

## Principal's Message



# EAST SIDE INTERMEDIATE SCHOOL

Dear Students and Parents,

East Side is so proud to be a Leader in Me school! The Leader in Me process involves students and staff infusing the 7 Habits of Highly Effective People by Dr. Stephen Covey into our lives and lessons. The Habits are based on 20 years of leadership, character, and life skills training. The common “language” is part of our East Side culture and will continue to produce positive results year after year. Some of the ways we have seen students display the 7 Habits are shared below:

- **Habit 1—Be Proactive:** takes pride in achieving good grades and demonstrating exemplary behavior; makes good choices; takes initiative to do things without being asked; takes responsibility for his/her actions; chooses an appropriate response instead of reacting negatively
- **Habit 2—Begin With The End in Mind:** sets goals and works hard to reach them; organizes things and information; demonstrates the 7 Habits at school; encourages others to live the 7 Habits
- **Habit 3—Put First Things First:** completes and submits homework regularly; stays on task in class; works first, then plays; prioritizes tasks

- **Habit 4—Think Win-Win:** resolves problems with peers; cooperates with the teachers; waits his/her turn; creates new solutions for issues; reduces discipline referrals
  
- **Habit 5—Seek First to Understand, Then Be Understood:** listens to teacher/peers; shows kindness to others; waits to speak; doesn't interrupt others
  
- **Habit 6—Synergize:** works well in groups; team player; values and celebrates differences; practices creative cooperation to look for a third alternative that is better than the original solution
  
- **Habit 7—Sharpen the Saw:** renews oneself physically, socially/emotionally, mentally and spiritually; is strong in the hard moments; improves oneself; seeks ways to be a leader

The Leader in Me is the process of taking those habits and integrating them into the school culture to support the students in becoming confident, responsible, self-disciplined people. We invite families to learn about and incorporate the Habits at home as well, so we can all speak the same language and successfully incorporate these great concepts!

Our hope is by creating a common language and expectation both at school and home, each child will have greater understanding of what these habits are and how they apply to their lives. Additionally, we hope families will enjoy utilizing this powerful tool. These timeless concepts are proven and successful for adults throughout the world and we want to support your family in finding the value in the Habits as well.

We believe that parents play a key role in the education of their children. Your words of encouragement, your interest in their work, your presence at school, and a hug each day are necessary for your child's success. Parents count! Come to school, talk with us, and volunteer your time, talents, and energy. Your involvement will show your children that you value their education. Let's work together to continue making East Side *a great place to learn*.

***Sandra Humphreys, Principal***

## Welcome to East Side Intermediate School

**Mission** – East Side Intermediate students will achieve proficiency through a balanced curriculum which includes Reading, Writing, Math, Science, and Social Studies, which will prepare them to begin sixth grade.

**Vision** – Our vision is for East Side Intermediate School to be a child-centered, family-friendly, data driven school that represents and appreciates a diverse population and fosters collaboration among parents, staff, and students to provide a quality education to each student served.

**Motto** – **East Side Intermediate: Growing Leaders One Student at a Time**

### **Beliefs**

We believe it is important to provide a safe, comfortable environment that stimulates student learning and encourages appropriate behavior.

We believe that all students are valuable and unique in their physical, social, emotional, and intellectual needs.

We believe in providing quality instruction that utilizes a variety of research based teaching strategies and assessments.

We believe it is important to offer a balanced curriculum, which includes instruction in core subjects, technology, fine arts, and character education.

We believe in the importance of administrators, teachers, parents, and community partners working together to assure that all decisions made at East Side are student-centered.

We believe in teaching students the importance of following policies and procedures that will enhance their self-esteem through positive relationships between students and staff.

**School Motto:** *“Growing Leaders One Student at a Time”*

**School Mascot:** *Wildcats*

**School Colors:** *Purple and White*

# East Side Intermediate School | 2017-2018 CALENDAR

## 31 Faculty/Staff Inservice

JULY 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2018						
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14	15	16	17	18	19	20
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28	29	30	31			

- 1-3 Winter Break
- 4 Stockpile/Professional Development Day (Students Do Not Attend)
- 5 Administrative Day (Students Do Not Attend)
- 8 Students Resume Classes End of 2<sup>nd</sup> Nine Weeks End of 1<sup>st</sup> Semester
- 15 Martin Luther King, Jr. Day
- 16 Report Cards Issued
- 18 Academic Pep Rally (2<sup>nd</sup> Nine Weeks)

- 1-4 Faculty/Staff Inservice
- 4 Back to School Bash (5:00-7:00 p.m.)
- 7 First Day Classes (1/2 Day For Students)

AUGUST 2017						
S	M	T	W	Th	F	S
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FEBRUARY 2018						
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- 6 Spring Pictures
- 8 Progress Reports
- 19 President's Day
- 20 Parent/Teacher Conference (10:00 a.m. to 6:00 p.m.)
- 22 Black History Program
- 26- 3/2 Dr. Seuss Week

- 4 Labor Day
- 8 Grandparents' Luncheon
- 11 Progress Reports
- 11 Fall Pictures
- 22 Stockpile/Professional Development Day (Students Do Not Attend)

SEPTEMBER 2017						
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MARCH 2018						
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- 2/26- 2 Dr. Seuss Week
- 12-16 Spring Break
- 22 End of 3<sup>rd</sup> Nine Weeks
- 22 Math/STEM Night (5:00-7:00 p.m.)
- 29 Report Cards Issued
- 30 Good Friday

- 9 Parent/Teacher Conference (10:00 a.m. to 6:00 p.m.)
- 10 End of 1<sup>st</sup> Nine Weeks
- 16-20 Fall Break
- 24 Pastries with Parents
- 24 Report Cards Issued
- 26 Academic Pep Rally (1<sup>st</sup> Nine Weeks)
- 27 Fall Picture Retakes

OCTOBER 2017						
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APRIL 2018						
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29	30					

- 5 Academic Pep Rally (3<sup>rd</sup> Nine Weeks)
- 25 Progress Reports

- 10 Veterans' Day Program
- 16 Thanksgiving Luncheon
- 17 Progress Reports
- 22-24 Thanksgiving Break

NOVEMBER 2017						
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MAY 2018						
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- 4 Career Day
- 18 Field Day
- 21 Academic Pep Rally (End of the Year Awards)
- 24 Stockpile/Professional Development Day (Students Do Not Attend)
- 25 End of 4<sup>th</sup> Nine Weeks End of 2<sup>nd</sup> Semester Final Report Card

- 7 Literacy Night (5:00-7:00 p.m.)
- 15 Winter Musical
- 20 1/2 Day Students and Teachers
- 21-29 Winter Break

DECEMBER 2017						
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31						

JUNE 2018						
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## STUDENT ARRIVAL AND DEPARTURE

Students are to arrive at school after 7:00 a.m. and before 8:00 a.m. Parents who bring their children to school should drop them off in the car riders' line and students are to use the front entrance. Parents should not enter the bus driveway for student drop off. Students are to go directly to the cafeteria. Parents of students who are late must come to the school office to sign them in.

Early bus riders will report directly to their buses at 2:55 p.m. Dismissal for car riders will begin shortly after these buses are dismissed. Late bus riders will report to the gym at 3:00 p.m. to wait quietly while bus numbers are called.

Students whose parents pick them up must report to the designated area and wait quietly for their parents to arrive. They will be dismissed in an orderly manner by authorized school personnel. Student safety is our primary area of concern. Therefore, in order to strengthen the security during the dismissal of car riders, the following protocol has been put in place.

- ❖ All parents are asked to wait inside their vehicles for students and to have their East Side car decal visible.
- ❖ If parents or visitors need to come in the building, they must park in the parking spaces provided on the left of the school building.
- ❖ All regular car riders are required to get a car decal. Two decals will be given free of charge and can be obtained in the office.
- ❖ If a vehicle does not have a decal, the vehicle will be asked to pull over to the side so authorized school personnel can get the name of the driver with proper I.D. The information will be recorded on the appropriate form.
- ❖ Authorized school personnel will also have a list that will show the names of people not allowed to pick up specific students.
- ❖ The recorded information will be submitted to the office each day.
- ❖ The secretary will file information so it can be easily retrieved if needed.

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## ELECTRONIC DEVICES

Cell phones and other electronic devices are permitted on campus, as long as the devices are powered off and not utilized without an adult's permission. Please note that these devices are the sole responsibility of the student. **The school will not be responsible for damaged, lost, or stolen items.** If a student is observed using a device without permission, the device will be taken up and secured in the office until a parent/guardian is able to come to the school to retrieve it.

## CHANGE OF ADDRESS OR TELEPHONE

It is important that the school have your correct address and phone number. In cases of illness, accident, etc., the school should be able to contact you immediately. Therefore, any change in address, telephone number, employment or emergency contact person(s) must be reported in writing to the office promptly.

## FEES

The school does not assess student fees as defined in Haywood County School Board Policy. Students will be charged for lost, damaged, or destroyed textbooks, library books, workbooks, or other school property. Textbooks should be kept clean and free of pencil and pen marks. A student who loses or severely damages a textbook must pay for that book. The same is true of other school materials and equipment and for damage to property of other persons.

## FIELD TRIPS

Field trips may be planned throughout the year for various academic, enrichment and extracurricular purposes. Parents will receive advance notice of all such trips. A permission slip will be provided and must be signed by a student's parent in order for the student to participate in a field trip. Students without permission slips will remain at the school in another class.

