

Glenn L. Martin Elementary Student Handbook

1362 Miller Avenue
Crossville, TN 38555
(931) 484-7547 phone
(931) 484-8785 fax



2026-2027

Christie VanWinkle, Principal
Kasey Lowe, Assistant Principal
Nicole Graham, Assistant Principal

Student-Parent-Teacher Compact

As a student, I will be responsible for...

- Coming to class on time and being prepared to work.
- Respecting the rights of others to learn without distraction and disruption.
- Showing respect and cooperating with all staff, students, and visitors in the school.
- Completing assignments to the best of my ability.
- Showing respect for property.
- Spending time studying or reading each day.

Signature _____ Date _____

As a parent, I want my child to achieve and therefore, I will:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Establish a time for homework and review it regularly.
- Provide a quiet, well-lighted place for study.
- Encourage my child's efforts and be available for questions.
- Be aware of what my child is learning.
- Volunteer if possible.

Signature _____ Date _____

As a teacher, I will be responsible for.....

- Helping each student grow to his/her fullest potential.
- Providing an environment conducive to learning.
- Coming to class prepared to teach.
- Supplying clear evaluations of student progress and achievements to students and parents.
- Be available for conferences and other mutually agreed upon meetings.
- Encourage parent involvement.

Signature _____ Date _____

Please see the student registration information located in Skyward for the documents listed below:

Photo Usage Permission Letter
Drug Screening Consent Form

Internet Usage
Corporal Punishment

****IMPORTANT NOTICE:** Upon initial enrollment in any Cumberland County school, each family will be asked to complete the required "*Migrant Occupational Survey*" and "*Home Language Survey*". This documentation should be completed in Skyward to help us determine if your child(ren) qualifies for additional Federal education programs.**

While we have worked diligently to include as much school-wide information as possible, please be aware that individual teachers and grade level teams will provide the parent/guardian with additional policies and guidelines.

Welcome!

Welcome to the 2026–2027 school year at Martin Elementary School! We are excited to begin another year of learning, growth, and opportunity alongside our students, families, and staff. It is truly an honor to serve a school community that is so supportive, caring, and dedicated to student success.

At Martin Elementary, we believe that education is strongest when schools and families work together. When students feel encouraged and supported both at home and at school, they are more confident, engaged, and successful. We are committed to creating a school environment where every child feels safe, respected, included, and inspired to reach their full potential because at MES, every student matters and every student belongs.

As we begin this new school year, we look forward to building meaningful relationships, celebrating achievements, and helping our students grow academically, socially, and emotionally. Thank you for your continued partnership and support as we work together to encourage our students to be respectful, responsible, and accountable leaders.

On behalf of the faculty and staff at Martin Elementary School, welcome to a wonderful new year filled with learning, growth, and success!

Sincerely,

Christie VanWinkle, Principal
Kasey Lowe, Assistant Principal
Nicole Graham, Assistant Principal

Mission

The mission of Glenn Martin Elementary School is to create an environment where each student is able to reach his or her highest potential in reference to state and national standards.

Vision

We believe faculty, staff, parents, students, and community members share the responsibility of decision making for meeting the school's mission.

- Faculty, staff, parents, students and the community will foster and show respect through positive relationships with others in all facets of school life, in accordance with school policies.
- Through quality instruction and different teaching approaches, all students can learn and succeed.
- Providing opportunities that will enable students to construct skills of responsibility and decision-making.
- Creating a learning environment that illustrates the importance of life-long learning.
- All teachers have the right to teach, and all students have the right to learn.
- Instruction provided by teachers should be guided by, and frequently include formative and summative assessments.

Teacher Contact

If parents wish to speak with a teacher, send a message through Parent Square, send a note with your student, or leave your phone number with the receptionist. The teacher will contact you as soon as possible. From 7:30 until 2:45, all of our teachers are with students and cannot leave their classrooms unattended. We WILL NOT interrupt the instructional day, unless an extreme emergency occurs.

Parent Concerns, Complaints, and Grievances

If you have a concern about your student, talk to the teacher FIRST. If you feel the situation has not been resolved, please call the school office to set up an appointment. In order for the school administration to provide and supervise the best instructional environment for your child, appointments must be made and followed.

1. Teacher contact
2. Call an administrator - (931) 484-7547

General Information

Grade Levels: Pre-K through Eighth

School Address: 1362 Miller Ave. Crossville, TN 38555

School Website Address: <https://mes.ccs-tn.net>

School Hours: 7:45 am to 2:45 pm

School Telephone: (931) 484-7547 School Fax: (931) 484-8785

Mascot: Eagle Colors: Royal Blue and Silver

School Resource Officer: Joel Stevens

History: Please see our school website for the history of MES!

Martin Elementary is a school-wide Title I School.

Title I Coordinator/Liaison - Christie VanWinkle

Title VI Coordinator - Lindsey Dennis

Title IX Coordinator - Lindsey Dennis

Homeless Coordinator - Lindsey Dennis

Cumberland County Schools Policies are updated throughout the school year. Please consult the Cumberland County Schools website for the most current policies. <https://ccs-tn.net>

School Planner/Agenda

All students in grades K-8 are provided with an agenda/folder to track all school work and homework. This agenda/folder can be extremely helpful for both the student and the parent with nightly homework assignments, as well as maintaining parent/teacher contact.

Volunteers

We welcome volunteers at MES. Several times a year there will be opportunities for large numbers of volunteers to participate in school-wide activities. Individual teachers may make arrangements in their classroom for regular volunteer opportunities as well. All volunteers must complete the volunteer form and return it to school at the beginning of the year for CCBOE approval. Volunteer forms can be picked up in the front office. Upon approval, volunteers can work in classrooms. In order to chaperone field trips volunteers must complete a background check. Thanks for your understanding and cooperation!

Visitors

Please understand that our utmost concern is for the safety of your child. We appreciate your support in adhering to the following: **All visitors and parents must be buzzed in at the front entrance to sign in.**

Parent/Visitor Dress Code

We respectfully request that all who enter Martin Elementary School help us set the example by following the dress code.

Morning Arrival

The school building opens at 7:00 am. School personnel are on duty and ready to receive students at 7:00 am.

For students who arrive by bus:

Buses unload in the front of the building. As students enter the building, they can choose to eat breakfast in the cafeteria or go directly to the bus room.

For students who arrive by car:

All K-8 drop-offs must be made through the car rider line. Enter the driveway at the top of the hill and proceed to the back of the school to enter the car rider line. **THERE IS NO PARENT DROP OFF IN THE FRONT OF THE BUILDING BEFORE 7:45 AM.** Safety regulations require students to be dropped off in a place other than the bus unloading zone. The bus unloading zone is at the front of the building. **Cars are not permitted in the bus loading zone from 7:00-7:45 a.m. and 2:15-3:30 p.m.** Vehicles are not permitted to pass a bus if the flashing stop sign is out. Please be aware that this includes parking lots as well as on the street. Stop for all pedestrians and drive slowly!

School doors will open at 7:00 am. Parents who transport their child(ren) to school may not leave children at school prior to 7:00 am. Students arriving at school before this time are not the responsibility of school personnel as they report for duty at 7:00 a.m. As students enter the building, they can choose to eat breakfast in the cafeteria or go directly to the bus room.

Bus Room and Behavior:

K - 2 students will wait for their teachers in the theater. 3-8 students will wait for their teachers in the gym. As students enter the bus room, they should sit in their designated area. **All students must have a book to read everyday or be working to finish homework. NO EXCEPTIONS!**

Pre-K Arrival:

Pre-kindergarten parents must park and students must be walked to their respective classroom and signed in by a parent each day. *Parking is provided for parents of pre-k students on the CCHS side of the building, near the playground.*

Arrivals after 7:45:

The school day begins promptly at 7:45 am. After 7:45 a.m., students shall be dropped off at the front of the building. Students arriving after 7:45 a.m. are to report to the office. The student will sign in and a school official will issue a tardy pass to indicate to the teacher that the student has checked in through the office. A disciplinary form will be added for the 4th unexcused tardy/early dismissal.

FREE BREAKFAST: In order for your child to participate in free breakfast each day, he or she **MUST** arrive at school by 7:35am. Breakfast will end promptly at 7:45am, as instruction will begin at this time.

Afternoon Dismissal***For students riding a bus:***

ALL BUSES WILL LOAD IN THE FRONT OF THE BUILDING. Students will remain in their designated area until their bus/load is called. At that time, students will walk to their bus.

For students who leave by car:

ALL STUDENTS SHOULD BE PICKED UP THROUGH THE CAR RIDER LINE at the side of the building (behind the gym). STUDENTS MUST BE PICKED UP BY 3:00 p.m.

Enter the driveway at the top of the hill and proceed to the back of the school to enter the car rider line. Parents of car riders will be given tags with their child's name that should be placed in the front windshield of the car and remain until the student is in the vehicle. Students will not be dismissed unless the school issued tag is visible in the vehicle. If you do not have your tag, you will be asked to pull around to the front of the building and come inside to the office. Students will be called to the loading area as you proceed through the car rider line. **Please pull all the way forward and come to a complete stop. Parents are asked to remain in their vehicle, as school personnel are available to assist students.** Once all students are safely inside their vehicles, the line will move forward. You should exit back onto Miller Avenue in the **RIGHT TURN ONLY** lane.

With your help we can continue to make MES a safe place for your child! Students not picked up on time may be sent to detention for supervision and safety purposes.

Please note: When a student is consistently picked up late, the City Police Department will be called.

For students who walk:

All students that are to be dismissed to walk must have a **signed parent note on file in the front office.** Walkers are dismissed through the front office following the departure of 1st Load buses.

