out a known or suspected disability as a cause of or a direct and substantial factor in the student’s misconduct, then it shall take appropriate steps to address the educational needs of the student, including conducting an FBA (unless the MDR determines that any recent FBA is adequate), the developments or the refining of a BIP, and the revision of any IEP or 504 plan.

Except as set forth below, the student may not be suspended or removed from the existing educational placement but must "stay put" in that placement unless the IEP team or Section 504 committee, including the parents/guardians, agree that a more restrictive placement is appropriate for the implementation of the BIP so that the student may receive a free appropriate public education.

For behavior that is not a manifestation:

If the MDR can rule out a known or suspected disability as a cause or direct and substantial factor in the student’s misconduct, then the MDR shall adjourn. The student may be disciplined as would any student without disabilities per Board Policy Nos. 6.300 and 6.302.

In the case of a student receiving services under the IDEA, the case manager will coordinate with the Chief Operations Officer (COO) to ensure that the student will continue to receive any services required by the IEP during the time of his/her suspension. The case manager shall convene an IEP team meeting to discuss the change of placement if such a meeting is necessary to provide a free appropriate public education.

In the case of a student receiving services under Section 504, services will cease during the period of any out-of-school suspension. If the student is remanded to an alternative educational setting and services are required to enable the student to participate in the program, the case manager will coordinate these services with the COO.

Exceptions to "stay-put":

Irrespective of whether a student’s conduct may be a manifestation of his/her disability, a student may be suspended to an interim alternative educational placement for up to forty-five (45) days for:

- Carrying or possessing a dangerous weapon as defined in 18 U.S.C. § 930 on school property or at a school function;
- Knowingly using or possessing or selling or soliciting the sale of illegal drugs on school property or at a school function; or
- Inflicting serious bodily injury, meaning an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty, while on school property or at a school function.

An interim alternative educational placement shall not automatically be forty-five (45) days but shall be in conformity with consequences imposed on students without disabilities. The case manager shall coordinate with the COO how to provide services to any students assigned to an interim alternative educational placement.

Appeal rights for students with disabilities
Any student or parent/guardian who disputes that the student violated the Code of Acceptable Behavior, Board policy, or state law; or who disagrees with the decision of the MDR that the student’s behavior was not a manifestation of a known or suspected disability; or who objects to the consequences imposed by the administrator may request a hearing before the Disciplinary Hearing Authority (DHA), the Chief Operation Officer (COO), and the Board of Education pursuant to Board Policy No. 6.3022.

Alternatively, a student or parent/guardian may request a due process hearing before an administrative law judge.¹

1. 34 C.F.R. § 300.530(b)(1)  
2. T.C.A. § 49-6-3401(c)(3)  
3. 34 C.F.R. § 300.530(e)  
4. 34 C.F.R. § 300.530(e)(1)  
5. 34 C.F.R § 300.530(e) and (f)  
6. 34 C.F.R. § 300.530(d)(1)  
7. 34 C.F.R. § 300.530(g)  
8. 34 C.F.R. § 300.532

**Alternative Education Setting**

**Operation**

The Board shall operate an alternative school program for students in grades six through twelve (6-12) who have been suspended from regular school programs.¹

Alternative school programs shall be operated in accordance with state law and the Rules of the State Board of Education, and instruction shall proceed as nearly as practicable in accordance with the instructional programs at the student's home school.²

The director of schools shall develop procedures that provide appropriate educational opportunities for all students assigned to an alternative educational program. These educational opportunities shall utilize Tennessee’s academic standards, incorporate innovative teaching strategies, deliver research-based instructional techniques, and provide the resources necessary to foster student learning and achievement.³

Annually, the director of schools or his/her designee shall submit the following information to the Department of Education:³

1. Alternative school(s) or program(s) currently in operation in the district;  
2. Number and grade level of students served in an alternative education program;  
3. Primary reason for student assignment to an alternative education program; and  
4. Number of faculty and staff serving each alternative education program.

