



**STUDENT FAMILY  
HANDBOOK  
2020-2021**

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## **JOURNEY COMMUNITY SCHOOLS VISION**

To develop a community of lifelong learners who excel in all areas of life.

## **JOURNEY COMMUNITY SCHOOLS MISSION**

We engage families and community partners in our scholars' learning journey; cultivate a safe, positive and joyous learning environment; and empower teachers and leaders with support to deliver an inclusive, innovative and rigorous education.

## **NON-DISCRIMINATION**

Journey Community Schools 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 individual has been designated to handle inquiries regarding the non-discrimination policies:

Federal Rights Coordinator for students: Altovise Boyd  
802 Rozelle Street, Memphis, TN 38104  
901-646-6530 Ext 75713

Federal Rights Coordinator for employees: Tiffanee Finley  
802 Rozelle Street, Memphis, TN 38104  
901-646-6530 Ext 75713

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.

## **ANNUAL NOTIFICATION AND GUIDELINES**

Tennessee state and Federal laws govern the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws require that Journey Community Schools (JCS) adequately inform parents of the opportunities and protection to which they are entitled. Journey Community Schools complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter JCS during the year.

The following contains a summary of state and federal laws with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the Tennessee Code Annotated (T.C.A.) has been provided should parents require more detailed information. The Student Family Handbook will be published annually. All registered families of Journey Community Schools must indicate their agreement to be governed by the Student Family Handbook by signing a written statement to that effect annually. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of Journey Community Schools

students will be notified of the changes, in writing, in a timely manner.

## **FAMILY AND COMMUNITY ENGAGEMENT**

### School-Home Communication

At school we depend on our parents and guardians to work as our partners in supporting their children's education. It is always best to first contact your child's teacher to address any concerns which you may have. All staff at JCS can be reached by email and phone provided by the school site.

### Visitor Policy

Guests are welcome! However, any visitor entering the school grounds must register in the Office, identify the nature of their business, and present a photo identification verifying the identity of the visitor. The identification will be scanned into the visitor management system. This system requires that all visitors provide a valid Tennessee driver's license or other state authorized identification which will be scanned, and cross referenced with a nationwide sex offender data base. After verification, the visitor will receive a Visitor's Pass.

The principal or his/her designee has the authority to exclude from the school premises any persons disrupting the educational programs in the classroom or in the school, disturbing the staff or students on the premises, or committing or planning to commit an illegal act on the premises.

### School on Lock Down

When the school is on lock down due to a security or weather-related issue, the first priority is the safety of staff and students. Parents or other visitors to the building must follow the school emergency procedures under the direction of the principal or principal's designee until the lock down is lifted. If you have questions regarding the lock down procedures, please contact your child's school.

### Volunteers

Volunteers are integral to the success of Journey Community Schools. In addition to the visitor policy, all volunteers must have the following before volunteering at a school site:  
A negative TB test on file in the school office within the past six months  
Department of Justice/Background Check- The results of the background check are **confidential** and will not be discussed with other staff members and or parents.

## **STUDENT ENROLLMENT**

### Parent/Guardian Responsibilities

Journey Community Schools requires students to be enrolled in and registered for school by their custodial parent/legal guardian or a person who provides the school with written permission from the custodial parent(s)/legal guardian to register the child. Unless a Tennessee court specifies otherwise, the custodial parent/legal guardian shall be responsible for the education and welfare of their child.

### Custody Issues

Only the residence of the parent(s) with legal custody may be used for registration. (T.C.A. § 49-6-3103). In cases where parents have joint custody, only the address of the parent named as the primary residential parent may be used for registration. The parent whose

residence qualifies the student to be registered is the parent the school personnel will consider as the custodial parent. The noncustodial parent may receive school records when a written request is given to the school principal in compliance with T.C.A. § 49-6-902 or T.C.A. § 36-6-104.

#### Power of Attorney for Childcare (T.C.A. § 34-6-302)

Parents of a minor child may delegate to any adult person residing in the state of Tennessee temporary care-giving authority regarding a minor child when hardship prevents the parent(s) from caring for the child. Hardships identified are:

1. The serious illness or incarceration of a parent or legal guardian.
  2. The physical or mental condition of the parent or legal guardian is such that care, and supervision cannot be provided;
  3. The loss or uninhabitability of the child's home as the result of a natural disaster.
- When one of the above hardships is applicable, the custodial parent(s) and the caregiver must make an appointment to meet with the Student Services Specialist or designee in order to complete the application for Power of Attorney. Hardships not listed above should be referred to Juvenile Court to change the custody.

## **WITHDRAWAL**

### Transfer Request Process

In the event that a family voluntarily requests to transfer their student to another school, the following process should be followed:

The student's legal parent/guardian must contact the student's school at least 48 hours prior to withdrawal to discuss the transfer request. Students can only withdraw through the main office and withdrawal must be done in person by the legal parent/guardian.

The principal or principal's designee will contact the family to arrange a meeting to discuss the transfer within 48 hours of receiving notice of the transfer. At the meeting, the principal or principal's designee will conduct an exit interview with the family, student and other school staff as necessary. The exit interview ensures that the family has been adequately informed of options and that the school leader understands and documents the family's reason for requesting a transfer.

Students must return all textbooks and library books to the school before a request for withdrawal can be completed. If these items are missing, the parent will be asked to pay the replacement cost before final documents are released.

Parents are required to submit the name and address of the transferring school at the time of withdrawal. Parents are encouraged to allow students to continue to attend school and complete all major assessments until the transfer is complete.

## **SCHOOL ATTENDANCE**

Journey Community Schools believes that daily participation in classroom activities will allow students to succeed in their academic and social growth. Research has shown that students with great attendance also perform well in school. Parents/guardians are responsible for ensuring their child's regular, on-time school attendance even in a virtual learning model.

## ATTENDANCE EXPECTATIONS

Teachers are responsible for taking attendance based on our models for attendance, which are listed in the chart.

| In-Person, On-Site Attendance  | Virtual/ Synchronous   | Virtual: Asynchronous   |
|--|--|---|
| <p>In-person, on-site attendance is defined by students being physically present for class in person, on-site.</p> | <p>Virtual synchronous attendance is defined by students who are off site and participating virtually or via distance learning while the teacher is delivering live instruction.</p> | <p>This attendance model is only approved by the school in extenuating circumstances. This model is not an opt-in instructional model for students. Virtual asynchronous attendance is defined by students who are off site and are not participating during live instruction. These students are accessing recorded lessons or activities and completing all assignments by identified deadlines (within 72 hours).</p> <p>Students may be approved for asynchronous attendance for one of the reasons below: Power/technical/internet issues that impact virtual attendance.</p> <p>Lack of access to technology In addition, will require approval from the Regional Student Services Manager.</p> |

### In-Person, On-Site Attendance Expectations

The teacher submits attendance in PowerSchool for students who are physically present for class.

- Every student should be in attendance daily.
- Absences during remote instruction will be classified, and any resulting

attendance interventions administered, according to Journey Community Schools Progressive Truancy Intervention Plan.

### Virtual Synchronous Attendance Expectations

The teacher submits attendance in PowerSchool for students who are off site and participating virtually phone while the teacher is delivering live instruction.

- Every student should be in attendance daily.
- Participation includes a visual, verbal, or written confirmation of student participation in instructional time.
- Examples of participation include, but are not limited to:
- A student participates in a phone call or live (synchronous) virtual video session with his or her teacher, with parent support as appropriate for the age of the student.
- A student completes work in our learning management system (LMS) Google Classroom.
- A student submits work via hard-copy or virtual formats (e.g., email).
- Absences during remote instruction will be classified, and any resulting attendance interventions administered, according to Journey Community Schools Progressive Truancy Intervention Plan.

### Virtual Asynchronous Attendance Expectations

After taking attendance for students who are participating in-person or virtually, these students will be marked absent.

- If the student later accesses the recorded lesson asynchronously and participates by completing his/her work in our learning management system (LMS) option Google Classroom by the deadline (72 hours), the student status will be changed to present.
- Absences during remote instruction will be classified, and any resulting attendance interventions administered, according to Journey Community Schools Progressive Truancy Intervention Plan.
- At the end of the school day, teachers will review the learning management system (LMS) to review students that have submitted assignments in order to receive attendance credit.

#### Attendance Law

The Tennessee State Compulsory Attendance Law (T.C.A. §49-6-3001 and T.C.A. §49-6-2007) requires that pupils of legal age attend school (ages of six and seventeen years, both inclusive) unless special circumstances arise which temporarily or permanently excuse the student from attendance. This also applies to five (5) year old students who have attended school for six (6) weeks. By state law, the student's school year shall consist of a minimum of 180 teaching days exclusive of all vacations, as approved by the Board of Education. (T.C.A. §49-6-3004) The annual calendar is divided into two semesters.

#### Tardiness

Students are expected to log into the virtual learning management system at least 10 minutes before the start of class to ensure any technical issues are resolved prior to the start of class.



Any student who logs in 10 minutes after the start of class will be marked "Tardy." The teacher or school administrator may schedule a parent meeting for students who are consistently tardy to class. The school administrator may make a referral to the school counselor or school social worker for follow up with the family.

### Absences and Excuses

Absences shall be classified as either excused or unexcused as determined by the principal or his/her designee. Excused absences shall include:

1. Illness, injury, pregnancy, homebound circumstance, or hospitalization of a student. The District may require a parent conference and/or physician verification to justify absences after the accumulation of ten (10) days of absence during a school year. Notes must be date specific and will be required for subsequent absences beyond ten (10) days. (This also may include a student being required to quarantine as a result of exposure to COVID-19 if they are unable to access school virtually.)
2. Death or serious illness within the student's immediate family.
3. When the student is officially representing the school in a school sponsored activity or attendance at school-endorsed activities and verified college visits.
4. Special and recognized religious holidays regularly observed by persons of their faith. Any student who misses a class or day of school because of the observance of a day set aside as sacred by a recognized religious denomination of which the student is a member or adherent, where such religion calls for special observances of such day, shall have the absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence.
5. A court order; a subpoena; and/or a legal court summons.
6. Extenuating circumstances over which the student has no control as approved by the principal.
7. Participation in a non-school-sponsored extracurricular activity. A school principal or the principal's designee may excuse a student from school attendance to participate in a non-school-sponsored extracurricular activity, if the following conditions are met:
8. The student provides documentation to the school as proof of the student's participation in the non-school-sponsored extracurricular activity; and
  - a. The student's parent, custodian, or other person with legal custody or control of the student, prior to the extracurricular activity, submits to the principal or the principal's designee a written request for the excused absence. The written request shall be submitted no later than seven (7) business days prior to the student's absence.

### Attendance Provisions for Students of Military Parents

School principals shall provide students with a one-day excused absence prior to the deployment of and a one-day excused absence upon the return of a parent or custodian serving active military service.

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

### Submission of Documentation/Explanation of Absence

A written and/or submitted statement will be required within three (3) school days of the

student's return. The parent/guardian shall explain the reason for each absence. If necessary, verification is required from an official source to justify absences. All absences other than those outlined above shall be considered unexcused.

Written documentation can be submitted via bringing it in person or via emailing the teacher or the school at the email address below within three (3) school days.

Hanley Elementary: [hanleyelemparents@myjourneys.org](mailto:hanleyelemparents@myjourneys.org)

Hanley Middle: [hanleymiddleparents@myjourneys.org](mailto:hanleymiddleparents@myjourneys.org)

Coleman: [colemanparents@myjourneys.org](mailto:colemanparents@myjourneys.org)

East Academy: [eastparents@myjourneys.org](mailto:eastparents@myjourneys.org)

### Truancy

Truancy is defined as an absence for an entire school day based on our three models for students to receive instruction, a major portion of the school day or the major portion of any class, study hall or activity during the school day for which the student is scheduled. This also includes failure to engage in the LMS if the student is accessing learning asynchronously a majority of the time.

