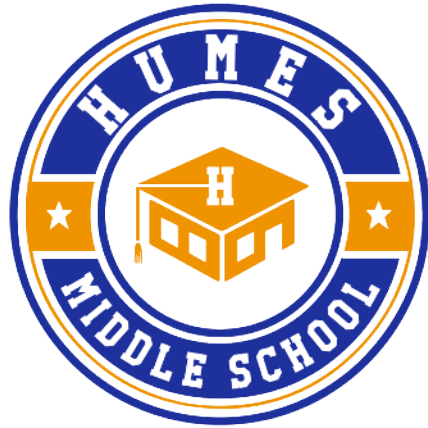


Humes Middle School



STUDENT & PARENT HANDBOOK

2020-2021

Excellence is the Expectation!

Principal: Dr. Lakishia Robinson
Assistant Principal: Mr. Freddie Thomas
Dean of Students: Mr. William Overton
MCL: Mrs. Desremona Morgan
MCL: Ms. Keiyoma Dabney
Counselor: Mr. Anthony Paige

659 N. Manassas Street
Memphis, TN 38107
(901) 443-7575
www.fraysercs.org

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FRAYSER COMMUNITY SCHOOLS

Our promise is to hold high expectations of achievement for every student, ensure a focus on excellence and results, and provide systematic support for every student. We believe in you, our students; we know you can succeed. We will motivate, educate, and empower our students with pride, passion, and professionalism to spark the mind of a child who someday will change the world in a positive way. Our school design includes rigorous, standards-based, college preparatory curriculum, intensive teacher coaching led by experienced professional teachers, data driven instruction, a strong behavioral management system, a school culture of academic achievement, and committed and driven teachers. These elements have produced successful student outcomes in schools around the country; we will utilize them to transform Frayser and the North Memphis Community.

MISSION

Our mission is to cultivate the gifts of each student, producing critical thinkers, upstanding citizens, and transformational leaders who are prepared for success in college, in their chosen career, and in their community. We do this through advanced academic rigor, exposure to college and career opportunities, and a heavy focus on leadership and community.

VISION

Our vision is to be a premiere educational organization recognized for its service and known for excellence in education and building communities through schools.

HMS Tigers D.R.I.V.E.!



VALUES

- **Discipline:** Students will adhere to the code of conduct, demonstrate respect, and make good decisions.
- **Responsibility:** Students will take ownership of their academics and decision-making.
- **Integrity:** Students will uphold positive, honest, and professional behavior in all aspects of their school life, including academic performance, interactions with faculty and peers, and during extracurricular activities.
- **Vision:** Students will have a vision for their future-of the possibilities that are available to them as a result of their academic diligence- and will use this vision to guide their choices.
- **Effort:** Students will commit to excellence and will put forth the highest degree of effort needed to complete tasks and achieve.

FCS SCHOOLS

- Humes Middle School
- Westside Middle School
- Martin Luther King, Jr. Preparatory Academy High School



Dear Families,

It is with great honor and excitement that I introduce myself as the proud principal of Humes Middle School. As a member of the Humes family for the last four years, I have made a commitment to ensure the students of HMS are not only prepared for the next grade level, but are also prepared for college, their future careers, and are productive citizens in the community, now and in the future. My goals are to ensure the students of HMS have access to a quality education, to support great teachers, and to serve as a partner in the development of your child.

Humes is a safe, welcoming, and caring environment that focuses on developing ALL students and ensuring they not only display intelligence (we challenge them to do their best academically), but also grow in character and demonstrate maturity and commitment to the school and community. Through the numerous clubs, organizations, sports, community service events, outreach programs, and fun activities for students and families, we diligently remain an integral part of the community, while making school a fun and nurturing.

Our school is fully inclusive, including all students and giving everyone a chance to explore their interests. This means students with disabilities have the same opportunities as general education students for sports, clubs, and all school events. Our functional skills class is among the best in the city, meeting the needs of all learners.

Here are some of the great initiatives that we have at Humes:

- ❖ National Junior Honor Society
- ❖ Student Government Association
- ❖ College and Career Readiness Course for all grades, including college tours and guest speakers
- ❖ Marching and Concert Band
- ❖ Parent Advisory Council
- ❖ Football
- ❖ Boys and Girls Basketball
- ❖ Baseball and Softball
- ❖ Track
- ❖ Clubs & Organizations
- ❖ Lady Diamonds/Men of Distinction
- ❖ Blended Learning
- ❖ Knowledge Bowl
- ❖ PBIS Incentives
- ❖ City Year and CIS support
- ❖ 2 Learning Gardens
- ❖ Computer Technology and STEM
- ❖ Family Assistance
- ❖ Counseling and Referrals to Additional Support
- ❖ Community Parties/Events
- ❖ Soup Kitchens/ Soul Food Kitchen-Free for the community!
- ❖ Strong relationships with community partners
- ❖ Elvis Tours
- ❖ Out of Uniform Policy for 2020-2021

If you have any questions, feel free to call me on my cell phone at 901-440-9634 or email me at lakishia.robinson@fraysercs.org.

Humes is a GREAT SCHOOL, and we are looking forward to a successful year.

Sincerely,
Dr. Lakishia Robinson

CURRICULAR COMPONENTS

Humes Middle School offers a rigorous academic curriculum and intervention support. The core curricular components include the following:

College Preparatory Curriculum

Individualized Learning via Blended Learning

Community Service Projects

College and Career Readiness

Opportunities for National Junior Honors Society

STEM Integration at All Grade Levels

Focus on Common Core/ TN Standards

Conferences take place during the teacher's planning period and can be arranged any day of the week. Please call the school or email the teacher. All email addresses are first name.last name@fraysercs.org (ex. Lakishia.robinson@fraysercs.org).

HUMES MIDDLE SCHOOL TEAM

Position	2020 – 2021 Employee
C.E.O	Dr. Bobby White
Executive Director	Brett Lawson
Chief of Staff	Erica Williams
Director of Operations	Tina Pearson
Director Human Resources	Kevin Potts
Principal	Dr. Lakishia Robinson
Assistant Principal	Freddie Thomas
Dean of Students	William Overton
Multi-Classroom Leader	Desromona Morgan
Multi-Classroom Leader	Keiyoma Dabney
Office Manager	Kelly Peters
Office Secretary	Sathunda Williams
Building Engineer	Kenneth Herod
School Counselor	Anthony Paige
SPED MOD	Morgan Sparrow
Inclusion SPED	LaTanya Potts
Inclusion SPED	Patricia Fitzgerald
SPED Assistant	Raymond Holmes
SPED Assistant	Alisha Govan
Student Success	Torio Wisemen
6th Grade Math	Jordan Landfair
6th Science	Angela Moore
6th Social Studies	Mahalia Davis
6th Grade ELA	Aislyn Lipford
7th Grade Math	Madeline Redmond
7th Grade Science	Joseph Sutton
7th Grade Social Studies	Elisabeth Bogart
7th Grade ELA	Jacquelyn Ford
8th Grade Math	Kimberly Saunders
8th Grade Science	Mavis Stitt
8th Grade Social Studies	Latrice Toombs
8th Grade ELA	Milaa Crawford
Computer Technology	Cashundra Jefferson
Physical Education	Cameron Smith
General Music/Band	William Bolton
Custodian	Berita Conner
Custodian	Mr. Washington
Cafeteria Manager	Adrienne Jones

DAILY SCHEDULE- DISTANCE LEARNING MODEL

6 TH GRADE		7 TH GRADE		8 TH GRADE	
7:45 am	Student Prep	7:45 am	Student Prep	7:45	Student Prep
8:00 am	Morning Meeting	8:00 am	Morning Meeting	8:00 am	Morning Meeting
8:15 am	1 st Period	8:15 am	1 st Period	8:15 am	1 st Period
9:05 am	2 nd Period	9:05 am	2 nd Period	9:05 am	2 nd Period
9:55 am	3 rd Period	9:55 am	3 rd Period	9:55 am	3 rd Period
10:45 am	Lunch	10:45 am	Lunch	10:45 am	Lunch
11:35 am	4 th Period	11:35 am	4 th Period	11:35 am	4 th Period
12:25 pm	5 th Period	12:25 pm	5 th Period	12:25 pm	5 th Period
1:15 pm	6 th RTI	1:15 pm	6 th RTI	1:15 pm	6 th RTI
2:05 pm	Asynchronous Learning	2:05 pm	Asynchronous Learning	2:05 pm	Asynchronous Learning
3:15 pm	Extracurricular Activities	3:15 pm	Extracurricular Activities	3:15 pm	Extracurricular Activities

DISTANCE LEARNING RESPONSIBILITY

If students use the distance learning model (virtual instruction), students will receive a variety of support from teachers and staff. Teachers will require the same level of engagement during online courses as they would require during in-person classes. It is the responsibility of the student to own his/her work. It is the responsibility of the parent to ensure students dedicate time for student learning, even if the student is learning from home. If you have any concerns or questions, feel free to call the school at 901-443-7575 or email or call the teacher.

