

- C. Who transmits by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention.

For the purposes of this policy, zero-tolerance will apply to instructional time, cottage residential program time, and any school sanctioned activity on or off campus. For the purposes of this policy, the following definitions apply:

- a) A student brings to school or is in unauthorized possession on school property of a firearm, as defined in 18 U.S.C. § 921;
- b) A student commits aggravated assault as defined in § 39-13-102 or commits an assault that results in bodily injury as defined in § 39-13-101(a)(1) upon any teacher, principal, administrator, any other employee of an LEA, or a school resource officer; or
- c) A student is in unlawful possession of any drug, including any controlled substance, as defined in §§ 39-17-402 -- 39-17-415, controlled substance analogue, as defined by § 39-17-454, or legend drug, as defined by § 53-10-101, on school grounds or at a school-sponsored event.

In accordance with TCA 49-6-3401 a student found in violation of the TSD Zero-Tolerance Policy shall be expelled for a period of not less than one (1) calendar year; except that the Superintendent may modify this expulsion on a case-by-case basis. For the purposes of this policy, expulsion is defined as a placement in an interim alternative educational setting. All TSD students shall be accorded a free appropriate public education (FAPE).

CONDUCT/BEHAVIOR PROCEDURES

CODE OF STUDENT CONDUCT

The Code of Student Conduct addresses the responsibilities and expected conduct of students attending the Tennessee School for the Deaf. The code requires adherence to all applicable law and specifically prohibits disrespectful and/or disruptive conduct.

Every member of the TSD community is entitled to an environment that is pleasant, orderly, and safe, and everyone is expected to share in the responsibility for fostering this type of environment.

- The Tennessee School for the Deaf will provide every student a free and appropriate public education (FAPE).
- TSD students will not lie, cheat, or steal nor tolerate those who do.
- TSD is a drug, alcohol, and tobacco free environment.
- Students will demonstrate respect for the authority vested to the faculty, staff, and administration of TSD.

The faculty, staff, and administration shall apply this code uniformly and fairly to each student at the school without partiality or discrimination.

DISCIPLINE POLICY (TCA 49-1-214, TCA 49-6-4002)

The Tennessee School for the Deaf offers many educational programs to meet the needs of deaf and hard-of-hearing students. To be successful in these programs, students must behave responsibly. Responsible behavior begins by understanding what is considered acceptable behavior. The TSD Discipline Policy outlines what will happen if a student misbehaves.

The rules at TSD protect the rights of students and provide fair treatment for all students. However, one student's rights end when that student's actions interfere with another student's rights. If they do not behave responsibly, students will lose privileges. Each student is responsible for his/her own behavior and must accept consequences if their behavior is not acceptable according to the discipline policy.

Any staff member at TSD may enforce the discipline policy with any of the students at TSD. This includes all activities on campus, such as athletic and recreational activities, cottage residential program activities, public events, other extracurricular activities, and all off-campus activities under the direct supervision of the Tennessee School for the Deaf.

Authority

The administration, faculty, and staff of the Tennessee School for the Deaf are vested with considerable legal authority. With this authority comes great responsibility. In addition to educating the child, school personnel are charged with providing a safe and healthy environment for student learning and achievement. In order to achieve this mandate, the school has developed the Code of Student Conduct that outlines the expectations for students as well as their rights and responsibilities.

In implementing student conduct procedures, the Tennessee School for the Deaf follows guidelines and mandates from the Individuals with Disabilities Education Act (IDEA), State Board of Education Rules, Tennessee Education Laws, and Department of Education policies and procedures. In addition, operational policies are developed and implemented by department heads in compliance with these mandates and approved by the Superintendent.

GRIEVANCE PROCEDURES FOR STUDENTS

Title VI, Title IX, Section 504, and ADA

Definitions:

A **grievance** is a complaint filed by any parent or member of the student body.

Non-grievable matters are:

- Matters over which TSD does not have control.
- Matters of trivia such as incidents which have not resulted in physical, emotional, or mental injury.
- Rumors or gossip perpetuated by students if determined not to be harassment.
- Matters which have not injured or deprived an individual student but are of a group nature: grievances which pertain to groups of students should be directed to the appropriate dean or principal (where the issue is most relevant).

Grievable matters consist of any matters not specifically excluded under matters which cannot be grieved.

Procedure

In accordance with Federal and State Office for Civil Rights Guidelines, any student or parent who believes Tennessee School for the Deaf or any of the school's staff, teachers and administrators have inadequately applied the principles of and/or regulations of Title VI of the Civil Rights Act of 1964 (race, color, national origin), Title IX of the Education Amendment Act of 1972 (sex/gender), Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1991 (disability), may file a complaint which shall be referred to as a formal grievance.

Whenever possible and practical, an informal solution to the grievance is encouraged and should be attempted at the Principal/Supervisor level. However, if an informal acceptable solution cannot be reached, the parent or student may file a formal grievance as follows:

Step 1

The student or parent should submit a formal, written complaint, or an oral complaint that is documented in writing to the principal or dean within five working days of the date when the incident occurred or within five working days of the date the employee reasonably should have known that the incident occurred. A copy of the formal, written complaint must be forwarded to the Director of Instruction.

The principal/dean shall have five working days from the date of receiving the complaint to resolve the grievance.

If the student's or parent's complaint is with the Principal/Dean, the employee may forego Step 1 and file the complaint directly in Step 2.

Step 2

If not resolved at Step 1, the decision may be appealed to the Director of Instruction within five working days. The Director of Instruction shall have five working days from the date of receiving the complaint to resolve the grievance.

Step 3

If not resolved at Step 2, the decision may be appealed to the Superintendent within five working days. The Superintendent shall have the final authority to resolve the grievance or to determine that the grievance is unsubstantiated.

The Superintendent and/or Office of General Counsel may assign an investigator to gather relevant documents, interview witnesses, and make a recommendation as to necessary action. If the investigation reveals that the complaint is valid, then prompt, appropriate remedial and/or disciplinary action will be taken to prevent the continuance of the harassment or its recurrence.