### Make-Up Work

Students with an excused absence shall be provided the opportunity to receive assignments missed during the absence and to make up the work upon their return for the full grade. Students with an unexcused absence shall be provided the opportunity to make up missed work at the discretion of the teacher or principal. Make up work must be requested by the student or parent no later than five (5) days after returning to school. The work should be turned in at a mutually agreed time frame between the teacher and the student. This work will receive a grade. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. If a suspension occurs during the last 10 days of any semester, the student may be permitted to take final examinations or submit such work as is necessary to complete the course of instruction for the semester. The attendance record is not changed when missed work is complete. Parents/guardians may contact the school's principal for more information.

### Excessive Absences

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance (approximately 18 days) for that school year **may be required** to provide an official medical or judicial verification in order to excuse an absence. This will include all future absences even if the future absences technically fall under other excused absence definitions. Students with such an excess of absences will be notified in writing of the official verification requirement. Furthermore, retention in the grade will be considered when a student has been absent from school for an accumulated 10% or more of the total school days for that school year.

### Dropout

Any student under the age of 18 is considered a dropout if he or she is absent ten (10) consecutive days in a single semester and system policies and procedures on truancy have been followed. Consequently, the school may withdraw the student if they have 10 consecutive days.

Driver's License or Permit (T.C.A. § 49-6-3017)

Journey Community Schools will adhere to the state of Tennessee guidelines regarding attendance and driving privileges when applicable. In order to obtain a driver's license or permit to drive in Tennessee, the Department of Safety requires each person between the ages fifteen (15) and seventeen (17) inclusive to:

1. Obtain a Certificate of Compulsory Attendance, and
2. Pass a Driver's Education class or have a learner's permit (for at least three months)

The Certificate of Compulsory Attendance is provided by the school to students who meet the legal requirements of compulsory attendance, in addition to currently passing three (3) full unit subjects or the equivalency. To maintain the driver's permit or certificate, the student must continue to meet the legal requirement of compulsory attendance and the academic requirement of currently passing three (3) full unit subjects or the equivalency. (T.C.A. § 49-6-3017(c))

Motor Vehicle or Permit License Revocation

Any student fifteen (15) years of age or older who becomes academically deficient or deficient in attendance shall be reported to the Department of Safety for motor vehicle or license revocation.

A student shall be deemed academically deficient if he/she has not received passing grades in at least three (3) full unit subjects or their equivalency at the end of semester grading.

A student shall be deemed deficient in attendance when he/she drops out of school or has ten (10) consecutive or fifteen (15) days total unexcused absences during a single semester.

Suspensions shall be considered unexcused absences.

A copy of the notice sent to the Department of Safety by school personnel shall also be mailed to the student's parent/guardian.

**PROGRESSIVE INTERVENTION PLAN**

| Number of Unexcused Absences | Intervention  | Parent's Responsibility  |
|------------------------------|---|--|
| 1                            | Teachers will contact the parent/guardian to check on the student.  | Parents should reach out to their child's school for support if needed.  |
| 2                            | Teachers will make a referral to the School Counselor/School Social Worker via submitting a referral.<br><br>School Counselor/School Social Worker will contact parents/guardians to ensure there are no barriers to students attending school. | Parents should reach out to their child's school for support if needed   |
| 3-4                          | School will send a Warning Notice to parents via letter or email.   | Parents should adhere to the warning.<br>Parents should reach out to their child's school for support if needed. |
| 5-9                          | School schedules and conducts <i>Student Attendance Review Team (SART) Meeting with</i>   | Parents must attend and participate in the <i>Student</i>  |

|            |   |  |
|------------|---|--|
|            | <p><i>parent in -person or virtual meeting.</i></p> <p>An Attendance Improvement Plan will be developed.</p>  | <p><i>Attendance Review Team (SART) Meeting with school officials.</i></p>   |
| 10-14      | <p>Regional Manager, Student Services will schedule a <i>Student Attendance Review Board (SARB) Meeting with parent in-person or virtual meeting.</i></p> <p>A second Attendance Improvement Plan will be developed.</p>  | <p>Parents must attend and participate in the <i>Student Attendance Review Board (SARB) Meeting with Journey Community Schools Regional Manager, Student Services.</i></p> |
| 15 or more | <p>Regional Manager, Student Services will assess reasons for continued absences, determine the need for a revised plan of intervention.</p> <p>If the progressive truancy intervention plan is unsuccessful with the student, and the parent/guardian is unwilling to cooperate with the truancy intervention plan, a referral will be made to Shelby County District Attorney's Office, or to Shelby County Juvenile Court.</p> | <p>Parents must follow the directives from Shelby County District Attorney's office or Shelby County Juvenile Court.</p>   |

## **DISMISSAL AND PICK UP**

### Late Pick-Up Policy

Student safety is the highest priority of Journey Community Schools. Therefore, we make every effort to ensure that all students are under appropriate supervision until they return to their parent/guardian at the end of the school day. For this reason, we are concerned about students who are left after dismissal time or who are brought back to school because no one is there to meet the school bus.

When children are returned to school or not picked up within 30 minutes after school is dismissed, the child's parent/guardian will be contacted by school administrator. If parent contact is not successful, schools have discretion to contact local law enforcement if needed. Students who are frequently picked up late from school may be referred to local law enforcement and/or Tennessee Department of Children Services. If you would like options for after-school care programs near your child's school, please contact the school office for assistance.

### Early Dismissal

Students are expected to stay in school until the end of the day. Early pickups are disruptive to the learning environment and require the teacher to stop teaching in order to release a student. Therefore, when an early dismissal cannot be avoided, an JCS staff member will enter the classroom to get your child during a transition in the class. That may mean that a parent may need to wait in designated waiting area for up to fifteen (15) minutes until the class has reached a transition time. No early dismissals will be allowed one (1) hour prior to the school's dismissal time.

You, as well as those listed on your child's emergency card, must present a license or other state-issued ID when requesting to take your child out of school early. Likewise, when you call ahead and grant permission for an alternate person to take your child home, you must provide the front office personnel with your child's birthdate and the alternative person will need to show a license or other state-issued ID upon arrival.

#### Changing Your Child's Dismissal Plan

It is crucial that we know ahead of time your child's dismissal plan. This should be done at the time of registration by completing the Dismissal and Transportation Clearance Form. In order to change your child's mode of afternoon transportation, you must either send with your child a written statement of the change or call the office no later than one hour before the school's dismissal time. You must provide your child's name, child's date of birth along with the plans for change in transportation. Sending a letter is the preferred method of notification; transportation changes by phone should only be for emergency situations.

## **TRANSPORTATION**

Transportation services, although not required for students other than Special Education as determined by the IEP Team, are provided as a service to the general population based on the Local Education Agency (LEA) board policy.

#### Eligibility

Students are eligible for transportation services if they reside within the attendance zone of Journey Community Schools. These zones are established by the LEA.

#### Bus Stop Supervision

Parents and/or guardians are responsible for the supervision of students until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Students should be at their assigned bus stop 5 minutes before scheduled time, stand back approximately ten feet from the bus stop, and wait until the door is open before moving closer to the bus. Students who must cross the street to catch the bus should wait until the driver signals it is safe to cross. The student must be a minimum of 12 feet in front of the bus when crossing.

#### Bus Conduct

A bus is an extension of the classroom, and students must conduct themselves on the bus in a manner consistent with established standards for classroom behavior. The rules of conduct have been developed to provide a safe and pleasant environment for students while being transported. A student who violates bus rules which impact the safety of others may have their transportation privileges suspended by the principal. The bus driver is authorized to assign seats on the bus.

The suspension of a student from riding the school bus shall follow the same procedures as any other school suspension. A student receiving special education services shall not be suspended from school bus transportation if transportation services are required under the student's Individualized Education Plan (IEP).

#### Video Cameras on Buses

Video cameras may be used to monitor student behavior on vehicles transporting students to and from school or extracurricular activities. The Shelby County Schools' department

responsible for transportation shall keep all video recording of students confidential and shall comply with all applicable state and federal laws related to video recordings when such recordings are considered as part of the student's education and behavioral record as determined by the district and in accordance with the law. The recording may be shared with the appropriate law enforcement agency if the principal has requested assistance. Video surveillance shall be used only to promote the order, safety and security of students, staff, and property.

#### Homeless and Foster Care Transportation

By federal law, students who are homeless shall continue in their school of origin. Transportation must be provided, within reason, if requested. Transportation should be from a temporary residence, shelter or transitional housing.

Under federal law, student's placed in foster care may also continue in their school of origin. Transportation must be provided, within reason, if requested. Transportation should be from the student's residence. If you are homeless or in foster care, contact your child's school and/or the Student Services Specialist, who will begin procedures to initiate transportation services. It is important to notify all parties involved of any changes to the family's housing status.

## **HEALTH SERVICES**

#### Immunization (T.C.A. § 49-6-5001)

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

Exceptions, in the absence of an epidemic or immediate threat, parent/guardian shall file with school authorities a signed, written statement that such measures conflict with his/her religious tenets and practices; or due to medical reasons if such child has a written statement from his/her doctor excusing him from such immunization.

A homeless child or youth should be enrolled immediately and have full and equal opportunity even if no records are currently available.

Proof of exceptions will be in writing and filed in the same manner as other immunization records. A list of transfer students shall be kept at each school throughout the school year in order that their records can be monitored by the Department of Health.

**Students who do not comply with immunization requirements shall be excluded from school.** If you have questions about your child's immunization record and/or admission status, please contact your child's school.

#### Waiver of Immunization Requirements

Tennessee state law (T.C.A. § 49-6-5001) provides wavier of immunization requirements under the following conditions.

Absent epidemic or threat of epidemic, parents may object in writing, when immunizations conflicts with the teachings and practice of a well-recognized religious denomination to which the parents adhere. However, if an epidemic or threat of epidemic occurs, objections on the behalf of religious teaching are invalid.

Certification in writing from a physician stating that such immunization would be harmful to the child involved is provided to the school for the student's permanent file.

**\*Please contact the school nurse for questions related to exemption documentation requirements.**

#### Communicable/Contagious Disease

Journey Community Schools recognizes its responsibility to protect the health of its students as well as to uphold their individual rights.

Students may be excluded from school to prevent the spread of contagious disease. The principal or designee may exclude a student, but no child shall be sent home from school without first informing the parents. The student must be isolated until he/she goes home. A student suspected of having, or being able to transmit, a contagious disease shall be excluded from school, and a report made to the State Department of Public Health for those diseases requiring mandatory reporting. Journey Community Schools will follow guidelines and recommendations from Memphis-Shelby County Health Department regarding communicable disease handling.

Contagious diseases include, but are not limited to: red measles, German measles, chicken pox, mumps, whooping cough, scarlet fever, diphtheria, Vincent's angina, conjunctivitis, ringworm, impetigo, scabies, pediculosis (head lice), or other diseases diagnosed as contagious.

#### Emergency Medical Care

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. The health information will enable JCS to provide safe and appropriate health care if a child becomes ill or injured at school or on the bus. The information provided will be maintained confidentially and is limited to individuals within the school setting with a legitimate need to know. If you have any questions or would like to discuss specific health issues, please contact the school nurse.

#### Coordinated School Health Screenings

Throughout the school year, health screenings (height, weight, BMI, blood pressure) as mandated by state law will be provided to all students enrolled in Kindergarten, 2<sup>nd</sup>, 4<sup>th</sup>, and 8<sup>th</sup> grades. All of these health screenings are offered to our students free of charge. Each parent will be notified in writing of the results of these screenings. A form entitled, "School Health Screening Results" will list the results advising if further follow-up by your healthcare provider is indicated. If a parent desires for his/her child to be excluded from health screenings, please submit a written request to your child's school nurse. For more information, please contact your child's school nurse.

#### Hospitalization

If a child has experienced hospitalization related to accident/injury, or chronic illness, parents are asked to contact their child's school and speak to the school nurse if accommodations are required. This will allow for smooth transition and seamless re-entry to school.

#### Homebound

Homebound instruction is for students who are unable to attend school for two (2) consecutive weeks or longer due to health impairments. Homebound instruction attempts to help students stay current in their class assignments while they are at home or in the hospital. The student

must be certified by an appropriate health care provider as being health-impaired and unable to attend the regular instructional program. For more information, please contact the school counselor at your child's school.