Occasionally, parents may be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to

take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip. ALL chaperones must complete the ***Field Trip/Volunteer Application*** form and return to the teacher prior to the field trip.

## **ATTENDANCE**

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Attendance and punctuality are very necessary habits to learn. School attendance is compulsory. It is the parent/guardian's responsibility to see that each student is present. We ask that you make doctor appointments and other obligations for scheduled days off from school and for after school hours.

## **TARDINESS**

A student who arrives after 8:00 a.m. is considered tardy (late). The parent is required to come into the school office with the student to sign him/her in to school for the school day. Students who leave school before dismissal are also considered tardy. If your child receives three (3) tardies in a nine weeks period, it will result in one (1) unexcused absence.

## **ABSENCES**

If your child is absent, please send a written excuse to the teacher when he/she returns to school.

## **UNEXCUSED ABSENCES**

A letter will be sent home after five (5) unexcused absences. It will be reported to the Attendance Officer at the Central Office after ten (10) unexcused absences for legal action.

## **ABSENCES - MAKE-UP WORK**

It is the responsibility of the student to make up all class work assigned or tests missed during absence, excused or unexcused. A student with an unexcused absence may make up work only at the discretion of the teacher. Work not made up within five days of an absence may result in a grade of zero for the assignment(s).

## PERSONAL LEAVE DAYS

Students are allowed to take two (2) personal days during the year which are counted as excused absences from school. Prior arrangement must be made by a parent/guardian of the student. Personal days may not be requested during state-mandated testing. Students who have missed six days in the semester may not take a personal day.

## WEATHER AND EMERGENCY PLAN INFORMATION

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**\*\* For the safety of all students, during a lock down and severe weather we are not allowed to release students to parents/guardians until safety has been determined.**

### Health Emergencies

In the event a student is seriously injured or ill, parents/guardians will be notified. If the office is unable to reach parents in a reasonable amount of time or if the situation is an emergency, the principal will make the decision to have the student transported to the hospital emergency room.

Please see that the school has up-to-date information about how to reach you in the event your child becomes ill or injured while at school. In addition to a home phone number, we need a work phone number and the number of a relative, neighbor or friend. **It is absolutely necessary that the school be provided with an emergency phone number for all students.**

### DRILLS

Fire drills are a necessary routine for ensuring the safety of students and staff. All students and staff are expected to follow the established fire drill plan posted in each room of the school. When the fire alarm bell sounds students are expected:

- To evacuate the building in a quick, quiet and orderly manner
- To evacuate the building through the designated exits

When the all clear sounds, students are expected to re-enter the building in a quiet and orderly manner.

Tornado drills are also a necessary routine to ensure the safety of students and staff in the event of a tornado. A tornado drill procedure has been established



for the school and is posted in each room of the school. When a tornado alarm is sounded students and staff are expected to report quickly and quietly to their assigned area of safety.

Intruder drills are a necessary routine to ensure the safety of students and staff in the event there is an intruder in the building. These drills will be conducted periodically in a non-alarming manner to familiarize students with safety procedures.

Earthquake drills will also be conducted to ensure that students know the safety procedures to use during the actual event.

### **OTHER EMERGENCIES**

The staff in the event of terrorist attacks, bomb threats, etc., will implement the safety-crisis plan to ensure the safety of staff, and students.

In the event of severe weather conditions when it is determined that it is unsafe for children to travel to school, an announcement of the closing of the schools will be announced on Brownsville Radio (95.3 FM), and area TV stations. It will also be posted on the Haywood County Schools website ([www.haywoodschoools.com](http://www.haywoodschoools.com)). Additionally, you can sign up for Instant Alerts through text messages.

### **HEALTH AND SAFETY**

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Students' health and safety is the school's foremost responsibility. The following information describes the precautions taken to protect the well being of all students. If your child has any specific health, safety, security needs, please inform the school so that appropriate accommodations can be made.

### **MEDICATION**

To dispense prescription medication to students, you must provide the school with a **"Physician's Order and Parental Consent form"** completely filled out and signed by the doctor and signed by the student's parent before medication can be administered. All medication should be brought to the school office in its original prescription container, labeled with the student's name, the name of the medication, date of expiration, and proper dosage. Students are not permitted to

bring non-prescription medications to school. This policy includes over-the-counter medication such as aspirin, Tylenol, cough medicine, allergy medication, and all types of lotions and topical preparations. The only medications allowed to be used at school without the parents' consent are those used in first-aid care, such as alcohol, hydrogen peroxide, and antibiotic ointments. Medications for fever, pain, nausea, vomiting, or diarrhea, and topical medications for rashes can no longer be given at school.

## **ACCIDENTS**

The school office or a trained staff member will administer initial treatments of minor injuries. The student's emergency contact will be notified immediately by phone whenever medical treatment is administered to a student and an incident report will be kept in the office. In such cases, it is especially crucial that the school has working phone numbers for students' parents and for alternate contacts in the event that a parent is unavailable. Please be vigilant in keeping the schools' records for your child up-to-date. In the event of an emergency, the student will be transported to the hospital.

## **VISITOR IDENTIFICATION**

To help ensure a safe and secure learning environment for your children, all visitors to East Side Intermediate School are required to sign-in at the school's office, show I.D. and to wear a visitor's pass. Faculty and staff have been instructed to escort anyone not having a pass immediately to the office for identification.

## **ACADEMICS**

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### **GRADES/GRADING**

93-100	A
85-92	B
75-84	C
70-74	D
0-69	F

Letter grades for the grading periods are the result of the efforts of the teachers to reach the most reliable measures of student achievements on their

assignments, participation in class projects and activities, daily class work and tests/quizzes. If you feel any grade printed on your child's report card is in question, see the teacher immediately.

### **PROGRESS REPORTS**

At the midpoint of each grading period, progress reports will be sent home. This will give parents an indication of how their child is performing in a particular class. These reports should be used as a means of helping students toward improving their grades. They do not necessarily mean a child is failing, but a deficiency is noted which needs correction or outstanding work has been done by a student.

### **REPORT CARDS**

Report cards at East Side Intermediate School are distributed at the end of each grading period. Letter grades are assigned on the basis of a percentage of the work accomplished by the student.

### **HOMEWORK**

Homework is an integral part of the total school program and shall be directly related to the classroom instructional program. Homework is designed to:

- Provide practice and application of skills taught in class.
- Extend educational experiences related to classroom activities. Please provide time and an appropriate place for your child to complete his/her homework.

### **TEXTBOOKS**

Students are responsible for all textbooks and must pay for any textbook that is damaged or lost. Parents will be required to sign an agreement stating they shall be responsible for the textbooks received and used by their children.

### **ACADEMIC PEP RALLY**

At the end of each grading period, East Side will have an awards ceremony in the gym. These awards may include but are not limited to:

- First Honor Roll:** All A's and excellent conduct  
**Second Honor Roll:** Any combination of A's and B's with satisfactory to excellent conduct  
**Perfect Attendance:** Present all day, every day- No tardies  
**Excellent Conduct:** All E's in conduct

## **PROMOTION AND RETENTION**

Students in grade 4 and 5 who fail **READING/LANGUAGE ARTS** or any two (2) full credit subjects or four (4) half credit subjects or any combination thereof will not be promoted.

- Full Credit Subjects: Language Arts, Math, Science, Social Studies  
Half Credit Subjects: Physical Education, Art, Music

For those students who do not meet the requirements, a summer remediation program may be required. If a summer program is available, he/she must earn passing grades in all classes required in order to be promoted to the next level of learning.

## **WITHDRAWAL**

Parents wishing to withdraw a student from school should inform the school office of this intent. Before withdrawing, the student must turn in all textbooks, workbooks, and library books, along with any other school material and clear all debts. Transfer of credit to another school depends on a student's record being cleared before leaving East Side. All items owned by the school and lost by a student must be paid for by the student concerned, or the student's records will not be forwarded.

## **PARENT-TEACHER CONFERENCES**

Parent-teacher conferences are encouraged to maintain open communication between school and home. A parent who desires a conference with a teacher should contact the teacher and request that a conference be arranged. It is necessary to schedule parent-teacher conferences in advance to prevent interruption to

classroom instruction. Teachers will notify parents if there is a need to discuss academic and/or social progress of their child.

## **SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT**

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Positive Behavior Support is a school-wide problem solving process for achieving important social and learning outcomes, while preventing problem behaviors. At East Side Intermediate School, there are expectations in all settings on how we can

**Come Prepared . . . Act Respectfully . . . Take Responsibility . . . Stay Safe**

After three (3) minor rules infractions, the student can earn an office referral. Students will be given an office referral for major infractions. Administrative actions will depend upon the infraction.

### **Minor Infractions:**

- Lying/cheating/forgery
- Inappropriate verbal language
- Physical contact
- Defiance
- Disruption - anything that distracts from the learning environment
- Property misuse
  - Abusive language - swearing or cursing
  - Overt defiance - non compliance- insubordination
  - Disruption - continuous disruption of the learning environment
  - Fighting - physical aggression

- Theft
- Teasing-taunting
- Dress code violation

### **Major Infractions:**

- Theft
- Harassment - bullying - threats
- Property damage
- Weapons - **Zero Tolerance**
- Drugs and alcohol - **Zero Tolerance**

## **Campus Café and Snacks**

- ◆ All breakfasts and lunches served in the cafeteria are available to the students at no charge.
- ◆ Prices for extra helpings may vary.
- ◆ New federal regulations require each school to adopt a wellness policy.
- ◆ The new rule requires setting minimum nutritional standards for individual food items sold or offered for sale to students in Pre-K through 8<sup>th</sup> grade.