Dismissal Changes

DO NOT call the school to change your child's mode of transportation for the afternoon. ALL changes must be in writing. If your child is normally a car rider and you want them to ride the bus, send a note to your student's teacher and we will make sure they are on the bus. If your child is normally a bus rider and you are going to pick him/her up, please send a note to the teacher and your child will be seated with car riders ready to be picked up.

Early Check-Out Procedures

Students are not allowed to leave the building during the day unless a parent or guardian signs them out. **Please keep registration forms up to date in case of emergency.** We keep signatures on file and make every effort to verify signatures. Also, parents or guardians will be required to provide identification in order to check out students. Students must be signed out in the office and called to the office for dismissal.

Custody Issues

Due to questions raised regarding custody issues, we must now require proof of custody in the form of a court order. We need a copy of all custody papers/parenting plans immediately.

Grade Cards and Grading System:

Pre-Kindergarten Grading

The purpose of grading in Tennessee Pre-Kindergarten is to provide families with clear, developmentally appropriate feedback on each child's growth and progress toward the Tennessee Early Learning Developmental Standards (TN-ELDS). Because Pre-Kindergarten is an early childhood program, traditional letter grades are not assigned.

Kindergarten and 1st Grade Grading

For the 26-27 school year, Kindergarten and 1st grade students will receive a paper report card. Students will be assessed using the curriculums adopted by Cumberland County, and all students will receive the same assessments. Students will be graded on a 1-3 or 1-4 scale.

2nd Grade Grading

Students in second grade will receive a standards-based report card at the end of each nine-week grading period. Students will be graded on a 1-4 scale. Students will receive ongoing curriculum assessments that allow teachers to determine levels of mastery of the Tennessee State Standards.

Kindergarten - 2nd Grade Numerical Grading Scale

- 4 Advanced - Exceeds Expectations
- 3 Proficient - Meets Expectations
- 2 Basic - Developing
- 1 Below Basic - Beginning

3rd - 8th Grade Grading

Grade cards are issued every nine weeks and the following grading system is used.

3rd - 8th English Language Arts

- 1st 9 Weeks - 60% Reading, 40% Composition
- 2nd 9 Weeks - 50% Reading, 30% Composition, 20% MC December Benchmark
- 3rd 9 Weeks - 50% Reading, 30% Composition, 20% MC March Benchmark
- 4th 9 Weeks - 60% Reading, 40% Composition

3rd - 8th Math and Science

1st 9 Weeks - 60% Daily, 40% Test

2nd 9 Weeks - 50% Daily, 30% Test, 20% MC December Benchmark*

3rd 9 Weeks - 50% Daily, 30% Test, 20% MC March Benchmark*

4th 9 Weeks - 60% Daily, 40% Test

*3rd grade will not receive a grade on the report card for the Science Benchmark Assessment.

6th-8th Social Studies

1st 9 Weeks - 60% Daily, 40% Test

2nd 9 Weeks - 50% Daily, 30% Test, 20% MC December Benchmark

3rd 9 Weeks - 50% Daily, 30% Test, 20% MC March Benchmark

4th 9 Weeks - 60% Daily, 40% Test

3rd - 8th Grade Grading Scale

A 92.5-100

B 84.5-92.49

C 74.5-84.49

D 69.5-74.49

F 0-69.49

3rd Grade Promotion Requirements

Tennessee state law requires that third-grade students demonstrate reading proficiency—measured by their TNReady English Language Arts (ELA) assessment score—in order to be promoted to fourth grade.

Withdrawal Procedures

Parents/Legal Guardians must come in person to withdraw students for enrollment to another school. Our attendance clerk will be happy to help parents with the necessary paperwork. Student records cannot be released until all books, equipment, and materials are returned or paid for, cafeteria charges are paid, and other financial obligations are met.

Report Card Holds

Holds will be placed for any of the following reasons: returned checks, unpaid fundraiser or team/group/activity fees, unreturned/damaged equipment, or lost/missing instructional materials.

Student Insurance

A fee-based policy is offered each year during student registration.

Cafeteria Behavior

Acceptable behavior and good table manners are expected at all times. Students unwilling to use appropriate table manners/voice levels may be isolated, assigned a specific seat during lunchtime, and/or receive disciplinary action. Lunch is an important social time for our students, and we want *everyone* to enjoy this time.

Field Trips

Field trips will be offered periodically. All school rules apply to include behavior, dress code, work completion, and attendance. Permission slips must be signed by the parent/legal guardian prior to the field trip. Permission CANNOT be given by phone.

Attendance Policy - CCBOE 6.200

Attendance is a key factor in student achievement and therefore, students are expected to be present each day school is in session.

The Director of Schools/designee shall ensure that this policy is posted in each school building and disseminated to all students, parents(s)/guardian(s), teachers and administrative staff.

The attendance supervisor shall oversee the entire attendance program which shall include:¹

1. All accounting and reporting procedures and their dissemination;
2. Alternative program options for students who severely fail to meet minimum attendance requirements;
3. Ensuring that all school age children attend school;
4. Providing documentation of enrollment status upon request for students applying for new or reinstatement of driver's permit or license; and
5. Notifying the Department of Safety whenever a student with a driver's permit or license withdraws from school.²

Student attendance records shall be given the same level of confidentiality as other student records. Only authorized school officials with legitimate educational purposes may have access to student information without the consent of the student or parent/guardian.³

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

Excused absences shall include:⁴

1. Personal illness/injury;
2. Illness of immediate family member;
3. Death in the family; funeral notice
4. Extreme weather conditions;
5. Religious observances;
6. Pregnancy;
7. School-endorsed activities
8. Summons, subpoena or court order, or
9. Circumstances which in the judgment of the principal create emergencies over which the student has no control.
10. Other absences as pre-approved by the principal, based on appropriate documentation at least 10(ten) school days prior to day(s) to be missed. This does not include family vacations.
11. If a student is exempt from final exams per CCBOE policy, the absence on the day of the exam is excused.
12. Driver's license/permit appointments will be excused with proof of appointment,

Tardies including early dismissal for any reason other than the previously mentioned excuses will be considered unexcused.

The Principal shall be responsible for ensuring that:⁶

1. Attendance is checked and reported daily for each class;

2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent for the majority of the day;
3. All student absences are verified;
4. Written excuses are submitted for absences and tardiness; and
5. System-wide procedures for accounting and reporting are followed.

Truancy

Annually the Director of Schools/designee will provide written notice to parent(s)/guardian(s) that attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled school day in order to be counted present. Students may attend part-time days alternating days, or for a specific amount of time as indicated in their Individualized Education Plan or 504 Plan and shall be considered present for school attendance purposes. If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s)/guardian(s) and the school system provides transportation, unexcused absences from these programs shall be reported in the same manner.⁷

Students who are absent five (5) days without adequate excuse shall be reported to the Director of Schools/designee who will, in turn, provide written notice to the parents/guardians of the student's absence. If a parent/guardian does not provide documentation within adequate time excusing those absences, or request an attendance hearing, then the Director of Schools/designee shall implement the progressive truancy plan described below prior to referral to juvenile court.

The Director of Schools/designee shall develop appropriate administrative procedures to implement this policy.

Progressive Truancy Plan⁸

Tier I of the progressive truancy plan shall apply to all students within the district and include schoolwide prevention-oriented supports to assist with satisfactory attendance. These supports shall include, but are not limited to;

1. After three (3) unexcused absences a student will be required to meet with a school attendance representative to discuss reasons for student absences.
2. Regularly scheduled follow-up meetings, with the student to discuss his/her progress. If the student accumulates additional unexcused absences, he/she shall be subject to the additional tiers.

Tier II of the progressive truancy plan shall be implemented after the student accumulates four (4) unexcused absences, but before referral to juvenile court, and includes the following;

1. A conference with the student and the student's parent(s)/guardian(s);
2. An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s), and the Attendance Supervisor/designee. The contract shall include
 - a. A specific description of the school's attendance expectations for the student;
 - b. The period for which the contract is effective; and
 - c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court
3. Regularly scheduled follow-up meetings to discuss the student's progress; and

4. A school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the student to counseling, community-based services, or other services to address the student's attendance problems.

Tier III shall be implemented if the truancy interventions under Tier II are unsuccessful. Tier III shall consist of the following interventions:

1. After the 5th unexcused absence, the student will be referred to Truancy Court.
2. Failure to attend Truancy Court and/or additional unexcused absences, the student will be cited to Juvenile Court
3. The Court will be provided a report of all interventions that have been provided to support this student.

The interventions shall address student's needs in an age appropriate manner. Finalized plans shall be approved by the Director of Schools/designee.

Upon completion of Tiers I, II, and III, the student will be cited to Juvenile Court.

Transfer Students and Truancy Tracking

The district shall request attendance records for students enrolling after the start of the school year from the previous public school district. Unexcused absences accumulated at a previous district for the current school year shall be factored into the student's placement on the truancy intervention plan tiers, if applicable.

NON-SCHOOL SPONSORED EXTRACURRICULAR ACTIVITY

A principal/designee may excuse a student to participate in non-school sponsored extracurricular activities. The principal shall document the approval in writing and shall excuse no more than ten (10) absences each school year. No later than seven (7) business days prior to the student's absence, the student shall provide documentation to the school as proof of the student's participation along with a written request for the excused absence from the student's parent/guardian. The Director of Schools will develop procedures to implement this process. The request shall include the following:

1. Student's name and personal identification number;
2. Student's grade;
3. The dates of the student's absence;
4. The reason for the student's absence; and
5. The signature of the student and parent/guardian.

RELEASED TIME COURSE¹⁰

A principal/designee may excuse a student to attend a course in religious moral instruction for up to one (1) class period per school day. Students shall not be excused during any class which requires an examination for state or federal accountability purposes.