Tennessee School for the Deaf recognizes that determining whether a particular action or incident is harassment or, conversely, is reflective of an action without a discriminatory or intimidating intent or effect must be based on all of the facts in the matter. Given the nature of harassing behavior, the district recognizes that false accusations can have serious effects on innocent individuals. Therefore, all students and parents are expected to act responsibly, honestly, and with the utmost candor whenever they present discrimination allegations or charges against fellow students, a staff member, or others associated with the district, or third parties.

Some forms of sexual harassment of a student by another student may be considered a form of child abuse which would require that the student-abuser be reported to proper authorities in compliance with State law. **This guideline does not negate the requirement for reporting suspected child abuse to the proper authorities in compliance with state law.**

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORTS (SWPBS) AT TSD

SWPBS is a three-tiered continuum of support based on principles of applied behavior analysis and includes a set of research-based strategies used to increase predictability, structure, and compliance and to decrease problem behaviors by teaching new skills and making changes in the environment. SWPBS places on emphasis on teaching and reinforcing expected behaviors across campus and departments.

TSD has adopted the following three rules for all departments: elementary, upper school, and student life:

T – Take Responsibility

S – Show Respect

D – Do the Safe Thing

These rules define our expectations for behavior at our school and they will be posted throughout the school and campus. Primary interventions and strategies are used for all students and office discipline data is collected from incidents. Teachers and staff then use evidence-based practices to problem solve, plan, and evaluate student behavior data in order to increase student learning and decrease disruptions.

Definitions of SWPBS Terms

Minor Offenses: Misbehaviors that can be handled on the spot with little to no interruption

Major Offenses: Violations that require attention of the administrative staff and are documented using Office Discipline Referral forms

Office Discipline Referral (ODR): Data collection tool that documents major offenses that includes: time, date, student, location, referring staff, possible motivation, and narrative

SWPBS General Definitions of Problem Behaviors*

MINORS

Minor Problem Behavior	Definition
Defiance/Disrespect/Non-Compliance	Student engages in brief or low-intensity failure to respond to adult requests
Disruption	Student engages in low-intensity, but inappropriate disruption
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines
Inappropriate Language	Student engages in low intensity instance of inappropriate language
Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact
Property Misuse	Student engages in low-intensity misuse of property
Tardy	Student arrives after class has started
Technology Violation	Student engages in non-serious, but inappropriate use of cell phone, pager, music/video players, camera and/or computer

MAJORS

Major Problem Behavior	Definition
Abusive Language/Inappropriate Language/ Profanity	Student delivers verbal/signed messages that include swearing, name calling or use of words in an inappropriate way
Arson	Student plans and/or participates in malicious burning of property
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus and/or pending explosion
Defiance/ Insubordination/ Non-compliance	Student engages in refusal to follow directions
Disrespect	Student delivers socially rude and/or dismissive messages to adults or students
Disruption	Student engages in behavior causing a sustained interruption in a class or activity
Dress Code Violation	Student wears clothing that does not fit within or near dress code guidelines
Fighting	Student is involved, with mutual participation, in an incident involving physical violence
Forgery/Plagiarism	Student has signed a person's name without that person's permission or claims someone else's work as their own (as well as not including appropriate citations)
Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang

Major Problem Behavior	Definition
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class
Bullying	The delivery of any message that involves intimidation, teasing, taunting, threats, or name-calling
Gambling	Students are engaged in the act of gambling if they play for stakes in the hope of winning payment
Inappropriate Display of Affection	Student engages in inappropriate, consensual verbal and/or physical gestures/contact, of a sexual nature to another student or adult
Inappropriate Location/ Out of Bounds	Student is in an area that is outside of boundaries (as defined by activity and/or department)
Lying/ Cheating	Student delivers message that is untrue and/or deliberately violates rules
Other	Not listed, but behavior that significantly halts or interrupts student learning
Physical Aggression	Student engages in actions that involve serious physical contact where injury may occur
Property Damage/ Vandalism	Student participates in an activity that results in destruction or disfigurement of property
Skip Class	Student leaves or misses class without permission
Truancy	Student receives an "unexcused absence" for a ½ day or more
Theft	Student moves, passed on, or is in possession of someone else's property without permission.
Technology Violation	Student engages in inappropriate use of cell phone, pager, music/video players, camera and/or computer
Use/ Possession of Alcohol	Student is in possession of or is using alcohol
Use/ Possession of Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and or property damage
Use/ Possession of Drugs	Student is in possession of or using illegal drugs/substances or imitations
Use/ Possession of Tobacco	Student is in possession of or using tobacco
Use/ Possession of Weapons	Student is in possession of knives and/or guns (real or look alike) or other objects readily capable of causing bodily harm

****For more detailed information about what determines a chronic violation and examples of minors and majors, contact the Director of Instruction.***