Snacks sold to students will be more nutritional in value. Students may purchase snacks on Friday afternoons unless otherwise notified. The minimum cost of a snack is 50 cents.

### **Cafeteria Rules**

Students are to:

- Enter the cafeteria quietly and in an orderly manner.
- Use whisper voices while in the cafeteria for lunch.
- Be polite to the cafeteria staff members.
- Stay in your seat and raise your hand for permission to leave your seat.
- Follow the directions of the teacher assistants and teacher.
- Exit the cafeteria quietly and in an orderly manner.

**\*\* Please note:** Students eating lunch provided by the cafeteria are NOT allowed to bring drinks, chips, candy, or other food items. Those who bring their lunch may also bring a drink.

### **Hall Rules**

- NO talking in the hall.
- Walk on the right side of the hall in an orderly manner.
- Keep hands behind your back
- Student must have a hall pass when not accompanied by a faculty member.

### **Restroom Rules**

Students will conduct themselves in a responsible way in the restroom according to the teacher's instructions. If the students are given permission to go to the restroom individually, as in an emergency, a hall pass will be used. Students caught destroying bathroom fixtures or surfaces may be responsible for repairs. *This behavior may also result in suspension.*

### **Student Responsibilities**

Students at East Side are expected to behave in a way that promotes self-respect as well as respect for others. Students are expected to obey all rules of the school and teachers. Students are responsible for their own actions. Teachers, the

guidance counselor, the assistant principal, or the principal may handle student-discipline.

## **SPECIAL PROGRAMS**

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### **CHARACTER EDUCATION**

East Side Intermediate is privileged to be designated as a "Leader in Me" school. This program is designed to assist students in adopting positive habits and developing his/her leadership potential. The guiding premise of this program centers around Stephen Covey's 7 Habits of Highly Effective People. These habits are:

Habit 1: Be Proactive

Habit 2: Begin with the End in Mind

Habit 3: Put First Things First

Habit 4: Think Win-Win

Habit 5: Seek First to Understand, Then to Be Understood

Habit 6: Synergize

Habit 7: Sharpen the Saw

### **SCHOOL LIGHTHOUSE TEAM**

The purpose of the School Lighthouse Team is to enhance school pride, participate in community improvement projects, promote school involvement, and improve overall school climate by representing student views.

Students on this team are selected through a formal process and expected to be role models of good conduct and proper dress. We ask our students to commit to this as well as to maintain the highest grades they are capable of maintaining. These students are leaders in our school and therefore should conduct themselves in a manner that will bring pride to the Lighthouse Team. Failure to do so could result in dismissal from the Team.

## TECHNOLOGY

Computers in classrooms have internet access and are used with strict supervision from teachers. Parents and students must adhere to guidelines for internet use; both must sign the Internet Use Agreement and return it to the teacher.

## STUDENT SERVICES

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### GUIDANCE PROGRAM

East Side has the services of a full time guidance counselor. The guidance program provides individual and small group counseling, academic screening, and direct assistance. Developmental classroom sessions are conducted for all students as possible throughout the year.

### SCHOOL CAFETERIA

The cafeteria is open to all students for breakfast and lunch during times established by the school. Both meals are provided to all students who wish to participate.

Students are permitted to bring their lunch. Students who bring their lunch may not bring soft drink products because of federal lunch program regulations. For the same reason food from fast food restaurants is prohibited.

Parents may eat lunch with their children on special occasions. Parents and students will be allowed to take lunch to the designated area for enjoyment. **Parents may eat lunch with their child but not invite other students to eat with them.**

### TRANSPORTATION

Transportation is provided to and from school for all students. Students using this service will be expected to adhere to all rules and regulations set forth by the



Haywood County Board of Education. All East Side students either ride with their parents or on the school bus.

### **BOOK FAIR**

The library of East Side sponsors a book fair each year. Students may purchase books, posters, and other items during their regular library times. Additional time is allowed for those students who were absent or for those who want to return to buy something else on a class-by-class basis. This additional time is scheduled by the librarian along with the regular classroom teacher.

### **HAYWOOD COUNTY FAMILY RESOURCE CENTERS**

The Family Resource Centers are located at Anderson and Haywood Elementary. They are open Monday-Thursday from 7:30AM - 4:30PM. Parents may borrow educational games, electronic equipment, videos, and much more from the center for one week at a time. Computers with free Internet access and over 100 learning games are available for public use. Family Resource Centers are a cooperative venture of the UT Extension Service and the Haywood County School System.

### **SCHOOL DRESS CODE**

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#### HAYWOOD COUNTY SCHOOL DISTRICT STANDARD DRESS CODE POLICY – REVISED MAY 2012

#### **Purpose:**

The School Board recognizes its obligation to provide schools where the health, safety, and welfare of the students who attend those schools are given paramount consideration and where a positive learning environment must be maintained.

The Board is aware of its obligation to make every effort to minimize the opportunities for student distraction and/or disruption in the schools.

The Board recognizes and understands that there is a strong correlation between appropriate attire and a positive learning environment.

#### **General Information**

Beginning the first day of school, students in grades Pre K – 12 will be required to comply with the school standard dress code policy.

A district logo is not required to appear on clothing but is permitted.

All colors must be solid, that is, without patterns, designs, checks, slogans, etc.

All principals and teachers/staff must carry out the above School Board policy and all other policies of the Haywood County Board of Education and the State Board of Education.

All standard dress code pieces must be appropriately sized for the student, that is, they must be no more than one regular size smaller or larger than the student actually measures. Extra wide, extra full, extra long, and baggy or saggy pants are NOT acceptable. No skin-tight pants are allowed. All pants and shorts must be worn waist high.

Manufacturer or store logos that appear on clothing may be no larger than a student I. D. Card.

Students will be exempted from the standard dress code policy on picture days.

Striped shirts, blouses, and/or slacks [plain or corduroy] are not permitted.

Pants and shorts with drawstrings are permitted.

Oversized coats and large overcoats cannot be worn during school hours and trench coats are not permitted on campus.

All male students must wear shirts tucked neatly into the waists of their pants.

For males, a belt must be visible and must be worn if the garment has belt loops.

HCS Standard Dress Code Policy – Girls	COLORS	HCS Standard Dress Code Policy – Boys	COLORS
<p><b>A.</b> TOPS – cannot be altered by elastic bands, clips, knots, or other means</p> <ul style="list-style-type: none"> <li>○ standard golf shirt, long or short sleeve</li> <li>○ standard oxford style, long or short sleeve</li> </ul>	<p><b>All Shirts</b></p> <p><b>PreK-5</b> White, Light Pink Navy, Royal Purple</p>	<p><b>A.</b> TOPS – cannot be altered by elastic bands, clips, knots, or other means</p> <ul style="list-style-type: none"> <li>○ standard golf shirt, long or short sleeve (must be tucked in)</li> <li>○ standard oxford style, long or short</li> </ul>	<p><b>All Shirts</b></p> <p><b>PreK-5</b> White, Light Pink Navy, Royal Purple</p> <p><b>6-12</b></p>

<ul style="list-style-type: none"> <li>☐ blouse (must have collar that buttons to the neck)</li> <li>☐ standard crewneck or turtleneck (can be worn under the uniform shirt, sweater, or vest)</li> </ul>	<p><b>6-12</b> White, Navy, Royal Purple</p> <p>White</p>	<ul style="list-style-type: none"> <li>☐ sleeve (must be tucked in)</li> <li>☐ standard crewneck or turtleneck (can be worn under the uniform shirt, sweater, or vest)</li> </ul>	<p>White, Navy, Royal Purple</p> <p>White</p>
<p><b>B. BOTTOMS</b></p> <p><b>Long pants (cannot touch the floor or be frayed/cut)</b></p> <ul style="list-style-type: none"> <li>☐ pleated or plain</li> <li>☐ plain or cuffed bottoms</li> <li>☐ cargo pants</li> </ul> <p><b>Standard Shorts (must be knee length)</b></p> <ul style="list-style-type: none"> <li>☐ pleated or plain front</li> <li>☐ plain or cuffed bottoms</li> <li>☐ cargo shorts</li> </ul> <p><b>Capri Length Pants</b></p> <ul style="list-style-type: none"> <li>☐ Pleated or plain front</li> <li>☐ Plain or cuffed bottom</li> <li>☐ Cargo pants</li> </ul>	<p>Black, Khaki, Navy</p> <p>Black, Khaki, Navy</p> <p>Black, Khaki, Navy</p>	<p><b>B. BOTTOMS</b></p> <p><b>Long pants (cannot touch the floor or be frayed/cut)</b></p> <ul style="list-style-type: none"> <li>☐ pleated or plain</li> <li>☐ plain or cuffed bottoms</li> <li>☐ cargo pants</li> </ul> <p><b>Standard Shorts (must be knee length)</b></p> <ul style="list-style-type: none"> <li>☐ pleated or plain front</li> <li>☐ plain or cuffed bottoms</li> <li>☐ cargo shorts</li> </ul>	<p>Black, Khaki, Navy</p> <p>Black, Khaki, Navy</p>
<p><b>Standard Skirt/Skort (must be knee length or longer)</b></p> <ul style="list-style-type: none"> <li>☐ No mini skirts</li> <li>☐ No floor length skirts</li> <li>☐ Tights/knee length socks may be worn with skirt/skort</li> </ul> <p><b>Standard Jumper</b></p> <ul style="list-style-type: none"> <li>☐ No denim</li> </ul>	<p>Black, Khaki, Navy</p> <p>Black, Khaki, Navy</p>		
<p><b>C. Footwear</b></p> <p><b>Footwear is required.</b></p> <p><b>Note:</b></p>		<p><b>C. Footwear</b></p> <p><b>Footwear is required.</b></p> <p><b>Note:</b></p>	