Frayser Community Schools 2020-21 ACADEMIC Calendar

2020-2021 School Calendar

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

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

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

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

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

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

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

February '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

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

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

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

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

	School Closed/ Holidays Teachers Out Full Day		PD/Admin Day Teacher in-Service Day (no school for students)
	Offices Closed		First Day of School Students/Start of Quarter
	End of Quarter/Last Day of School Students		Assessment Days/CASE/ i-Ready/ACT/TCAP/EOC

2020 – FIRST SEMESTER – 82 DAYS

JULY 27-AUGUST 7, 2020	TEACHER IN-SERVICE
AUGUST 10, 2020	FIRST DAY FOR STUDENTS / 1 ST 9 WEEKS BEGINS
SEPTEMBER 7, 2020	LABOR DAY (TEACHERS AND STUDENTS OUT)
SEPTEMBER 24, 2020	PARENT/TEACHER CONFERENCES 4-7 P.M.
OCTOBER 9, 2020	1 ST QUARTER ENDS
OCTOBER 12-16, 2020	FALL BREAK – TEACHERS AND STUDENTS OUT
OCTOBER 19, 2020	STUDENTS RETURN / 2 ND 9 WEEKS BEGINS
NOVEMBER 3, 2020	PROFESSIONAL DEVELOPMENT DAY (STUDENTS OUT)
NOVEMBER 11, 2020	VETERAN'S DAY TEACHERS AND STUDENTS OUT
NOVEMBER 23-27, 2020	THANKSGIVING HOLIDAY (TEACHERS AND STUDENTS OUT)
DECEMBER 16-18, 2020	1 ST SEMESTER EXAMS
DECEMBER 18, 2020	2 ND 9 WEEK ENDS
DECEMBER 21-31, 2020	WINTER BREAK (TEACHERS AND STUDENTS OUT)

2021 – SECOND SEMESTER – 93 DAYS

JANUARY 1-3, 2021	NEW YEAR'S DAY – WINTER BREAK (TEACHERS AND STUDENTS OUT)
JANUARY 4, 2021	PROFESSIONAL DEVELOPMENT DAY (STUDENTS OUT/TEACHERS IN)
JANUARY 5, 2021	STUDENTS RETURN – 3 RD 9 WEEKS BEGINS
JANUARY 18, 2021	DR. MARTIN LUTHER KING JR. DAY (TEACHERS AND STUDENTS OUT)
FEBRUARY 15, 2021	PRESIDENTS DAY (TEACHERS AND STUDENTS OUT)
FEBRUARY 25, 2021	PARENT / TEACHER CONFERENCES 4-7 P.M.
MARCH 12, 2021	3 RD 9 WEEKS BEGINS
MARCH 15-19, 2021	SPRING BREAK (STUDENTS AND TEACHERS OUT)
MARCH 22, 2021	STUDENTS RETURN – 4 TH 9 WEEKS BEGINS
APRIL 2, 2021	SPRING BREAK II – GOOD FRIDAY (TEACHERS AND STUDENTS OUT)
APRIL 5, 2021	PROFESSIONAL DEVELOPMENT DAY (STUDENTS OUT)
MAY 24-26, 2021	2 ND SEMESTER EXAMS
MAY 26, 2021	LAST DAY OF SCHOOL – 4 TH 9 WEEKS ENDS
MAY 27, 2021	TEACHER ADMINISTRATIVE DAY (STUDENTS OUT)
MAY 31, 2021	MEMORIAL DAY (TEACHERS AND STUDENTS OUT)

Parent Engagement

Parental Volunteer Policy

All FCS parents are requested to commit to at least 5 hours of volunteer service to the school within one school year. Volunteer hours will be logged and awards will be given to the most active parents at the end of the school year.

Parent Academy Sessions

Parents are encouraged to attend all Parent Academy data meetings. If a parent is not available to attend the sessions, then they are allowed to send a representative to attend the meeting. The representative must be an adult over the age of 21.

Parent Advisory Council (PAC)

The PAC consists of parent representatives from each grade level. Parent representatives will co-chair school-wide activities with a school staff member. A minimum of 5 PAC representatives per grade level is needed to ensure the success of the PAC. PAC meetings are held monthly at the school or online in the case of distance learning.

FCS Student Attendance Policy

FCS Attendance Expectation

Attendance is critical to your student's success. Students cannot master the content and skills of our rigorous academic program without being here every day. Absences for any reason are unfavorable to learning and should be avoided. The responsibility of the student regular attendance rests with the individual and the parent or legal guardian. In an effort to support our students and their families, FCS is committed to assisting parents, legal guardians and students with achieving our daily attendance goal of 97%.

FCS will record and report the monitoring of daily attendance to the State of Tennessee's Department of Education and Juvenile Court in accordance with the Tennessee Compulsory law(T.C.A. §49-6-3001).

Compulsory Attendance Policy

The Tennessee State Compulsory Attendance Law (T.C.A. §49-6-3001) requires that students of legal age attend school (ages of six and seventeen years, both inclusively), exceptions are circumstances that arise which temporarily or permanently excuse the student from attendance.

COVID – 19 Attendance Implications

During the 2020-2021 School Year, students may be learning in a distance-learning setting from home. This has implications on how an absence is arrived at. Students are required to be at school for 7 hours per day during a normal year. FCS will implement 7 hours of meaningful online activity as the standard for full attendance. Students who do not accrue at least 4 hours of meaningful activity in FCS monitored systems per day will be marked as absent. Students who do not reach at least 7 hours of meaningful activity should know that all work assigned is expected to be completed.

Monitoring of student activity will be accomplished by triangulating GoGuardian, Canvas, Clever, i-Ready, Edgenuity, Aimsweb+, and APEX online platforms. Because students who attend school in person will still engage in online learning, these same metrics will be captured and compared to the actual presence of the student. If a student is in person but does not engage in 4 hours of meaningful activity per day, counseling will be used to increase engagement. Disciplinary measures may be called for if counseling fails.

Attendance Requirements

In the State of Tennessee, a student's school year consist of 180 instructional days. This does not include vacations, administrative days, and natural disasters (T.C.A. §49-6-3004) as approved by Frayser Community Schools. 5 Days per year are accounted for by "stockpiled days" due to our longer school day. This allows us to have a student calendar of 175 days. The school calendar is divided by semester; refer to the front of the handbook to review the calendar.

Enrollment of overage students

Students that are 18 years of age or older are considered beyond the compulsory attendance age. Enrollment for overage individuals must be reviewed by the Attendance Manager, School Counselor and Dean to evaluate previous attendance records, discuss academic alternatives, make proper education placement referrals; layout academic course guidelines, attendance and behavioral expectations of the student.

Individuals that are interested in enrollment must register within the first twenty (20) days of school and go through the evaluation process. Evaluation conditions are mentioned below and not limited to:

1. Has dropped out of school and wants to re-enroll

2. Enrolling after the first twenty (20) days of school

Exceptions to this policy are:

- A doctor's note that covers the absences
- Frayser Community Schools will permit enrollment under the Individuals with Disabilities Education Act.

Drop from Enrollment Policy

Students that are beyond the compulsory attendance age may be dropped from enrollment after five (5) consecutive unexcused absences or a total of five (10) unexcused absences from class or school, upon the approval of the school principal or attendance manager.