Disciplinary Actions - Levels of Consequences

	Level	Disciplinary Options	
MINORS	1	Classroom Level Interventions Teachers use the following interventions to help the students change behavior in the classroom. If these interventions are successful, referral to the school administration may not be necessary.	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Warning Letter of apology Loss of privileges Use of Life Space Interview worksheet Seat change Parent contact </td> <td style="width: 50%; vertical-align: top;"> Staff conference with student Mentoring In-class time-out Arranged break in another class/cottage residential program Reinforcement of appropriate behaviors Written reflection about incident </td> </tr> </table>	Warning Letter of apology Loss of privileges Use of Life Space Interview worksheet Seat change Parent contact
	Warning Letter of apology Loss of privileges Use of Life Space Interview worksheet Seat change Parent contact	Staff conference with student Mentoring In-class time-out Arranged break in another class/cottage residential program Reinforcement of appropriate behaviors Written reflection about incident	
	2	Appropriate when Level 1 consequence/intervention has been ineffective Teachers use the following interventions to help students change behavior in the classroom. In some cases, referral to school administrator may be necessary.	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Phone call/letter to parent/guardian Simple classroom behavior contract Teacher and/or administrator conference After-School Detention </td> <td style="width: 50%; vertical-align: top;"> Cottage residential program – No Sign Out Conflict resolution Response/Cost (spill it, clean it up) </td> </tr> </table>		Phone call/letter to parent/guardian Simple classroom behavior contract Teacher and/or administrator conference After-School Detention	Cottage residential program – No Sign Out Conflict resolution Response/Cost (spill it, clean it up)
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MAJORS	3	Appropriate when Level 2 consequence/intervention has been ineffective Office Referral (ODR) Required	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Parent/guardian notification After-school detention Campus clean-up In-School Suspension (1 – 5 days) </td> <td style="width: 50%; vertical-align: top;"> Cottage residential program Restriction (1 – 5 days) Community Service Staffing </td> </tr> </table>	Parent/guardian notification After-school detention Campus clean-up In-School Suspension (1 – 5 days)
	Parent/guardian notification After-school detention Campus clean-up In-School Suspension (1 – 5 days)	Cottage residential program Restriction (1 – 5 days) Community Service Staffing	
	4	Appropriate when Level 3 consequence/intervention has been ineffective Office Discipline Referral (ODR) Required Parent/guardian Notification Required	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> In-School Suspension (1 – 5 days) Cottage residential program Restriction (1 – 5 days) Restricted Activity Class/Cottage residential program change Eye Contact and/or Escort </td> <td style="width: 50%; vertical-align: top;"> Staffing Individual Education Plan (IEP) Meeting Functional Behavior Assessment (FBA) Behavior Intervention Plan (BIP) </td> </tr> </table>	In-School Suspension (1 – 5 days) Cottage residential program Restriction (1 – 5 days) Restricted Activity Class/Cottage residential program change Eye Contact and/or Escort
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Appropriate when Level 4 consequence/intervention has been ineffective Office Discipline Referral (ODR) Required Parent/guardian Notification Required *Note: All Zero-Tolerance Offenses are considered Level 5			
5	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Suspension (1 – 10 days) Staffing </td> <td style="width: 50%; vertical-align: top;"> Manifestation IEP Referral back to LEA </td> </tr> </table>	Suspension (1 – 10 days) Staffing	Manifestation IEP Referral back to LEA
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Consequences

Offense/Infraction		Level of Consequence					Reportable to Police
		1	2	3	4	5	
Absence (unlawful) <i>Excessive absences may result in loss of credit for the semester.</i>		●	●	●			
Alcohol and Other Drugs 1st Offense	<i>Possession</i>			●	●	●	●
	<i>Consumption</i>			●	●	●	●
	<i>Distribution</i>					●	●
	2nd Offense <i>Possession with intent to distribute</i>					●	●
Assault: <i>Student on Staff</i>						●	●
<i>Student on Student</i>						●	●
Bomb Threat						●	●
Bullying				●	●	●	If violent
Cyber-bullying				●	●	●	If violent
Cell Phone Misuse (<i>see Electronic Device Misuse pg 37</i>)		●	●	●	●	●	
Cheating (<i>May fail or not receive credit for assignment or course</i>)				●	●		
Computer Misuse: <i>Criminal Behavior</i>						●	●
<i>Malicious Modification</i>				●	●	●	
<i>Mischievous Modification</i>				●	●		
<i>Mischievous Use</i>		●	●	●			
Conduct Prejudicial to Good Order						●	If illegal act
Destruction of Property/Vandalism			●	●	●	●	Value dependent
Disability Harassment			●	●	●	●	
Disrespect Toward Others			●	●	●	●	
Disruption to Classroom/School			●	●	●		If violent
Disruptive Clothing or Appearance			●	●	●		
Electronic Device Misuse			●	●	●	●	If illegal
Extortion/Strong Arming/Blackmail					●	●	●
False Fire Alarm				●	●	●	And Fire Marshal
False Information/Accusation			●	●	●		
Fighting <i>First Offense:</i> <i>Second Offense:</i> <i>Third Offense:</i>				●	●	●	If causes injury
Fireworks/Explosives				●	●	●	And Fire Marshal
Forgery			●	●	●		
Gambling			●	●	●		
Harassment/Intimidation				●	●	●	●
Hazing					●	●	●

Level of Consequence						
Offense/Infraction	1	2	3	4	5	Reportable to Police
Inappropriate Actions: <i>Use of Inappropriate Language</i>		●	●	●		
<i>Inappropriate Physical Contact</i>			●	●	●	If causes injury
<i>Inappropriate Sexual Activity</i>				●	●	If illegal
Inciting or Participating in a School Disturbance			●	●	●	If causes injury
Insubordination		●	●	●	●	
Leaving an Area and/or Leaving Class and/or School Grounds without Permission			●	●	●	If unable to locate or unknown whereabouts
Plagiarism (<i>May fail or not receive credit for assignment or course</i>)			●	●	●	
Possession and/or Use of Dangerous or Illegal Items				●	●	If illegal
Putting Substances in Another Person's Food or Drink or on a Person's Body					●	If illegal
Setting Fire(s)				●	●	And Fire Marshal
Sexting		●	●	●	●	●
Sexual Assault					●	●
Sexual Harassment			●	●	●	If illegal
Stealing and/or Theft			●	●	●	Value dependent
Tardiness	●	●	●			
Threat to Staff and/or Student(s) (<i>Physical, Written, or Verbal</i>)				●	●	●
Tobacco Possession, Distribution, Use	<i>1st Offense</i>		●			
	<i>2nd Offense</i>		●			
	<i>3rd Offense</i>		●			●
	<i>4th Offense</i>					●
Trespassing				●	●	●
Unsafe Action(s)				●	●	●
Weapons (<i>including look-a-like guns</i>) <i>Possession of:</i>	<i>Firearm</i>				●	●
	<i>Knife (1-1/2" or smaller blade)</i>		●	●	●	●
	<i>Knife (blade longer than 1-1/2")</i>				●	●
	<i>Weapon (other than knife or firearm)</i>		●	●	●	●
	<i>Use of Weapon to Cause or Attempt to Cause Injury</i>				●	●
	<i>Laser Pointer</i>		●	●	●	

Drug Search and Testing Procedures

It is the policy of the Tennessee School for the Deaf that students have a safe and secure environment. In order to achieve this goal, a student may be subject to physical search if there is reasonable suspicion of illegal drugs/activity. A student's pockets, vehicle, lockers and cottage residential program room will be searched. Their purse and/or backpack will be confiscated and then searched by a staff member.