<input type="checkbox"/> Footwear must be laced, tied, strapped, or hooked if applicable  <input type="checkbox"/> Spiked heels, bedroom slippers, or house-shoes are not permitted. <u>NO flip-flops.</u>		<input type="checkbox"/> Footwear must be laced, tied, strapped, or hooked if applicable  <input type="checkbox"/> Spiked heels, bedroom slippers, or house-shoes are not permitted. <u>NO flip-flops.</u>	
<p><b>D. Optional Attire</b></p> <ul style="list-style-type: none"> <li>• crewneck/v-neck sweater (must be worn with a uniform top)</li> <li>• standard cardigan or vest (must be worn with a uniform top)</li> <li>• jacket (light) – must be unzipped</li> <li>• No hooded jackets/sweaters will be allowed above 2<sup>nd</sup> grade</li> </ul>	<p><b>PreK-5</b> White, Light Pink Navy, Royal Purple</p> <p><b>6-12</b> White, Navy, Royal Purple</p> <p>Light jackets may also include black.</p>	<p><b>D. Optional Attire</b></p> <ul style="list-style-type: none"> <li>• crewneck/v-neck sweater (must be worn with a uniform top)</li> <li>• standard cardigan or vest (must be worn with a uniform top)</li> <li>• jacket (light) – must be unzipped</li> <li>• No hooded jackets/sweaters will be allowed above 2<sup>nd</sup> grade</li> </ul>	<p><b>PreK-5</b> White, Light Pink Navy, Royal Purple</p> <p><b>6-12</b> White, Navy, Royal Purple</p> <p>Light jackets may also include black.</p>

**E. At the principal’s discretion with district office approval:**

- Students may wear school t-shirt and/or uniform shirt along with denim (School Spirit Day).
- Organizations may wear uniforms for induction programs.
- Sports teams may wear approved uniforms on game days.
- Students may dress out of standard dress code for certain programs.

**F. Uniform Violation Consequences**

- 1<sup>st</sup> Offense      Teachers will send a copy of the Dress Code Violation form to the parent(s). Contact will be made with parent(s) to find out if there is a need for assistance.
- 2<sup>nd</sup> Offense      Teachers will send a copy of the Dress Code Violation form to the parent(s). Parent(s) will be notified and the student will be changed into the proper dress code item from the

uniform closet if available. If the proper dress code item is not available in the uniform closet, parent(s) will be called to bring the item to school.

- 3<sup>rd</sup> Offense Teachers will send a copy of the Dress Code Violation form to the parent(s). Parent(s) will be notified and the student will be changed into the proper dress code item from the uniform closet if available. If the proper dress code item is not available in the uniform closet, parent(s) will be called to bring the item to school.
- 4<sup>th</sup> Offense Office Referral - Appropriate action as determined by the principal following School Board Policies (parent conference, in-school suspension, out-of-school suspension).

## **STUDENT CODE OF BEHAVIOR HAYWOOD COUNTY SCHOOL**

### **Philosophy**

The school is a community and the rules or regulations of that school are the laws of that community. Each member enjoying the rights of citizenship in the community must also accept the responsibility of citizenship. School staff, students, and parents must all assume the responsibility for appropriate behavior in the school. The school should be seen as a symbol of opportunity where right and responsibilities are emphasized equally and human dignity is protected.

### **Student Rights:**

Each student has the right to:

- Have the opportunity for a free education in the most appropriate learning environment
- Be secure in his/her person, papers, and effects against unreasonable searches and seizures; privacy in regard to his/her personal possessions, unless there is reasonable suspicion that the student is concealing materials prohibited by law
- Expect that the school will be a safe place with no fear of bodily harm
- Expect an appropriate environment conducive to learning
- Not to be discriminated against on the basis of sex, race, color, religion, national origin, or handicap
- Expect to be fully informed of school rules and regulations

### **Student Responsibilities:**

Each student has the responsibility to:

- Know and adhere to reasonable rules and regulations established by the local board of education and implemented by school administrators and teachers
- Respect the human dignity and worth of every other individual
- Refrain from libel, slanderous remarks, and obscenity in verbal and written expression
- Study diligently and maintain the best possible level of academic achievement
- Be punctual and present in the regular school program

- Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty and safety
- Help maintain and improve school environment, preserve school property, and exercise the utmost care while using school facilities
- Refrain from gross disobedience, misconduct, or behavior which would lead to any physical harm or that disrupts the educational process
- Respect the exercise of authority by school administrators and teachers in maintaining discipline in the school and at school sponsored activities.

## **HAYWOOD COUNTY SCHOOL BOARD DISCIPLINE POLICY**

If the recommended disciplinary measure involves suspension from school for ten (10) days or less, the principal, assistant principal or principal-teacher shall immediately suspend the student consistent with the procedure as stated in the Board policy. If the recommended disciplinary measure involves suspension from the school transportation service, the principal, the assistant principal or principal-teacher shall immediately suspend the student from the service and shall give notice in writing of the decision to the student's parent or guardian.

If the recommended disciplinary measure involves suspension from school for more than ten (10) days, the student shall be informed of the rights of a hearing pursuant to the procedure set forth above this policy. The officer shall present the case for the administration at such hearing.

The student may appeal the decision of the Disciplinary Hearing Authority to the Board, but such appeal is discretionary with the Board. If the board refuses to hear the appeal, the decision of the Disciplinary Hearing Authority shall be final.

### **LEVEL I OFFENSES**

**Definition:** Minor misbehavior, which impedes orderly classroom procedures or interferes with the orderly operation of the school

**Examples:**

- Minor classroom disturbances
- Classroom tardiness
- Non-defiant failure to do assignments or carry out directions

**Disciplinary Responses:**

1. Verbal reprimand
2. Special assignments
3. Counseling

4. Withdrawal of privileges
5. Detention (before or after school)
6. Corporal punishment
7. Parental involvement
8. Short-term or in-school suspension

## **LEVEL II OFFENSES**

**Definition:** Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school but poses no real danger to other persons

### **Examples:**

- Continuation of Level I misbehavior
- Smoking
- Damaging school property
- Cutting class
- Skipping school
- Use of profanity or abusive language
- Fighting (simple)
- Gambling
- Disrespect to adult staff members
- Willful disregard for school rules and policies
- Possession of obscene literature or pornography

### **Disciplinary Responses:**

1. Withdrawal of privileges
2. Special assignments
3. Restitution of property and/or damages
4. Short-term or in-school suspension
5. Detention
6. Corporal punishment
7. Refer student/case for legal action through the court system

## **LEVEL III OFFENSES**

**Definition:** Misbehavior, which has major consequences relative to the operation of the school and/or endangers the health and safety of personnel

### **Examples:**

- Willful and persistent violation of school rules **NOTE:** The third time per semester a student is sent to the office in one academic year will cause that student to be classified as a willful and persistent violator of school rules.

- Immoral or disreputable conduct
- Violence or threatened violence **NOTE:** Tennessee law requires that acts of assault and battery that endangers life, health, or safety committed by a student on school property be reported to the appropriate law enforcement agency.
- Assaulting a principal, teacher, or other persons with vulgar, obscene, or threatening language
- Theft or burglary
- Open, blatant defiance of school authority

### **Disciplinary Responses:**

The student shall have his/her case referred to the Disciplinary Hearing Authority which may:

1. Assign the student to an alternative school
2. Suspend the student for a specified period of time
3. Impose other reasonable disciplinary measures

### **ZERO TOLERANCE**

#### **Drugs, Alcohol, Weapons, and Battery**

In order to ensure a safe and secure learning environment free of drugs, violence and dangerous weapons, any student who engages in the following behaviors will be subjected to expulsion for a period not less than one (1) calendar year. All students charged with Zero-Tolerance offenses will appear before the Disciplinary Hearing Authority. The Director of Schools shall have the authority to modify this expulsion on a case-by-case basis. Zero-tolerance acts are as follows:

1. Student(s) who unlawfully possess, use, distribute or sell any narcotic, tobacco, stimulant drug, marijuana, alcoholic beverage, or possess a dangerous weapon on a school bus, on school property or to any school event or activity will be found in violation of Haywood County's Zero Tolerance.

NOTE: Tennessee law requires that drug violations on school property be reported to the appropriate law enforcement agency. If any student is suspected of being under the influence of drugs or alcohol, a parent or guardian will be contacted for permission to administer a drug test off campus. Testing will be conducted by trained juvenile authorities.

2. Any student while on the school bus, on school property or while attending any school event or activity commits a battery on a teacher or any other employee of the school.

For purpose of this regulation, "expulsion" means removed from the pupil's regular school or remove from school attendance altogether, as determined by the school officials. Nothing in this regulation shall be construed to prohibit the assignment of such students to the Justice Academy.



## **FIGHTING:**

Students may be “EXPELLED” (removed from the regular school program and sent to the Alternative school, or removed from school altogether) for fighting.

All fights that take place on school property must be referred to the principal for disciplinary action. The principal will determine the severity and circumstances of a fight and decide whether or not to request a DHA hearing. Students involved in major fights that require hearings shall be disciplined by the DHA. The DHA will follow the steps in making disposition of the cases:

1. Determine if the student is innocent or guilty
2. Determine if the offense is of “Zero-tolerance” magnitude
3. Determine punishment for the student

Selected punishment in “Zero-tolerance” cases shall include expulsions from the regular school program for a period of up to one year.