Excused and Unexcused Absences Policy

We realize that there are times when students will not be in school. However, FCS strongly believes that your student's education should be his or her priority. Students are expected to be on time and attend all scheduled classes each day. Students receiving an excused absence under this section will have opportunities to make up missed assignments. A parent or legal guardian provides the school with a medical or written note within one (1) days of the students return. Handwritten notes cannot exceed more than six (6) written notes per year.

Excused Absences

FCS will only count any absences from school as excused for the following:

1. Personal illness (absences exceeding three days may require a physician's statement).
2. Personal injuries, homebound circumstance or hospitalization of the student with documentation from the treating medical physician.
3. Medical, Dental and Optometric appointments (we strongly recommend you to make these appointments outside of school hours or during vacations).
4. A death in the immediate family or other significant family crisis (limited to three (3) days with proper documentation)
5. Religious holidays
6. Suspensions
7. Court orders; subpoena; and other appointments with verified documentation
8. Students that are participating in school events, activities and verified college visits
9. Circumstances that affected the student's absence as approved by the principal or designee.
10. Students that have a parent or legal guardian in the military, National Guard or Reserve that is deployed will be permitted one (1) day.
11. Special requests from parent/legal guardian (pre-arranged by principal or attendance manager)

Note: *All other absences will be unexcused*

The Tennessee law requires students to bring a letter of documentation from the parent, legal guardian or medical professional when absent. To comply with state law, upon return to school, students MUST bring in a note covering absences accrued. The note must include:

- The date(s) of the absence(s)
- The reason for the absence(s)
- A phone number where a parent, legal guardian, and medical professional can be reached
- The parent or legal guardian signature

Unexcused Absences:

Unexcused absences are accumulated due to unlawfully missing school without acceptable reasons, not having an excused note on file or exceeding handwritten notes.

Below are examples of unexcused absences.

1. Missing the bus, ride or car trouble (unless the fault of the bus company)
2. Missing class due to late school arrivals and check outs without acceptable reasons.
3. Missing class due to oversleeping/alarm failure
4. Skipping class or leaving campus without following proper check out procedure
5. Leaving school during the regular school day without approval of school personnel
6. Driver's License/ Permit appointments (appointments should be made during breaks or vacations).
7. Missing class or school for employment or job interviews
8. Personal grooming appointments (hair or nails)
9. Needed at home/ babysitting
10. Missing school due to fatigue

Parents or legal guardians will receive notification via phone, email or letter from the school after three (3) unexcused absences to offer support in problem-solving, resources and notifications of the next steps.

Pre-Arranged Absences

Contact the attendance manager in regards to pre-arranged absences. Please note that absences have a detrimental effect on a student's accomplishments and progress, and this should be considered prior to requesting pre-arranged absences.

Opportunities for Make-up Work

Students will be given the opportunity to make up work missed due to an absence and/or out of school suspension within three official school days of the students return. It is the parent and students' responsibility to notify the teacher to arrange make-up work, pick up makeup packages and to ensure makeup work is returned by given deadline only by appointment. There will be no exceptions. Most, if not all, teachers will have regular make-

up policies already in place, and students should be aware of those requirements. Remember that make-up work is the responsibility of the student. It is not the teacher's responsibility to track down students to administer make-up tests and collect homework. Also, the teacher schedules make-up work, not the student. Students submit all make-up work, tests and quiz with-in five days or determined by the teacher. Assignments missed due to an unexcused absence may not be made up.

Truancy

Truancy is a major violation of FCS regulations. Any student who misses school or a class without prior permission or who misses for reasons other than those outlined in the excused absence section may be considered truant.

In an effort to deter students from missing school, all truancy violations are CUMULATIVE for one school year. The parent or legal guardian will be notified in writing or by phone if a student is considered truant. The parent/guardian will be required to have a conference with the attendance manager and school administrator.

Students who do not submit an excuse upon returning to school will receive an unexcused absence and may not be permitted to make up any missed assignments. This includes classwork, homework, and assessments. Please note that FCS will contact the Shelby County Juvenile Court Division at 616 Adams Ave. Memphis, TN 38105 when a student is suspected of being truant.

Truancy Intervention

FCS strives for student's excellence and achievement. Attendance plays a vital role in their academic success. There are three (3) categories of attendance interventions listed below. The prevention plan will be implemented daily as students will be reminded of FCS's attendance policies and expectation during morning meetings. Early intervention will be implemented when a student has (3) unexcused absences. Legal enforcement will be implemented when we have exhausted all options of interventions.

Prevention

1. Review of Attendance Policy with students during morning meetings
2. Monitoring and recording data
3. Referrals of student or family needs
4. Partnership with parents or legal guardians

Intervention

1. Meeting with student
2. Conduct home visits
3. Referral to Student Support Services or recommendation to outside community agencies
4. Facilitate Student Attendance Review Board (SARB) Meeting with student and parent or legal guardian
5. Implementation of attendance intervention plan
6. Interruption of driver's license and Tennessee Family First Benefits
7. Department of Child Services reporting and recommendations
8. Reporting and scheduling a mandatory parent meeting with a member of the District Attorney's Office

Legal Enforcement

1. Referral to Shelby County Juvenile Court at 616 Adams Ave. Memphis TN, 38105
2. Referral to Department of Children Services and Department of Human Services
3. Referral to the District Attorney Office

ATTENDANCE POLICY- PLAN OF ACTION

Research provides evidence that students with good attendance perform well in school. Students should be present and prepared for learning each day. A student's absence may be excused for the following reasons:

1. Personal illness of the student
2. Death or serious illness in the immediate family
3. Recognized religious holidays
4. Subpoena for court appearance
5. Approved school sponsored activities

A **written notice** explaining the absence **is required** when a student returns to school. This should be submitted to the front office or emailed to the office secretary in the case of the distance learning model.

Unexcused Absences	Response and Action
2+ absences	A phone call reminder from the school.
3-4 absences	Warning letter with reference to the truancy laws and consequences of noncompliance. Please get a written excuse for any doctors' visits and bring to the school. *Please note that SCS truancy office will handle all SCS students at this point.

5+ absences	ASD parents must attend a meeting with school counselor to develop a school attendance plan. All attendance records are sent to Shelby County Schools (SCS) and the Achievement School District (ASD). Further actions will be taken by the school district. *Please note that SCS truancy office will handle all SCS students at this point. Please get a written excuse for any doctors' visits and bring to the school.
10-14 absences	ASD Office of Portfolio Management will be notified. School makes the Department of Child Services call for noncompliance. Students are not eligible to participate in any school athletic teams, organizations, or field trips.
15+ absences	All unexcused absences over 15 school days and/or noncompliance with the attendance plan, the case will be sent to Memphis City District Court. Students are not eligible to participate in any school athletic teams, organizations, or field trips.
45+ absences	Student is eligible for retention to current grade. Memphis City District Court will take further legal action. Students are not eligible to participate in any school athletic teams, organizations, or field trips.

Tardiness

Students are considered tardy if they arrive after morning meeting (8:10 am). Students that are tardy (after 8:15 am) must enter the school with a parent or guardian to be signed in and provide a reason for the tardiness. Students who arrive after 11:00am must provide a doctor's excuse before attending class. In addition to late morning arrival, students who are withdrawn from school prior to dismissal are also considered absent from their afternoon classes.

In the case of distance learning, a student is tardy if they are not in the online class within the first 5 minutes of the start of class. Frequent tardies will result in lowered participation that will negatively impact their grades.

Please note that Frayser Community Schools will contact the families directly with any issues dealing with tardiness.

Late Arrival/Early Dismissal	Action
5 -10 tardy entries and/or early dismissal within a grading period.	A meeting with school or parent counselor and parent to develop an attendance plan. A meeting with attendance coordinator and school counselor to develop an attendance plan.
11-15 tardy entries and/or early dismissals within a school year.	A mandatory parent meeting with a school administrator. Potential discipline actions can range from suspension from school organizations, athletics, and afterschool detention.
16-20 tardy entries and/or early dismissals within a school year.	A mandatory parent with a school administrator. Potential discipline actions ranging from after school detention and Saturday detention. The student is not eligible to participate in any school activities or organizations.