### Medication in Schools

If, under exceptional circumstances, a child is required to receive medication during school hours and the parents cannot be at school to administer the medication, only the school nurse or the principal or principal's designee will administer the medication in compliance with the regulations that follow:

### General Requirements

**Only medicines which absolutely MUST be given during the school hours should be brought for dispensing at school.** Please make arrangements for all other medicines to be given at home, either before or after school time. Most medications which need to be given one, two or three times a day, can be given during the hours outside of school hours. Your child's health care provider can give you guidance about whether or not a dosage schedule can be changed. All medication must be brought to the school by the parent/guardian. Under no circumstance shall a student bring the medication to school by himself/herself. All medication must be brought in its original container whether it is a prescription or non-prescription medication.

1. Over-the counter medicines- MAY NOT be given at school. Arrangements for exceptions must be made with the principal and/or school nurse and will require documentation of necessity from your child's health care provider.
2. Bring only enough medication to school for a **TWO-WEEK** period.
3. Original Containers- All medicines must be in their original containers and correctly labeled. Prescription medicines must have a pharmacy label or a label from the doctor's office or health care facility which includes the child's name, name of the medicine, strength of each unit of medicine, dosage amount, and time it is to be administered as well as the doctor's name. Over-the-counter medicines must be labeled with the child's name in a manner which does not cover up the original container label.
4. Parent & Physician Authorization- All medicines must have a Parent & Physician Authorization form completed, and the medicine container information must match the Parent Authorization. (A copy of this form can be obtained from the school nurse.)
5. Remaining Medication-Any remaining medication at the end of the school year should be picked up within five (5) business days or it will be disposed of appropriately by the school.

### Family Life Planning Curriculum (T.C.A. § 49-6-1301)

Tennessee requires schools in school districts with pregnancy rates above 19.5 per 1,000 females ages 15-17 to implement family life education. Because both Davidson County and Shelby County exceed this threshold, Journey Community Schools provides an age-appropriate family life planning course that emphasizes abstinence until marriage and includes instructions for the prevention of HIV/AIDS and sexually transmitted diseases. Parents and legal guardians have a right to examine the grade level instructional materials and confer with school leaders regarding any or all portions of family life. A parent/guardian who wishes to excuse a student from any, or all, portions of family life shall submit a request, in writing, to the student's principal.



A student who is excused from any or all portions of family life shall not be penalized for grading purposes if the student satisfactorily performs alternative health lessons.

## **ENGLISH LANGUAGE LEARNERS**

English Language Learners (ELL) are non-English language background students whose level of oral, reading, and written proficiency in English does not allow them to fully benefit from the curriculum and creates difficulty in regular classroom curriculum without specially designed modifications. ELL students have not yet met the definition of fluent English proficient (FEP). If the inability to understand, speak, read, or write the English language excludes a student from effective participation in the educational programs offered by the school, the school shall take appropriate action to rectify the English language deficiency in order to provide the student equal access and participation in its programs.

The school shall develop and periodically update a local plan for providing English as a Second Language (ESL) services for students whose native or dominant language is not English. The plan for implementation of appropriate instruction and ESL services for students who have limited English proficiency shall be in accordance with the current Rules, Regulations, and Minimum Standards of the State Board of Education, and state, and federal law.

## **HOMELESS STUDENTS**

Educational services will be provided for homeless students in accordance with local, state and federal guidelines (No Child Left Behind). A homeless child<sup>10</sup> lacks fixed, regular and adequate residence or has a primary residence in a supervised publicly or privately operated shelter for temporary accommodations, a public or private place not designated for use as regular sleeping accommodations for humans. For additional information concerning services for homeless children and youth, please contact the Student Services Specialist

## **STUDENT SUPPORTS**

### Student Success Teams (SSTs)

The Student Success Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

### Social-Emotional Counseling Programs

This section provides general information about the counseling services at JCS schools. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school nor do all JCS schools have the capacity to provide counseling services. Please contact the school's main office to determine specific protocols at this school site.

School-based, social-emotional counseling is available on a limited basis through our school counseling department. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors' work with students focuses on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. **Counseling**

**in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns.** Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Additionally, school counseling services are only available during regular school days and times.

**Counseling services are not guaranteed for students.** Students referred for services may be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the waitlist based on school discretion and applicable State and Federal laws. As stated above, however, school counseling resources are limited, and counseling services are not guaranteed for every referral received.

#### Section 504 Protections

Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Act (IDEA) of 1975 guarantees students with disabilities the right to equal education opportunities. In order to qualify as a protected student with a disability, the child must be school age with a physical or mental disability, which substantially limits or prohibits participation or access to an aspect of the school program. 504 services are separate from those provided to students in special education. For further information on the evaluation and provision of services under Section 504, please contact the principal at your school or the Student Services Specialist

## **SOCIAL-EMOTIONAL LEARNING (SEL)**

Our approach to Social and Emotional Learning (SEL) is to create positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at JCS, by ensuring each scholar is receiving the types and appropriate level of supports they need to reach their potential.

JCS is committed to supporting our students' social and emotional development to be caring and productive citizens. We engage in culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills in each JCS scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

Journey Community Schools utilizes proven SEL programs and other techniques to include SEL in our regular day program. This program is in addition to the many other culture and skill building opportunities occurring at your child's school.

Lions Quest: Lions Quest is a PreK-12 program that integrates social and emotional learning, character education, drug and bullying prevention, and service learning to promote school and life success.

## **SPECIAL EDUCATION**

The policy of Journey Community Schools is to ensure that students with disabilities are

provided a free appropriate public education (FAPE). It is our intent to assure that the instructional needs of all students are met. Journey Community Schools provide access to a free appropriate public education to all disabled children ages 3-21, residing within the jurisdiction of the school system. The plan for implementation of appropriate instruction and special education services shall be in accordance with the current rules, regulations and minimum standards of the State Board of Education, and State, and federal law. Administrators, principals and teachers are responsible for providing an IEP or 504 Plan for each disabled student and for adhering to all components of this policy. Journey Community Schools will annually distribute and maintain a copy of "Procedural Safeguards" for all students with disabilities.

Students with disabilities are included in all Journey Community Schools. Schools are expected to initiate actions that enable students with disabilities to become an accepted part of the student body and are treated with the same respect as regular students.

Students with disabilities have special protections provided through law against unilateral suspension. While certain levels of behavior are expected of special education students, disabling conditions may impact the student's amnesty. It is imperative that parents notify school personnel if their child is classified as disabled under either IDEA or Section 504.

#### Referrals for Special Education

Journey Community Schools serves all students, regardless of their disability, and provides Special Education services to students who are found eligible under the Individuals with Disabilities Education Act. Schools are obligated to provide a "free appropriate public education" (FAPE) in the least restrictive environment (LRE). Referrals for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public.

Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Success Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized. As of July 1, 2014, in order for a student to be found eligible for Special Education services as a student with a specific learning disability (SLD), a student's response to intensive interventions in the general education setting must first be considered. Please contact the principal at your child's school or Regional Special Education Manager for more information.

#### Child Find

Journey Community Schools works to identify, locate, and evaluate children and young people, from birth through 21 years of age, who may have disabilities and be in need of interventions, special education, or related services. If you know a child who may need special services, please contact the Director of Special Populations and Student Services for more information.

#### External Placement

Schools are expected to develop Special Education programs within their school to support the needs of enrolled students. In the rare case, when a student's needs are so extreme that the school is not equipped to provide the most appropriate services, Journey Community Schools may externally place, or partner with outside Service Providers (e.g., SCS, MNPS, or private providers) to provide appropriate services with the cost to be billed to the Operator.

## **SPECIAL EDUCATION COMPLAINTS**

An individual may file a complaint alleging that the school is not in compliance with IDEA policies and procedures. An individual may file the complaint by contacting the JCS Regional Office, Managing Director of Special Populations and Student Services, either verbally or in writing. If the complaint is made verbally, the receiving staff should request to have the complaint in writing and assist the parent to put the complaint in writing, if needed. Within 15 calendar days of receipt of the complaint (tolled for school breaks in excess of 5 days), the parent will be contacted and provided with a copy of Special Education Parent's Procedural Safeguards. The Managing Director of Special Populations and Student Services will investigate the nature of the complaint by interviewing the parent, school site team and reviewing the student's special education and cumulative file. If an Individual Education Plan meeting is appropriate to address the complaint, it will be scheduled within 30 calendar days (tolled for school breaks in excess of 5 days) of receipt of the complaint.

## **INTERSCHOLASTIC ACTIVITIES**

All Journey Community Schools middle schools (6-8) are members of the Tennessee Secondary Schools Athletic Association (TSSAA) and follow its rules and regulations. Academics and conduct requirements must be met by participants on middle and high school teams. Participants must meet eligibility requirements established by TAMS and TSSAA as well. Any student participating as a member of any interscholastic athletic team must have a complete annual medical examination prior to participation. Specific eligibility requirements may be obtained from the coach or administration of the school. For additional information and requirements related to participation in interscholastic athletics, please contact the athletic director at your child's school.

## **STUDENT ACHIEVEMENT**

### Grading System: K-8

Journey Community Schools has the autonomy to determine the appropriate grading system for its schools. A school-wide reporting system is used, and it specifies consistent grading and reporting throughout the entire school. Each school has established a consistent procedure for determining the equivalency of a student's grades transferring from another LEA. The schools' grading policies are public and accessible by contacting your child's school.

### Promotion and Retention (all grades)

A student shall be promoted to the next grade or course level upon demonstrating proficiency in the current grade or course level standards. The student's teacher and other school staff and leadership may participate in the decision to promote or retain a student. Special consideration for promotion and/or retention shall be given to students with special academic, social, and emotional needs.

Factors to be considered in the decision to promote or retain a student may include, but are not restricted to:

1. Report card grades.
2. Current knowledge and skill level, as determined by formal and informal assessments.
3. Readiness to learn the knowledge and skills required at the next grade or course level.
4. Record of previous intervention.
5. Number of absences.

6. Previous retention.
7. Student conduct that may impact academic performance.
8. Extenuating circumstances that may have adversely affected the student's participation in either the required instruction and/or assessments; and
9. Expected benefits and risks of promotion or retention for the student.

Journey Community Schools makes every effort to identify students experiencing challenges meeting grade level expectations early in the school year. For students identified as needing additional supports, an intervention plan will be developed and implemented in consultation with the parent/guardian. A student's parent/guardian will be involved in any discussion about potential retention well in advance of a decision being made.

If a student is retained, he/she will continue in the same grade level or content area for another term or school year. The student who is retained will also receive an individual learning plan specifying the intervention(s) and support(s) necessary to meet grade level or content area standards.

#### Retention of a Student With A Disability

Below are guidelines for schools to consider when determining if a student with a disability will be retained:

- Retention is a change of placement and must be an IEP team decision.
- The IEP team should consider the student's growth on IEP goals and the student's performance levels on cognitive assessments.
- IEP teams should also consider the question: Will another year in the same grade lead to the student's ability to gain further access to and/or excel in the general education curriculum?
- If no, retention is likely not appropriate for the student.
- If yes, retention may be appropriate for the student.

#### Instructional Materials

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students.

#### Textbooks

Students are responsible for all books issued to them. All textbooks are to be protected with sturdy book covers, no contact (adhesive) or other permanent book covers allowed. Students will be fined for unusual wear or damage to books.

Students will be charged a replacement fee for all lost books, including library books. Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent guardian but will not be withheld from a requesting school.

## **CAMPUS ENVIRONMENT**

### Notice of Regulations

Journey Community Schools administration shall ensure that students and their

parents/guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing the expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

### Electronic Devices

The increase in use of cell phones and personal communication devices by students during the school day has become far more than a distraction in the school environment. These devices are being used by students as a means of cheating on tests, taking inappropriate pictures and video of students and staff for sharing and posting across the internet, threatening and/or bullying other students, and engaging in an excessive amount of social interaction during instructional time. Therefore, **all students are banned from possessing any type of phone or personal communication device that is turned on or in visible/audible use at any time during the regular school day.**

Possession means being found in any article of clothing, purse, book bag, carry bag, or in any location on school property other than the approved storage location as written and approved by school administrators. Students who wish to carry a cell phone with them to and from school must have the cell phone in the off position and checked into the office daily.