Students shall only be permitted to attend courses provided by entities that certify in writing that they have complied with background check requirements outlined in state law.¹¹ The student shall submit a written consent form signed by the student's parent/guardian prior to participation in the released time course.

The principal/designee shall document the approval in writing. The student shall provide documentation to the principal/designee as proof of the student's participation in the release time course.

The district shall not be responsible for transporting students to and from the place of instruction.

Upon submission of the student's transcript from the entity that provided the released time course, the student may be awarded one (1) unit of elective credit. The Director of Schools shall develop procedures with secular criteria for determining whether credit shall be awarded.

Make-up Work

- All missed work from an excused absence may be made up.
- All missed work from an unexcused absence may be made up at principal's discretion.
- All missed work shall be completed by the end of the current grading period.
- Extenuating circumstances may be appealed to the building principal.

Attendance is essential to academic success and students are urged to be at school, on time, every day. Should a student need to be absent, please make plans to complete all make-up work immediately upon return. It is the responsibility of the student to request make-up work from their teacher(s). Should you want to pick up work for your student during an extended absence, please contact your student's teacher to make arrangements for the work to be sent to the office. Plan to pick up the work at the end of the day as teachers will not have the opportunity to gather work during instructional time.

Driver's License Revocation

A student who has more than ten (10) consecutive or fifteen (15) unexcused absences during any semester shall be ineligible to retain a driver's permit or license.

Attendance Hearing

Students with excessive (more than 5) unexcused absences or those in danger of a credit/promotion denial shall have the opportunity to appeal to an attendance hearing committee appointed by the principal. If the student chooses to appeal, the student or his/her parent(s) guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the committee. An attendance committee appointed by the principal will conduct a hearing to determine if any extenuating circumstances exist or to determine if the student has met attendance requirements that will allow him/her to pass the course or be promoted. Upon notification of the attendance committee decision, the principal shall send written notification to the Director of Schools/designee and the parent(s)/guardian(s) of the student of any action taken regarding the excessive unexcused absences. The notification shall advise parents/guardians of their right to appeal such action within two (2) school days to the Director of Schools/designee.

The appeal shall be heard no later than ten (10) school days after the request for appeal is received. Within five (5) school days of the Director of Schools/designee rendering a decision, the student's parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record. Following the review, the Board may affirm or overturn the decision of the Director of schools/designee. The action of the Board shall be final.

**** Attendance and grades will affect participation in school activities****

Money/Valuable Items

The school will not be responsible for lost or stolen items.

Textbooks

All books are numbered and recorded by the teacher and the condition will be noted. Lost or damaged books (including library books) MUST be paid for before another textbook can be issued or before grade cards can be released. The average cost of a textbook is approximately \$50.00- \$90.00.

Lockers

Lockers are school property and are subject to search (CCBOE Policy 6.303). Lockers are to be kept in a neat order so that doors completely close and no articles are left hanging outside. Food and drinks should not be left in lockers overnight. Failure to adhere to these guidelines may result in the loss of the locker privileges.

Extra-curricular Activity Options

Students are encouraged to participate in the wide variety of clubs, organizations and activities available at MES. *Some* of these include:

MES Beta Club	Middle School (CCMS, grades 6-8) Football
MES JV Basketball	Middle School (CCMS, grades 6-8) Cheerleading
MES JV Cheerleading	Middle School (CCMS, grades 6-8) Soccer
MES JV Cross Country	Middle School (CCMS, grades 6-8) Cross Country
Fellowship of Christian Athletes	Middle School (CCMS, grades 6-8) Volleyball
MES Chess Club	Middle School (CCMS, grades 6-8) Basketball
MES Robotics Club	Middle School (CCMS, grades 6-8) Baseball
MES FCCLA Club	Middle School (CCMS, grades 6-8) Softball
MES FFA	Middle School (CCMS, grades 6-8) Golf
MES 5-8 Band	Middle School (CCMS, grades 6-8) Track
MES Drama Club	Middle School (CCMS, grades 6-8) Wrestling

Students in 7th and 8th grades that participate in extracurricular activities may be randomly chosen to participate in drug screenings that occur each semester.

Phone Use

There is a phone in the office that students may use to call a parent/guardian about cancellations, changes, and academic/personal needs. Students and parents are expected to make arrangements for normal after-school activities in advance - not the day of an activity.

Personal Communication Devices - CCBOE Policy 6.312

Students may possess personal communication devices and personal electronic devices so long as such devices are turned off and stored in school approved storage systems upon arrival to school through the entirety of the school day. Devices should be off and concealed until they can be stored in a school approved storage system. Such devices include, but are not limited to, any portable wireless device that has the capability to provide voice, messaging, or other data communication between two (2) or more parties, such as wearable technology, cell phones, laptops, tablets, gaming devices, watches, glasses, air buds, and headphones.

A student may, however, be permitted to utilize a wireless communication device under the following circumstances:

1. In case of emergency;

2. When authorized by a teacher for educational purposes;
3. To manage the student's health, as documented in the student's individual healthcare plan;
4. When the possession or use is required by the student's individualized education program, 504 plan, or individual learning plan; or
5. When the device is being used by a student with a disability for the operation of assistive technology to increase, maintain, or improve the student's functional capabilities.

EMERGENCY COMMUNICATION PLAN

In the event of an emergency or possible emergency occurring at the school, parent(s)/guardian(s) shall be alerted by Parent Square.¹

PENALTIES

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

1st OFFENSE: Device is collected, the offense is documented, parent/guardian is notified, device is returned to the student at the end of the day, and an explanation of the next offense is communicated to the student and parent/guardian.

2nd OFFENSE: Device is collected, the offense is documented, parent/guardian is notified, parent/guardian must pick up the device from the office, student is assigned after school detention/lunch detention, and an explanation of the next offense is communicated to the student and parent/guardian.

3rd OFFENSE: Device is collected, the offense is documented, parent/guardian is notified, parent/guardian must pick up device from the office, student assigned after school detentions/lunch detentions, an explanation of the next offense is communicated to the student and parent/guardian, and the student is required to turn in the their device(s) to the office upon arrival each day and may retrieve device(s) at the end of the school day for the remainder of the school year.

Additional OFFENSES: Device is collected, the offense is documented, parent is notified, parent/guardian must pick up device from the office, parent and student conference, possible consequences include but are not limited to: detentions/lunch detention/In School Suspension/Out of School Suspension/ATS/Alt School, and student is required to turn in the their device(s) to the office upon arrival each day and may retrieve device(s) at the end of the school day for the remainder of the school year.

Administrative Procedure for the Implementation of Student CCBOE Policy 6.312

- Teachers are responsible for ensuring all students place phones in designated pouches or storage containers (lockboxes, pouches, backpacks, etc.)
- No exceptions unless officially documented by administration.
- Immediate response to student violations is expected.
- Confiscate phones/devices.
- Complete discipline referral and submit with phone/device to administration.
- Refer students to administration immediately who refuse compliance.
- Consistently enforce the policy each and every day.
- Avoid selectively enforcing the policy or allowing "gray areas."
- Administration will refer to policy in regard to consequences.

Detention

Students may be assigned to detention by a teacher or an administrator. Your child is responsible for bringing the conduct report home, and we expect parents to sign and return the report the next day. Students must be picked up at **4:00 p.m.** promptly. Students are expected to serve detention when assigned. Detention is not planned at student or parent convenience. Failure to serve detention will result in the doubling of detention until the detention is served. Continuous absences from detention will result in further disciplinary actions. The conduct report is your notification.

Silent Lunch

Silent lunch may be assigned for inappropriate behavior in the cafeteria. Silent lunch may also be used as an opportunity to make up tests or missing work due to absences.

Discipline Policy

See the county-wide CCBOE Policy 6.300 for in-depth information on student behavior and consequences. Each grade level will provide a welcome letter with grade-specific policies at the time of registration. Copies can be made at any time for the parent/legal guardian.

Cumberland County Schools Code of Conduct

Be Cooperative	Be Responsible	Be Caring
Be Honest	Be Respectful of Others	Be Fair
Be a Good Citizen	Use Manners	

Student Dress Code Procedures/Expectations - CCBOE Policy 6.310

Student Dress Code Procedures/Expectations

The principal's judgment shall prevail in all matters regarding the application of these rules.

All Students K-12

The following shall NOT be worn at school or school sponsored events during regular school hours for ALL students.

- a. Clothing or accessories that denote affiliation with any gang associated with criminal activity or a safety hazard or security risk
- b. Ill-fitting clothing such as saggy/baggy pants or pants dragging the floor.
- c. Excessively oversized clothing including but not limited to coats and/or trench/duster style.
- d. From a relaxed standing posture, clothing exposing skin mid-thigh or higher (no skin showing).
- e. Clothing/tattoos with suggestive or inappropriate slogans, vulgar captions, or advertisements for tobacco, alcohol, or drug products
- f. Caps, hats, or headscarves, for boys or girls, will not be worn inside.
- g. Form-fitting/body-fitting clothes or clothes with revealing necklines.
- h. No pajamas.

In addition, the following rules shall be enforced for all students:

- a. Any color or style of shoes may be worn, with the exception of "heely" or bedroom slipper type of shoes.
- b. Shirts or tops with leggings shall be worn so that its length appropriately covers front and behind.
- c. From a relaxed standing posture, without leggings, shorts/skirts/dresses will be no higher than mid-thigh. Slits in skirts/dresses will be no higher than mid-thigh.
- d. No tinted glasses/sunglasses are permitted to be worn inside the building unless prescribed by a doctor.
- e. Large heavy jewelry chains, and any jewelry, that could be deemed harmful or dangerous, will not be permitted.
- f. Valuable clothing and jewelry are discouraged.
- g. Shirt and blouse length may not be so short that students raising their elbows to the height of his or her shoulder exposes midriff and must cover at least 3" of the shoulder so as not to reveal the torso or undergarments. Halter tops, tank tops, cropped tops, or muscle shirts that reveal a bare

midriff or lower back are not allowed; no midriff bare skin should be visible while standing, sitting, raising one's hand in class, or walking in the hallways.