20+ tardy entries and/or early dismissals within a school year.	20 tardy entries are equal to 1 day of absence from school. The accumulation of tardies from 20+ over a school year will result in the school following the attendance policy. Tardy entries can lead to a truancy infraction. Please see the attendance policy. The student is not eligible to participate in any school activities or organizations.
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Doctor and Dental Appointments

Parents, please work with the school to schedule all doctor's appointments after school, on the weekends, or during holiday break. If you have to schedule an appointment during the school day, the lunch and enrichment periods are ideal. Students can return back to school after appointments.

Make-up Work

Students are able to make up work if they have an excused absence from the class. The teacher will provide make-up work upon the student's return. Make-up work must be turned in **3 days upon return to school**. Students who are serving a suspension should refer to their Schoology web page resources to complete daily assignments. Suspended students should submit all teacher assignments and electronic web assignments upon returning to school. Suspended students **do not have 3 days to make-up assignments**. It is each student's responsibility to complete and turn in his or her missed assignments.

HMS Dress Code

HMS is a school environment that celebrates students' individuality and encourages creativity and innovation. However, students' dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. The dress regulations listed below apply at all HMS activities, including extra-curricular activities taking place on campus outside of regular school hours. These regulations, while restrictive, still allow for students to dress in ways that reflect their personalities.

In the case of distance learning (online classes), this same dress code applies.

The following regulations are to be observed and will be enforced:

1. Appropriate footwear is required. No shower shoes, flip flops or slide in type shoes; closed toe shoes only.
2. Bare backs, bare midriffs, see-through garments, mesh garments, clothing which bares the chest, tube tops, spaghetti strap tops, and halter tops are prohibited.
3. Undergarments must be covered at all times.
4. Pants must be worn at waist, and must not be torn, ripped, or have holes unless specifically approved by the Principal.
5. Leggings must be opaque, not sheer, and must be worn with a sweater or top that is no more than 4 inches above the knee.
6. Sleepwear and pajamas are prohibited.
7. Clothing will cover from shoulder to lower thigh (4 inches above the knee). All clothing, accessories, jewelry, makeup, etc. shall be worn in a manner which is not disruptive to the learning environment.

8. Clothing, accessories, or jewelry which conveys any message which is considered to be disrespectful of country, school, religions, or debasing the dignity of groups or individuals is prohibited.
9. The wearing, display, or possession of any item of clothing, accessories, or jewelry which depicts violence; alcoholic beverages; tobacco products; drugs; or which displays obscene or sexually explicit language; profane language; or provocative pictures is prohibited.
10. The wearing, display, or possession of articles of clothing, accessories, jewelry, emblems, badges, symbols, signs, or other things which are evidence of membership in or affiliation, or alignment with any gang, secret society, or unauthorized organization is prohibited.
11. The wearing of hats, hoods, bandannas, hair scarves, bonnets, or hair rollers is prohibited in buildings unless specifically approved by the Principal.
12. Any clothing accessories which could be used as weapons, such as hair picks, wallet chains, etc. are prohibited.

Additions for Dress Code

- No skin showing through jeans
- No Sliders or Flip-Flips or Sandals of any sort
- No clothing with obscene or derogatory statements
- No shorts or skirts 2-3 inch above knees
- No hats or hoods worn in the building

Grading Policy

Grading

FCS students are proficient at 85% or above. Students are encouraged to secure 80% or higher mastery in the first semester and 85% or higher mastery in the second semester.

Letter Grade	%	GPA	Explanation	Proficiency Level
A	93	4	Excellent	Advanced
B	85	3	Very Good	Proficient
C	75	2	Average	Basic
D	70	1	Below Average	Below Basic
F	0	0	Failure	Below Basic

Citizenship and/or Conduct

In addition to students operating at a high level of proficiency, conduct and citizenship is very important. FCS wants students to work hard and to be kind. FCS students do the right thing because it is the right thing to do. Our students act appropriately even when others are not observing their actions.

	Explanation	Additional Criteria
E	Excellent	0-2 negative behavior logs and no office referrals
S	Satisfactory	3-5 negative behavior logs with no office referrals
N	Needs Improvement	6-7 negative behavior logs
U	Unsatisfactory	8+ negative behavior logs

Conduct logs from all teachers will be reviewed before a student's final conduct is assigned. Students who have 3 or more behavior logs within one teacher's class will be required to attend a parent/teacher conference.

As parents review final grades on the report card, please note that the final grade is a composite of several graded items under the following weighted criteria.

Grading Item	Percentage of Overall Grade
Assessments (Weekly Quizzes and Tests)	40%
Participation (Classwork, Notebook Checks, Notes, Homework, Exit Tickets, Do Nows, Checks for Understanding)	40%
Project-Based Learning Assignments (1 per quarter)	20%

For the marking period, each student should have 20+ grades in Power School for each subject area. Grades from the previous week will be posted in PowerSchool by the following Monday. It is expected that parents and students use their individual PowerSchool log in information to access student grades. PowerSchool log-ins can be obtained during Back to School night and from the school counselor any time after.

Intervention, Promotion and Retention Policy

Intervention

The school is responsible for ensuring that students experiencing academic difficulties are identified by their teachers and reported to the principal as early in the school year as possible. The school is also responsible for ensuring that appropriate intervention services and programs are used to assist students in reaching academic benchmarks. Academic interventions shall be required for the following students who:

- are at risk of failing the current school year;
- are not meeting State standards for grade level performance;
- are one or more years behind grade level in a course or grade; and
- are performing at the level to meet the College Readiness Benchmarks

Schools shall notify the student and his/her parents of the student's academic progress and advise them of recommended intervention opportunities. Intervention services and programs may include, but are not limited to:

- additional structured instruction outside the standard school day (structured before, after school, and week-end instruction);
- computer-based individualized instruction;
- a summer or extended year program;
- one-to-one, small group, or subject-specific tutoring programs;
- an intervention program during the next school year;
- Course Recovery classes.
- Intervention periods for math and science provided during the school day

Promotion

Students passing all classes with 70% or higher in each class will be promoted to the next grade.

Retention

Students failing K-8 English/Language Arts and Mathematics are retained to the current grade. While teachers provide recommendation for retention, the principal makes the final decision in conjunction with a parent conference. K-8 Students must pass English/Language Arts and Mathematics to pass for the year. Frayser Community Schools may offer summer school for grades K-8, based on high demand.

Withdrawal

All withdrawals are conducted at the end of the school week. Withdrawals occur on Fridays between 9:00 am and 11:00 am. The school principal must be given a 48-hour notification by a legal parent or guardian prior to withdrawal procedures. All withdrawn students and parents must complete an exit interview with a principal's designee or Dean of Culture. Students can only withdraw through the main office. Students must return all textbooks and materials to the school before a request for withdrawal can be completed. Parents are required to submit the name and address of the transferring school at the time of withdrawal.

Below is the outline of the important tests students will complete during the 2020-2021 school year.

Frayser Community Schools Assessment Calendar

Test Administration Window	Assessment	Participants/Brief Description
August 24-Sept. 4, 2020	Aimswab	Grades 6-12 will participate in skill based reading and math screener assessments
Sep. 8-Sept. 21, 2020	Edgenuity/ i-Ready	Grades 6-12 students receiving intervention will complete diagnostic assessments specific to the intervention tool being utilized.
Sept. 21-Oct. 9, 2020	CASE Assessment	Grades 6-8 and High School students enrolled in EOC tested courses will take standards-based assessments in ELA, math, science, and history.
November 16 – Dec. 18, 2020	Aimswab Written Expression and Dyslexia Screening i-Ready	Grades 6-8 will participate in skill-based reading and math screener assessments. Identified 9-12th students (EWS) will complete benchmark assessments. Grades 6-12 will complete the Written Expressions and Characteristics of Dyslexia Screening. Grades 6-12 students receiving intervention will complete diagnostic assessment in i-Ready.
November 30-Dec. 18, 2020	CASE Assessment	Grades 6-8 and MLK Prep High students enrolled in EOC tested courses will take standards-based assessments in ELA, math, science, and history.
January 25-February 5, 2020	NAEP	Selected schools will participate in the 8 th grade NAEP assessments.
February 16, 2021 – April 2, 2021 (Tentative)	WIDA ACCESS for EL's	All English Language Learners in K-12 are assessed in reading, math, science, and social studies.
March 1-12 and March 22-26, 2021	CASE Assessment AIMSWEB	Grades 6-8 and MLK Prep High students enrolled in EOC tested courses will take standards-based assessments in ELA, math, science, and history. Grades 6-8 will participate in skill-based reading and math screener assessments.
March 22-April 30, 2021 (Tentative)	TCAP Alternative Assessments	Some students in grades 6-11 with significant cognitive disabilities take the alternate assessments in English Language Arts and math (MSAA); and science and social studies (TCAP ALT) instead of the regular TCAP assessments.
April 12 – May 6, 2021	TCAP and EOC Courses	Students in grades 6-8 will take state mandated assessments in English Language Arts, math, science, and social studies. MLK Prep High students will complete English I and II, Algebra I and II, Geometry, U.S. History, and Biology End of Course assessments.
May 12-20, 2021	i-Ready	Grades 6-12 students receiving intervention will complete diagnostic assessments.