A student found in unauthorized possession of any type of cell phone or communication device during the school day shall have the device taken from him or her and kept by the school principal or designee until the parent is notified. The parent may pick up the device at the time and location designated by the principal.

Any subsequent violation shall result in the device being taken from the student and retained until the close of the next school day following the day that the parent received notification or earlier at the principal's discretion. Thereafter, the parent may pick up the device by appointment. Moreover, for such subsequent violation of this policy, the student shall receive additional consequences in accordance with the school's discipline policy.

Other Prohibited Items: Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent guardian. Repeated offences will result in items being confiscated and not returned until the end of the year.

### Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent guardian permission and notification of the School Office.

### Searches

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

## IN-PERSON DRESS CODE

Learning deserves an environment of respect and freedom from distraction. JCS requires that all students enrolled in Journey Community Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action.

### Uniform Policy

The purpose of uniform dress at the school is:

To focus students on school as a professional workplace

To focus students away from clothing as a competition

To symbolize our united effort on the road to college

To develop and enhance a sense of school pride

To enhance school safety

### Uniforms

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's chest and stomach. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunchies, belts, hair accessories, etc. Schools may have specific dress code requirements. The principal or principal's designee reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

For the orderly and efficient operation of the school, the school administration may determine other attire to be inappropriate as situations arise. If there is a question as to whether an article of clothing is appropriate for school wear, the school administration should be contacted prior to wearing.

### Footwear

Footwear is required and must be safe and appropriate for indoor or outdoor physical activity. No flip-flops, open-toed sandals or shoes with skates or roller blades are allowed.

## VIRTUAL DRESS CODE

Even though you are not on campus, you are still a student at Journey Community Schools and will be expected to dress accordingly while you are attending classes from home.

Students **will not need to be in uniform**, however, if the JCS school uniform top is safe and easier for you, go for it! We will follow a casual dress code. Teachers will be contacting parents when students do not adhere to the dress code policy.

### **Shirts**

- Words or images must be school appropriate
- No spaghetti straps, backless, strapless, or see-through tops
- No bare midriff: no visible stomach exposed
- No undergarments of any kind may not show at any time
- No pajamas, ripped or torn clothing

### **Pants/shorts (if shown on video)**

- Jeans or pants in good condition
- Shorts/skirts no shorter than 3 inches above the knee All that means is if the school administrator would not let you into a dance, do not wear it on video during class. Respect yourself, your classmates, your teachers, and the process. That also leads to knowing your surroundings while you are on video during class or discussions. Try to find a quiet space in your home that you can work with few distractions and be aware of the background behind you in your video.

## **HARASSMENT POLICY**

Journey Community Schools supports and provides for a learning environment that is free from any type of harassment, bullying, intimidation, or cyberbullying. Harassment of any student or staff member by another student or staff member is prohibited. This type of misconduct is prohibited and students and staff members who engage in any of the aforementioned are subject to disciplinary action. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

### Definition of Harassment, Intimidation, Bullying or Cyberbullying (T.C.A. § 49-6-1015)

Tennessee law defines “harassment, intimidation, bullying or cyberbullying” as acts that substantially interfere with a student’s educational benefits, educational opportunities, or educational performance, and:

1. If the act takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop, the act has the effect of:
  - a. Physically harming a student or damaging a student’s property
  - b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
  - c. Causing emotional stress to a student or students;
  - d. Creating a hostile educational environment
- Or**

2. If the act takes place off school property or outside of a school-sponsored activity, it 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.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual’s race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

### Cyber-Bullying

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking platforms including, but not limited to Snapchat, Facebook, Instagram, and Twitter, etc.



### Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

### Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.

### Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
- Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

### Reporting Harassment

Alleged victims of harassment, intimidation, bullying, or their parents or guardians shall report these incidents immediately to the principal or principal's designee. Any reports made to staff should be forwarded to the principal or principal's designee immediately but no later than 24 hours of the expressed concern. Anonymous reports may be made, however, disciplinary action may not be based solely on an anonymous report. Anonymous reports may be made, however disciplinary action may not be based solely on an anonymous report. Any complaints of harassment, intimidation or bullying should include the following information:

- Identity of the alleged victim and the person accused;
- Location, date, time and circumstances surrounding alleged incident;
- Description of what happened;
- Identity of witnesses; and
- Any other evidence available.

### Retaliation Prohibited

There will be no retaliation against any person who reports harassment, intimidation, bullying or cyberbullying or participates in an investigation. However, false accusations accusing another person of having committed an act are prohibited. A person who falsely accuses another person may be subject to disciplinary action up to and including expulsion.

### Responsibility of the School

It is the responsibility of the school to:

- Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;
- Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
- Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
- Establish practices designed to create a school environment free from discrimination,

intimidation, or harassment.

### Responsibility of the Student

It is the responsibility of the student to:

- Conduct herself/himself in a manner which contributes to a positive school environment;
- Avoid any activity that may be considered discriminatory, intimidating, or harassing;
- Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome;
- Report all incidents of discrimination or harassment to the principal;
- If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

## **SAFETY BEFORE AND AFTER SCHOOL**

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding safety considerations. Students placing themselves or others at risk by violating the above policies will be subject to disciplinary action, up to and including suspension and expulsion.

## **BEHAVIOR MANAGEMENT CYCLE**

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Journey Community Schools School's discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year.

Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

### Behavior Expectation Guidelines

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. Staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person with dignity and worth as an individual.

Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, students are expected to:

- Be Responsible, Be Respectful, and Be Safe by carrying yourself with respect and showing respect to others.
- Abide by all Federal, State, County, and City Laws.
- Abstain from the possession, use or being under the influence of drugs (illegal or prescription) or alcohol.
- Refrain from the possessing or using of tobacco products or cigarettes.
- Resist from the possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- Keep away from gang related activities, such as “throwing signs” and group intimidation or gang affiliation.
- Maintain a peaceful learning environment by avoiding fighting, horsing around, hitting, loud noise, or threats towards any person.
- Protect your school property by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Do not destroy or write on school buildings, grounds, or property.
- Respect the learning space by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.
- Follow additional discipline procedures contained in the Student Family Handbook.
- Follow rules that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

## STUDENT DISCIPLINE

Journey Community Schools (JCS) will focus on prevention, early intervention with progressive discipline and restorative practices as the key to maintaining a positive, safe, welcoming, respectful, accessible, equitable and inclusive virtual learning environment free from discrimination in which students can learn and educators can teach.

Students participating in Virtual Learning will always be expected to abide by the School Code of Conduct. All members of the school community will continue to be responsible for adhering to the expectations in applicable legislation, policies and procedures and our regular School Code of Conduct.

The Student Code of Conduct is intended as a set of guidelines to help us communicate about behavior and discipline more effectively. It was designed after extensive conversations with teachers, parents, students, and administrators. It is **not** designed to be a rulebook, but rather a set of guiding principles to help us ensure that students and teachers can learn in a safe and supportive environment where discipline is fair, equitable, and proportionate. The levels consist of the following:

**Level 1-** These behaviors are short-term acts that interfere with the orderly operations of the classroom, a school function, extracurricular/co-curricular program or approved transportation.

**Level 2-** These behaviors are moderate disruptive acts of misconduct that interfere with orderly operations in a classroom, a school function, extracurricular/co-curricular program or approved transportation or repeated acts from level 1.

**Level 3-** These behaviors are moderate to severe disruptive acts of misconduct that interfere with the orderly operations of the classroom, a school function, extracurricular/co-curricular program or approved transportation or repeated acts from level 2.

**Level 4-** These behaviors are major acts of misconduct that interfere with the orderly operations of the classroom, a school function, extracurricular/co-curricular program or approved transportation or repeated acts from level 3.

**Level 5-** These behaviors are serious acts of misconduct. Any level 5 behaviors are grounds for a mandatory expulsion as mandated by Tennessee Code Annotated § 49-6-3401.

## STUDENT CODE OF CONDUCT 2020-2021 SCHOOL YEAR (VIRTUAL LEARNING)

| Level 1 Offenses   | Consequences  |
|--|---|
| <ul style="list-style-type: none"> <li>Cheating on academic assignments (e.g. classwork, homework, classroom exams)</li> <li>Classroom Disruption</li> <li>Excessive Talking</li> <li>False or Misleading information</li> <li>Horseplaying (e.g. play fighting, playing around)</li> <li>Lying or omitting the truth</li> <li>Not completing classwork or homework</li> <li>Refusal to follow Directions</li> <li>Using profanity</li> <li>Yelling/blurting out</li> <li>Disrespectful toward student (e.g. name calling, eye rolling, negative body language-stomping away, or making inappropriate comments in the chat)</li> </ul> | <p><b>Teacher Action:</b></p> <ul style="list-style-type: none"> <li>Warning (verbal or written)</li> <li>Visual Time Out (Turn student's camera off no more than 5 minutes)</li> <li>Audio Time Out (Mute student's audio no more than 5 minutes)</li> <li>Written reflection about incident</li> <li>Parent/Guardian contact (phone, letter, conference)</li> <li>Develop a Tier 1 Behavior Contract</li> </ul> <p><b>Administrative Action:</b></p> <ul style="list-style-type: none"> <li>Virtual Classroom Observation</li> </ul>  |
| Level 2 Offenses   | Consequences  |
| <ul style="list-style-type: none"> <li>Repeated (3 or more instances) Level 1 Behaviors</li> <li>False Accusation</li> <li>Disrespectful toward teacher or other school personnel (e.g. name calling, eye rolling, negative body language-stomping away, making inappropriate comments in the chat)</li> <li>Profane, Obscene, or Abusive Language/Materials</li> <li>Skipping classes virtually</li> </ul>  | <p><b>Teacher Action:</b></p> <ul style="list-style-type: none"> <li>Warning (verbal or written)</li> <li>Visual Time Out (Turn student's camera off no more than 5 minutes)</li> <li>Audio Time Out (Mute student's audio no more than 5 minutes)</li> <li>Written reflection about incident</li> <li>Parent/Guardian contact (phone, letter, conference)</li> <li>Develop a Tier 1 Behavior Contract</li> </ul> <p><b>Administrative Action:</b></p> <ul style="list-style-type: none"> <li>Classroom Observation</li> <li>Student/Parent Conference</li> <li>Tier 2 Behavior Support Plan</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Check -In Check-In &amp; Check-Out (CICO)</li> <li>• 1-10 day(s) Asynchronous Learning upon Regional Manager, Student Services Approval</li> </ul>  |
| <b>Level 3 Offenses</b>  | <b>Consequences</b>  |
| <ul style="list-style-type: none"> <li>• Repeated (3 or more instances) Level 2 behaviors</li> <li>• Cheating (School/State Mandated Exams)</li> <li>• Using profanity toward school personnel</li> <li>• Bullying and harassment (including bullying via social media that spills over into the school environment)</li> <li>• Forgery/plagiarism</li> <li>• Gang Related (e.g. hand gestures, paraphernalia, continuing to talk about information related to gangs at inappropriate times)</li> <li>• Inappropriate sexual touching and/or exposure</li> </ul> | <b>Teacher Action:</b> <ul style="list-style-type: none"> <li>• See Level 1 or Refer to administration</li> </ul> <b>Administrative Action:</b> <ul style="list-style-type: none"> <li>• Classroom Observation</li> <li>• Student/Parent Conference</li> <li>• Tier 2 Behavior Support Plan</li> <li>• Check -In Check-In &amp; Check-Out (CICO)</li> <li>• 1-10 day(s) Asynchronous Learning upon Regional Manager, Student Services Approval</li> </ul>                              |
| <b>Level 4 Offenses</b>  | <b>Consequences</b>  |
| <ul style="list-style-type: none"> <li>• Repeated (3 or more instances) Level 3 behaviors</li> <li>• Bomb or other type of threat</li> <li>• Gang related (e.g. fighting recruiting other students)</li> <li>• Cyber Bullying</li> <li>• Sexual-Based infractions involving other persons (e.g. <i>sexual assault, indecent exposure, engaging in sexual or harassment</i>)</li> </ul>   | <b>Teacher Action:</b> <ul style="list-style-type: none"> <li>• Refer to administration</li> </ul> <b>Administrative Action:</b> <ul style="list-style-type: none"> <li>• Classroom Observation</li> <li>• Student/Parent Conference</li> <li>• Tier 3 Functional Behavior Support Plan &amp; Behavior Intervention Plan</li> <li>• Check -In Check-In &amp; Check-Out (CICO)</li> <li>• 1-10 day(s) Asynchronous Learning upon Regional Manager, Student Services Approval</li> </ul> |
| <b>Level 5 Offenses</b>  | <b>Consequences</b>  |
| <ul style="list-style-type: none"> <li>• Possession of an explosive, incendiary device (e.g., bomb, grenade, rocket/missile, mine) or poison gas.</li> <li>• Possession of handgun, rifle or shotgun</li> <li>• Possession, use, or distribution of illegal drugs</li> </ul>   | <b>Teacher Action:</b> <ul style="list-style-type: none"> <li>• Refer to administrator</li> </ul> <b>Administrative Action:</b> <ul style="list-style-type: none"> <li>• Contact Regional Manager, Student Services for next steps which may include referral to Department of Children’s Services, law enforcement, and recommendation for expulsion (11-180 days)</li> </ul>   |