**Assignment**

Placement in an alternative educational setting shall be reserved for students who have been suspended from attending regular school programs for disciplinary reasons. Subject to more specific requirements of state and federal law, and taking into consideration the impact of exclusionary discipline practices, the director of schools and/or the disciplinary hearing authority (DHA) have authority to remand suspended students to an alternative educational setting.⁴

Prior to the assignment of the student to an alternative educational setting, the director of schools or the DHA shall provide written notice to the student’s parent/guardian stating the reason for the student’s placement. Attendance in an
alternative educational setting shall be mandatory for students in grades 7-12 who have been suspended for more than 10 days unless they have committed a zero tolerance offense, in which case attendance in an alternative educational setting shall be in the discretion of the director of schools.¹

If a student has an IEP, a Section 504 plan, or is suspected of having a disability, all state and federal laws, rules, and regulations related to special education shall be followed. The director of schools or his/her designee shall monitor and regularly evaluate the academic progress of each student enrolled in an alternative education program.

**Transition plans**

The director of schools or his/her designee shall develop procedures regarding the implementation of transition plans for the integration of students entering and exiting the program.¹

### Action Legend

**Administration Guidance**

- Documentation in PowerSchool and parent contact is required for all violations requiring administrative action. Discipline for IEP/504 students shall be in accordance with state and federal laws and school board policies.
- **NOTE:** The discipline matrix sets forth the guidelines for assessing consequences for violations of School Board policies. School principals have the discretion to deviate from these guidelines by assessing an appropriate consequence other than stated in the matrix if he or she determines in his or her sole discretion that there are mitigating or aggravating circumstances. The Learning Community Executive Director must be consulted when this deviation occurs, prior to finalizing parental notification.
- Each individual school, depending on the availability of resources and programs, can implement additional/alternative fair and reasonable consequences and/or interventions. **Parent Contact/Conference (Required for each offense)**

<table>
<thead>
<tr>
<th>Action Legend</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Parent Contact/Conference (Required for each offense)</td>
</tr>
<tr>
<td>B.</td>
<td>Counseling</td>
</tr>
<tr>
<td>C.</td>
<td>Confiscation (When Applicable)</td>
</tr>
<tr>
<td>D.</td>
<td>Restitution (When Applicable)</td>
</tr>
<tr>
<td>E.</td>
<td>Referral to Substance Abuse Case Manager</td>
</tr>
<tr>
<td>F.</td>
<td>Referral to Social Worker</td>
</tr>
</tbody>
</table>
G. Attendance/Behavioral Contract
H. Parent Pick-up
I. Detention
J. Multiple Detentions (2-3)
K. Multiple Detentions (4-5)
L. Saturday School/Extended Day- Before or after school. (Student is allowed to attend classes during the regular school day)
M. Community Service
N. School Specific Consequence
O. Loss of privileges
P. In-School Suspension (1-2 days)
Q. In-School Suspension (3-5 days)
R. Additional Interventions
S. Loss of Extra Curricular Activities
T. Out-of-School Suspension (1-2 days)
U. Out-of-School Suspension (3-5 days)
V. Out-of-School Suspension (6-10 days)
W. Recommendation for Behavior Intervention Program
X. Recommendation for Expulsion (Any offense in which the principal deems a one year expulsion is appropriate)
Y. Consultation with Law Enforcement
Z. Alternative to Probationary Contract
AA. Bus- Verbal or written reprimand
BB. Bus- 3 days bus school suspension
CC. Bus- 5-10 days bus school suspension
DD. Bus- Expulsion from School Bus for Remainder of School Year
EE. Administrators Conference with student and/or parent
FF. Semester Bus Suspension
GG. Morning/Evening School (Student does not attend school during regular school hours) *The Maximum number of days given at the school level is 10 days.
HH. Expulsion/Suspension more than 10 days (Discipline Hearing Authority/DHA)
II. Loss of Electronic Device/Phone
JJ. Must Notify Child Protection Services (CPS) 423-697-6300, Department of Children’s Services (DCS) 423-296-1234 [Child Abuse Hotline: 877-237-0004]
KK. Loss of Driving/Parking Privileges on Campus
LL. Peer Mediation/Conflict Resolution