- h. No costume attire or distracting clothing except on special dress days.

Notes:

1. Special dress days may be designated by the principal to include but not limited to the following examples: field days, picture days, school spirit days, etc.
2. If a student cannot comply with the standardized dress code because of religious beliefs or physical characteristics, the parent/guardian must provide a written explanation to the principal for possible relief from certain aspects of this dress code.

Violations may result in the following consequences:

First Violation: The student will receive a written warning and the violation must be corrected.

Second Violation: Parents will be notified; the violation must be corrected, and a detention will be assigned.

Third & Subsequent Violations: Disciplinary action at the discretion of the administration.

Bus Conduct - CCBOE Policy 6.308

In order to maintain conditions and atmosphere suitable for learning, no person shall enter onto a school bus except students assigned to that bus, or other persons with lawful and valid business on the bus.¹ A driver may remove a student in the event that the driver finds it necessary for the safety of the other student passengers or the driver, provided that the driver secures the safety of the ejected student for the uncompleted trip. A driver shall report to school authorities as soon as possible, but no later than the end of the route, any student refusing to obey the driver or exiting the bus without the driver's permission at a point other than the student's destination for that trip.²

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

Students are under the supervision and control of the bus driver while on his/her bus, and all reasonable directions given by him/her shall be followed.

The principal of the student transported shall be informed by the bus driver of any serious discipline problem and may be called upon to assist if necessary. A student may be denied the privilege of riding the bus if the principal determines that his/her behavior is such as to cause disruption on the bus, or if he/she disobeys state or local rules and regulations pertaining to student transportation.

The suspension of a student from riding the school bus shall follow the same procedures as for any other school suspension.

Any student who gets off the bus at any point between the pick-up point and school must present the bus driver with a note of authorization from the parent or the principal of the school that the student attends.

Any student wishing to ride a bus other than his/her designated bus must have written parental permission and the approval of the principal or his/her designee. The student must bring the parent note to the office prior to dismissal to receive approval. The student must have a note from the office in order to board the bus.

Students who transfer from bus to bus while enroute to and from school shall be expected to abide by the discipline policies adopted by the Board and rules adopted by the staff of the terminal school.

Use of Video Cameras

Video cameras may be used to monitor student behavior on school vehicles transporting students to and from school or extracurricular activities. Students in violation of bus conduct rules shall be subject to disciplinary action in accordance with established board policy and regulations governing student conduct and discipline. Photographs and video footage shall be used only to promote the order, safety and security of students, staff and property.

The district shall comply with all applicable state and federal laws related to photographs and video footage.³ These materials shall be maintained for a minimum of 60 days. Parent(s)/guardian(s) may submit a written request to view photographs and video footage to the Director of Schools/designee, and a time shall be arranged for viewing at the central office within 7 days after the request is made. The Director of Schools/designee shall be present when parent(s)/guardian(s) are provided the opportunity to review photographs and video footage.⁴

The Director of Schools shall develop procedures governing the use of cameras and video cameras in accordance with the provisions of state and federal law and established board policies.

Zero Tolerance - CCBOE Policy 6.309

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

1. Bringing to school or being in unauthorized possession of a firearm on school property;
2. Unlawful possession of any drug, including any controlled substance, controlled substance analogue, or legend drug on school grounds or at a school-sponsored event
3. Aggravated assault;
4. Assault that results in bodily injury upon any teacher, principal, administrator any other employee of the school, or school resource officer; or
5. Valid threats of mass violence on school property or at a school-related activity as determined by a threat assessment team.

Committing any of these offenses shall result in a student being expelled from the regular school program for at least one (1) calendar year unless modified by the Director of Schools. Modification of the length of time shall be granted on a case-by-case basis. Students that commit zero tolerance offenses may be assigned to an alternative school or program at the discretion of the Director of Schools.

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

Tobacco-Free Schools - CCBOE Policy 1.803

Cumberland County Schools will be a tobacco free campus. All uses of tobacco and tobacco products, including smokeless tobacco, electronic cigarettes, vapor products and associated paraphernalia are prohibited in all of the school district's buildings. This includes all building entrances and in all vehicles that are owned, leased or operated by the district.¹

Smoking, use of vapor products and other tobacco products shall be prohibited in any public seating areas including, but not limited to, bleachers used for sporting events or public restrooms.²

District employees and students enrolled in the district's schools will not be permitted to use tobacco or tobacco products, including smokeless tobacco, electronic cigarettes and associated paraphernalia while they are participants in any class or activity in which they represent the school district.

Any student in possession of tobacco products may be cited by a School Resources Officer.

Signs will be posted throughout the district's facilities to notify students, employees and all other persons visiting the school that the use of tobacco and tobacco products is forbidden. The following notice shall be prominently posted (including at each ticket booth) for elementary or secondary school sporting events: *Smoking is prohibited by law in seating areas and in restrooms.*³

Drug Free Schools - CCBOE Policy 6.307

In order to protect the rights of students, to safeguard the learning environment, and to contribute to a "Drug Free" community, the Board's plan for dealing with alcohol and drugs shall include the following:

1. Appropriate ways for handling alcohol/drug-related medical emergencies;
2. Guidelines for reporting alcohol/drug incidents and illegal activities;
3. Guidelines for referral of students who may have an alcohol/drug problem and/or are considered "high risk" to agencies and other sources of appropriate help;
4. Effective working relationships with appropriate community agencies, such as alcohol/drug service providers, law enforcement agencies and judicial officials.

Through the use of state guidelines the director of schools shall be responsible for:

1. Developing and implementing an appropriate curriculum on alcohol and drug education for students;
2. Providing adequate information and training for all staff personnel as appropriate to their responsibilities;
3. Implementing the relevant portions of the Drug-Free Youth Act² ;
4. Developing administrative rules and guidelines for the school system to effectively respond to alcohol and drug situations that may occur at school or school-sponsored events; and
5. Providing notification to parents and students that compliance with this policy is mandatory.

Students will not consume, possess, use, sell, distribute or be under the influence of illegal drugs or alcoholic beverages in school buildings or on school grounds at any time, in school vehicles or buses, or at any school-sponsored activity, function or event whether on or off school grounds. This includes but is not limited to abuse of inhalants and prescription drugs.³

Disciplinary sanctions will be imposed on students who violate standards of conduct required by this policy. Such sanctions will be consistent with local, state and federal laws, up to and including suspension/expulsion as well as referral for prosecution.⁴ Completion of an appropriate rehabilitation program may also be recommended.

School disciplinary sanctions will be imposed on students who consume, possess, use, sell, distribute or are under the influence of any non-prescribed drug or intoxicating substance. Such substances may include but are not limited to THC, HHC, or any type of intoxicating substance. Violation of this policy may include suspension for up to one calendar year.

Information about drug and alcohol counseling and rehabilitation programs will be made available through the school office.

Questioning Students and Searches - CCBOE Policy 6.303

QUESTIONING BY SCHOOL PERSONNEL

Students may be questioned by teachers or principals about any matter pertaining to the operation of a school and/or the enforcement of its rules. Questioning shall be conducted discreetly and under

circumstances which will avoid unnecessary embarrassment to the student. Any student answering falsely or evasively or refusing to answer a question may be subject to disciplinary action, including suspension.

If a student is suspected or accused of misconduct or infraction of the student code of conduct, the principal may interrogate the student without the presence of parent(s)/guardian(s).

INTERROGATIONS BY POLICE AT PRINCIPAL'S REQUEST

If the principal has requested assistance by law enforcement to investigate a crime involving his/her school, the police may interrogate a student suspect in school during school hours. The principal shall first attempt to notify the parent(s)/guardian(s) of the student unless circumstances require otherwise.

However, the interrogation may proceed without attendance of the parent(s)/guardian(s), but the principal/designee shall be present during the interrogation.¹

POLICE-INITIATED INTERROGATIONS

If the police deem circumstances of sufficient urgency to interrogate students at school for unrelated crimes committed outside of school hours, the police department should first contact the principal regarding the planned interrogation and inform him/her of the probable cause to investigate. The principal shall make reasonable efforts to notify the parent(s)/guardian(s) of the interrogation unless circumstances require otherwise. The interrogation may proceed without attendance of the parent(s)/guardian(s), but the principal/designee shall be present during the interrogation.

SEARCHES BY SCHOOL PERSONNEL

The school principal shall authorize all searches at the outset per state law.² All principal initiated searches shall be conducted by a school security officer or a school administrator who has completed the state required training.³ The following conditions shall apply to principal initiated searches:

1. All the following standards of reasonableness must be met:
 - a. A particular student has violated school policy;
 - b. The search will yield evidence of the violation of school policy or will lead to finding dangerous weapons, drugs, or drug paraphernalia;
 - c. The search is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision, and education;
 - d. The search is not conducted for the sole purpose of discovering evidence to be used in criminal prosecution; and
 - e. The search shall be reasonably related to the objectives of the search and not excessively intrusive considering the age and sex of the student as well as the nature of the alleged infraction;⁴
2. A school administrator shall be on-site at any principal-initiated search;
3. A school administrator shall oversee the search and may end the search at any time; and
4. If a student is under the age of eighteen (18), the principal must notify the student's parent or guardian within a reasonable time of the search.⁵

If a school resource officer searches a student, based on having probable cause, the principal shall notify the Director of Schools/designee.⁵

In order to ensure a safe and secure learning environment, the Director of Schools shall develop procedures regarding the searching of students, lockers, vehicles, and containers which are consistent with state law. The Director of Schools shall develop additional procedures to ensure compliance with all of the provisions of the School Security Act of 1981.⁶

Student Discrimination, Harassment, Bullying, Cyber-Bullying and Intimidation - CCBOE Policy 6.304

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

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

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

The Director of Schools shall develop forms and procedures to ensure compliance with the requirements of this policy and state law.