## STUDENT CODE OF CONDUCT 2020-2021 SCHOOL YEAR (IN-PERSON LEARNING)

|                         |                     |
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| <b>Level 1 Offenses</b> | <b>Consequences</b> |
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| <ul style="list-style-type: none"> <li>• Cheating on academic assignments (e.g. classwork, homework, classroom exams)</li> <li>• Classroom Disruption</li> <li>• Excessive Talking</li> <li>• False or Misleading information</li> <li>• Gum chewing</li> <li>• Horseplaying (e.g. play fighting, playing around)</li> <li>• Littering</li> <li>• Lying or omitting the truth</li> <li>• Not completing classwork or homework</li> <li>• Not Following Directions</li> <li>• Running in walking zones</li> <li>• Tardies and unexcused absences from school</li> <li>• Throwing small objects such as writing utensils, rubber band, paper, etc.</li> <li>• Uniform Violation</li> <li>• Using profanity</li> <li>• Yelling/blurting out</li> <li>• Disrespectful toward student (e.g. name calling, eye rolling, negative body language-stomping away)</li> </ul> | <p><b>Teacher Action:</b></p> <ul style="list-style-type: none"> <li>• Warning (verbal or written)</li> <li>• Teach/reteach practice behavior expectations</li> <li>• Written warning</li> <li>• Seat Change</li> <li>• Loss of privileges</li> <li>• Time Out</li> <li>• Written reflection about incident</li> <li>• Confiscation of item (return during parent conference)</li> <li>• Parent/Guardian contact (phone, letter, conference)</li> <li>• Student completes a reflection sheet</li> <li>• Develop a Tier 1 behavior contract</li> <li>• Refer to Student Success Team (SST)</li> <li>• Classroom intervention strategies</li> <li>• Lunch Detention, After School clean-up</li> <li>• Parent communication (phone, email, written notice)</li> <li>• Conflict resolution</li> </ul> <p><b>Administrative Actions (K-8):</b> N/A</p> |
| <p><b>Level 2 Offenses</b></p> <ul style="list-style-type: none"> <li>• Repeated (3 or more instances) Level 1 Behaviors</li> <li>• False Accusation</li> <li>• Inappropriate behavior/gestures on school property</li> <li>• Refusal to follow directions</li> <li>• Disrespectful toward teacher or other school personnel (e.g. name calling, eye rolling, negative body language-stomping away)</li> <li>• Leaving classroom without permission</li> <li>• Profane, Obscene, or Abusive Language/Materials</li> <li>• Skipping Classes</li> <li>• Visiting social media sites via school owned equipment.</li> <li>• Possession of and access to tablets, cellular phones or other electronic communication during school hours without written permission of the administrator</li> </ul>   | <p><b>Consequences</b></p> <p><b>Teacher Action:</b></p> <ul style="list-style-type: none"> <li>• See Level 1</li> </ul> <p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Assist with refinement of Tier 1 Behavior Contract</li> <li>• Before/After School Detention</li> <li>• Student Success Team (SST)</li> <li>• Peer mediation</li> <li>• Temporary removal from class</li> <li>• Parent Conference</li> </ul> <p><b>Administrative Action (4-8):</b></p> <ul style="list-style-type: none"> <li>• Assist with refinement of Tier 1 Behavior Contract</li> <li>• Before/After School Detention</li> <li>• Student Success Team (SST)</li> <li>• Community service</li> <li>• Mentoring program</li> <li>• Peer mediation</li> </ul>   |
| <p><b>Level 3 Offenses</b></p> <ul style="list-style-type: none"> <li>• Repeated (3 or more instances) Level 2 behaviors</li> <li>• Cheating (School/State Mandated Exams)</li> </ul>  | <p><b>Consequences</b></p> <p><b>Teacher Action:</b></p> <ul style="list-style-type: none"> <li>• See level 1 or Refer to administrator</li> </ul>  |

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| <ul style="list-style-type: none"> <li>● Using profanity toward school personnel</li> <li>● Assault of student</li> <li>● Bullying and harassment (including bullying via social media that spills over into the school environment)</li> <li>● Fighting</li> <li>● Forgery/plagiarism</li> <li>● Gambling</li> <li>● Gang Related (e.g. hand gestures, paraphernalia, continuing to talk about information related to gangs at inappropriate times)</li> <li>● Inappropriate sexual touching and/or exposure</li> <li>● Pushing/shoving/kicking/slapping</li> <li>● Leaving campus without permission</li> <li>● Possession of and access to tablets, cellular phones or other electronic communication during school hours without written permission of the administrator <b>causing disruption to the learning environment</b></li> <li>● Misconduct on School Approved Transportation</li> <li>● Possession of tobacco product</li> <li>● Possession of matches, lighters or fireworks</li> <li>● Potentially dangerous activity (e.g. such as throwing chairs &amp; food fight)</li> <li>● Theft of school and/or personnel items under \$500.00</li> <li>● Unauthorized use and/or inappropriate use of school owned equipment e.g. visiting sexual explicitly content</li> <li>● Vandalism/Damage of School Property</li> <li>● Possession of prescribe medication over the counter medications (e.g. aspirin, cough medicine) without written notification from physician and parent on file with school nurse</li> </ul> | <p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>● Check-In &amp; Check-Out (CICO)</li> <li>● 1-4 day(s) out of school suspension</li> <li>● Removal from extracurricular activities</li> <li>● Restorative practices</li> <li>● Referral for Tier 2 Behavior Support Plan</li> <li>● Referral for Functional Behavior Assessment &amp; Behavior Intervention Plan</li> </ul> <p><b>Administrative Action (4-8):</b></p> <ul style="list-style-type: none"> <li>● Tier 2 Behavior Support Plan</li> <li>● Tier 3 Functional Behavior Assessment &amp; Behavior Intervention Plan</li> <li>● Check-In &amp; Check-Out (CICO)</li> <li>● 1-4 day(s) out of school suspension</li> <li>● Removal from extracurricular activities</li> <li>● Restorative practices</li> <li>● Consider referral to school counselor for support</li> <li>● Referral for Tier 2 Behavior Support Plan</li> <li>● Referral for Functional Behavior Assessment &amp; Behavior Intervention Plan</li> </ul> |
| <p><b>Level 4 Offenses</b></p> <ul style="list-style-type: none"> <li>● Repeated (3 or more instances) Level 3 behaviors</li> <li>● Pulling the fire alarm</li> <li>● Aggravated assault of any student resulting in <b>serious</b> bodily injury</li> <li>● Assault of any teacher, principal, administrator, school resource officer or any other school employee resulting in bodily injury</li> </ul>  | <p><b>Consequences</b></p> <p><b>Teacher Action:</b></p> <ul style="list-style-type: none"> <li>● Refer to administrator</li> </ul> <p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>● 5-10 day(s) out of school suspension</li> <li>● Referral for Functional Behavior Assessment &amp; Behavior Intervention Plan</li> <li>● Referral to community-based organizations (e.g. <i>Anaya, Health</i>)</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• Bomb or other type of threat</li> <li>• Gang related (e.g. fighting recruiting other students)</li> <li>• Use of matches, lighters or fireworks</li> <li>• Theft of school and/or personnel property over \$500.00</li> <li>• Bullying of a student resulting in the victim having <b>serious</b> emotional/psychological harm</li> <li>• Possession of a knife</li> <li>• Possession of non-lethal firearm (stun gun or BB)</li> <li>• Possession of weapon other than a firearm (e.g. chain, nunchakus, brass knuckle, billy club, etc.)</li> <li>• Possession, use, or distribution of alcohol</li> <li>• Vandalism/Damage of School Personnel Property</li> <li>• Sexual-Based infractions involving other persons (e.g. <i>sexual assault, indecent exposure, engaging in sexual or harassment</i>)</li> </ul> | <p><i>Connect, and other community counseling agencies</i>)</p> <ul style="list-style-type: none"> <li>• Recommendation for expulsion (11-180 days)</li> </ul> <p><b>Administrative Action (4-8):</b></p> <ul style="list-style-type: none"> <li>• 5-10 day(s) out of school suspension</li> <li>• Referral for Functional Behavior Assessment &amp; Behavior Intervention Plan</li> <li>• Referral to community-based organizations (e.g. <i>Anaya, Health Connect, and other community counseling agencies</i>)</li> <li>• Recommendation for expulsion (11-180 days)</li> </ul>  |
| <p><b>Level 5 Offenses</b></p> <ul style="list-style-type: none"> <li>• Aggravated assault of any teacher, principal, administrator, school resource officer, or any other school employee resulting in serious bodily injury</li> <li>• Possession of an explosive, incendiary device (e.g., bomb, grenade, rocket/missile, mine) or poison gas.</li> <li>• Possession of handgun, rifle or shotgun</li> <li>• Possession, use, or distribution of illegal drugs</li> </ul>   | <p><b>Consequences</b></p> <p><b>Teacher Action:</b></p> <ul style="list-style-type: none"> <li>• Refer to administrator</li> </ul> <p><b>Administrative Action (K-3):</b></p> <ul style="list-style-type: none"> <li>• Suspend for 5 days</li> <li>• Contact law enforcement</li> <li>• Recommendation for expulsion (11-180 days)</li> <li>• Referral to community-based organizations (e.g. <i>Anaya, Health Connect, and other community counseling agencies</i>)</li> </ul> <p><b>Administrative Action (4-8):</b></p> <ul style="list-style-type: none"> <li>• Suspend for 5 days</li> <li>• Contact law enforcement</li> <li>• Recommendation for expulsion (11-180 days)</li> <li>• Referral to community-based organizations (e.g. <i>Anaya, Health Connect, and other community counseling agencies</i>)</li> </ul> |

Discipline Measures

Several disciplinary measures may be employed to support acceptable student behavior. Disciplinary measures include parent/administrator conference, confiscation of items, loss of privileges, before/after school detention/Saturday school, suspension from the bus, in-school



suspension, out-of-school suspension, expulsion, and remand/alternative placement.

With the exception of privileges restricted by the principal, suspension from the bus and confiscation of items, schools shall not impose multiple disciplinary measures on a student for a single offense or violation of the Code of Conduct. The principal may restrict activities for students who accumulate a certain number of suspensions. Activities that may be restricted by the principal and the actions that may place students on restriction shall be communicated to students and parents by the principal.

#### Warning & Conference with an Administrator

Students who receive warnings from the school may begin with initial conversation with the teacher before an additional infraction results in a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s). **Note:** The issuance of a Warning, or the holding of an Administrator Conference, is documented in writing and becomes part of the student's discipline record.