## **Bullying/Intimidation/Harassment**

Students shall be provided a safe learning environment. It shall be a violation of this policy for any student to bully, intimidate or create a hostile educational environment for another student. Bullying, intimidation, or harassment is defined as either physically harming a student or damaging his/her property, or knowingly placing the student in reasonable fear of physical harm to the student or damage to the student’s property, causing emotional distress to a student, or creating a hostile educational environment.

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

The 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 de-boarding.



## **Haywood County Schools School-Wide Parental Involvement Policy**

### **Standard 1: Welcoming All Families**

**Families are active participants in the life of the school, and feel welcomed, valued, and connected to others, to school staff, and to what students are learning and doing in class and school.**

Haywood County Schools recognizes and believes in the importance of building positive relationships, communication and collaboration between the home and the school. Our goal is to build a successful and productive learning environment for all students. Each school will provide opportunities throughout the school year for parents (families), students, and school staff to establish, connect, and build strong academic relationships. Parents/guardians are encouraged to take an active role in our students' education by serving as partners with the school and other stakeholders through parenting, communicating, learning at home, volunteering, collaborating with the community, and being active partners in decision making. Additionally, parent, student, teacher, and administrative responsibilities are outlined in the Parent Compact.

### **Standard 2: Communicating**

**Families and school staff engage in regular, meaningful communication about student learning.**

Haywood County Schools define Parental Involvement as the participation of parents in ongoing, appropriate, and meaningful communication involving student academic learning, behavior, and additional school events.

- We believe that parents (families) play an integral role in assisting their child's learning.
- We encourage parents (families) to be actively involved in their child's education at school and at home.
- We believe that parents (families) are full partners in their child's education and should be a significant part of decision making in the education of their child. Parents (families) are encouraged to serve on advisory committees and school organizations to assist in the education of their child.

Each school in our system utilizes various means of communication with parents/guardians. Some methods include, but are not limited to:

- Newsletters
- Remind Text Alert (*optional*)

- Title 1 Parent Surveys
- Annual Title 1 Meeting
- Open House
- Parent-Teacher Conferences
- Interim grade reporting ( middle of the grading period)
- Report cards every nine weeks
- Phone calls home (positive/negative)
- School website
- Local news media (radio and newspaper)
- School Newsletters

### **Standard 3: Supporting Student Success**

**Families and school staff continuously work together to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills effectively.**

Haywood County Schools will increase and maintain strong parental involvement to continue an effective partnership among the stakeholders involved to improve student academic achievement through the following items:

- Distributing quarterly newsletters to faculty, parents, and students.
- Providing parents daily access to the Parent Resource Centers.
- Providing parents with parental resources such as websites, text messages, parent organizations, flyers, and parent literature.
- Providing ELL parent's bilingual translation when necessary.

Haywood County Schools will, with the assistance of the district, assist parents of children served by the school in understanding the following topics by:

- Providing parents with requirements and expectations of district academic content standards.
- Providing Tennessee graduation requirements for parents and students.
- Providing parents with state and local academic assessments including alternate assessments for students.
- Providing parents with documentation of the requirements of Title 1.
- Providing parents with strategies to monitor their child's progress and how to work with their student's teacher.

Haywood County Schools, with the assistance of the district, will foster parental involvement by providing materials and training to help parents work with their child in order to improve academic achievement in areas identified on state assessment results and annual parent surveys.

Haywood County Schools, with the assistance of the district and parents, will train its teachers, student services personnel, principals, and other staff in how to build and maintain positive relationships with parents, communicate, collaborate, and work with parents as equal partners.

Haywood County Schools, with the assistance of parents, will coordinate and integrate parental involvement programs and activities with English Language Learners Program, Migrant Education Program, and Special Education.

Haywood County Schools, will ensure that information related to school and parent programs, meetings, and other activities, be sent to the parents of participating children in an understandable and uniform format, including alternative formats and languages.

#### **Standard 4: Speaking Up for Every Child**

**Families are informed and enabled to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.**

Haywood County Schools will hold an annual Open House/Title 1 Parent Meeting at the beginning of each year to inform parents about Title 1 and their rights under No Child Left Behind Act. The purpose of the meeting is to review:

- The participation of their child's school in Title1;
- The legal requirements of Title 1;
- The rights of the parents to be involved in their child's education; and
- The school's School Improvement Plan.

Haywood County Schools will, in efforts advocate for every child, provide families with:

- Materials in their home language
- Extended hours for tutoring and scheduling meetings
- Maintain a parent advisory committee to facilitate equitable decision-making
- Provide a parent resource room which includes materials on parenting and involving parents in student achievement.

#### **Standard 5: Sharing Power**

**Families and school staff are equal partners with equal representation in decisions that affect students and families and together inform, influence, and create policies, practices, and programs.**

Haywood County Schools' parents/guardians are invited:

- To attend our annual Open House/Title 1 meeting at flexible times to receive and review Title 1 documentation, description of the Title 1 program, activities, and curriculum assistance available under Title1;
- To attend parent-teacher conferences, and all Title 1 parenting meetings. Parent-teacher conferences will be held at flexible times during the year to address academic, curriculum and assessment, student expectations, and parental training;

- To be involved in an annual assessment of the effectiveness of the parental involvement program through surveys, feedback, and suggestion boxes to determine what action needs to be taken, if any, to increase parental participation;
- To receive and maintain a copy of the parental involvement policy as well as timely information about calendars, booster organizations, and annual Parent Involvement Surveys;
- To collaborate in the development and revisions of the “Parent-School-Teacher Compact” annually to ensure that the compact addresses how parents, students, teachers, and administrators will share the responsibility for improved student achievement and high academic success.
- To participate in decisions relating to the education of your student by attending scheduled IEP Team meetings, teacher requested parent conferences, and conferences requested by administration; and,
- To participate and support extra-curricular school activities as volunteers, support to faculty and staff, and students.

#### **Standard 6: Collaborating with Community**

**Families and school staff work together with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.**

Haywood County Schools will collaborate with the community stakeholders to support academic achievement through the following activities:

- By providing necessary literacy training for parents from Title 1, Part A funds, and to work jointly with local district parental training programs;
- By ensuring that expenses associated with parental involvement activities are reasonable, including parent handouts and literature,; and to enable parents to participate in school-related meetings and training sessions;
- By encouraging and training parents to engage the involvement of non-participating parents from the community;
- By maximizing parental involvement and participation in their child’s education, by attending school meetings at flexible times, or contact home, to work directly with students and parents who are unable to attend those conferences at school;
- By maintaining, promoting and implementing model approaches to improve and increase parental involvement;
- By developing appropriate roles and establishing support of community-based organizations and businesses in parental involvement activities; and,
- By providing other reasonable support for parental involvement activities under ESEA section 1118 as parents may request.



### Student-Teacher-Parent Compact

The shared vision of Haywood County Schools, in partnership with the community, is to invest in our greatest resource, our students. We strive to value, challenge and educate all students to prepare them for post-education and careers with information and skills necessary to compete, achieve, and serve as leaders in a global economy as ethical and responsible citizens. This agreement is a promise that students, parents/guardians, teachers and administrators will work together daily to assist our students in achieving academic success.

**As Students, we will be responsible for the following:**

- Showing courtesy, honesty, integrity and respect for others
- Showing responsible behavior by following all school rules
- Attending school daily, on time, and ready to learn
- Preparing for school with all necessary materials and following the dress code daily
- Completing all class and homework assignments on time and at our best
- Sharing our school work and grades with parents/guardians
- Practicing self-control and avoiding conflict with others

**Student's Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**As Parents/Guardians, we will be responsible for the following:**

- Encouraging punctual and regular school attendance
- Supporting learning at home, provide support, love and understanding
- Being present when possible at school functions to support our child
- Participating, as appropriate, in decisions relating to the education of our child
- Providing update contact information regularly to communicate with teachers
- Supporting the school in its efforts to maintain proper discipline and safety
- Encouraging self-control, self-motivation and responsibility

**Parent/Guardian's Name:** \_\_\_\_\_

**Parent/Guardian's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**As teachers, we will be responsible for the following:**

- Teaching skills and concepts daily using best practices and research-based strategies
- Striving to address the individual needs of all students
- Providing a safe, positive, and healthy learning environment
- Grading, correcting and returning student work in a timely manner
- Providing flexible office hours for parents to address student academic needs
- Communicating to students and parents expectations for homework, class work, and behavior
- Relating to students in a positive manner
- Implementing and assisting with the enforcement of the zero tolerance and dress code policies to avoid conflicts

**Teacher's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_

**As Administrators, we will be responsible for the following:**

- Creating a friendly environment and welcoming suggestions from all stakeholders
- Communicating to students and parents the school's mission goals
- Ensuring a safe and orderly learning environment
- Reinforcing the partnership between parent, student, and staff
- Acting as the instructional leader by supporting teachers and students
- Providing appropriate professional growth opportunities for teachers
- Encouraging parent involvement, volunteerism, and observation

**Administrator's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Administrator's Signature:** \_\_\_\_\_

Anderson ECC   Haywood Elem.   East Side Interm.   Haywood Middle School   Haywood High School

## INTERNET ACCEPTABLE USE POLICY

### OVERVIEW

The internet is an electronic communications network which provides vast, diverse and unique resources. Our goal in providing this service to teachers, staff and ultimately students is to promote educational excellence at East Side Intermediate School by facilitating resource sharing, innovation and communication.