DEFINITIONS

Bullying is defined as unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. The imbalance of power involves the use of physical strength, access to embarrassing information, or popularity to control or harm others.

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

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

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

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

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

COMPLAINTS AND INVESTIGATIONS

Any individual who has knowledge that may constitute a violation of this policy shall promptly report such behavior to the principal/designee.

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

The principal/designee at each school shall be responsible for investigating and resolving complaints. Once a complaint is received, the principal/designee shall initiate an investigation within forty-eight (48) hours of receipt of the report. If an investigation is not initiated within forty-eight (48) hours, the principal/designee shall provide the Director of Schools with appropriate documentation detailing the reasons why the investigation was not initiated within the required timeframe.

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

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

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

Upon the determination of a violation, the principal/designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. All investigations shall be completed and appropriate intervention taken within twenty (20) calendar days from the receipt of the initial report. If the investigation is not complete or intervention has not taken place within twenty (20) calendar days, the principal/designee shall provide the Director of Schools with appropriate documentation detailing the reasons why the investigation has not been completed or the appropriate intervention has not taken place. Within the parameters of the federal Family Educational Rights and Privacy Act (FERPA) a written report on the investigation will be delivered to all involved parties and to the Director of Schools.

RESPONSE AND PREVENTION

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

A substantiated charge against an employee shall result in disciplinary action up to and including termination. The employee may appeal this decision by contacting the Federal Rights Coordinator.

A substantiated charge against a student may result in corrective or disciplinary action up to and including suspension. The student may appeal this decision in accordance with disciplinary policies and procedures.

REPORTS

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

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

RETALIATION AND FALSE ACCUSATIONS

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

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

Safe Schools Statement

Glenn L. Martin Elementary School is committed to creating safe, respectful, and inclusive learning environments where all community members work together to promote academic excellence, civil behaviors, and social competence. All staff, students, and parents help create safe schools.

Crisis Plans

Each class has a specific plan to follow in the event of an emergency such as fire, tornado, bomb threat, or lockdown. We practice these plans, so our students will know how to react in the event of an actual emergency.

Inclement Weather

During the school year, school is sometimes canceled due to bad weather. Notification will be sent through Parent Square. In addition, listen to the radio or check the school or district Facebook page for information on school cancellation or delay. Please do not call the school to learn of cancellations. Our phones are incredibly busy on these days, and we need to get pertinent information to our students. When school is delayed due to bad weather, the doors will open 45 minutes prior to the announced time for school to begin.

School-Wide Positive Behavior Support (SWPBS)

A systems approach to establishing the whole-school social culture and intensive individual behavior supports needed for schools to achieve social and academic gains while minimizing problem behavior for

all students. SWPBS is NOT a specific curriculum, intervention, or practice, but a decision-making framework that guides selection, integration, and implementation of scientifically-based academic and behavioral practices for improving academic and behavior outcomes for all students. A central feature of SWPBS is implementation of behavioral practices throughout the entire school.

RTI (Response to Intervention)

The school system embraces the Response to Instruction and Intervention Framework (RTI²) model, now part of educational law for the state of Tennessee, as a system of service delivery that uses evidence-based interventions, monitoring and evaluation for on-going tracking of individual students in making informed decisions about the student's educational and behavioral programming needs. This framework provides students who do not respond to instruction with increasingly intensive levels of intervention. Each school is dedicated to meeting the requirements of the Response to Intervention Framework Model through the School Intervention Team's oversight of procedures and fidelity of implementation. If you feel your child is in need of additional intervention, please contact the school office to speak with Mrs. Randolph, RTI² Coordinator, 484-7547 for more information.

Special Education Services

Approximately 15% of America's population has a learning disability, or difference. These learning differences are most often discovered during the elementary years. If a student demonstrates learning difficulties or a disability is suspected, educational testing may be completed. A special education teacher, school psychologist, administrator, and the classroom teacher will meet with parents/guardians to determine next steps. An IEP, or Individualized Education Plan, is written for each student who qualifies for special education services.

504

The Rehabilitation Act of 1973, commonly referred to as Section 504, is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. An eligible student under Section 504 is a student who (a) has, (b) has a record of having, (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks.

Please contact Kasey Lowe or Lindsey Dennis at 484-7547, Marlene Holton at 484-3301, or visit <http://ccschools.k12tn.net> for more information pertaining to Special Education, 504, and Homebound Procedures.

Homebound Instruction

The Homebound Instruction Program is for students who, because of a medical condition are unable to attend the regular instructional program. The homebound instruction program shall consist of three (3) hours of instruction per week for a period of time determined, on a case-by-case basis, by the district.

To qualify for the Homebound Program, a student shall have a medical condition that will require the student be absent for a minimum of ten (10) consecutive instructional days or for an aggregate of at least ten (10) instructional days for a student who has a chronic medical condition. The student shall be certified by his/her treating physician as having a medical condition that prevents him/her from attending regular classes. The services provided to the homebound student shall reflect the student's capabilities and be determined by the homebound instructor, after consultation with appropriate professional staff of the student's assigned school.

Recertification shall be obtained after the expiration of each period of homebound instruction if the student's treating physician certifies, in writing, that the student has a medical condition that prevents him/her from returning to the regular classes.

Cumberland County Homebound Procedures:

1. Homebound forms requesting homebound services for a student must be received from a doctor. Date of services can begin no earlier than the date of the doctor's signature on the form. Any homebound forms received to schools should be faxed or sent to the Homebound/SPED office the day they are received.
2. All forms must be completed and approved by the Homebound Director, including parent signatures on the homebound application procedures form, prior to services being provided.
3. A copy of all homebound forms will be sent back to the school attendance clerk. For students on an IEP, a copy of the homebound form will be sent back to the student's special education case manager to place with the current IEP or 504 Plan.
4. For Special Education Students, an IEP or Section 504 Team at the school will meet on an individual basis to determine what services a student needs after the following are met:
 - a. Only upon certification by a licensed doctor of medicine or osteopathy that a child with a disability needs a homebound placement,
 - b. The child is expected to be absent from school due to a physical or mental condition for at least ten (10) consecutive school days, and
 - c. The child can receive homebound instruction in a homebound placement without endangering the health of personnel providing it.
5. For students suspected of having a disability, the District will conduct an evaluation prior to determining eligibility for a 504 plan. If a student is determined eligible for a 504 plan while on homebound, a 504 plan will be developed by the homebound instructor, classroom teacher, parent, and school 504 coordinator. A copy of the 504 plan will be sent back to the home school Section 504 Coordinator.
6. Homebound services must be reviewed every thirty days and a new doctor's note received. Special Education students placed on homebound for behavior may only receive homebound services for one thirty (30) day period in a school year.
7. Prior to the student returning to school, another IEP meeting or 504 meeting will be held to transition the student back to school and determine if services or accommodations will be needed. 504 plans may be terminated at that time if no additional accommodations or services are needed. If the student continues to need a 504 plan, then it will be turned over to the school level 504 Coordinator. The school 504 Coordinator will be responsible for distributing the plan to teachers and scheduling an annual review of the 504 plan, or more frequent as needed.

FERPA

FERPA gives parents and eligible students these basic rights:

- The right to inspect and review the student's education records maintained by the school;
- The right to request that a school amend the student's education records;
- The right to consent in writing to the disclosure of personally identifiable information from the student's education record, except under certain permitted situation; and
- The right to file a complaint with the Family Policy Compliance Office (FPCO) regarding an alleged violation under FERPA.

Homeless Student Enrollment Procedures:

A homeless student (also referred to as child and youth in transition) is defined under the Federal McKinney-Vento Homeless Assistance Act as lacking a fixed, regular and adequate nighttime residence, and includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative, adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances listed above. *Unaccompanied homeless youth are those students who meet the above definition of homeless and not living in the physical custody of a parent or legal guardian. All unaccompanied youth are not considered homeless.*

Every child has a right to a free and appropriate public education. Children in transition who fit federal definitions of homelessness have a right to:

- Immediate school enrollment and attendance, even without birth records, school records, immunizations, and/or health physicals;
- Have assistance with requesting records from the previous school;
- Remain at their school of origin if it is in the best interest of the child;
- Transportation to and from school;
- Help for prompt resolution about school placement including Special Education,
- Bilingual Education, Gifted, and remedial programs; and receive free breakfast and lunch for the remainder of the school year (by using the nutrition application and current procedure).
- Identified homeless families can receive assistance through the student support staff at their school. Services provided include linkages with community resources, clothing for students, and school supplies. Homeless students may also be eligible for additional supportive academic services. For more information, please contact the school office at 484-8785.

Federal Program Offerings

Title I: Academic Improvement

Title II: Staff Development

Title III: English Language Learners

Title VI: Rural School Educational Improvement Opportunities

Title I - 10 Components

1. A comprehensive needs assessment
2. Schoolwide reform strategies
3. Instruction by highly qualified teachers and paraprofessionals.
4. High-quality and ongoing professional development
5. Campuses utilize strategies to attract and retain highly qualified staff.
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in decisions regarding the use of academic assessments that provide information to improve the achievement of individual students or the overall instructional program.
9. Effective, timely additional assistance to ensure that students' difficulties are identified and assistance is provided.
10. Coordination and integration of Federal, State, and local services and programs

ELL Mission Statement

The Mission of the MES English Language Learner program is to provide non- English speaking students with the English language competence needed to thrive, move forward and accomplish high levels of success while meeting all local and state standards given appropriate education. Continuity and cooperation with the staff as a whole will lead to their full involvement in an ever changing multicultural global society.