#### Before/After School Detention/Saturday School

Students may be detained before or after the school day or required to attend Saturday school as a means of disciplinary action. The following guidelines shall be followed:

1. The student will be given at least one (1) full day of notice before detention/Saturday school.
2. Parents/guardians will be informed before detention/Saturday school takes place.
3. Students will be under supervision of certified staff members.
4. Detention will not exceed 45 minutes after the official closing of the school day but may be administered several days in succession.
5. Teachers must have the approval of the principal before issuing detention or requiring a student to attend Saturday school.
6. Students riding school buses will be provided an alternative to detention, or, in collaboration with the parents, assigned a later detention date. Students with religious exemptions to Saturday school shall be provided with an alternative disciplinary option.

Should a student continue to exhibit the same behavior(s) that resulted in detention, the student will be assigned a period of time for detention. **Note:** The issuance of before/after school detention/Saturday School is documented in writing, becomes part of the student's discipline record.

#### Authority of the Principal to Suspend

Any principal, vice principal, or assistant principal is authorized to suspend a pupil from attendance at the respective school, including its sponsored activities, or from riding a school bus, for good and sufficient reasons as outlined in law.

#### In-School Suspension

The in-school suspension program includes a behavior management component that teaches students skills to improve their behavior and make good choices while allowing students the opportunity to complete their regular classroom assignments in an isolated environment. The principal, including vice/assistant principal, has sole discretion to issue in-school suspensions. **Note:** The assigning of In-School Suspension is provided in writing, becomes part of the student's discipline record.

#### Out of School Suspension

Out-of-school suspensions vary in length from one (1) to ten (10) days. It is not the intent of the system to remove students from the school society for minor violations. Therefore, suspension from school should be used with caution and only in appropriate cases.

The principal, including vice/assistant principal, has sole discretion to issue out-of-school suspensions from one (1) to ten (10) days.

1. A behavioral intervention plan shall be developed for students who accumulate more than five days of suspensions during the school year.
2. Multiple suspensions shall not run consecutively; nor shall multiple suspensions be applied to avoid expulsion from school.

Reasonable effort shall be made to contact the parent/guardian immediately regarding any suspension. If contact with the parent/guardian cannot be made, the student will remain at school until dismissal time except in cases of police arrest or an emergency, such as when the student's continued presence poses a danger to persons or property in the school or an ongoing threat of disrupting the academic process.

Students on suspension must not be permitted to enter school property, attend class, or participate in school-sponsored activities while under suspension, unless otherwise allowed by law (see TCA 49-6-3401(d) or when scheduled with the school administration to take exams.

#### Remand

“Remand” shall be defined as assignment to an alternative school or program. **Note:** The assigning of a Remand is provided in writing and becomes part of the student’s discipline record.

#### Expulsion

“Expulsion” shall be defined as removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action. **Note:** The assigning of an Expulsion is provided in writing and becomes part of the student’s discipline record.

#### Authority to Suspend

Any principal, assistant principal, dean, or principal designee of any public school is authorized to suspend a pupil from attendance at the school, including its sponsored activities, or from riding a school bus, for good and sufficient reasons. Good and sufficient reasons for suspension include, but are not limited to, the actions listed in the “Code of Conduct” section of this handbook.

#### Suspension Process

##### **In-School Suspension Process**

1. Students given an in-school suspension in excess of one (1) day from classes shall attend either special classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for study; and
2. Personnel responsible for in-school suspension will see that each student is supervised at all times and has textbooks and classwork assignments from his/her regular teachers. Students given in-school suspension shall be required to complete academic assignments and shall receive credit for work completed.

##### **Out of School Suspension Process**

1. Unless the student’s continued presence in the school, class or school-related activity presents an immediate danger to the student or other persons or property, no principal

shall suspend/expel any student until that student has been advised of the nature of his/her misconduct, questioned about it, and allowed to give an explanation.

2. Upon suspension/expulsion of any student (in-school suspension in excess of one (1) day), the principal shall make an immediate attempt to contact the parent or guardian to inform them of the suspension/expulsion. The student shall not be sent home before the end of the school day unless the parent or guardian has been contacted.
3. The principal shall notify the parent or guardian and the director of schools or designee in writing:
  - A. Of the suspension/expulsion and the cause for it; and
  - B. A request for a meeting with the parent or guardian, student and principal, to be held as possible, but no later than five days following the suspension/ expulsion.
4. Immediately following the scheduled meeting, whether or not attended by the parent or guardian or student, the principal shall determine the length of the suspension/expulsion and set conditions for readmission. If the principal determines the length of the suspension to be between six (6) and the maximum of ten (10) days, the principal shall develop and implement a plan for correcting the behavior when the student returns to school.
5. If at the time of the suspension the principal determines that an offense has been committed which, in the judgment of the principal would justify a suspension/expulsion for more than ten (10) days, he/she may suspend/expel/remand the student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable.
6. The principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend/expel/remand for more than ten (10) days. The notice shall include a statement that, unless the student's parent or guardian requests an open hearing in writing within five (5) days of receipt of the notice, any hearing will be closed to the public. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.
7. The appeal from this decision shall be to the Board or to a disciplinary hearing authority appointed by the Board.
8. If the suspension/expulsion occurs during the last ten (10) days of any term or semester, the student shall be permitted to take such final examinations or submit such required work as necessary to complete the course of instruction for that semester, subject to conditions prescribed by the principal.

### Expulsion

#### Serious Infractions of the Standards of Conduct and Behavior

In order to assure a safe and secure learning environment free of drugs, violence, and dangerous weapons, any student who engages in the following "Zero Tolerance" behaviors may be subject to expulsion for a period of not less than one (1) calendar year according to T.C.A. § 49-6-3401

1. Unauthorized possession on school property of a firearm, as defined in 18 U.S.C. §921
  - a. NOTE: This does not include BB or toy guns.
2. Committing aggravated assault upon any teacher, principal, administrator, any other employee of an LEA or school resource officer.
  - a. NOTE: When determining whether an aggravated assault has occurred, Journey Community Schools defines "serious bodily harm" as injury to another person that requires immediate medical assistance and/or intervention.

Examples would include, but are not limited to, bleeding, unconsciousness, or broken bones.

3. Unlawfully possessing any drug including any controlled substance, as defined in T.C.A. § 39-17-403-415, controlled substance analogue, as defined by §39-17-454, or legend drug, as defined by T.C.A. §53-10-101.

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

The following behaviors are also considered serious infractions and may lead to immediate suspension and/or expulsion:

1. Willful and persistent violation of the rules of the school or truancy;
2. Immoral or disreputable conduct or vulgar or profane language;
3. Violence or threatened violence against the person of any personnel attending or assigned to any public school;
4. Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
5. Inciting, advising or counseling of others to engage in any of the acts enumerated in subdivisions 1-4;
6. Marking, defacing or destroying school property;
7. Possession of a knife and other weapons, as defined in T.C.A. §39-17-1301 on school property;
8. Assaulting a principal, teacher, school bus driver or other school personnel with vulgar, obscene or threatening language;
9. One (1) or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school;
10. Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event;
11. Any other conduct prejudicial to good order or discipline in any public school; and off-campus criminal behavior that results in the student being legally charged with a felony and the student's continued presence in school poses a danger to persons or property or disrupts the educational process.

#### Appeals Related to Expulsion/Remand

If the parent/guardian is not in agreement with school findings, the parent/guardian may appeal the decision. Per state law, all expulsion appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent/guardian, the student or any person holding a teaching license who is employed by the authorized charter or transformation operator under the appropriate LEA if requested by the student. The notice shall also state that failure to timely request an appeal constitutes a waiver of further rights in the matter. For additional information, you may contact the Regional Manager, Student Services at Journey Community Schools.

#### Due Process Procedures

Before school authorities administer disciplinary measures, reasonable inquiry shall be made to determine the truth of what happened. The nature of this inquiry will vary in degree with the seriousness of the offense and the consequence attached thereto.

For minor offenses where corrective measures are taken by the classroom teacher, no formal procedure is required. An inquiry into the incident should be conducted to ensure that the offender is accurately identified that he understands the nature of the offense, and that he/she knew the consequences of the offense for which he is accused.

In case of severe offenses where there is a possibility of suspension, the student shall be advised of the nature of his/her misconduct, questioned about it, and allowed to give an explanation. If the principal determines that the offense is of such nature that the student's continued presence would be detrimental to the school or persons within the school, he/she shall refer the case to the disciplinary hearing authority.

#### Suspension Alternatives

Journey Community Schools Executive Director, Executive Director Designee, principal or principal's designee may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and anger management programs for students subject to suspension or expulsion. An additional alternative may be community service on school grounds or, with written permission of the parent/guardian, off school grounds during the student's non-school hours.

#### Legal Notifications

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Tennessee Law. Upon reporting such an incident, the principal or designee will secure a written copy of the police report and a copy of that report shall be placed in the private student files held separately from the cumulative file.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Tennessee Law.

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate TN Code, relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

When the Principal or other school official releases a student to the law enforcement agency officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken.

## **DISCIPLINING STUDENTS WITH DISABILITIES**

Students with disabilities are included in all Journey Community Schools. Schools are expected to initiate actions that enable students with disabilities to become an accepted part of the student body and are treated with the same respect as regular students. Consequences for offenses directed toward students with disabilities should reflect the severity or repetition of the offense.

Students with disabilities have special protections provided through law against unilateral suspension. While certain levels of behavior are expected of special education students,

disabling conditions may impact the student's amnesty. It is imperative that school personnel be aware of which students are classified as disabled under either IDEA or Section 504. A student with a disability shall not be unilaterally removed from school for more than ten days before a Manifestation Determination is convened to determine whether the student's offense was caused by his/her disability.

At the initial IEP team meeting or annual review, plans are established which address behavior management as well as academic and vocational skills. The student's IEP reflects expected behaviors, objectives to modify behavior, and pre-established consequences when appropriate. A written record is kept of all discussions and disciplinary actions taken. Whenever possible, suspension or expulsion is the last action used. It is recommended that lesser consequences such as time out, detention, supervised study, on-site intervention, etc. be used before resorting to suspensions. It is important that the team includes an instructional component designed to teach the student skills such as anger management, conflict resolution, showing respect to others, and effective communication designed to prevent future misbehavior. When there is no relationship between a child's behavior and his/her disability, the student can be suspended or expelled according to normal school board policy; however, educational services are continued to the extent required.

#### Due Process Regarding Discipline Decision

Students with disabilities must be given the same due process protections as students without disabilities including but not limited to oral or written notice of the charges, presentation and explanation of existing evidence, the opportunity to present his or her case, notice, and a hearing.

#### Short-Term Removals and Suspensions

1. **Short-Term Removal** - Short term removals include sending a student to the principal's office, brief time outs, after school detentions, etc. These removals are not generally considered days of suspension.
2. **Suspensions of Ten (10) Days or Less** - Schools may suspend students with disabilities from school, so long as the individual or cumulative removals do not constitute a change of placement [ suspension over ten (10) cumulative days or a pattern of shorter suspensions that total over ten (10) days]. Partial days are counted in calculating the 10 cumulative days. During the course of these short-term suspensions, there is no duty to provide services or conduct a manifestation determination review.
3. **In-School Suspensions** - Days that students are placed in in-school suspension do not count towards the 10 cumulative day total so long as students have the opportunity to progress in the general curriculum, continue to receive IEP services, and continue to participate with non-disabled students to the same extent they would have in their current placement.
4. **Bus Suspensions** - Bus suspensions are counted towards the ten (10) cumulative days of suspension if transportation is included on the student's IEP, unless the district provides alternative transportation. If the student receives general education transportation services and the service is not included on the student's IEP, days of bus suspensions are generally not counted towards the ten (10) cumulative days.

#### Long-Term Removals and Changes of Placement

**Removals for more than ten (10) Days** - When suspensions exceed ten (10) cumulative school days, schools are required to hold a manifestation determination meeting and provide the student with educational services. Manifestation determination review meetings can be held after 24-hour notice to parents pursuant to Tennessee Rules of State Board of Education 0520-

01-09-.15: Parent Participation) but should be scheduled to enable the parent to attend.