Humes Middle School Discipline Policy

Humes Middle School's School Culture and Discipline Code of Conduct for students is based on four clear, all-encompassing expectations:

- Respect and follow all rules and procedures (including on the bus)
- Respect yourselves, others, and school property
- Be at school on time everyday
- Give maximum effort at all times

While we will have articulated rules and consequences for all aspects of the school, the essence of our discipline code is captured in these four expectations. These expectations are foundational for success, in school, in work and in life. Their simplicity allows the staff to intently focus on these and to use a common language with students and families in ensuring adherence to them. As noted in professional development, we will provide intense training to teachers in establishing our school culture, which will ensure that teachers know what these four expectations look like in practice and how to support students in meeting them.

PBIS System

Humes Middle School offers a tiered system to provide incentives and support around academics, attendance, and behavior. This will put an emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Example Infractions:

- Tardy to school
- Tardy to class
- Chewing gum
- Not being prepared for class
- Not following directions
- Use of electronics
- Inappropriate language
- Eating outside of cafeteria
- Uniform violation

Classroom Discipline Hierarchy

- Minor Infractions –Talking/Voice Code Violation - Out of seat without permission – Checking; Making non-verbal noises: tapping on desk, walls, or chair; Eating during class without permission, off task during lesson
- Major Infractions – Verbal refusal to follow directions - Repeated nonverbal refusal - Disrespect/Inappropriate response (Such as a negative reaction to mark or low level disrespect: “I don’t care!”, slamming doors, hitting the desk, pushing stuff off of desk) - Cursing/Profanity - Refusing to participate in class - Throwing an item at another student - Walking out of class or Refuse to enter class . Refusal to turn phone in upon entering the building. Throwing items across the room or at another person. Damaging school property (graffiti writing on desks) or another person’s personal property
- Automatic Referral to Admin – behaviors that significantly disruptive the learning environment for students. These behaviors will result in a parent conference, detention, or a suspension. Profanity at school personnel - Repeated verbal refusal to follow directions - Repeated disrespect/ inappropriate response – Fighting - Verbal or Written threat - Pattern of Bullying or intimidation Theft of school or another person’s personal property

School-wide Classroom Discipline Hierarchy:

1. Precise directions (Clear What to Do) and positively narrate.
2. 1=Redirection
3. 2= Verbal Warning
4. 3= Change of venue / Reflection (within classroom or a teammate’s classroom)
5. 4= Notify the student that you will make a phone call to the parent. Teachers must keep a phone log and will submit copies of the phone log bi-weekly to admin.
6. 5= Buzz - Code 1 – Clear description of what happened ready for the dean or arriving support, phone call to parent describing incident and log of incident in Powerschool. (Mandatory and log into contact log)

Code of Conduct

When the Code of Conduct Applies:

The Student Code of Conduct applies to all Frayser Community Schools students at all times whenever a student's conduct is reasonably related to school or school activities. This includes:

- On school grounds before, during, and after school hours.
- At any other time when the school is being used by a school group.
- Off school grounds at a school activity, function, or event.
- Traveling to or from school, a school activity, or a school related function.
- Whenever a Frayser Community Schools student is in a capacity representing his or her school.
- On a school bus, in a school sponsored vehicle, or a MATA bus when traveling to and from school.

Code of Conduct Levels

FCS has arranged the Student Code of Conduct based on the seriousness of the offense. Level 1 offenses are the least serious offenses and Level 5 offenses are the most serious offenses. FCS will support students by putting interventions in place to help the student succeed.

- Level 1 Offenses (uniform violations, class cutting, and possession of cellular phone)
- Level 2 Offenses (defiance, insubordination, gambling, and abusive language)
- Level 3 Offenses (trespassing, fighting, and misuse of technology)
- Level 4 Offenses (threats, bullying, sexual harassment, and theft over \$500.00)
- Level 5 Offenses (assault, possession of illegal drugs, possession of a firearm)

***Zero Tolerance offenses are specific acts committed by students that require mandatory expulsion for one calendar year under the Tennessee State law. ***

Hierarchy of Consequences

Students who earn more than three detentions in a week will serve an in-school suspension. During which they will complete a Behavior Reflection that requires the student to reflect on ways in which their behavior contradicted the values of DRIVE, as well as complete academic work. Students will also complete one or more school enhancement projects during their suspension.

Parents/Guardians of students that struggle to meet behavioral expectations, and have multiple detentions/in-house suspensions will be contacted by an administrator. A meeting will take place including the student, the student's parent/legal guardian, school counselor, and the Dean of Students, to discuss implementation of a Behavior Intervention Plan for the student.

Additional Infractions

While consequences will be issued for minor behavioral infractions, more serious consequences will be administered for behaviors including (but not limited to) the following:

- **Disrespect, defiance and/or disruptions of learning.** Humes Middle School will not tolerate disrespectful behavior towards staff, guests or other students. Behaviors that prevent other members of the community from pursuing their education (such as repeated talking or deliberately distracting other students during class) are considered disruptions of learning.
- **Safety violation.** This includes pushing, fighting, threatening or other violent behavior.
- **Integrity violation.** This includes telling a lie, misrepresenting or compromising their integrity in any other way.
- **Unprofessional contact.** This includes touching, groping, kissing or other displays of affection.
- **Attendance violations.** Students are required to attend all scheduled classes and events on time. Humes Middle School has a closed campus. Students should not go beyond the specified limits of the school grounds without an approved chaperone or the express permission of an administrator. Students who are not present in school may not attend school-sponsored activities after school on that day.
- **Cheating and/or plagiarism.** Cheating and plagiarism represent breaches of community integrity and trust. Humes Middle School defines cheating as conversing with another student during a graded assessment/assignment, copying or attempting to copy the work of another student, or using/attempting to use materials other than those allowed during an assessment/assignment. Humes Middle School also considers the act of giving answers or one's work to another student as cheating. Plagiarism is defined as representing the work of another as one's own.
- **Property violations.** The theft, destruction, or defacement of school or private property constitutes violations of state law and jeopardizes the integrity of the school community.
- **Inappropriate behavior on the bus.** All school rules and expectations are in effect as students travel to and from school on the bus. This includes travel to and from sport events and fieldtrips.
- **Harassment.** Humes Middle School is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation or disability.

- **Bullying.** Humes Middle School strictly prohibits bullying. Bullying may include conduct such as physical intimidation or assault; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; cyberbullying; and social isolation. It may also involve extortion, by which a student is intimidated into taking an action against his/her will.
- **Alcohol, controlled substances, and tobacco.** The sale, transfer, use or possession of alcohol and controlled substances at school or school-related functions is prohibited. Presence at school or school-related events while under the influence or emitting the odor of alcohol or controlled substances is also prohibited. Smoking or other possession or use of tobacco and/or marijuana on school grounds is prohibited.
- **Weapons.** The possession of a dangerous weapon at school or school-related event, including (but not limited to) a gun or a knife, is prohibited.