MES Family Engagement Policy

- At the first PTA meeting of the new school year, a copy of this policy, legal requirements, and the families' opportunity to be involved will be explained.
- Parent Square will be used by all teachers to communicate with families about classroom and school-wide activities. Volunteer opportunities will be communicated to families through Parent Square. A Parent Square school events calendar will be updated monthly with scheduled reminders sent to parents.
- Information concerning the students' performance at school will be provided on the mid-term & nine-weeks report card or, if necessary, more frequently. At these times families may arrange for conferences to participate in decisions relating to the education of their children.
- Comments by families of children participating in the Title 1 school wide program plan shall be attached to the plan when submitted to the Local Education Agency.

Shared Responsibilities for High Student Performance

1. Teachers will inform parents of their child's progress as needed, as well as at the fall and winter parent-teacher conference sessions.
2. Opportunities for families to volunteer will be available throughout the school year.
3. After-school tutoring may be available for students who need additional help.

Building Capacity for Engagement

1. Information about literacy training provided by the Adult Basic Education office will be made available to those parents who need guidance in helping their children improve their achievement.
2. Teachers will be available to assist families in how to help their children in certain classroom subjects.
3. Families may help coordinate the services provided by local businesses
4. Families and teachers shall work together in coordination of the education of children, including those with learning disabilities or physical handicaps, during scheduled meetings.
5. At the first PTA meeting of the school year, families will be introduced to members of various school committees, discuss with them the responsibilities of each committee, and be open to family input.

Immunizations

See Cumberland County School BOE Policy 6.402 for more information pertaining to student immunizations to include the Meningococcal immunization.

Mental Health Needs

To address the mental health needs of our students, Martin Elementary follows the mental health standards and guidelines adopted by Cumberland County Schools.

Pediculosis (Head Lice) - CCBOE Policy 6.4031

No student shall be denied an education solely by reason of pediculosis (head lice), and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the infestation and protect the privacy of the student.

It shall be the responsibility of the principal or school nurse to notify the parent(s)/guardian(s) in the event a student has head lice. A letter shall be sent home with the student to explain the condition, requirements for readmission, and deadlines for satisfactory completion of the treatment.

Prior to readmission, satisfactory evidence must be submitted to school personnel that the student has been treated for head lice. This evidence may include but not be limited to:

1. Proof of treatment with a pediculicide product (e.g., head lice shampoo); or
2. Satisfactory examination by a school health official.

Treatment and prevention procedures shall be developed by the Director of School/Designee in consultation with the school nurse and distributed to all classroom teachers. These procedures shall also be distributed to the parent/guardian of any student that has head lice.

Any subsequent incidents of head lice for a student during the school year shall require submission of satisfactory evidence of treatment for head lice and be found free of lice by a school health official.

A student shall be expected to have met all requirements for treatment and return to school no later than two (2) days following exclusion for head lice. All days in excess of the allowable period shall be marked as unexcused absences and referred to the attendance supervisor at the proper time.

Medication

All medication must be brought to and from school by parents, never delivered by students. Students requiring prescription medication must have an "Administration of Medication" form completed by their parents and on file with the school nurse. This form is available in the office and must be completed each year for each medication. **The medication should be brought to school by the parent, (not the student) in the original container appropriately labeled by the pharmacy or clinic.** Medication will be kept in the nurse's office and given to the student at the designated time. Prescribed medication may be administered by a school nurse or by a non-health professional designated by the principal or school nurse. All medications must be supplied by the parents in original containers and require written consent even for intermittent use.

NOTE: Any student possessing, selling, giving, or sharing any medication in any form including, but not limited to any type of over-the-counter medication, or health aids (such as vitamins), will be subject to full prosecution under the Drug Free Schools Act.

Family Life Curriculum - CCBOE Policy 4.213

A family life education program shall be implemented within the school district in compliance with state law.¹

A parent/guardian who chooses not to have a student participate in the family life education program shall submit such request in writing to the principal. A student who is excused from the program shall be assigned alternative health activities and shall not be penalized academically.

FAMILY LIFE INSTRUCTION

The curriculum for the family life education program shall, in a manner that is age-appropriate and factually and medically accurate, including the following: ²

1. Teach the skills needed to make healthy decisions in all aspects of marriage and family life;
2. Encourage sexual health by helping students understand how the whole person is affected by sexual activity as well as other risk behaviors;
3. Provide information about human reproduction, including conception, birth, and prenatal care, as well as the process of adoption and its benefits;
4. Provide information on the family unit and the responsibilities and consequences related to sexual activity, including the challenges of single teen parenting;
5. Promote only sexual risk avoidance through abstinence and the positive results of avoiding sexual activity;
6. Provide instruction on the detection, intervention, prevention, and treatment of child sexual abuse, including such abuse that may occur in the home, and human trafficking in which a victim is the child, and internet crimes against children;
7. Provide instruction on the prevention of dating violence;
8. Encourage communication between parent(s)/guardian(s) and students; and
9. Address the legal aspects of sexual activity with emphasis on the rights of the student; and
10. Include the presentation of high-quality, computer-generated animation or high-definition ultrasound of at least three (3) minutes in duration that shows the development of the brain, heart, and other vital organs in early fetal development per state academic standards.³

Instruction in topics related to sexual activity are not age-appropriate for students in grades kindergarten through five (K-5) and shall not be taught as part of the family life curriculum. This does not prohibit instruction on detection, intervention, prevention, and treatment of child sexual abuse and human trafficking of children.⁴

The family life education program shall be reviewed annually to assure that the prohibited items of instruction, as provided for in state law,⁵ are not included in curriculum.

TRAINING ON INSTRUCTION

Personnel involved in instruction will conduct such instruction with maturity and discretion. Personnel providing family life instruction shall receive training prior to presenting such instruction.

CHILD TRAFFICKING PREVENTION EDUCATION

Instruction on child trafficking prevention and awareness shall be provided for all students in grades K- 12 in a manner that is age-appropriate, grade-appropriate, and advances each year through

developmentally appropriate instruction and skill building.⁶ The Director of Schools/designee shall develop a plan to implement child trafficking prevention education into the district's health education instruction and present it to the Board for approval.

REPORTING²

At the beginning of each school year, the Director of Schools shall provide the contact information to the Department of Children's Services of each employee or trained professional providing instruction on family life curriculum related to child sex abuse, human trafficking, and internet crimes. The Director shall also report on the curriculum selected by the Board of Education.

Tennessee Department of Education Diabetes Information Sheet

What is Diabetes?

Diabetes occurs when the body has trouble using sugar (glucose) for energy. The body needs insulin to help move sugar from the foods we eat into our cells. If sugar **cannot** get into the cells, it builds up in the blood and damages the body.

What is Screening for Type 1 Diabetes?

Screening for type 1 diabetes means getting tested before symptoms are present and might include a blood test that checks for markers called autoantibodies or a blood test that measures the level of sugar in the blood. Screening for autoantibodies can identify type 1 diabetes early (before insulin is required), and may be able to delay the onset of symptoms by starting care sooner.

What is Type 2 Diabetes?

A disease in which the body produces insulin, but either doesn't produce enough or can't use it effectively. This type is more common in adults, but more children and teens are developing diabetes than in the past. It's often linked to risk factors like being an unhealthy weight or being inactive, but certain ethnic backgrounds and family history may also increase risk.

What Can You do to Help Prevent Type 2 Diabetes?

Eat Healthy Be Active Control Weight

Warning signs or tests positive?

care provider right away if your child displays warning signs. Ask if signs are appropriate based on warning signs or risk factors. If your diabetes, work with your child's primary care provider to develop a plan that can help prevent serious illness.

What is Prediabetes?

Before people develop type 2 diabetes, they almost always have prediabetes, where their blood glucose is higher than normal but not as high as if they had diabetes. Prediabetes can lead to type 2 diabetes. Your primary care provider can recommend steps that can often stop or slow down the progression of prediabetes. Darkened skin patches (acanthosis nigricans) can be an early visible sign of prediabetes or type 2 diabetes, and recognizing it early could help delay or prevent progression of the disease.

What Are the Warning Signs of Type 2 Diabetes?

Frequent urination, increased thirst, increased appetite (feeling very hungry), exhaustion (very tired), blurry vision, cuts/bruises that are slow to heal, tingling/pain/numbness in the hands/feet.

What is Screening for Type 2 Diabetes?

Type 2 diabetes screening often includes a blood test that measures the level of sugar in the blood. The same test can be used to check for prediabetes. Screening can detect prediabetes or diabetes earlier, before warning signs develop, and may reduce the risk of life-threatening complications and hospitalization.



Department of Education

Created in cooperation with the Tennessee Department of Health
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on: diabetes.org • breakthrough1d.org

Parental Notification Under the Elementary and Secondary Education Act (ESEA)

The Elementary and Secondary Education Act (ESEA) as amended in Dec. 2015 by the Every Student Succeeds Act (ESSA) makes it clear that Congress expects local educational agencies (LEAs) and schools receiving federal funds to ensure that parents are actively involved and knowledgeable about their schools and their children's education. The law requires schools to give parents many different kinds of information and notices in a uniform and understandable format and, to the extent practicable, in a language that the parents can understand. Listed below are some of these required notices that must be made to parents by school districts or individual public schools.