**On and After 11th Day** - Services provided must enable the student to continue participating in the general education curriculum and possibly in alternative settings to progress toward meeting IEP goals and objectives. The IEP team has the duty of providing and reviewing functional behavioral assessments and behavioral intervention plans and developing IEP goals, objectives, and modifications designed to prevent the behavior from recurring.

### **Manifestation Determinations**

1. Standard of Review - The IEP Team must review all relevant information including evaluation results, observations of the student, the student's IEP and placement, medical information, report cards, and other relevant information supplied by the parents of the student, and determine the following:
  - a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or JCS Student Handbook 30 2020-2021
  - b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP and/or BIP.

IEP Teams must use the district's Manifestation Determination Worksheet and Instructional Guidance found on the main page of EasyIEP when determining whether a behavior is manifestation of the student's disability.

2. Manifestation Review Team - Members include a school administrator, the parent, and other relevant members of the IEP Team (as determined by the parent and school).
3. Conduct is Not a Manifestation of the Student's Disability - If the team determines that the student's conduct is not a manifestation of the disability, the student can be disciplined the same as students who do not have disabilities; however, the student MUST continue to receive special education and related services and the ability to progress in the general education curriculum during the period of removal.
4. Conduct is a Manifestation of the Student's Disability - If the team determines that the behavior is a manifestation of the student's disability, the student may not be suspended beyond the ten (10) allowable days. The student must be returned to the placement from which he or she was removed unless the IEP team agrees to a change of placement. The school must address the student's behavior through a functional behavior assessment and a behavior intervention plan. This provision does not apply to the special exceptions listed below.

### Special Exceptions

School personnel may remove students to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon at school, on school premises, or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Inflicts serious bodily injury on another person while at school or at a school function.

(The decision to remove a student in these situations must be made after a manifestation determination review has been completed and should only be done following a review of the relevant definitions of "weapon" and "serious bodily injury.")

### Discipline of Unidentified Students

Schools are deemed to have knowledge that a student has a disability and is entitled to discipline protections when:

1. Parents of the student expressed concern in writing to school officials or to a teacher that the student needs special education;
2. Parents requested an evaluation; or
3. Teacher at other school personnel expressed concerns about a pattern of behavior to a school official.

Schools are not deemed to have had knowledge if:

1. The student was evaluated and determined ineligible; or
2. A referral was made, and parents refused evaluation or services. When a student is unidentified but entitled to discipline protections, manifestation determination reviews are required.

## **VIRTUAL DISCIPLINE GUIDELINES**

Due to the nature of the on-line environment (digital classroom) of distance learning special considerations and expectations need to be in place to promote the safety and well-being of all students in a virtual environment. All members of the school community are entitled to be safe and to be treated with dignity and respect as within a regular classroom environment. Staff will promote responsible digital citizenship and monitor student conduct and intervene using our JCS Code of Conduct for virtual learning.

### Expectations For Students

1. Ensure your school-issued tablet/computer is charged and is working
2. Have your textbooks and other needed material ready
3. Know your username and password for all required programs
4. Protect your passwords and only access your own account
5. Set up a workspace. A home “classroom space” where you can participate in classroom activities is highly encouraged. Finding a space to minimize distractions and allow you to focus on class will aid significantly in your learning
6. Be engaged in your classroom activities and ask for help if needed
7. Complete your assigned work to the best of your ability
8. If posting or engaging in a video or video chat that adhere to acceptable use standards and follow your school dress code.
9. If posting information or videos as part of an assignment, please ensure you maintain academic integrity
10. All digital communications with others need to be done in a respectful manner and adhere to your School’s Code of Conduct.
11. Report any incident of cyberbullying or harassment to a parent or school staff member.

### Submission or Posting of Inappropriate Content

Students are not allowed to submit, post, write about, or otherwise promote any inappropriate content in any of their courses, in the digital classroom platform or the learning management system. This includes drug-related content, sexually explicit content, or anything that violates laws or the generally accepted standards of school appropriateness.

### Virtual Classroom Conduct

In order for a virtual classroom session to be educationally effective for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom:



1. Students' written and oral communications must be free of vulgar, belittling, or offensive language.
2. Students must abide by rules established by the course instructor.
3. Students must comply with usage instructions communicated orally or in writing by the instructor.
4. Students who violate the virtual classroom rules of conduct will be warned by the instructor to correct their behavior. If the student does not comply with the instructor's instructions, he/she will be removed from the virtual classroom for the rest of the session

### Use of Language and Images

Students must not use vulgar, obscene, abusive or demeaning language, writing, pictures, signs or acts in written or oral communications, including email, discussion board, virtual classroom, student websites, or in photographs. Students are prohibited from posting content from or links to suggestive, lewd or otherwise inappropriate websites.

### Defiance

Students should follow the requests of school staff; failure to do so is defiance toward school personnel or rules. Defiance is defined as defying instructions of school personnel, the bold resistance of school authority, and/or contemptuous behavior or attitude that is manifested by breaking of school rules. Acts of defiance may result in disciplinary action.

### Etiquette Guidelines For Students

1. Students should not yell in the virtual learning environment. Virtually, typing in All Caps may be considered yelling.
2. Students should not abuse/misuse the chat boxes. The chat box is a place for students to share ideas and ask questions related to the lesson. It can be a helpful resource or a significant distraction. The teacher can turn off a student's ability to chat in Zoom if being abused or misused.
3. Students should use appropriate terminology that would be used in the regular classroom. Students should always make an effort to use proper punctuation, spelling, and grammar. Developmentally, given the grade level of students, teachers will be reasonable and respectful about students' grammar mistakes.
4. Students should maintain a respectful tone. Every day may feel like a casual day in an online classroom where you don't see anyone in person. In addition to proper punctuation, grammar, and spelling, it's good etiquette to use respectful greetings and signatures, full sentences, and even the same old "please" and "thank you".
5. Students should submit as outlined by their teachers. Students will not be able to print assignments and hand them to theirs in person, so knowing how to submit their work online correctly will be the key to their success as an online student.
6. Students should think before typing. A passing comment spoken in class can be forgotten a few minutes later, but what students share in an online classroom can be part of a permanent digital record. Consequently, students always want to be just as respectful toward others including classmates and teachers.

All of these mistakes come down to forgetting that an online classroom is still a classroom. Proper etiquette means conducting yourself in an online class with the same respect, politeness, and professionalism that you would exhibit in a traditional classroom.

### Video Guidelines

- Everything on screen and in the background must be school appropriate
- Pick a clean background that is not too distracting.
- Up against a wall would be best, so people in your home are not walking behind you
  - Your bedroom would not be the best choice.
- That is a very personal space, and we want to keep this as professional and appropriate as possible, so on your bed in your pajamas is not acceptable.
- Refrain from eating during class videos unless specified by the teacher. You will have breaks and a scheduled lunchtime.

### Academic Integrity

What is academic integrity?

- Academic integrity is an ethical code, whereby the student guarantees that all work submitted is the student's own work.

Why is academic integrity important?

- When students submit an assignment that is not their own original work, there are two issues involved:
- Students are earning credit for learning material for which they have not demonstrated mastery.
- They may be violating the policies of the school.

What are some examples of academic integrity violations?

- There are two kinds of academic integrity violations. One is "plagiarism" and the other is "cheating."
- Plagiarism - To steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source.
- Cheating is:
  - To influence or lead by deceit, trick, or artifice
  - Practice fraud or trickery to violate rules dishonestly
  - Providing questions/answers/ work to another student
  - Receiving questions/answers/work from another student

### Consequences of Violation of this Policy

A variety of consequences will be administered when students are discovered cheating or plagiarizing. Additionally, final grades may be rescinded if a student is found to have cheated or plagiarized after the grade has been posted.

Parents, as partners in supporting student learning, you are encouraged to:

- Ensure that their child's work is authentic and original
- Monitor, via your parent account.
- Ask any questions regarding plagiarism or cheating if they are not sure.
- Report any suspicious activity.

## **VIRTUAL LEARNING GUIDELINES FOR PARENTS**

As a parent/guardian of a virtual school student, it is very important to understand the responsibilities associated with that role. With the many distractions students have today, it can be difficult for some students to set aside time to work on courses when not in school. It is the responsibility of the parent/guardian to encourage the student to manage their time in an effective way.

Teachers will keep the parent/guardian apprised of the student's progress and will initiate contact if they fall behind in their coursework. Parents are expected to supervise and monitor their student's progress throughout the duration of the course, just as you would in a regular learning setting.

Parents should support Academic Integrity. Students with Academic Integrity make decisions based on ethics and values that will prepare them to be productive and ethical citizens. You may contact your child's teacher directly via email to answer questions about the course that you may have. When a parent/guardian has a concern about the child's performance or behavior, the parent/guardian should set up a conference with the child's teacher.

What can you do to help? Please see below:

- Maintain contact with teachers and school support staff to ensure student success
- Communicate concerns with the school regularly
- Maintain accuracy of home address, phone number(s), and email address(es) in PowerSchool
- Actively participate in your child's learning to assist the school in ensuring student participation and completion of course work on their own Encourage your child to participate positively and remind them of the behavior expectations
- Allow the virtual classroom/live sessions to be focused between the educators(s) and students. Save your questions or comments for a follow up email if needed.
- Provide a distraction-free environment for your child to do schoolwork and participate in virtual classrooms.
- Teachers will be providing information and instruction via Zoom and Google Classroom
- Teachers will continue to grade assignments and post in PowerSchool.
- Academic Integrity – Journey Community Schools requires students to turn in their work. Plagiarism and cheating are not permitted. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not cited correctly, attributed, or credited, the work may be determined to be plagiarized.
- Self-Motivation – Students should exhibit self-motivation as they must direct their learning environment and procedures to fulfill course requirements enabling them to achieve individual academic success.
- Independent Learning Style – Students need to be able to work independently and be able to contact their instructor for support as needed.
- Time Management Skills – Students must be capable of organizing and planning their time frame for learning. Students can complete their coursework whenever it is best for them, but they must set aside an adequate and realistic amount of time to complete course requirements.

## **JOURNEY COMMUNITY SCHOOLS STUDENT ACCEPTABLE USE POLICY**

Journey Community Schools is pleased to provide computer and network services to support its instructional program and to further student learning. Students, faculty, staff and administration will have the opportunity to access educational resources, to present information, and to work collaboratively with peers and experts internationally. The computer and network facilities are to be used in a responsible, efficient, ethical, and legal manner. **Students and parents are**

**required to review this document**, as well as sign the accompanying agreement to insure best practices and professional conduct regarding computer and network usage.

This Acceptable Use Policy and Agreement outlines the guidelines and behaviors that users must follow when using school technologies or when using personally owned devices on the school campus.

#### Technologies Covered

Journey Community Schools may provide Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more. As new technologies emerge, Journey will attempt to provide appropriate educational access to them. The policies outlined in this document are intended to cover all available technologies, not just those specifically listed.

#### Usage Policies

All technologies provided by the district are intended for education purposes. All users are expected to use good judgment and to follow the specifics of this document as well as the spirit of it: be safe, appropriate, careful and kind; don't attempt to get around technological protection measures; use good common sense; and ask if you don't know. All activity over the network or using district technologies may be monitored and retained. No use of the network or equipment provided by Journey Community Schools is private.

#### Web Access

Journey Community Schools provides its users with access to the Internet, including web sites, resources, content, and online tools. That access will be restricted in compliance with Children's Internet Protection Act (CIPA) regulations and school policies. Web browsing may be monitored, and web activity records may be retained indefinitely. Users are expected to respect that the web filter is a safety precaution and shall not try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn't be, the user should alert an IT staff member or submit the site for review.

#### Email

Journey Community Schools may provide users with email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies. If users are provided with email accounts, they should be used with care. Users should not send personal information; should not attempt to open files or follow links from an unknown or untrusted origin; should use appropriate language; and should only communicate with other people as allowed by the district policy or the teacher. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived.

#### Social/Collaborative Content

Recognizing the benefits collaboration brings to education, Journey Community Schools may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally identifying information online. Users should also remember not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see.