A student may be subject to drug/alcohol testing if there are reasonable indications that the student is under the influence or may have used drugs/alcohol.

A student suspected of being under the influence of drugs/alcohol or having used drugs/alcohol will be reported to the Director of Instruction and/or the Director of Student Life.

The student may then be referred to the TSD Clinic for a determination of the need for drug/alcohol testing.

The parents and TSD Superintendent or designee will be notified before any testing occurs. All cost for the testing will be the responsibility of TSD.

Drug and alcohol testing will be administered at the direction of the Superintendent or his designee upon having reasonable grounds to believe the student is under the influence of drugs/alcohol. A student may refuse drug/alcohol testing. A student refusing to undergo a drug/alcohol test will be presumed to be under the influence and the discipline policy of the school will be followed.

Students who have committed or are committing any violation of state law will be reported to local law enforcement officers.

Search of Persons, Containers, Lockers, and Vehicles

In accordance with TCA 49-6-4205 representatives of the Tennessee School for the Deaf with reasonable suspicion have the right to conduct a personal search, search lockers, containers, packages, and vehicles brought onto campus.

A notice is posted in each school building indicating that lockers and other storage areas, containers, and packages brought into school by students or visitors are subject to search for drugs, drug paraphernalia, dangerous weapons, or any property which is not properly in the possession of the student or the visitor.

Private vehicles may be searched if there is reasonable suspicion that TSD rules or state and local laws are being violated.

A student may be subject to a personal search because of a locker search or because of information received from a teacher, staff member, student, or other person if such action is reasonable to the principal.

All the following standards of reasonableness shall be met:

- a) A particular student has violated school policy;
- b) It is believed the search will yield evidence of the violation of school policy or will lead to disclosure of a dangerous weapon, drug paraphernalia, or drug;

- c) The search is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision, and education of students;
- d) The search is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and
- e) The search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student, as well as the nature of the infraction alleged to have been committed.

Zero-Tolerance Procedures & Consequences

A TSD student who has been found in violation of the TSD zero-tolerance policy will be subject to the following:

Procedure

1. Student and Principal will discuss the offense prior to Student Discipline Referral
2. Parents will be notified
3. The LEA will be notified
4. Legal authorities will be notified
5. The student will be immediately removed from the classroom/cottage residential program

Consequences

1. The student will be suspended for up to ten (10) days
2. An IEP Team will be convened to discuss alternative setting
3. A manifestation will be discussed at the IEP meeting
4. A Functional Behavior Assessment (FBA) will be completed and Behavior Intervention Plan (BIP) will be implemented at the IEP meeting.
5. The student may be placed in an alternative instructional setting for a period to be determined by the Superintendent in conjunction with the IEP team decision.

Interim Alternative Placement

An IEP Team will be convened to determine if the student's placement is to be changed.

Cottage residential program – Zero-Tolerance

The Zero-Tolerance Cottage Residential Program is designed to serve students who violate the TSD Zero-tolerance Policy.

The Zero-Tolerance Cottage Residential Program will provide:

1. Recreational activities facilitated by cottage residential program staff
2. Drug education and or counseling by appropriate personnel
3. Educational materials dealing with drugs, weapons, interpersonal relationships, and other appropriate topics
4. Study period/tutoring
5. Escorts to and from school, clinic, and religious services (when approved)

Students placed in the Zero-Tolerance Cottage Residential Program are expected to:

1. Do their personal laundry
2. Maintain personal hygiene
3. Assist in preparing their meals

4. Maintain a clean and neat personal appearance
5. Maintain a clean and neat environment in the cottage residence
6. Demonstrate respect for fellow students and staff
7. Demonstrate cooperation
8. Adhere to the rules and policies set forth in the TSD Handbook
9. Adhere to the rules and policies set forth in the Zero-tolerance Cottage Residential Program

Instructional Program – Zero-tolerance

The Zero-tolerance classroom is designed to serve student(s) who have been found to be in violation of the TSD Zero-tolerance Policy. Student(s) will continue to receive services and programming as identified in their IEP. The student will earn grades in all subject areas, and credits will be awarded as appropriate. The following rules will apply:

1. The student will be placed in a classroom with a certified teacher separate from the regular program. Zero-tolerance students will have limited interaction with other students and staff.
2. The student will receive a regular school lunch and will eat lunch in the zero-tolerance classroom.
3. Anytime the student is out of the zero-tolerance classroom he/she will be escorted to and from appointments or meetings.
4. A Zero-tolerance student will not be permitted to participate in after school activities such as athletics, clubs, or class activities or events, i.e., prom, senior trip, etc.
5. Day students will not be permitted on campus after school hours.

Classroom Policies and Procedures – Zero-tolerance

The zero-tolerance classroom teacher will be under the supervision of a school principal. The regular classroom teachers of the student placed in the zero-tolerance classroom are responsible for the student's IEP and for providing lessons and materials to the zero-tolerance teacher. This includes:

- Copy of daily/weekly lesson plans
- Notes, seatwork, assignments, quizzes, and tests
- Media presentations, i.e., videos, films, etc.
- Textbooks which will be kept in the Zero-tolerance classroom

The zero-tolerance classroom teacher and the regular classroom teacher will collectively update IEP goal sheets. Both teachers and the principal are responsible for ensuring that all the services and programs identified on the student's IEP are appropriately provided. However, time outside the zero-tolerance classroom will be limited to the extent possible (students must continue to receive Free Appropriate Public Education (FAPE)).