Frayser Community Schools Code of Conduct

Consequences	Classroom Intervention	Silent Lunch/Excluded From Activity	Dean Conference with Student	Teacher Team/Dean strategy meeting	Academy Director Conference	Mandatory Parent Conference/Overnight suspension	FBA/Behavior Intervention Plan in Place	Before/After School Detention Saturday School	In School Suspension	1 Day suspension	Revised FBA/Behavior Intervention Plan	(1-3) Day Suspension	(3-5) Day Suspension	Update/Revise Behavior Intervention Plan	(5-10) Day Suspension	Expulsion 11-180 Days (Approval from Head of Schools)	Ex-pulsion 180 Days
LEVEL 1																	
Misconduct	•	•	•	•													
Uniform Violation	•	•	•	•													
Excessive Unexcused Tardies to Class (More than three)	•	•	•	•													
Cutting Class	•	•	•	•													
Possession of Cell Phone	•	•	•	•													
Checking	•	•	•	•													
Bus Violation	•	•	•	•													
Intentional Disturbance of Class	•	•	•	•													
Inciting Others to Participate in Level 2 Offenses	•	•	•	•													
LEVEL 2																	
Continuing to Engage in Same Level 1 Violation			•	•	•	•	•	•	•	•	•	•	•				
Theft (\$500 or less)			•	•	•	•	•	•	•	•	•	•	•				
Possession of a Lighter			•	•	•	•	•	•	•	•	•	•	•				
Obscene, Indecent or Offensive Behavior			•	•	•	•	•	•	•	•	•	•	•				
Gambling			•	•	•	•	•	•	•	•	•	•	•				
Vandalism/Graffiti			•	•	•	•	•	•	•	•	•	•	•				
Throwing Objects in Class			•	•	•	•	•	•	•	•	•	•	•				
Possessions of Lighters, Matches, or Fireworks			•	•	•	•	•	•	•	•	•	•	•				
Possession of Over the Counter Medication			•	•	•	•	•	•	•	•	•	•	•				
Profanity Toward Students			•	•	•	•	•	•	•	•	•	•	•				
Inappropriate use of Electronic Media			•	•	•	•	•	•	•	•	•	•	•				
Racial, Sexual, Ethnic Harassment/Discrimination					•	•	•	•	•	•	•	•	•				
Verbal or Written threat Toward another Student Requiring Administrative Intervention					•	•	•	•	•	•	•	•	•				

property or personal property, truancy, persistent absenteeism that is not due to certifiable medical illness or disability, and persistent tardiness.

In cases of suspension, school officials will present the student with the reasons for suspension and provide the student with an informal opportunity to respond to the incident to the suspension. The parent/legal guardian will be notified within 24 hours of the behavior problem and the corrective measures taken. The parent/legal guardian of the suspended student must attend a readmission conference with the student and a school administrator.

*IEP meetings will be held for students with disabilities.

Alternative Education during Suspension/In School Suspension

In accordance with Tennessee Code Ann. §49-6-3401, students given an in-school suspension from classes for more than one day will be placed with similarly disciplined students and will have access to the curriculum and required to complete academic work. School leadership at Humes Middle School will coordinate with classroom teachers to ensure that students receive appropriate instruction and support in completing their academic work. In-school suspension will be overseen by Humes Middle School's Student Success coordinator.

Long-Term Suspension and Expulsion

School leadership may recommend suspension for more than 10 days and/or expulsion of a student to the Principal or LEA for serious infractions, including (but not limited to): defiance of authority, repeated disregard or disobedience of school rules, verbal threat of abuse to adults or students, disruptive or disorderly behavior, bullying or harassing conduct, hazing, violent or threatening behavior, fighting, destruction or theft of school property or personal property, truancy, assault of school personnel, possession of a weapon on campus, participation in gang related activity on campus, possession of firearms or other dangerous weapons, possession of controlled substances. In cases in which the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

The parent/legal guardian and student will be notified in writing within 48 hours of the intent to suspend for more than 10 school days or expel the student and of the right to appeal the decision. Humes Middle School will also provide written notice to parents/legal guardians of the time and place of a discipline hearing, which within five to ten days after the beginning of the suspension. The hearing must include the student, the school staff who determined the suspension, the parent/legal guardian and the Director of Student support. The hearing authority may affirm or overturn the decision of school leadership.

Discipline and Enrollment

Humes Middle School follows state law and ASD guidelines in enrolling students with outstanding disciplinary actions issues by the home LEA. These allow LEAs discretion as to whether to honor an outstanding suspension or expulsion and not immediately enroll a student. In making these decisions, HMS will utilize the following guidelines:

1. Humes Middle School will require a student's report card from the previous academic year in order for a student to register. This represents the most reliable way to determine if a student has an outstanding suspension or expulsion.
2. Humes Middle School will review the home LEA list from the ASD Support Team staff which identifies students who have outstanding disciplinary actions.
3. If Humes Middle School determines that a student has a previous disciplinary issue, school leadership will contact the administrator of the student's previous school to learn of the circumstances surrounding the disciplinary action. Humes Middle School will not deny enrollment to a student if an appropriate, comprehensive analysis has not been conducted.
4. Humes Middle School leadership will meet with the student and the parent/legal guardian to discuss the outcome and behavior expectations.
5. Humes Middle School leadership will coordinate with the ASD Student Information Manager to determine how to account for the student in state reporting.

Discipline and Students with Disabilities

Students with disabilities are included at Humes Middle School Middle School. Consequences for offenses directed toward students with disabilities reflect the severity or repetition of the offense. It is imperative that school personnel be aware of which students are classified as disabled under either IDEA or Section 504. A student with a disability shall not be removed from school for more than ten days before a Manifestation Determination is convened to determine whether the student's offense was caused by his/her disability or not.

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

DISCIPLINING STUDENTS WITH DISABILITIES

Due Process

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

Short Term Removals and Suspensions

Short Term Removals

Short term removals include sending a child to the principal's office or dean of students' office, classroom changes, period of cooling-off, after school detentions, etc. These removals are not considered days of suspension.

Suspensions of 10 Days or - Less

Schools are free to suspend students with disabilities from school for up to 10 cumulative days in a school year, so long as the removals do not constitute a change of placement (suspension over 10 cumulative days or a series of shorter suspensions that total over 10 days). During the course of these short term suspensions, there is no duty to provide services, hold prior or follow up IEP meetings, or conduct manifestation reviews.

In-School Suspensions

Days that students are placed in in-school suspension do not count towards the 10 cumulative day total so long as students have the opportunity to progress in the general curriculum, continue to receive IEP services, and continue to participate with non-disabled children to the same extent they would have in their current placement. Partial days may or may not be counted in calculating the 10 cumulative days depending on the time in which the student was placed in this setting.

Bus Suspensions

Bus suspensions are counted towards the 10 cumulative days of suspension if transportation is included on the student's IEP, unless the school provides alternative transportation. If the student receives general education transportation services and the service is not included on the student's IEP, days of bus suspensions are not counted towards the 10 cumulative days.

Long term Removals and Changes of Placement

Removals for More than 10 Days

When suspensions exceed 10 cumulative school days, schools are required to hold a manifestation determination meeting and provide the student with educational services until a change of placement is made. Manifestation determination review meetings can be held after 24 hour notice to parents pursuant to Tennessee Rules of State Board of Education (0520-01-09-.15: Parent Participation)

On and After 11th Day

Services provided must enable the child to continue participating in the general education curriculum, although possible in another setting, and to progress toward meeting IEP goals and objectives. The IEP team has the duty to provide or review functional behavioral assessments and behavioral intervention plans and develop IEP goals, objectives, and modifications designed to prevent the behavior from recurring.

Manifestation Determinations

Standard of Review

The IEP Team must review all relevant information including evaluation results, observations of the child, the student's IEP and placement, medical information, report cards, and other relevant information supplied by the parents of the child, and determine the following:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability.
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP and/or BIP.

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

Manifestation Review Team

Members include a school administrator, the parent, and other relevant members of the IEP Team (as determined by the parent and school).

Conduct is Not a Manifestation of the Student's Disability

If the team determines that the child's conduct is not a manifestation of the disability, the child can be disciplined the same as students who do not have disabilities; however, the student **MUST** continue to receive special education and related services and the ability to progress in the general education curriculum during the period of removal.

Conduct is a Manifestation of the Student's Disability

If the team determines that the behavior is a manifestation of the student's disability, the student may not be suspended beyond the 10 allowable days. The student must be returned to the placement from which he or she was removed unless the parents and school agree to a change of placement. The school must address the child's behavior through a functional behavior assessment and/or a behavior intervention plan. This provision does not apply to the special exceptions listed below.