#### Devices Policy

Journey Community Schools may provide users with mobile computers or other devices to

promote learning inside and outside of the classroom. Journey Community Schools makes every effort to keep all functions of these devices working properly but does not guarantee that every function not critical for educational purposes will always work. Users are expected to abide by the same acceptable use policies when using school devices off the school network as on the school network. Users are expected to treat these devices with extreme care and caution. Users shall report any loss, damage, or malfunction to school staff immediately. Users will be financially accountable for any damage resulting from loss, negligence or misuse, as noted in the "Parent/Student Financial Liability" section of this document. Use of school-issued mobile devices off the school network may be monitored.

### Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown origin. If a student believes a computer or mobile device might be infected with a virus, please alert school staff. Students shall not attempt to remove the virus or download any programs to help remove the virus.

#### **Students shall not:**

1. Attempt to disable account limitations or circumvent content protection measures
2. Attempt to access anything with accounts that do not belong to them
3. Create wireless access "hot spots" with personally owned devices
4. Attempt to disrupt, damage or hack network or server operations
5. Download or attempt to download or install programs over the school network or onto school resources without express permission from school staff.

Disciplinary action and/or significant financial liability will result.

### Netiquette

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner. Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.

### Copyright Infringement

Students shall not engage in copyright infringement of any type. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner. These rights include the right to reproduce or distribute a copyrighted work. In the file sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

### Personal Safety

Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without teacher or parent permission. Users should recognize that communicating over the Internet brings anonymity and associated risks and should carefully safeguard the personal information of themselves and others. Users should never agree to meet someone they meet online in real life without parental permission. If a student sees a message, comment, image, or anything else online that causes concern for personal safety, they should bring it to the attention of a school staff member and/or parent immediately.

### Cyberbullying

Cyberbullying includes the transmission of harassing communications, direct threats, or other

harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. Cyberbullying will not be tolerated. Cyberbullying can potentially result in disciplinary action even if it does not occur at school.

### Privacy

Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. Students shall not take photographs, make audio recordings or video recordings of staff or students without their knowledge and permission.

### Examples of Acceptable Use

Students will:

1. Use school technologies for school-related activities
2. Follow the same guidelines for respectful, responsible behavior online that they are expected to follow offline
3. Treat school resources carefully, and alert staff if there is any problem with their operation
4. Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies
5. Alert a teacher or other staff member should any threatening, inappropriate, or harmful content (images, messages, posts) are seen online
6. Use school technologies at appropriate times, in approved places, for educational pursuits
7. Cite sources when using online sites and resources for research
8. Recognize that use of school technologies is a privilege and treat it as such
9. Be cautious to protect the safety of themselves and others
10. Help to protect the security of school resources

### Examples of Unacceptable Use

Students will not:

1. Use school technologies in a way that could be personally or physically harmful
2. Attempt to find inappropriate images or content
3. Engage in cyberbullying, harassment, or disrespectful conduct toward others
4. Try to find ways to circumvent the school's safety measures and filtering tools
5. Plagiarize content found online
6. Post personally identifying information, about themselves or others
7. Agree to meet someone I meet online in real life
8. Use language online that would be unacceptable in the classroom
9. Use school technologies for illegal activities or to pursue information on such activities
10. Attempt to hack or access sites, servers, or content that isn't intended for my use

**\*These are not intended to be exhaustive lists. Students should exercise good judgment when using technologies.**

### Limitation of Liability

Journey Community Schools makes no warranties of any kind, whether expressed or implied, for the services it is providing. By use of district technology resources, students and parents agree the district will not be held responsible for:

1. Damage or harm to persons, files, data, or hardware
2. The failure of any technology protection measures, violations or copyright restrictions, or user's mistakes or negligence

3. Any damages or costs arising out of or related to the student's use of the District's technology.
4. Unauthorized transactions conducted over the school network
5. The effectiveness of filtering and other safety and security mechanisms.

#### Violations of this Acceptable Use Policy

Students will receive instruction on this policy. Violations of this policy may have disciplinary repercussions, including:

1. Suspension of network, technology, or computer privileges
2. Notification to parents
3. Detention, suspension or expulsion from school and/or school-related activities
4. Financial Liability
5. Legal action and/or prosecution

#### Parent/Student Financial Liability

This agreement informs Journey students and families of their legal responsibility with regard to the Device, cases and cables, which Journey Community Schools is making available to your child. Parent(s) will be held responsible for ALL willful damage to their child's device including, but not limited to broken screens, damaged metal casing, cracked plastic pieces, inoperability, etc. Should the cost to repair the device exceed the cost of purchasing a new device, the student's parent or guardian will pay for full replacement value. Lost devices and accompanying equipment (cases, cables, etc.) will incur the full replacement cost of the device or, when applicable, an insurance deductible.

Journey property includes the device and device case. Students should report any damage to the immediate teacher for further evaluation. Responsibility will be determined after the device is sent for repair.

## **EMERGENCY PREPAREDNESS AT JOURNEY COMMUNITY SCHOOLS**

Journey Community Schools is committed to maintaining safe and secure campuses for our students and staff. We work diligently to make sure that students and staff are prepared for emergencies. To that end, every school has a comprehensive school safety plan that covers JCS's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning. Every school conducts regular emergency drills that at a minimum, meets the state mandated requirements. These drills include: Fire, Earthquake, and Lockdown/Shelter in Place.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make sure students are well prepared in an event of an emergency. Each school also stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies, and sanitation items. These supplies are checked regularly by school staff.

Parents should be familiar with the school 's emergency procedures and update contact information whenever it changes. Keep your cell phone with you to receive recorded updates on the emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

## **EMERGENCY CLOSING**

In the event of severe weather conditions or other emergencies, Journey Community Schools will follow the decision of the authorizing LEA Superintendent or Superintendent's designee regarding school closings. Parents/guardians should listen to the radio, watch local TV stations, and expect to be contacted directly to learn the Superintendent's or his or her designee's decision for a particular day. In the event schools are closed due to inclement weather or other calamity, all extracurricular activities scheduled for those days will be canceled or postponed.

Journey Community Schools uses a school messenger to alert parents regarding school closures, emergencies, etc. Please make sure that you contact your child's school if and when address and telephone numbers require updating.

## **EXTENDED LEARNING AND AFTERSCHOOL PROGRAMS**

Journey Community Schools' extended learning program during afterschool hours provides our students with additional academic supports and access to enrichment activities such as music, art, sports, and other club extracurricular activities. Academic supports focus on English Language Arts and Math intervention for students performing below grade level, as well as daily homework assistance and college readiness supports for older students. Enrichment activities are designed to foster creativity, teamwork and physical activity, while reinforcing key academic skills and giving students opportunities to explore their interests, talents and have fun. If you have questions about your school's afterschool program, please contact the school office.

## **JOURNEY COMMUNITY SCHOOLS FAMILY RIGHTS AND RESPONSIBILITIES**

### Notice for Directory Information

Under FERPA, JCS must get parents' or eligible students' written consent prior to the disclosure of personally identifiable information from students' records.

However, JCS may disclose designated "directory information" (as defined below) without prior written consent, unless a parent or eligible student has advised JCS that s/he does not want such "directory information" disclosed. Every parent and eligible student must be notified about what information constitutes "directory information," must be informed that s/he may opt-out of having this information provided about her/his student (or about herself/himself, if over 18 years old), and must provide JCS with her/his decision to opt out within a reasonable amount of time from when the "directory information" notice was provided. At the start of every school year, parents and eligible students will be provided this "directory information" notice and will be provided a reasonable period of time to opt-out.

Directory information, if released, is generally not considered harmful or an invasion of privacy. JCS defines directory information to include:

- Student's full name
- Grade enrolled
- Degrees, honors and awards received
- Club participation
- Sports participation, including athlete's height and/or weight



The primary purpose of directory information is to allow JCS to include information about students in certain school publications, such as but not limited to:

- Yearbooks
- Graduation programs
- Honor roll and other awards/recognition lists
- Club activity announcements
- Sports activity rosters, which may include height and weight of athletes

Additionally, federal laws require Journey Community Schools, because we receive assistance under the Elementary and Secondary Education Act of 1965 (ESEA), to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents or eligible students have advised JCS that they do not want this information disclosed without their prior written consent.

If you do not want JCS to disclose any or all directory information, as defined above, from your child's education records (or your educational records, if you are 18 years old or older) without your prior written consent, you must notify JCS in writing. JCS provides an "Opt-Out" form at the start of every school year, as part of its annual FERPA/Directory Information Notification. You may use this form, or you may submit other written notification within a reasonable amount of time from the date you were informed of what is included as "directory information."

## **NON-DISCRIMINATION AND TITLE IX POLICY**

Journey Community Schools is committed to equal opportunity for all individuals in education. Journey Community Schools (APS) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

JCS will follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance.

Students, parents, guardians, or any other individuals having questions or concerns regarding JCS's "Discrimination Harassment Policy" should contact the principal of the school and JCS recommends individuals work with their schools when they have concerns.

## **JOURNEY COMMUNITY SCHOOLS STUDENT DATA PRIVACY POLICY**

JCS is committed to protecting the privacy of our student data. As an organization, we believe that data is a powerful tool and utilize data extensively to monitor and improve student outcomes. We recognize that there are risks in the collection and usage of this data and in order to protect the privacy of our students, we have enacted the following policies:

- JCS limits the collection, usage, and sharing of student data to only those data points which are required by law or useful in improving student outcomes.
- Student data is only made available to parties that have an immediate, legitimate need to access the data.
- JCS ensures that both our internal systems and the systems of our vendors use proper

technological safeguards to protect student data and are legally bound to prevent the use of student data for marketing or sales purposes.

- We abide by all state and federal student data regulatory laws including:
  - Family Educational Rights Privacy Act (FERPA)
  - Protection of Pupil Rights Amendment (PPRA)
  - Children's Online Privacy Protection Act (COPPA)
  - Children's Internet Protection Act (CIPA)

For more information about our student data policies, please contact the JCS Home Office at 901-.646-6530 EXT 75713

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. **The right to inspect and review** the student's education records within 45 days of the day the JCS receives a request for access. Parents or eligible students should submit to the JCS principal a written request that identifies the record(s) they wish to inspect. The JCS principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. **The right to request amendment** of the student's education record that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask JCS to amend a record they believe is inaccurate or misleading. They should write the JCS principal to clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the JCS principal will notify, in writing, the parent or eligible student of the decision and advise them of their right to a hearing with the JCS Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. **The right to consent** to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by JCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the JCS Board of Directors; a person or company with whom JCS has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing the official's tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.

Upon request, JCS discloses education records without prior written consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. If such transfer of education records is made, JCS will make a

reasonable attempt to notify the parent or eligible student of the records request.

At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at his/her expense (\$0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.

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

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

## **USDA CIVIL RIGHTS STATEMENT**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
2. fax: (202) 690-7442; or
3. email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

## **NO CHILD LEFT BEHIND NOTIFICATION**

You have the right under Federal law to request information specific to teacher qualifications. In addition, *No Child Left Behind* (NCLB) places an emphasis on the parents' right to know about the professional qualifications of their child's classroom teachers. Parents have the right to

request the following information about the instructional staff working with their child:

- (1) Has the teacher met state certification for the grades and subjects that he or she is teaching?
- (2) Is the teacher working with an emergency or conditional certificate?
- (3) What was the baccalaureate degree major of the teacher and any other graduate certification or degree held?
- (4) What are the qualifications of the paraeducators working with the child?

Journey Community Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the JCS Human Resources department at 510-434-5000.

## **PUBLIC MEETING NOTICE**

The public is invited to attend Journey Community Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the JCS Home Office 510-434-5000, 48 hours prior to the meeting.

# STUDENT FAMILY HANDBOOK ACKNOWLEDGEMENT FORM

Our signature below indicates that we have received a copy of the 2020-2021 Student Family Handbook and have or will read and understand the contents of this handbook which outlines policies and guidelines, including the technology policy, in-person and virtual attendance and discipline policy that pertains to my child's enrollment.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date