The assigned teachers of the student will meet regularly, a minimum of once a week, with the zero-tolerance classroom teacher to review work, assignments, and to discuss the student's progress. The classroom teacher will develop a schedule with the zero-tolerance teacher to accomplish this goal. This schedule will be submitted to the principal.

The zero-tolerance classroom teacher will attend and participate in all scheduled staff meetings unless excused by the principal. Prior to the completion of the student's time in the zero-tolerance classroom, an IEP meeting will be convened to discuss the student's re-introduction into the regular program.

A student in the zero-tolerance classroom will be expected to comply with all the rules for the classroom established by the zero-tolerance classroom teacher as well as those set forth in the student handbook or as stipulated in the student's IEP. Discipline and consequences will be administered when school and classroom rules are violated.

Student Suspensions Out-of-School (TCA 49-6-3401)

When a student's behavior is such that he/she continues to disrupt the learning process or the behavior is serious enough to warrant temporary removal, the Director of Instruction may recommend suspending a student out-of-school for up to ten (10) days annually.

TRANSPORTATION

Student Vehicles

Students wishing to drive to and from school must receive prior approval from the Director of Student Life. Without this approval, students will not be allowed to drive a vehicle on school property.

Students must provide a copy of a valid Tennessee Driver's License and proof of insurance to the Director of Student Life. Students may park their vehicles only in those spaces specifically identified. When residential students arrive on campus they must surrender their keys to the Director of Student Life or his designee. Day students must give their keys to the building principal or designee.

Students may not leave campus in their own vehicle before the close of the school day without prior approval. All requests to drive off campus must be in writing and approved by the appropriate administrator before departure. At no time shall a student be permitted to ride with another student without written permission from both parents and proper administrative approval. Failure to abide by the rules for maintaining a vehicle on campus or violation of campus traffic rules as well as failure to maintain good behavior and conduct may result in the loss of driving privileges on campus.

Day Students

Students who do not reside in the cottage residential program and are provided transportation by the school system, their parents or designee, or who drive themselves to school each day are considered day students.

Whenever possible, day students are encouraged to participate in all of the school functions and activities that are scheduled after school hours. This includes athletics, recreational programs, social events, cottage residential program activities/events, clubs, and special events.

Day students, with prior approval from the Director of Student Life, may stay in their assigned cottage during the school week in order to promote socialization and encourage participation in extra-curricular activities. When approving these requests, the following will be considered: space available, student behavior, compatibility with other students, and appropriateness of activity.

Day students will be assigned to an appropriate cottage, and whenever they are on campus for after-school activities, they will be under the supervision of that cottage staff and must follow all cottage residential program rules.

County School Bus Riders

School bus transportation is provided by the student's local education authority (LEA) when students reside within a legally acceptable distance from the school. TSD, in cooperation with the LEA, may assist in the follow-up to incidents that may occur on the school bus. The LEA maintains the authority for the transportation of their students from pick-up to unloading. Questions, concerns, and suggestions regarding transportation services are to be directed to the Special Education Director/Supervisor of the appropriate school district.

The safety of all children is the primary concern for both TSD and the LEA. School personnel will work diligently to ensure the safety of all riders. Similarly, parents and children must take an active role in school bus safety. School bus transportation is a privilege that may be suspended. School bus rules will be strictly enforced.

If bus privileges are suspended, this is a form of suspension and any absences will be considered unexcused. Parents must make arrangements for their children to get to and from school.

Residential Student Transportation

Students are transported home each weekend by bus. This is facilitated by the Coordinator of Transportation - 865.622.2272 (text only). Chaperones are assigned to insure the trips home and back are well coordinated. Students **are not permitted** use state transportation to visit a friend's home on the weekend.

Bus Delay to Drop Point

If the bus will be arriving at the drop point more than 10 minutes after its scheduled time, TSD staff will make every effort to contact parents or legal guardians.

Parents can go inside and check with the front desk to ask if they received a call from TSD staff. The vendor is not responsible for any situations relating to the bus and will only relay a message from TSD staff.

If the bus has not arrived after 10 minutes past the scheduled time, parents can contact the Coordinator of Transportation - 865.622.2272 (text only) or TSD Security at 865-579-2502.

Remember, the drop point vendors are allowing us to use their establishments and have the right to remove us at any time.

15-Minute Late Policy for Parents (Homegoing Day Only)

In order to improve the efficiency of homegoing transportation, it is important for you as the parents/legal guardians to be at the drop point on schedule to pick up your child(ren).

When the parents or legal guardians fail to show up within 15 minutes after the scheduled arrival time, the bus will depart right away and proceed to the next drop point(s) whether we have been able to contact the parents or legal guardians or not. If the parents or legal guardians have not been contacted, TSD will make every effort to contact them. When contacted, the parents or legal guardians will be given a time the bus would arrive back at the student's regular drop point after the bus has completed the last drop point. Students who are not picked up within 15 minutes of the buses arrival at the last drop point on the scheduled route will be transported back to TSD, parents or legal guardians will be responsible

for transportation home for the weekend. If TSD has exhausted all the numbers trying to contact the parents, we will proceed by calling the Local Education Agency (LEA), Department of Children Services (DCS), and/or the local police for assistance in trying to reach the parents or to accept custody of the child. These measures may seem extreme, but we have limited options. Our goal is to get the children home safely, as soon as possible, with the least amount of stress.

Parents or legal guardians who fail to either pick up their student(s) or have them picked up within fifteen (15) minutes of the scheduled arrival time, will be responsible for finding an alternative means of transportation back home from TSD that weekend.

Parents have two options to accomplish this. A parent or guardian can either drive their child(ren) back to TSD or arrange for someone to do so. Tennessee School for the Deaf will pay mileage to TSD and back home at the current state mileage reimbursement rate. The second option is to buy a bus ticket on a commercial bus line e.g. Greyhound Bus Lines. The parents will be reimbursed after submitting a receipt to TSD.