Special Exceptions

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

1. Carries or possesses a weapon at school, on school premises, or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, in route to school, or a school function.

3. Inflicts serious bodily injury on another person while on the way to school, at school, at a school function or on the way home.

(The decision to remove a student in these situations must be made after a manifestation determination review has been completed.)

Discipline of Unidentified Children

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

1. Parents of the child expressed concern in writing to school officials or to a teacher that the child was in special education at Humes Middle School or another school the previous year.

2. Parents requested an evaluation

3. Teacher or other school personnel expressed concerns about a pattern of behavior to a school official.

Schools are not deemed to have had knowledge if:

1. The child was evaluated and determined ineligible

2. A referral was made and parents refused evaluation or services.

When a child is unidentified but entitled to discipline protections, manifestation determination reviews are required.

Student Locker Policy

Students will be assigned a school locker to house materials, coats, and backpacks. Student lockers are the property of FCS and are subject to inspection at the anytime. Each student will use only the locker assigned to him/her. NO SHARING! Students should keep the combinations strictly secret. Lockers should be kept neat and orderly so that they close securely and easily. Students are cautioned not to keep money or other valuables in lockers. The school is not responsible for items that are stolen from student lockers.

Homeroom teachers will issue locker numbers. Students will not be allowed to carry backpacks during the school day. Students will be able to access their lockers at the following times daily:

1. After First Period
2. Before and After Lunch
3. At Dismissal

Humes Middle School and staff members are not responsible for articles lost or stolen from lockers. Students are responsible for the condition, security of lockers, combinations and general use of their assigned locker. Students will report any problems with their lockers or

locker combinations to the Dean of Students. Students are to do this reporting before school, during lunchtime or after school, not during class. The school reserves the right to search lockers, which are defined as school property.

Students will only use lockers if the school uses the traditional brick and mortar instructional model.

Bus Rider Policy (field trips and athletic events)

Behavior requirements on school buses shall be the same as behavior requirements in the classroom and bus service providers. Orderly conversation will be permitted, or as recognized by the school representative supervising the group. The driver shall report to an administrator any misconduct that could injure or cause injury to any pupil riding the bus. The administration shall decide the action to be taken. School bus suspensions will be based on the FCS Student Code of Conduct. Repeated school bus violations may result in a school consequence and/or termination of bus riding privileges.

Repeated Level 4-5 behavior and/or 5 suspensions will jeopardize your status as a student. Please note that through our behavior intervention program we hope to mitigate these challenges.

Computer, Textbook, and Locker Policy

Textbook Policy

- The first week of school, if applicable, FCS students are assigned textbooks.
- Most students will use a textbook from a classroom set. Most of the class assignments come from online sources (one-to-one instruction).
- Students are responsible for maintaining the condition of each textbook and all learning materials. Students are not allowed to write in textbooks.
- Parents are responsible for paying for the cost of any lost, stolen, or damaged textbooks or materials.
- Textbooks are periodically checked during the school year. Textbook inventories take place in October, December, March, and May.
- Students with textbook fines will not receive report cards or high school transcripts.

In the case of distance learning, laptop computers will replace student textbooks.

Computer Policy

- **The school will assign laptops to all students that enroll at Humes. Parents must sign an FCS Technology Distribution Form before a laptop is issued to the student.**
- Damaged, stolen, or broken laptops are the responsibility of the parents. Parents will receive an invoice, and students will receive another laptop when the invoice is paid in full.
- Laptop should ALWAYS be carried in the rental Laptop case or remain in the classroom cart.
-
- Laptop should never be thrown, kicked, carried/handled in an inappropriate manner, or stood on. HANDLE WITH CARE. You will be responsible for ANY damages.
- Laptop- DESKTOP & INTERNET HOMEPAGE default settings should **NOT** be changed for ANY reason.
- Photos should not be taken WITHOUT the teacher's permission.
- Never allow another student to use your computer. You are responsible for your Laptop.
- ALWAYS remain on the website provided by your teacher.
- Music, DVDs, or CDs are **NOT** allowed unless directed by your teacher.
- Headphones are NOT allowed unless given permission by the teacher.
- DO NOT download or import any music or files WITHOUT the teacher's permission. This also includes importing music or files from a flash drive.
- DO NOT download ANY images or files to the desktop without the teacher's permission. All photos used for educational purposes should be saved in Photo Booth.
- Laptop cases are NOT to be taken home.
- Laptops must be returned to your homeroom prior to early dismissal. They should never go home with a student.
- Missing Laptops should be reported immediately.



Frayser Community Schools Technology Distribution Form



Frayser Community Schools is proud to support your child’s learning by checking out technology to you. In order for you to accept this device(s) you must agree to acceptable use of the device, and financial responsibility for the device.

Acceptable Use Requirements are that the device is used efficiently, ethically, and legally. The device(s) should be used for intellectual and scholarly pursuits. Users must honor copyright laws and agreements. Students are expected to maintain academic honesty while using the device(s). Students are expected to treat the device(s) with extreme care.

Failure to adhere to the Acceptable Use Requirements can result in suspension or revocation the loan of the device(s), suspension or revocation of network privileges, suspension or revocation of all computer access, suspension or expulsion from school, and legal action and prosecution by law enforcement.

___ (Please Initial) I agree to ensure that my child abides by the acceptable use requirements.

You are receiving today the following devices:

Device	ID#	Value
Laptop		\$650
HotSpot		\$100

I agree to the following:

1. Accept full financial responsibility for damage, loss, or theft of the above devices.
2. Agree to supervise the use of the above devices.
3. Agree to ensure the devices are fully charged and in good working order.
4. Agree to contact the school immediately if there exists any issue that would prevent the above devices from being used – theft, damage, loss, etc..
5. To refrain from placing sensitive personal data on the device.
6. To keep the school informed of any changes in location, changes in contact information, etc. while the above devices are in my possession.
7. To return the devices to the school immediately upon the end date of this loan or upon my decision to withdraw my child from the program or the school.

Student Name: _____

School: _____

Parent Name: _____

Date of Distribution: _____

Parent Signature: _____

Date to be Returned: _____

Parent Cell Number: _____

Internet Service Provider: _____

Parent Email: _____

Lockers Policy

Lockers with built-in locks are available for all students. Lockers are school property and may be opened by authorized personnel at any time. It is the student's responsibility to keep the locker clean and secured at all times and to report locker problems to the homeroom instructor or to the main office. Students should not tamper with or add their own lock for any purpose.

School Visitation and Teacher Conference

Visitors must report to the main office on the first floor (room 108). All visitors must sign-in at the desk in order to receive a visitor's badge. A school personnel must escort visitors throughout the building.

Parents or guardians who would like to visit their students' classes should do the following:

- Set an appointment at least 48 hours prior to the visit.
- Plan to visit one hour or less.
- Complete school classroom observation feedback form and return to the school principal.
- Refrain from conferencing with the teacher during instruction.
- Abstain from interacting with your student during instruction or using cell phones during the instructional period.

Parents who would like to schedule a parent/teacher conference may do so by contacting the teacher directly via e-mail (generally, firstname.lastname@fraysercs.org). Teachers are available for conferences during their planning period or afterschool. If a teacher doesn't respond within a 48-hour period, then a parent can contact the school administration for a follow-up meeting.

During the parent conference, we work in partnership with our parents to follow the following protocol:

- State the reason for conference.
- Provide opportunity for parent and teacher to respond to the problem.
- Establish a collaborative plan to solve the problem.

- Provide specific time to follow-up to monitor the effectiveness of the plan.

School Sports and Organizations

At FCS network schools, academic progress is our first priority. However, we know that students also need a balance of extracurricular activities. Students engaging in extracurricular activities such as clubs, organizations and athletics must maintain a C or higher average in all subjects. If a FCS student's grades fall below a C average in any subject, then the student will be placed on academic probation and removed from the organization or team until his/her grades have improved.

Athletics

- Basketball (boys and girls)
- Football
- Baseball
- Cheerleading Team
- Majorettes
- Track and Field (boys and girls)

Humes Middle School is a member of Tennessee Secondary Schools Athletic Association (TSSAA) www.tssaa.org

Students in the athletic program will receive an athletic handbook. All athletics fees must be paid prior to participation and must have a completed physical on file.