Teacher Qualifications and Highly Effective Teachers

At the beginning of each year, an LEA shall notify parents that they may request, and the LEA will provide, information regarding whether professionals are highly effective, including the qualifications of the student's teachers and paraprofessionals. This includes information about whether the student's teacher:

1. has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. is teaching in the field of discipline not of the certification of the teacher; and
4. is teaching alongside paraprofessionals and, if so, the paraprofessional's qualifications [ESSA § 1112(e)(1)(A)].

Student Privacy

Districts must give parents annual notice at the beginning of the school year of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- ✓ activities involving the collection, disclosure, or use of personal student information for the purpose of marketing or selling that information;
- ✓ administration of surveys containing request for certain types of sensitive information; and
- ✓ any nonemergency, invasive physical examination that is required as a condition of attendance, administered by the school, scheduled in advance, and not necessary to protect the immediate health and safety of students.

A district must develop and adopt policies regarding the rights of parents to inspect:

- ✓ third-party surveys before they are administered or distributed to students;
- ✓ measures to protect student privacy when surveys ask for certain sensitive information;
- ✓ any instructional materials;
- ✓ administration of physical examinations or screening of students;
- ✓ collection, disclosure, or use of personal information from students for the purpose of marketing or selling that information; and
- ✓ the parental right to inspect any instrument used to collect personal information before it is distributed to students.

Districts must give parents annual notice of an adoption or continued use of such policies and within a reasonable period of time after any substantive change in such policies [20 U.S.C. 1232g].

Public Release of Student Directory Information

Under the Family Education Rights and Privacy Act (FERPA), an LEA must provide notice to parents of the types of student information that it releases publicly. This type of student information, commonly referred to as "directory information," includes such items as names, addresses, and telephone numbers

and is information generally not considered harmful or an invasion of privacy if disclosed. The notice must include an explanation of a parent's right to request that the information not be disclosed without prior written consent.

Additionally, ESSA requires that parents be notified that the school routinely discloses names, addresses, and telephone numbers to military recruiters upon request, subject to a parent's request not to disclose such information without written consent [§8025].

A single notice provided through a mailing, student handbook, or other method that is reasonably calculated to inform parents of the above information is sufficient to satisfy the parental notification requirements of both FERPA and ESSA. The notification must advise the parent of how to opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so [20 U.S.C. 1232g] [ESEA §8025].

Military Recruiter Access to Student Information

Districts receiving federal education funds must notify parents of secondary school students that they have a right to request their child's name, address, and telephone number not be released to a military recruiter without their prior written consent. Districts must comply with any such requests [ESEA §8528(a)(2)(B)].

Parent and Family Engagement

A district receiving Title I funds must develop jointly with, agree on with, and distribute to, parents and family members of participating children a written district-level parent and family engagement policy. Each school served under Title I must also develop jointly with, agree on with, and distribute to, parents and family members of participating children a written school-level parent and family engagement policy. If an individual school or district has a parent and family engagement policy that applies to all, it may amend the policy to meet the requirements under the ESEA [ESEA Title I, Part A, §1116(a)(2)] [20 U.S.C. §6318(b); (c)].

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school [ESEA Title I, Part A, §1116(b)(1)].

Schools must:

- ✓ hold at least one annual meeting for Title I parents;
- ✓ offer a flexible number of meetings;
- ✓ involve parents and families in an ongoing manner in the planning, review, and improvement of Title I programs;
- ✓ provide Title I parents and families with timely information about the programs, a description and explanation of the curriculum, forms of academic assessment and expected levels of student proficiency;
- ✓ if requested, provide opportunities for regular meetings to discuss decisions related to the education of their children; and
- ✓ develop a school-parent compact that outlines the responsibilities of each party for improved student academic achievement [ESEA Title I, Part A, §1116(c)].

Report Cards on Statewide Academic Assessment

Each school district that receives Title I, Part A funds must prepare and disseminate an annual report card. Generally, the state or district must include on its report card information about public schools related to student achievement, accountability, teacher qualifications and other required information, as well as any other information that the state or district deems relevant.

These report cards must be concise and presented in an understandable and uniform format accessible to persons with disabilities and, to the extent practicable, provided in a language that parents can understand. In Tennessee, these requirements are met through the state's report card [*ESEA Title I, Part A, §1111(h)(1) and (h)(2)*].

Achievement on State Assessment

All schools must provide to parents, teachers, and principals the individual student interpretive, descriptive, and diagnostic reports, which allow specific academic needs to be understood and addressed, and include information on the student's achievement on academic assessments aligned with state academic achievement standards [*ESEA §1111(b)(2)(B)(x)*].

National Assessment of Education Progress

Districts, schools, and students may voluntarily participate in the National Assessment of Educational Progress (NAEP). Parents of children selected to participate in any NAEP assessment must be informed before the assessment is administered that their child may be excused from participation for any reason, is not required to finish any assessment, and is not required to answer any test question. A district must make reasonable efforts to inform parents and the public about their right to access all assessment data (except personally identifiable information), questions, and current assessment instruments [*ESEA Title VI, Part C, §411(c)(1); (d)(1)–(2)*].

Schoolwide Programs

An eligible school operating a schoolwide program shall make the comprehensive plan available to the LEA, parents, and the public. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand [*20 U.S.C. §6314*][*ESEA Title I, Part A, §1114*].

English Learner Programs

A school district that uses federal funds to provide a language instruction education program for English learners must no later than 30 days after the beginning of the school year inform the parents of each child identified for participation or participating in such a program:

- ✓ the reasons for the identification of the child as an English learner;
- ✓ the child's level of English proficiency;
- ✓ how that level was determined and the status of the child's academic achievement;
- ✓ methods of instruction used in the program in which their child is participating and methods of instruction used in other available programs;
- ✓ how the program will meet the educational strengths and needs of their child;
- ✓ how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- ✓ the specific exit requirements for the program;
- ✓ in the case of a child with a disability, how the program meets the child's IEP objectives; and
- ✓ information about parental rights detailing the right of parents to have their child immediately removed from such program upon their request and the options that parents have to decline to enroll their child in such program or to choose another available program or method of instruction.

For a child not identified as an English learner prior to the beginning of the school year, the district must notify parents within the first two weeks of the child being placed in such a program *[ESEA Title I, Part A, §1112]*.

Homeless Children

To be eligible for McKinney-Vento funds, the school must provide written notice at the time any child seeks enrollment in the school, and at least twice annually while the child is enrolled in the school, to the parent or guardian or unaccompanied youth that, shall be signed by the parent or guardian or unaccompanied youth; that sets forth the general rights provided; and specifically states:

- ✓ the choice of schools homeless children are eligible to attend;
- ✓ that no homeless child is required to attend a separate school for homeless children;
- ✓ that homeless children shall be provided comparable services, including transportation services, educational services, and meals; and
- ✓ that homeless children should not be stigmatized by school personnel

If the district sends a homeless child to a school other than the school of origin or the school requested by the parent or guardian, the district must provide the parents a written explanation for, including notice of the right to appeal, the decision. The information must also be provided whenever a dispute arises over school selection *[ESSA Title IX, Part C, §722(g)(3)(B)]*.

Each LEA liaison for homeless children and youth shall ensure the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children *[ESSA Title IX, Part C, §722(g)(6)(A)(iv)]*.

Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under the McKinney-Vento Act, such as schools, family shelters, and soup kitchens *[ESSA Title X, Part C, §722(g)(6)(A)(v)]*.

Waiver Request

If a school district requests the U.S. Secretary of Education to waive any provision or regulation of the ESEA, it must provide notice and information about the waiver to the public in the manner in which is customarily provides public notice *[20 U.S.C. §7861(b)(3)(B)] [ESEA Title IX, Part D, §8401(b)(3)(B)(ii)]*.

Notifications

- The Cumberland County School System does not discriminate on the basis of race, sex, color, religion, national origin, age, or handicap in the provision of educational opportunities, activities, or other administered programs.
- Parents have the right to request information pertaining to the professional qualifications of their child's teacher(s). Teacher certifications can be found by accessing the Tennessee Department of Education Teacher Licensing website (www.state.tn.us/education/llchome.htm) or by contacting the Central Office at 931-456-8347. Parents may also request the qualifications of a paraprofessional that provides educational assistance to their child.
- Parents must receive notification if their child is being taught for 4 or more consecutive weeks in a core curriculum subject by a teacher that is not highly qualified.

- Parents will have access to system/school report cards as developed by the State Department of Education and available (usually in late fall of each year) through the state department web site (www.state.tn.us/educ), at the school, and/or at the Central Office.
- Parents will be given the option to transfer their child to another public school or to obtain supplemental educational services if the school fails to meet adequate yearly progress.
- Parents will receive academic results for mid-reporting periods, end of reporting periods, TN Achievement results in grade 3-8, End-of-Course and Gateway Exams in a timely manner as required by local Board policy and the Tennessee Department of Education.
- Parents can visit the state's website (www.state.tn.us) to access a description of the Tennessee Curriculum Standards, assessment, and proficiency levels students are expected to meet.
- Parents of secondary school students have the right to request that their child's name, address and telephone number not be released to a military recruiter without their prior consent.
- Parents of a student identified as limited English proficient (ELL-English Language Learner) will be notified in a timely manner of their child's level of English proficiency, their child's opportunity to participate in an ELL program, details of the program, and the right to waive participation.
- Title I Schools: A written parental involvement policy will be developed jointly with and distributed to parents of children participating in Title I programs. The parental involvement policy is printed in the school's handbook or a copy is available at the school's office (this is also available on the MES web site at <http://ccschools.k12tn.net>. An annual meeting will be held to inform parents of the school's participation and status in programs funded under ESSA..
- A school-parent-student compact that outlines the responsibilities of each party for improved student academic achievement will be distributed and agreed upon annually.
- Federal law affords parents and students, over 18 years of age, certain rights regarding educational records. The school board policy relating to student privacy and parental access to information is available in the school board policy manual located at each school and the Central Office.
- Students and parents are encouraged to participate in safe and drug-free school programs/activities. If parents object to these programs/activities, they may submit a written request to the principal that their child does not participate.
- Information pertaining to the rights granted by federal law to students with disabilities may be obtained by contacting the Special Education Department of the Cumberland County School System at 931-484-3301.
- The Cumberland County School System has the responsibility to locate, identify, and evaluate all children ages 3 to 22 years that are suspected of having a disability. If you have any questions or concerns please contact the Special Education Director at 931-484-3301.
- School health requirements, policies and procedures can be obtained from the Cumberland County Health Department, school administrators, or the school nurse.
- Students attending a persistently dangerous public school, or students who become victims of a violent criminal offense while in or on the grounds of a public school that they attend, are provided the opportunity to transfer to a safe public school within the local education agency.
- A program or activity funded as part of a 21st Century Community Learning Center that provides before or after school activities must be evaluated to assess its effectiveness. The results of the evaluation(s) are available upon request at the Federal Programs Department at 931-456-8347.