INSTRUCTIONAL DEPARTMENT

LIBRARY

The Marr Memorial Library plays a central role in the TSD's Upper School, providing standards-aligned resources and instruction and serving as the gathering place for club meetings, study hall, and other community events. Its collection holds nearly 10,000 fiction, non-fiction, reference, and audio-visual titles that are available to students, families, faculty, and staff. Library programming is based on the academic needs of the school and includes introduction to library organization, bibliographic instruction, and digital research and presentation. The library is open for student use with a teacher permit Monday-Friday 8:00 am – 3:30 pm. For more information, visit the Marr Memorial Library page on TSD's website at: https://www.tsdeaf.org/apps/pages/TSDK_library.

Requirements for Students	
TOTAL CREDITS REQUIRED: 22	
MATH: 4 Credits Including Algebra I, II, Geometry and a fourth higher level math course	SCIENCE: 3 Credits Including Biology, Chemistry or Physics, and a third lab course
ENGLISH: 4 Credits English I, II, III, IV	SOCIAL STUDIES: 3 Credits World History, American History, Government & Economics
PHYSICAL EDUCATION AND WELLNESS: 1.5 Credits	PERSONAL FINANCE: .5 Credits
WORLD LANGUAGE: 2 Credits ASL I, II FINE ARTS: 1 Credit	ELECTIVE FOCUS: 3 Credits Math and Science, Career and Technical Education, Fine Arts, or Humanities

*SBE Rule 0520-01-03-.06

Program of Study

A Program of Study will be developed for every student in 9th-12th grade. The Program of Study is a sequence of instruction consisting of coursework, co-curricular activities, work-site learning, service learning and other learning experiences. This sequence of instruction provides preparation for a career.

The student, in cooperation with the transition services staff and members of the IEP Team, will develop a personal plan of study. This is their individual scope and sequence of coursework, co-curricular activities, work site learning, service learning, and other learning experiences based upon his/her chosen career goals and aspirations. The plan of study will be revisited annually to make adjustments as the interests and career aspirations of the student change. This is a flexible resource within the constraints of graduation requirements that is designed to change in concert with the interests and needs of the learner.

Reporting Information

Report cards are mailed to parents/guardians every quarter. Grades are reported as alphabetic letters and are determined by the percent scale listed above. If students are 18 years of age, grades, with student's approval, will be mailed to the parents/guardians. Each successive report is not the average of previous grade reports; rather, it represents the compiled scores of all daily lessons, homework, projects, quizzes, examinations and other classroom assignments during the period of days covered by the report.

Honor Roll is based on the following:

- Academic
- Work Study
- Special Program

First Honors	All A's on Report Card, GPA: 4.0
Second Honors	A's and B's, GPA: 3.0 – 3.9
Honorable Mention	A's and B's with one C, GPA: 3.0 – 3.5

Student Progress

A student who receives an F during the quarter will be sent to tutoring the following quarter and an IEP meeting will be scheduled. Any student making a D may be sent to tutoring upon recommendation of the teacher. If the student continues to make a D or F within two weeks into the next grading period, the teacher will notify the principal in writing. An in-house staffing will be called within one week. Staff persons involved with the student as deemed appropriate will be invited. An IEP meeting will be convened as result of the staffing. If a student fails two consecutive grading periods in a semester, an IEP meeting will be held to discuss further action. If a student has failed three (3) classes for the year, an IEP meeting will be held in the spring to make recommendations for the following school year. Each student's progress toward graduation and classes needed will be discussed at the IEP meeting.

Transition Services

Transition Services provides supports for TSD students. The primary focus of Transition Services is to prepare students for a path of their choosing: a career, technical path; a 2-year or 4-year college track; or transition to work. Transition services works closely with students in areas of self-advocacy and self-determination, as well as learning about resources and benefits within their chosen community. Transition services also provide services in assessment of student interests and aptitude, and coordination of work-based learning experiences.

Valedictorian and Salutatorian

To be eligible for these academic honors, seniors must meet the following **minimum requirements**:

Valedictorian	GPA of 3.5 or greater
Salutatorian	GPA of at least 3.25

VARSITY ATHLETICS

The Athletics program at TSD is recognized as an integral part of the total educational program. Sports in the athletic program includes cheerleading, girls' volleyball, football, girls' basketball, boys' basketball, swimming, and track and field.

Procedures and guidelines for TSD athletes follow those established and set forth in the TSD Athletics Handbook. Each coach is responsible for reviewing these procedures and guidelines with the students at the beginning of each sport season. The student who participates in athletics at TSD is not only representing himself/herself, but his/her conduct also influences others opinion of the school and the Deaf community as a whole. Participation in athletics at TSD is not the right of any student, but is an honor each individual must earn. For this reason, the importance of proper conduct, attitude, and sportsmanship are stressed in all phases of the program.

TSD is a member of the Tennessee Secondary School Athletic Association (TSSAA) and follows all eligibility rules set forth by this controlling body. The athletic program is considered a part of the academic program and is under the supervision of the Director of Instruction. All students have the right to appeal decisions and consequences by making a formal appeal to the Athletic Director, Director

of Instruction, and Superintendent. Final decisions are under approval of the Athletic Director, Director of Instruction, and the Superintendent.

Eligibility Requirements

Any potential student-athlete must be a student of TSD and adhere to all school policies as outlined in the current Student Handbook.

Any student in grades 8-12, who is eligible, according to TSSAA requirements, will be eligible to try out for varsity athletics.

School Attendance

- All student-athletes are expected to abide by the official attendance policy of TSD.
- Student-athletes may not participate in any athletic contest if he/she was absent from school the day of the contest.
- Student-athletes may not participate in any athletic contest on Saturday if he/she was absent from school on the preceding Friday.
- Student-athletes may be allowed to play if the absence from school is excused by the Principal and/or the Director of Instruction.
- Student-athletes must be in attendance at least 50% of the school-day to be eligible to participate in competitions/games.