With access to computers and the people all over the world also comes the availability of material that many may not be considered to be of educational value in the context of the school setting. There may be some material or individual communications that are not suitable for school aged children. East Side Intermediate School views information gathered from the Internet in the same manner as reference material identified by the schools. Specifically, East Side Intermediate School supports resources that will enhance the learning environment with directed guidance from the faculty and staff. Exploration and manipulation of resources is encouraged. However, it is impossible to control all materials on a global network and an industrious user may discover inappropriate information.

In the school, student access to and use of the Internet will be available only through a teacher/staff account and as such should be under teacher direction and monitored as any other classroom activity. Direct supervision is required.

### GUIDELINES

The operation of the Internet relies heavily on the proper conduct of the users, who must adhere to strict guidelines. Internet access is a privilege, not a right. If a user violates any of the acceptable use provisions outlined in this document, future access will be denied. Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Internet access is provided for students to conduct research and communicate with others in relations to schoolwork. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Based on the guidelines outlined in this document, the school staff will deem what is appropriate use and their decisions are final. School staff may revoke privileges at any time.

## **NO CHILD LEFT BEHIND LEGISLATION**

To comply with the No Child Left Behind legislation, Haywood County School System, which is a recipient of federal funds, will adhere to the following guidelines concerning parental rights and notices. This will serve as your official notification.

### **Report cards on statewide academic assessment**

Results of state testing will be sent home by students as soon as results are returned to the school system, published in the local paper, posted in the Board of Education's central office at 900 E. Main St. in Brownsville, Tennessee and at the state web site located at [www.connect-tn.org/](http://www.connect-tn.org/). These reports will reflect school improvement status and adequate yearly progress.

### **Teacher and Paraprofessional qualifications**

The information regarding teachers' qualifications may be found at the following locations: on the state web site ( [www.connect-tn.org/](http://www.connect-tn.org/)), available at the school system's Central Office (900 E. Main Street in Brownsville), and at the individual school's Principal's office. Paraprofessional information can be found at all of the above sites except the state web site. You may request the individual qualifications of your child's teacher(s) and any paraprofessional who works with your child from the Central Office.

### **Individual achievement on state assessment**

Test results are sent to the students' school as soon as they are returned to the school system. Upon receipt at the individual school they are prepared and sent home by students. If a teacher is to be absent for four or more consecutive weeks, notification will be sent home by the student if the substitute teacher does not meet the standards for highly qualified.

### **Limited English proficiency program**

Parents of students identified as meeting the criteria for Limited English Proficient Program will be provided with all required information at the initial placement meeting. Parents of any student identified as meeting criteria for this program after the beginning of the school year will be notified in the same manner within the first two weeks of the child's placement.

### **Parent Involvement Policy**

A written Parent Involvement Policy, including requirements of No Child Left Behind, is part of the school board policy manual located at each school and the central office at 900 E. Main Street in Brownsville, TN. Open House is held at each school at the beginning of each school year for the purpose of informing parents. Meetings are held throughout the year for the purpose of school improvement planning which includes the Title I Program, curriculum, assessment and school-parent compact. Parent Teacher Conferences are scheduled in the fall and spring to discuss academic and educational assessment. Annual school surveys will be distributed in the spring to parents, students, and school staff to determine needs for the upcoming school year.



**Safe and Drug Free School Programs**

Text and programs including the curriculum for Health, Science, and Physical Education are approved by the Board of Education after parental review. These programs meet the criteria for Safe and Drug free schools. For any additional programs dealing with violence and drug prevention, parents may state objections in writing to withdraw a student from the program/activity. Parents will be provided written notification that if their child should become the victim of a violent crime at school he/she will have the right to transfer to another school within the district.

**21st Century Learning Centers**

Information regarding the success and effectiveness of extended learning programs is available upon request from Mrs. Marjorie Vaultx at the Central Office located at 900 E. Main St. in Brownsville, TN.

**School wide programs**

All elementary schools in our school system are designated as school wide schools. This designation provides the opportunity to use federal, state, and local funding to upgrade the entire educational program. These schools are Anderson Early Childhood Center, Haywood Elementary Primary, and East Side Intermediate.

## Physician's Order and Parental Consent Form

The medication administration policy of the Haywood County School System states: Medication shall be administered only when the student's health requires that they be given during school hours. Medications that are administered at school must be in the original container with pharmacy labels attached, stored in a locked cabinet in the office and administered under the supervision of the school nurse, school administrator, or his/her designee. Written authorization from the student's parents/guardian and physician is required, and is for the current school year only.

Student's Name \_\_\_\_\_ School \_\_\_\_\_

The above named student is to receive \_\_\_\_\_  
(Medication and dosage)

at \_\_\_\_\_ for the treatment of \_\_\_\_\_  
(time)

Physician \_\_\_\_\_

Parent \_\_\_\_\_

**Haywood County Schools  
Grading Periods  
2017-2018**

**1st Nine Weeks**

- September 11, 2017
  - October 9, 2017
  - October 10, 2017
  - October 24, 2017
- Progress Reports Issued  
Parent/Teacher Conferences  
End of 1st Nine Weeks  
1st Nine Weeks Report Cards Issued

**2nd Nine Weeks**

- November 17, 2017
  - January 8, 2018
  - January 16, 2018
- Progress Reports Issued  
End of 2nd Nine Weeks and 1st Semester  
2nd Nine Weeks Report Cards Issued

**3rd Nine Weeks**

- February 8, 2018
  - February 20, 2018
  - March 22, 2018
  - March 29, 2018
- Progress Reports Issued  
Parent/Teacher Conferences  
End of 3rd Nine Weeks  
3rd Nine Weeks Report Cards Issued

**4th Nine Weeks**

- April 25, 2018
  - May 25, 2018
- Progress Reports Issued  
End of 4th Nine Weeks and 2nd Semester;  
Final Report Cards Issued

**Haywood County Schools  
District Assessment Calendar  
2017-2018**

Assessment Name	Purpose of Assessment	Date (s) of Assessment	Parent Notification
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**August/September/October**

DIBELS Next Baseline (Kindergarten only)	DIBELS Next is a preventive literacy instrument used to screen students to avert later reading difficulties	Aug. 8-11	Fall- reports by individual school(s)
STAR Reading & Math Screener K-12 & Survey Level Assessments	<p>STAR Reading’s research-based test items meet the highest standards for reliability and validity, giving actionable data needed in four major skills areas:</p> <ul style="list-style-type: none"> <li>• Foundational Skills</li> <li>• Reading informational Text</li> <li>• Reading: literature</li> <li>• Language</li> </ul> <p>Star Math’s research-based test items meet the highest standards for reliability, validity, and providing actionable data needed in 32 domains.</p>	Aug. 14-25	Fall-reports by individual schools
PSAT (11 <sup>th</sup> grade)	The PSAT test is a standardized test that provides practice for the SAT. It measures critical reading, math, writing, and problem solving skills.	October 11	Fall-reports by individual school(s)
ACT Retake (or first) (12 <sup>th</sup> grade)	Starting with the 2016-17 school year, seniors who took the ACT as juniors have the option of retaking the ACT exam at no cost to them. The state accountability system will recognize a student’s highest score on the ACT, rather than the most recent.	October 3 October 3-17 (Accommodations)	Fall-reports by individual school(s)

### November/December

STAR Reading & Math Screener (K-12) & Survey Level Assessments	<p>STAR Reading’s research-based test items meet the highest standards for reliability and validity, giving you the actionable data needed in four major skills areas:</p> <ul style="list-style-type: none"> <li>• Foundational Skills</li> <li>• Reading informational Text</li> <li>• Reading: literature</li> <li>• Language</li> </ul> <p>Star Math’s research-based test items meet the highest standards for reliability and validity, giving actionable data needed in 32 domains.</p>	Nov -8 – Dec. 20	Fall -repts by individual schools
Fall Block Schedule (Reach) TCAP EOC - Online	<p>TNReady assesses student knowledge, critical thinking and problem-solving skills in reading, writing, and math in grades 9-11. Other assessments are used to assess grade level standards.</p>	Nov. 27-Dec. 15	Winter -reports from the state- January 2018
DIBELS Next (Kindergarten Only)	<p>DIBELS Next is a preventive literacy instrument used to screen students to avert later reading difficulties</p>	Dec.-4-8	Fall –reports by individual School(s)

### January/February/March

NAEP (The National Assessment of Educational Progress) If Selected	<p>Students in grades 4 &amp; 8 randomly selected will be assessed in Reading &amp; Math</p>	January 29- March 9 (Tentative)	Reports from the state TBD
ACCESS for ELs ( Online & Paper)	<p>The ACCESS test is an English Language Proficiency assessment given to students in grades K-12 who have been identified as ELLs. It is used to monitor students’ progress in acquiring academic English.</p>	March 5-April 20 (Tentative)	2018 Summer reports from the state
Star Reading & Math Screener K-12 & Survey Level	<p>Star Reading’s research – based test items meet the highest standards for reliability and validity, giving actionable</p>	March 19-April 6	Spring-reports by individual schools