Tennessee Department of Education

Answers to many questions and much helpful information may be obtained from the State Department of Education by calling 1-888-212-3162 or visiting:

<http://www.state.tn.us/education/speced/index.htm>.

Division of Special Education, Tennessee DOE

710 James Robertson Parkway

Andrew Johnson Tower, 5th Floor

Nashville, Tennessee 37243-0380

Phone: 615-741-2851

Fax: 615-253-5567 or 615-532-9412

East Tennessee Regional Resource Center

2763 Island Home Blvd.

Knoxville, TN 37290

Phone: 865-594-5691/Fax: 865-594-8909

Child Advocacy Group Contact Information

In addition to the state and local resources available to parents and children, there are many agencies and organizations that offer support, information, training, and help in advocating for persons with disabilities in Tennessee.

A few of these organizations are listed below:

The Arc of Tennessee <http://www.thearctn.org/>.

44 Vantage Way, Suite 550

Nashville, TN 37228 Phone: 615-248-5878

Toll free: 1-800-835-7077

Fax: 615-248-5879 E-mail: pcooper@thearctn.org

Support and Training for Exceptional Parents (STEP) <http://www.tnstep.org/>

712 Professional Plaza Greenville, TN

2026-2027 Assessment Calendar

Cumberland County Schools

updated 6/19/26

Assessment	Explanation	Date(s)	Notes
ELPA 21 Screener for EL status	This assessment is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELs.	Continuous	These assessments do not reflect on your child's grades. However, the results of these tests will be sent home upon completion of the testing window. This testing is performed continuously throughout the school year, as new students enroll.
ASVAB	The Armed Services Vocational Aptitude Battery (ASVAB) is an assessment designed to measure "developed abilities and helps predict future academic and occupational success in the military." This assessment is typically given to every student while in high school typically during 10th or 11th grade.	August 2026-May 2027	ASVAB will distribute the results of this assessment to students and parents.
Civics Exam	Per Tennessee Code Annotated, students in high school will take the U.S. Civics Exam prior to graduation. This assessment is designed to both promote and document basic U.S. Citizenship knowledge and skills.	August 2026-May 2027	The results of this assessment will be returned to individual students.
AIMSweb Universal Screening #1 (Fall)	AIMSweb is a skills-based universal screener for Reading and Math, used to inform important decisions about student learning and serve as a benchmark for making decisions regarding student academic support that may be needed.	August 31-September 18	These assessments are used for students in Kindergarten-8th grade. The results of these assessments do not reflect on your child's grades. However, the results will be sent home upon completion of the testing window.
Mid-Term Assessments	These assessments are for students in grades 9-12. These assessments provide a mid-term snapshot on how students are progressing halfway through courses.	October 8-9, 2026	Results from these assessments will be averaged into students' 1st term and reflect on their report card.
ACT Senior Retake	This assessment gives educators, students, and families early insight into a student's level of preparedness for college/career by high school graduation. Reports include data to qualify students for dual enrollment courses.	September 29-30, October 1-2, 5-9, 2026	Results from this assessment will be distributed to individual students and parents by ACT.
MasteryConnect Benchmark High School - Fall	These assessments are for high school students in EOC tested classes to assess their knowledge of course standards.	October 26-30 and November 2, 2026	Results from these assessments will be averaged into students' 2nd term grade and reflect on their report card.
Fall Block EOC	The End of Course category of the state's overall TCAP system provides information regarding the skills related to English language arts, math, science and social studies courses. Also known as TNReady assessments, these tests are designed to assess true student understanding and not just basic memorization and test-taking skills.	November 30-December 17, 2026	This assessment is given to students in grades 9-12. Results from these assessments will be included in the TCAP/EOC portion of the student's overall grade on their report card. Parents will receive a collective TCAP/EOC report that includes the results from each part of the assessment.
AIMSweb Universal Screening #2 (Winter)	AIMSweb is a skills-based universal screener for Reading and Math, used to inform important decisions about student learning and serve as a benchmark for making decisions regarding student academic support that may be needed.	December 1-December 18, 2026	These assessments are used for students in Kindergarten-8th grade. These assessments do not reflect on your child's grades. However, the results of these tests will be sent home upon the completion of the testing window.
Fall Semester Final Exams	These assessments are for students in grades 9-12. These assessments cover course content for Fall semester.	December 16-17, 2026	Results from these tests will be averaged into students' 2nd term grades which be reflected on their report cards.
MasteryConnect Benchmark Elementary/Middle #1	These assessments are for students in 3-8 to assess their knowledge of grade-level standards	December 9-17, 2026	These assessments will count as part of students' 2nd term grade. Scores will be visible on Skyward.
PreACT for 9th and 10th grade students	This assessment predicts student performance on the ACT and can be used as an indicator of college and career readiness. Reports include data to help with targeted interventions, inform classroom instruction, guide students in course selection, and qualify students for dual enrollment courses and Middle College.	March 23-26, 29-31, April 1-2, 2027	This assessment is given to all 9th and 10th grade students and results will be distributed to individual students and parents by ACT.
NAEP	The National Assessment of Educational Progress, or NAEP, is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and/or U.S. history.	Schools and grades participating TBA	Individual student results are not reported to families or districts. Scores are only reported to the Tennessee Department of Education.

2026-2027 Assessment Calendar

Cumberland County Schools

Assessment	Explanation	Date(s)	Notes
ELPA 21 for ELs	The ELPA21 for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELs). It is given annually to monitor students' progress in acquiring academic English.	February 1-March 26, 2027	These assessments do not reflect on your child's grades. However, the results of these tests will be sent home when results are received from ELPA.
Mid-Term Assessments	These assessments are for students in grades 9-12. These assessments provide a mid-term snapshot on how students are progressing halfway through courses.	March 11-12, 2027	Results from these assessments will be averaged into students' 3rd term and reflect on their report card.
ACT for all 11th grade students	This assessment gives educators, students, and families early insight into a student's level of preparedness for college and career by high school graduation. Reports include data to help guide students in course selection, and qualify students for dual enrollment courses.	March 23-26, 29-31, April 1-2, 2027	This assessment is given to all 11th grade students. Results from this assessment will be distributed to individual students and parents by ACT.
MSAA	The Multi-State Alternative Assessment (MSAA) applies the lessons learned from the past decade of research on alternative assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results.	TBD	This assessment is given to students who are approved to take the MSAA in accordance with their Instructionally Appropriate Individualized Education Plan (IAIEP). Results from this assessment will be reported to parents in the Fall report cards.
TCAP-ALT	This alternate TCAP test is designed for our students with the most significant cognitive disabilities all subjects in grades 3-8 and in grade 10.	February 1-May 21, 2027	Parents will receive a collective TCAP report that includes the results from each part of this assessment.
MasteryConnect Benchmark Elementary/Middle #2	These assessments are for students in 3-8 to assess their knowledge of grade-level standards	March 4-12, 2027	These assessments will count as part of students' 3rd term grade. Scores will be visible on Skyward.
MasteryConnect Benchmark High School - Spring	These assessments are for high school students in EOC tested classes to assess their knowledge of course standards.	March 22-25, 31 and April 1, 2027	Results from these assessments will be averaged into students' 4th term grade and reflect on their report card.
TCAP (Grades 3-8) and EOC (Spring Block and Year-Long Courses)	This section of the state's overall TCAP system provides information regarding the knowledge and skills related to English language arts, math, science and social studies. Also known as TNReady assessments, these tests are designed to assess true student understanding and not just basic memorization and test-taking skills.	April 7-May 6, 2027	Results from this assessment will be included in the TCAP portion of the students' overall grade on their report card. Parents will receive a collective TCAP report that includes results from each part of the assessment.
AIMSweb Universal Screening #3 (Spring)	AIMSweb is a skills-based universal screener for Reading and Math, used to inform important decisions about student learning and serve as a benchmark for making decisions regarding student academic support that may be needed.	April 26-May 14, 2027	These assessments are used for students in Kindergarten-3rd grade. assessments do not reflect on your child's grades. However, the results of these tests will be sent home upon completion of the testing window.
AP Exams	These assessments are for students in grades 9-12 and measure student comprehension of Advanced Placement material.	May 3-14, 2027	Results from these tests will be shared with students through AP-College Board.
Spring Semester Senior Final Exams and Underclassmen Final Exams	These assessments are for students in grades 9-12. These assessments cover course content for Spring semester.	May 13-18, 2027 for Seniors & May 25-26, 2027 for Freshmen, Sophomores, and Juniors	Results from these tests will be averaged into students' 4th term grades which be reflected on their report cards.