Suspension from Class and/or School

Student-athletes must attend but not participate in any athletic contest during their suspension for classroom or school related incidents. Student-athletes must attend and participate in practice sessions during their suspension.

STUDENT LIFE

MISSION STATEMENT

We believe that the residential program at the Tennessee School for the Deaf is a unique educational/residential environment. The program is designed to meet the needs of each student and to furnish our students with skills necessary to maintain a home-like environment, develop age appropriate independence in various aspects of self-care and advocacy, develop social skills as they relate to respecting others, and afford our students with opportunities to better understand the community in which we live and serve in.

COTTAGE RESIDENTIAL PROGRAM ASSIGNMENTS

Cottage assignments for students are divided into age appropriate groups designed to promote independent living skills and appropriate social behaviors. Each cottage residence is individual in that it creates its own program tailored to fit the needs of its unique student population. The Student Life department also maintains certain shared rules/regulations as designated by the Director and the Deans.

In an effort to provide consistency between the Instruction and Student Life departments, the discipline policy outlined in this Student Handbook is followed.

CURRICULUM

A cottage residential program curriculum is used to assist the staff in teaching independent living skills and varies depending upon the age and ability of each child. Activities and field trips are used within the program in an attempt to make incidental learning more fun and relevant. Specific goals are selected for each student, and progress reports with detailed information are sent home with report cards.

RECREATION

The recreation program provides various leisure activities for all of the residential students. This program also oversees elementary and middle school sports which includes football, volleyball, basketball, baseball, and soccer. (Phone # 865.579.2407)

RESIDENTIAL PROGRAM – DAY STUDENTS

Day students are assigned to a cottage residence and are under the supervision of that cottage residential program anytime they are on campus except during normal school hours or when accompanied by a parent. Students must check in with the cottage residential program staff in their assigned cottage immediately upon arrival after school hours.

While under cottage residential program supervision, day students must follow the same rules as the residential students in their assigned cottage. Passes will be required when visiting other areas on campus. Day students that show up in a cottage other than their assigned one will be asked to show their pass. If they have no pass, they will be asked to leave and their assigned cottage will be informed of the unauthorized visit.

Arrangements must be made beforehand for staying at the cottage residence overnight and after school hours. This is necessary to ensure proper supervision and that programming needs are met. Often, our staff and students go on field trips or other activities that take them off campus. If parents are picking their child up late, they need to inform the supervisor on duty of the time the student will be picked up. Parents must inform the Cottage Supervisor on duty of plans and timing to pick-up students. Punctuality is important.

If parents wish for a day student to stay in the cottage residence overnight, they must inform the supervisor at least 24 hours prior to the stay.

A cottage residential program supervisor may deny a request from a day student and/or parent to visit in cottage residence programs (daytime or overnight visits) for the following reasons:

1. Insufficient beds.
2. Previously planned off-campus activities.
3. Student behavior problems.
4. Students or parents who repeatedly violate policy or procedures.
5. Incompatibility of students.

Day students may eat meals in the cottage residence when they are on campus for socialization, athletic events, and/or other activities.

Athletic Events

Day students are required to check in with their assigned cottage residence before the athletic event is to begin, unless accompanied by a parent. If they arrive after the event has begun, they are to locate a cottage residence staff member and inform him/her that they are on campus. While under the supervision of the cottage residential program staff, day students are expected to follow the same rules as residential students in their assigned cottage.

When students are accompanied by their parents, they are under their parents' supervision.

Procedures for Away Athletic Events and Other School Activities

Day students returning to campus at night from away athletic events and other school activities will stay in their designated cottage residence until their parents arrive to pick them up.

Discipline

All day students will be expected to follow rules outlined in the TSD Student Handbook as well as individual cottage residence rules. Any time a day student violates rules repeatedly, he/she may have privileges suspended for a length of time to be determined by the cottage residential program supervisor, a dean, and/or the Director of Student Living.

TECHNOLOGY

NETWORK AND INTERNET ACCESS

TSD provides students the privilege of internet access via TSD's secured, filtered network. The network complies with the Child Internet Protection Act (CIPA). Internet access provides students with vast resources to conduct research and communicate with others. A student-specific network is provided via wireless connectivity to TSD's network. TSD reserves the right to access, review, monitor, audit, and log and/or intercept computer/technology use at all times and without prior or subsequent notice.

RESPONSIBLE USE

Campus technology resources, including Internet and Wi-Fi access, are provided for the instructional and business purposes of the Tennessee School for the Deaf (TSD). Students are expected to exhibit responsible, respectful, and safe behavior, following all school, local, state, and federal rules, policies, and laws. General school rules for behavior and communication apply to technology as well. Throughout the school year, students are provided instruction regarding Digital Citizenship, Internet Safety, and Cyberbullying.

SCHOOL-OWNED TECHNOLOGY

TSD has purchased school-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these resources, which include the school's network systems and use of school equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these school-owned resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

STUDENT-OWNED DEVICES

Students at the Tennessee School for the Deaf are permitted to bring student-owned technology devices to campus including cell phones, pagers, tablets, etc. In order to maintain the privilege of keeping and using a student-owned device on campus the student must adhere to all the rules and expectations outlined here. Prior to bringing such devices to school, parents and students must sign and complete the requirements of the Responsible Use Policy.

For specifics on the Upper School cell phone policy, please refer to pages 37-38 of the handbook.