Assessments	<p>data needed in four major areas:</p> <ul style="list-style-type: none"> <li>• Foundational Skills</li> <li>• Reading Informational Text</li> <li>• Reading: Literature</li> <li>• Language</li> </ul> <p>STAR Math’s research-based test items meet the highest standards for reliability and validity, giving actionable data needed in 32 domains.</p>		
Required Field Test TCAP ELA Grades 3-11 Writing (3- 4 Paper test) (5-12 Online) If Selected	<p>Students in selected districts will participate in ELA field test. The test will include one subpart featuring a written response prompt. Information from field test will be used to support the development of future assessments. One-third to one-half of students will need to participate. Students selected will rotate each year. Districts and schools selected must participate. Districts will be notified in September 2017</p>	March-5-30	Reports from state-TBD
MSAA (Multi-State Alternate Assessment) ELA & Math TCAP Alternative for Social Studies & Science Grades 3-11	Alternate assessment for students with most significant disabilities	March 19 – May 11 (Tentative)	2018 Summer – reports from the state
Grade 2 Alt	Alternate assessment for students with most significant disabilities	March 10- May 11	2018 Summer reports from the state
ACT (Grade 11) And seniors who missed all other opportunities to test	The ACT test is a national college admissions exam that consists of English, mathematics, reading, and science. It may or may not be used by colleges as part of the admission process	March 20 (Accommodations March 20-April 3) Make-ups April 3 or 24	Spring – reports from tested school

### April/May

<p><u>Traditional Schedule</u> TCAP Grades 3- 4(paper) 5-8 (Online) TCAP End of Course (Online)</p>	<p>TNReady assesses student knowledge, critical thinking, and problem-solving skills in reading, writing, and math, in grades 3-12. Other assessments assess grade level standards.</p>	<p>April 16-May 4</p>	<p>2018–Summer reports from state for EOC 2018-Fall reports from state for grades 3-8</p>
<p>Spring Block Schedule (Reach) TCAP End of Course (Online)</p>	<p>TNReady assesses student knowledge, critical thinking, and problem-solving skills in reading, writing, and math, in grades 9-12. Other assessments assess grade level standards.</p>	<p>April 16 -May 4</p>	<p>2018 – Summer reports from the state</p>
<p>Grade 2 Optional Assessment</p>	<p>The optional grade 2 assessment is criterion reference. It will assess Tennessee State Standards to determine how students are progressing towards mastering the standards.</p>	<p>April 23-May 4</p>	<p>Reports will be determined by the state</p>
<p>DIBELS Next (kindergarten only)</p>	<p>DIBELS Next is a preventive literacy instrument used to screen students to avert later reading difficulties.</p>	<p>April 23-27</p>	<p>Spring- Reports by individual school(s)</p>

## **Student Discrimination/Harassment and Bullying/Intimidation and Cyberbullying**

Haywood County Board of Education Policy 6.304

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

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

Building administrators are responsible for educating and training their respective staff and students as to the definition and recognition of violations of this policy.

### **DEFINITIONS**

*Bullying/Intimidation/Harassment* - An act that substantially interferes with a student's educational benefits, opportunities, or performance, and the act has the effect of:

- Physically harming a student or damaging a student's property;
- Knowingly placing a student or students in reasonable fear of physical harm to the student or damage to the student's property;
- Causing emotional distress to a student or students; or
- Creating a hostile educational environment.



Bullying, intimidation, or harassment may also be unwelcome conduct based on a protected class (race, nationality, origin, color, gender, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

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

*Hazing* - An intentional or reckless act by a student or group of students that is directed against any other student(s) that endangers the mental or physical health or safety of the student(s) or that induces or coerces a student to endanger his/her mental or physical health or safety. Coaches and other employees of the school district shall not encourage, permit, condone or tolerate hazing activities.<sup>3</sup>

“Hazing” does not include customary athletic events or similar contest or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.

## **COMPLAINTS AND INVESTIGATIONS**

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

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

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

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

Upon the determination of a violation, the principal/designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. Within the parameters of the federal Family Educational Rights and Privacy Act (FERPA) at 20 U.S.C. § 1232g, a written report on the investigation will be delivered to the parents of the complainant, parents of the accused students and to the Director of Schools.

## **RESPONSE AND PREVENTION**

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

A substantiated charge against an employee shall result in disciplinary action up to and including termination. A substantiated charge against a student may result in corrective or disciplinary action up to and including suspension. An employee disciplined for violation of this policy may appeal the decision by contacting the Federal Rights Coordinator. Any student disciplined for violation of this policy may appeal the decision in accordance with disciplinary policies and procedures.

## **REPORTS**

When a complaint is filed alleging a violation of this policy where there is physical harm or the threat of physical harm to a student or a student's property, the principal/designee of each middle school, junior high school, or high school shall

report the findings and any disciplinary actions taken to the director of schools and the chair of the board of education.

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

The director of schools shall develop forms and procedures to ensure compliance with the requirements of this policy and TCA 49-6-1016.

### **RETALIATION AND FALSE ACCUSATIONS**

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

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

## **Use of Personal Communication Devices and Electronic Devices**

Students may possess personal communication devices and personal electronic devices so long as such devices are turned off and stored in backpacks, purses or personal carry-alls. Such devices include, but are not limited to, wearable technology such as eye glasses, rings, or watches that have the capability to record, live stream, or interact with wireless technology; cell phones; laptops; tablets; and mp3 players. However, a teacher may grant permission for the use of these devices to assist with instruction in his/her classroom, and teachers are encouraged to integrate the devices into their course work. The principal or his/her designee may also grant a student permission to use such a device at his/her discretion.

Unauthorized use or improper storage of a device will result in confiscation until such time as it may be released to the student's parents or guardian. A student in violation of this policy is subject to disciplinary action.

## **RULES FOR SCHOOL BUS CONDUCT**

**The following bus conduct rules are in force anytime a student is riding any Haywood County Schools' Bus.**

1. For each child's safety, no one can board a bus except students assigned to that bus, school personnel, and/or law enforcement.
2. Transportation is only provided to and from the child's home/alternative address that is listed on the student information sheet provided by you and signed by the school administrator.
3. Be at bus stop on time. On time is 10 minutes prior to the scheduled pick-up time. It is the parent's responsibility to supervise the child/children at the bus stop in the morning and afternoon.
4. Stay 10 feet away from the bus at all times except for entering or exiting. Never reach or crawl under any part of the bus. Tell the driver if any items go under the bus.
5. DO NOT cross the road until the driver signals that it is safe to do so. When exiting, students should never walk behind the bus. Students should be careful when approaching the bus stop and should walk on the left side of the road, facing oncoming traffic.
6. Wait until the bus comes to a complete stop before attempting to get on board. Before you exit the bus, remain seated until the bus comes to complete stop and the doors open on the bus.
7. Children will have assigned seats at all times.
8. Children must observe the same level of behavior on the bus as is expected in the classroom.
9. While children are being transported, they must remain seated and facing forward. Within reason, hands, arms, legs and feet must remain within and behind the seat at all times.
10. Children must be silent when the bus is backing up, when the bus is going over railroad tracks, during an emergency, severe weather, bus evacuations, bus accident, bus breakdown, or when told to by the driver.
11. Don't touch the emergency door, exit controls, or any other safety equipment on the bus unless directed to do so by the bus driver or assistant.
12. Do not throw anything within or out of the bus windows at any time.
13. Fighting, pushing, tripping, kicking, bullying or harassment etc. will not be tolerated on the bus.
14. No loud or inappropriate speech, swearing or shouting in the bus or out the windows will be allowed. Rude and abusive language will not be tolerated. Always use inside voices and keep voice levels within reasonable limits.
15. All carry-ons, including backpacks, musical instruments and school projects, must be able to fit in the child's lap. The parent/guardian must transport any items that don't meet these criteria.
16. All cell-phones, electronic devices and toys must be kept in backpacks at all times. Items will be taken and given to the school administrator if they are found outside of a child's book bag while on the bus.
17. Backpacks should remain closed while children are being transported. Pencils and all school supplies should remain in backpacks at all times. Children may read books but homework must be done at home.

18. Glass or other breakable items, flower arrangements, and balloons/balloon bouquets are prohibited.
19. Weapons, laser pointers, explosive devices, harmful drugs, or chemicals are prohibited on the bus.
20. Live insects, reptiles, or other animals are prohibited from the bus.
21. Food, drinks, chewing gum, tobacco (any form), and alcoholic beverages are prohibited on the bus.
22. No perfumes, colognes, lotions, fingernail polish or irritants shall be permitted on bus.
23. Regarding kindergarten students, anyone picking up a child at bus stop, other than the parent/guardian, must show identification and must also be listed on student information sheet and the registration card at the child's school.
24. Parents/guardians of kindergarten children and/or children riding a special education bus due to their IEP, must be waiting at the BUS STOP in the afternoon. If no parent/guardian is clearly visible, the child will be taken back to school.
25. According to Board Policy, no child will be allowed to ride home with another child without written permission from the parent, which must be given to office personnel before 10:00 am that day. (If the request is for a child who doesn't typically ride the bus, the parent must complete a Student Information for Transportation form, which is located in the school's office.) The "rider" must have the form, with an Administrator's signature to board a bus.
26. If a student damages any part of a bus, the student's parents may be financially responsible.

## CIVIL RIGHTS STATEMENT

The Haywood County School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Title VI Coordinator

Toni Eubanks – Human Resources  
900 East Main Brownsville, TN 38012  
731-772-9613

Title IX Coordinator

Tim Seymour  
1175 East College Brownsville, TN 38012  
731-772-1845

504 Coordinator

Chris Davis  
900 East Main Brownsville, TN 38012  
731-772-9613

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

## **Haywood County Schools Complaints and Grievances**

It is the policy of the Haywood County Board of Education not to discriminate on the basis of handicap, race, color, national origin, sex, age or religion in ANY of the programs or practices in the school system. 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 1973, Section 504, (2) Title VI of the Civil Rights Act of 1964, or (3) Title IX of the Educational Amendments of 1972.