School Organizations

Organization	Description
Go Green	An environmental and community service group focusing on providing the school and community eco-friendly opportunities.
eNewsletter Club	Students create a quarterly newsletter highlighting school events.
Student Council	This student leadership team organizes initiatives that promote academic and social growth at our school.

National Junior Honor Society	An organization that provides an outstanding opportunity to grow with academically accomplished peers who are sharpening the habits needed for success in high school and beyond.
Best Buddies	Best Buddies is an international organization that works to build friendships between people with and without IDD, offering social mentoring while improving the quality of life and level of inclusion.
Student Ambassadors	The student ambassadors are selected students that serve as the liaison between the student body and school leaders/community partners.
Other Programs	Other programs are available to students and are sponsored or supervised by Humes staff.

Lunch Program

Breakfast and lunch are provided free to all students through Shelby County Schools Nutritional Program. All school lunch menus are published on the Shelby County Schools site.

Students have a 30-minute lunch period. As a schoolwide expectation they are required to enter and exit the cafeteria silently for the first and last 5 minutes of every lunch and the remaining 20 minutes students are able to socialize and engage in small study groups within their homerooms.

Community Service Program

Students are required to serve the following community service hours. All community service hours are logged into PowerSchool. Students in grades 6-12 should serve 8+ community hours per year. Grades 6-8 students should participate in at least one community service projects per quarter. Please see the family calendar for possible community service efforts for your student to get involved in.

Parent Grievances

Frayser Community Schools Board of Directors has the following Grievance Policy as a guide for parents and guardians to solve possible grievance issues in the most effective manner. This policy serves as a guideline, but the Frayser Community Board of Directors has the final decision in all matters that take place under the direction of its schools. The following procedure will be followed whenever a parent/guardian has a particular grievance:

STEP 1: The parent/guardian is to set an appointment to meet with the teacher or staff member involved in the grievance. The teacher and/or the parent/guardian may request that the principal or his/her designee be present.

STEP 2: If the issue is not resolved, the parent/guardian may ask for a meeting with the principal.

STEP 3: If the issue remains unresolved, the parent/guardian is requested to write a letter or an e-mail of grievance addressed to the Chief Academic Officer of Frayser Community Schools. A formal letter should be sent to info@fraysercs.org or faxed to 901-567-9225. If you are unable to fax or e-mail, then the letter can be mailed to 659 N. Manassas Street, Memphis, TN 38107.

STEP 4: If the issue still remains unresolved, the parent/guardian should present a formal letter to Frayser Community Schools Chief Executive Officer for a final decision.

Important Additional Information

Cell Phones/Electronics

Students are not allowed to have or use electronics during school. Bags will be searched at the beginning school day. Cell phones brought to school will be confiscated and returned at the end of each day. Upon entry to school, students will turn in their cell phones to the appropriate grade level adult, and cell phone are stored in a student's individual phone bag. The bags are secured during the day, and the cell phones are returned to students at the end of the day.

In the case of distance learning, cell phone use is still not allowed during instruction.

Emergency Drills

Periodic fire, tornado, earthquake and other emergency drills are necessary for the safety of our students, faculty and staff are conducted throughout the school year. Teachers will provide students with specific information and procedures for the drills. In the event that an actual fire, tornado, earthquake or other emergency situation occurs, the safety of students will be the primary concern of

school personnel. During an emergency situation or unusual circumstance, parents and guardians should come to the designated area of the school to check children out of school. In order to assist parents, staff will be present in the office or outside in the hallway near the office. Children will not be released when a Tornado Warning Siren is sounding or during a lockdown or in any other emergency situation the principal deems necessary. We appreciate your cooperation in emergency situations. We encourage parents to also take cover in the school in the event of a warning siren.

Medication

Students receiving medication at school must follow these guidelines:

All medication must be brought to the Main Office by the parent/guardian. A student needing an inhaler will be allowed to keep it with him/her as long as he/she is responsible enough to administer the medication to themselves. Students who abuse this arrangement will have to go to the office to use their inhalers or have the teacher keep it for them in the classroom.

Medication must remain in the original container from the pharmacy and must have the student's name, amount of dosage and frequency/time of dosage on the label.

An "Authorization for Medication" form must be completed by the parent or guardian to be given to the secretary or nurse when the medication is first brought to the school.

Over the counter medication cannot be given to students by school personnel unless the doctor has signed the "Authorization for Medication" form.

Medication may only be dispensed through the office or clinic (EPI pens and inhalers are exempt).

Snow Days and Inclement Weather

School may be canceled because of inclement weather. Only the Chief Academic Officer of Frayser Community Schools can make this decision. The local TV and radio stations will broadcast this information if schools close. We follow the Shelby County Schools inclement weather determinations. Please assist us in a safe and orderly dismissal by listening to the local media outlets. **Please keep all contact information updated in the event we need to contact you.**

Telephones

Teachers will use classroom telephones to communicate with parents. Only urgent messages will be delivered to students. **Messages related to a change in pick-up plans need to be made before 1:30 pm so that these messages can be delivered in a timely manner.** Students will not be called from class to receive telephone calls.

Bus Transportation

Students attending an Achievement School District (ASD) school sponsored by Frayser Community Schools will be eligible for transportation. Transportation eligibility includes students who are 2 miles or more from the school location, have transportation services as a part of the student's IEP, and live within the designated school zone.

Bus Behavior

Students must have a parent or guardian at their residence to receive them when dropped off.

- Students shall cooperate with the driver. Students shall be respectful and not use obscene and/or abusive language.
- Students shall not participate in excessive talking and unnecessary noise.
- Students shall not throw items on the bus or out of the windows.
- Students shall not fight or scuffle on the bus or at the bus stop.
- Students shall not deliberately stand on private property while waiting for the bus.
- Students shall not deliberately delay loading and unloading.
- Students shall stay seated and not turn around in seat.
- Students shall not use tobacco and/or drugs on the bus or at the bus stop.
- Students shall not extend hands, arms, or head out windows.
- Students shall not tamper with equipment or deliberately vandalize bus.
- Students shall not consume food or drink beverages on bus.

Bus Safety

- Students shall stay off the streets while awaiting the arrival of the bus.
- Students shall not attempt to get on or off the bus until it has come to a complete stop.
- Students shall enter or leave the bus with the consent of the driver at the front door only, except in case of emergency.
- All parts of the body shall at all times be inside the bus windows.
- Students shall cross the street, if necessary, in front of the bus in sight and hearing of the driver, look both ways, proceed to cross when street is free from any danger after a signal for the driver or escort.

Title 1

Humes Middle School qualifies to receive federal funds under the *No Child Left Behind Act of 2001, Title 1, Part A*, for the 2015 - 2016 school year. *Schools may consolidate and use funds under Title I, together with other federal funds, in order to upgrade the entire educational program in schools in which not less than 40% of the children enrolled from low-income families.* Our Title I program will provide parents with opportunities throughout the year to learn how to help their child/children academically. A Title I Parent meeting will be held during the month of August to inform parents of the components of the program.

ESSA

The Every Student Succeeds Act (ESSA) was signed by President Obama in 2015 and ensures all students, especially student subgroups, improve in all areas, including academics, attendance, and discipline.

Parental Volunteer Policy

All FCS parents are requested to commit to at least 5 hours of volunteer service to the school within one school year. Volunteer hours will be logged and awards will be given to the most active parents at the end of the school year.

Student/Parent Handbook Acknowledgment Page

(Your signature is required)

By signing below you indicate that you have received a copy of the *2018-2019 HMS Student/Parent Handbook* and have reviewed the handbook with your child(ren).

If you have any questions please address them with your child(ren)'s teacher or with the school's leadership.

Please return this signed acknowledgement page to the school.
Please list all students in a family on one sheet.

#1 Student Signature 20-21 Grade Level Date

#2 Student Signature 20-21 Grade Level Date

#3 Student Signature 20-21 Grade Level Date

#4 Student Signature 20-21 Grade Level Date

#5 Student Signature 20-21 Grade Level Date

#6 Student Signature 20-21 Grade Level Date

Parent/Legal Guardian Signature Date