1. Faculty and staff have the right to limit or prohibit use of communication devices during special activities.
2. Students who are in 7th – 12th grade are allowed to have their personal cell phone device during school hours (see Upper School Grades 7th – 12th Cell Phone Policy). Students below 7th grade are not permitted to possess a student-owned communication device during the academic day. The device must be left in the principal's office or designated location during school hours. This includes students who are off campus during the academic day.
3. Students may use their communication devices during residential/cottage time, following the guidelines established. Students may not possess devices during study time or after bedtime. All communication devices will be collected and turned off prior to bedtime and will be returned before breakfast.
4. Lending and borrowing communication devices is not permitted. Students who lend their device to another student will also be held responsible for the actions of the borrower if the borrower violates school policy.
5. The student understands that their device is not private on the TSD campus, during school-sanctioned activities, or on TSD provided transportation. TSD faculty, staff, and administration have the right to monitor student devices. What the student texts or communicates on their device can be read and viewed by TSD faculty, staff, and administration.
6. The student will communicate with the appropriate TSD faculty, staff, or administrator immediately if they receive any type of threatening message from any place, on or off campus.
7. The student will not send or receive pornographic, suggestive, or violent images on their technology device.
8. The student will not give out their phone number, e-mail address, or videophone number to strangers.
9. For specific, appropriate reasons and situations, the principal, dean, or cottage residential

program supervisor may modify this procedure on a case-by-case basis.

10. The device must be maintained in good working order, this includes performing anti-virus updates and scans as well as software and security updates.
11. The Tennessee School for the Deaf is not responsible for the loss/theft/damage of any electronic device that students bring to campus.
12. If TSD suspects that state or federal laws have been broken while using a student-owned device on campus or during a school-sanctioned event, the police will be notified as well as other agencies, as required.
13. The Technology Department can assist with connection of a personal device to the school network but cannot perform any further troubleshooting of personal devices for liability and resource reasons.
14. Unauthorized use of personal technology devices may result in suspension and/or loss of technology privileges. These uses include, but are not limited to:
 - a. Using personal devices to gain an advantage in a testing situation;
 - b. Using personal devices to bypass filtering or circumvent network security;
 - c. Using personal devices for violations related to cyberbullying and harassment.

VIDEOPHONES (VP)

Videophones (VP) in all administrative and staff offices are not intended for personal use. Students will not be summoned from class to accept a VP call except for an emergency.

Each cottage residential program has a videophone available for incoming and outgoing video calls for student use.

Students are required to request permission from cottage residential program staff before utilizing the videophone for any purpose. Cottage residential program staff will counsel students about their videophone use. Calls cannot be made or received after hours as determined by the cottage residence staff.

STUDENT TRANSITION EDUCATION PROGRAM (STEP)

CRITERIA FOR ADMISSION AND CONTINUED ENROLLMENT IN STEP

1. The applicant is a resident of the state of Tennessee with a hearing disability, which ultimately impacts his/her ability to obtain employment in his/her choice of employment.
2. The applicant has completed a four-year high school program.
3. The applicant is between the ages of 18 and 22.
4. The applicant has the ability and aptitude to benefit from the training offered.

5. The applicant possesses the appropriate emotional, social, and behavioral skill to be able to benefit from the learning and living environment offered without being disruptive to other students.
6. Upon reviewing the applicant's complete history, the applicant does not present a significant risk of harming himself/herself, others or property.
7. The applicant is able to attend to his/her basic self-help needs, i.e., daily living skills, mobility, following a schedule and rules, etc.
8. The applicant must present a completed application package prior to enrolling.
9. The participant must be involved in either a job training program or in an employment setting to remain in the STEP.
10. The participant must adhere to all rules and procedures in the cottage residential program.
11. The applicant must demonstrate a willingness to progress in their service program and/or employment setting.

COMPUTER AND CELL PHONE POLICY

STEP Students must follow TSD policies and procedures regarding Network and Internet Use, Responsible Use, School Owned Technology, and Student Owned Devices.

In the case of cell phones, students may carry their cell phones with them to school. However, cell phones are not to be visible during class time, unless being used for teacher approved class related activities.

Disciplinary actions for not following the Cell Phone Policy are as follows:

1st offense--Verbal warning

2nd offense, within one week--Phone will be taken up until the end of the school day

ON-CAMPUS HOUSING ACCOMMODATIONS

On-campus housing accommodations are provided for STEP students. Housing is staffed to provide a secure, adult living situation, which meets the needs of its residents in an adult, independent atmosphere. Staff members oversee students' progress demonstrated by in-house behavior, personal interactions, and independent living skills. The STEP Staff are responsible for supervision as needed and to provide a safe environment by keeping the area secure and well maintained. They are also available to assist the students with a wide variety of adult needs, including prompt help in any emergency.

STEP Students are required to treat all staff and students with respect and kindness. Likewise, students must follow all the rules and procedures set up in the housing accommodations to ensure an inviting, relaxing, and safe atmosphere. Failure to do so will result in disciplinary action. It is a privilege to stay in on-campus housing, not a right.

NO-SMOKING POLICY

Smoking is prohibited on the TSD campus. TSD is a smoke-free environment. STEP Students who want to smoke or use tobacco products are required go outside of the TSD gates or off-campus.

TRANSPORTATION

To the extent possible, STEP students will be responsible for their own transportation to and from their individual programs/jobs. However, in the beginning of the program, assistance in arranging for transportation will be available.

STEP students may bring personal vehicles on campus providing the following conditions are met:

1. The student has a valid driver's license with a copy on file.
2. The vehicle is registered and insured.
3. The student completes the required "Student Vehicle Registration and Insurance Form" and returns it to the Director of Student Life. This form can be obtained from the Director of Student Life.
4. The student observes all campus traffic regulations, such as:
 - i. Uses extreme caution when driving on campus
 - ii. At no time breaks the 15 MPH campus-wide speed limit
 - iii. Parks only in designated areas
5. The student under no circumstances provides a ride to a student in the regular school program. However, STEP students may ride with other STEP students.
6. The student at no time drives under the influence of alcohol or any mind alternating substance, as prohibited by Tennessee law.

If there is no conflict between the adult student's program/job and a week- end, provision of transportation to the student's home via TSD buses will be considered, provided there is space.

Violation of any of these regulations will result in the loss of vehicle privileges for the school year and possible further disciplinary action.