A complaint of discrimination on the basis of a handicap should be sent to the Haywood County Schools' Coordinator of Section 504 within five (5) days of the date of the alleged discrimination. A complaint of discrimination on the basis of race, color, national origin, sex, age or religion should be sent to the Coordinator of Title VI and Title IX within 180 days of the alleged discrimination." A complaint must be in writing on a form provided by the Haywood County Board of Education and must be signed.

Upon receipt of a written complaint, the appropriate Coordinator will provide copies to the Superintendent of Schools and the Principal of the school in which the alleged discriminatory act took place. The Coordinator will meet with the Complainant within (5) days of the complaint. Following this meeting a written response will be sent to the Superintendent and the Principal.

If this action does not resolve the complaint satisfactorily, the Complainant shall have the right to forward the original written complaint, along with the written response of the appropriate Coordinator and the Complainant's reasons for dissatisfaction with that response, to the Principal of the school in which the alleged discriminatory act took place. This shall occur within five (5) days following the response of the appropriate Coordinator. Once a written complaint is received, the Principal will notify the Superintendent of Schools and the appropriate Coordinator and immediately arrange for a meeting to take place with the Complainant within five (5) days after the meeting. Copies of the response will be sent to the Superintendent and the appropriate Coordinator.

If at this time the complaint is still not resolved or the complaint is not dropped, the complainant may forward the original written complaint, along with the written responses of the appropriate Coordinator, Principal and the Complainant's reasons for continued dissatisfaction with those responses to the Haywood County Board of Education within twenty (20) days following the response of the Principal. The written complaint shall be made through the Superintendent of Schools and the Chairperson of the Board of Education. The Board will review the complaint and render in writing the final decision of the Haywood County Schools within fifteen (15) days after the Board's review.

In the procedure for resolving of complaints as set forth in this section, a complaint shall be considered settled if it is not carried forward to the next step within the specified time complaint procedure either party shall have the right to include in its representation such witnesses and counselors as deems necessary.



Where the number of days is specified in this section, it is understood that the term “day” shall mean any regularly scheduled school day Monday through Friday during the school year. After the last day of the school year, a “day” shall mean Monday through Friday excluding holidays and weekends. Day one for complaint time limits shall be the first day following the receipt of the complaint by the appropriate Coordinator.

### **DISCRIMINATION IS AGAINST THE LAW.**

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in all programs or activities receiving Federal financial assistance. Complaints or grievances related to Title VI of the Civil Rights Act of 1964 may be reported directly to the Supervisor of Human Resources and/or the Chief Operations Officer at the Haywood County Department of Education; 900 East Main, Brownsville, TN 38012 or at 731-772-9613. (34 C.F.R. Part 100)

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in all programs or activities that receive Federal financial assistance. Complaints or grievance related to Title IX of the Education Amendments of 1972 may be reported to the Athletic Directors at the Haywood County Department of Education; 900 East Main, Brownsville, TN 38012 or at 731-772-9613. (34 C.F.R. Part 106)

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in all programs or activities that receive Federal financial assistance. Complaints or grievances related to Section 504 of the Rehabilitation Act of 1973 may be reported directly to the 504 Director at the Haywood County Department of Education; 900 East Main, Brownsville, TN 38012 or at 731-772-9613. (34 C.F.R. Part 104)

Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability by public entities. (28 C.F.R. Part 35)

The Haywood County Schools Discrimination Complaint Form may be obtained at the Haywood County Department of Education; 900 East Main, Brownsville, TN 38012 or at 731-772-9613.

## **Community Eligibility Provision**

Section 104a of the Healthy, Hunger-Free Kids Act 2010 provides an alternative to household applications for free and reduced price meals. Community Eligibility Provision allows schools with high numbers of low-income children to serve free breakfast and lunch to all students without collecting school meal applications. All students in Haywood County Schools, regardless of household income, are eligible to receive breakfast, lunch and afterschool snacks at no cost.

In order to ensure that students continue to have access to the level of educational resources received at school, a Household Information Survey is requested for completion annually. This is not a free and reduced price meal application. The economic information from the survey provides the school district with the necessary data for various federal reports. All information provided is private and confidential.

# Haywood County Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Student Discrimination, Harassment, Bullying, Cyber-bullying and Intimidation</b>	Descriptor Code: <b>6.304</b>	Issued Date: <b>07/12/16</b>
		Rescinds: <b>6.304</b>	Issued: <b>02/12/13</b>

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

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

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

## 13 **DEFINITIONS**

14 Bullying/Intimidation/Harassment - An act that substantially interferes with a student's educational benefits,  
15 opportunities, or performance, and the act has the effect of:

- 16 • Physically harming a student or damaging a student's property;
- 17 • Knowingly placing a student or students in reasonable fear of physical harm to the student  
18 or damage to the student's property;
- 19 • Causing emotional distress to a student or students; or
- 20 • Creating a hostile educational environment.

21 Bullying, intimidation, or harassment may also be unwelcome conduct based on a protected class (race,  
22 nationality, origin, color, gender, age, disability, religion) that is severe, pervasive, or persistent and creates a  
23 hostile environment.

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

27 Hazing - An intentional or reckless act by a student or group of students that is directed against any other student(s)  
28 that endangers the mental or physical health or safety of the student(s) or that induces or coerces a student to

1 endanger his/her mental or physical health or safety. Coaches and other employees of the school district shall not  
2 encourage, permit, condone or tolerate hazing activities.<sup>3</sup>

3 “Hazing” does not include customary athletic events or similar contest or competitions and is limited to those  
4 actions taken and situations created in connection with initiation into or affiliation with any organization.

## 5 **COMPLAINTS AND INVESTIGATIONS**

6 Alleged victims of the above-referenced offenses shall report these incidents immediately to a teacher, counselor  
7 or building administrator.<sup>2</sup> All school employees are required to report alleged violations of this policy to the  
8 principal/designee. All other members of the school community, including students, parents, volunteers, and  
9 visitors, are encouraged to report any act that may be a violation of this policy.

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

14 The principal/designee at each school shall be responsible for investigating and resolving complaints. Once a  
15 complaint is received, the principal/designee shall initiate an investigation within forty-eight (48) hours of receipt  
16 of the report.<sup>4</sup> If a report is not initiated within forty-eight (48) hours, the principal/designee shall provide the  
17 director of schools with appropriate documentation detailing the reasons why the investigation was not initiated  
18 within the required timeframe.<sup>4</sup>

19 The principal/designee shall notify the parent/legal guardian when a student is involved in an act of discrimination,  
20 harassment, intimidation, bullying, or cyber-bullying. The principal/designee shall provide information on district  
21 counseling and support services. Students involved in an act of discrimination, harassment, intimidation, bullying,  
22 or cyber-bullying shall be referred to the appropriate school counselor by the principal/designee when deemed  
23 necessary.<sup>1, 4</sup>

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

- 26 • It places the student in reasonable fear or harm for the student's person or property;
- 27
- 28 • It has a substantially detrimental effect on the student's physical or mental health;
- 29
- 30 • It has the effect of substantially interfering with the student's academic performance; or
- 31
- 32 • It has the effect of substantially interfering with the student's ability to participate in or benefit from the  
33 services, activities, or privileges provided by a school.

34 Upon the determination of a violation, the principal/designee shall conduct a prompt, thorough, and complete  
35 investigation of each alleged incident. All investigations shall be completed and appropriate intervention taken  
36 within twenty (20) calendar days from the receipt of the initial report.<sup>4</sup> If the investigation is not complete or  
37 intervention has not taken place within twenty (20) calendar days, the principal/designee shall provide the director  
38 of schools with appropriate documentation detailing the reasons why the investigation has not been completed or  
39 the appropriate intervention has not taken place.<sup>4</sup> Within the parameters of the federal Family Educational Rights  
40 and Privacy Act (FERPA) at 20 U.S.C. § 1232g, a written report on the investigation will be delivered to the  
41 parents of the complainant, parents of the accused students and to the Director of Schools.

## 1 **RESPONSE AND PREVENTION**

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

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

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

## 11 **REPORTS**

12 When a complaint is filed alleging a violation of this policy where there is physical harm or the threat of physical  
13 harm to a student or a student's property, the principal/designee of each middle school, junior high school, or high  
14 school shall report the findings and any disciplinary actions taken to the director of schools and the chair of the  
15 board of education.

16 By July 1 of each year, the director of schools/designee shall prepare a report of all of the bullying cases brought  
17 to the attention of school officials during the prior academic year. The report shall also indicate how the cases  
18 were resolved and/or the reasons they are still pending. This report shall be presented to the board of education  
19 at its regular July meeting, and it shall be submitted to the state department of education by August 1.

20 The director of schools shall develop forms and procedures to ensure compliance with the requirements of this  
21 policy and TCA 49-6-4503.

## 22 **RETALIATION AND FALSE ACCUSATIONS**

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

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

1. TCA 49-6-4503
2. 20 USCS §§ 1681 to 1686
3. TCA 49-2-120
4. Public Acts of 2016, Chp. No. 783

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### Cross References

- Appeals To and Appearances Before the Board 1.608
- Staff-Student Relations 5.610
- Student Complaints and Grievances 6.305
- Discipline Procedures 6.313