# Table of Contents

## 2019-20 Calendars & Directory
- School/Academic Calendars 5
- Campus Directories 43, 44

## Rights and Responsibilities
- Governance & Board Meetings 8
- Non Discrimination 9
- Student & Parent Responsibilities 10
- ACE Assessment Overview & Questionnaire 40, 41

## Student Health & Campus Safety
- Immunizations, Medications 14
- Communicable Diseases, Accidents & Illnesses 15
- Campus Visitors 16
- Emergencies - Earthquake, Fire and Tornado Drills 16

## Student Attendance
- School Attendance Policy 17
- Snow Days 19
- Student Learner's Permits & Driving Licensure 19
- Student Parking 20

## Academics & Instruction
- MAHS Honor Code & Infractions 11 & 12
- Student Records 13
- Attendance Provisions 21
- Student Withdrawals 21
- Parent/Teacher Conferences 21
- Report Cards & Progress Reports 21
- Student Textbooks & Workbooks 21
- Grading System 22
- Make-up Work & Missing Assignments 22
- Academic/Behavioral Probation 22

## Communications
- Media Release Form 23
- Email and Internet Acceptable Use 23
- Cell Phones/ Personal Communications Devices 24

## Student Behavior
- Unacceptable Conduct 25
- Offenses and Penalties by Category 26-28
- 2019-20 Discipline Policy 29
- Disciplinary Measures 30
- Appeals and Due Process 36

## Transportation
- Bus Stop Supervision 35
- Rules for Riding the Bus 35

## Forms & Acknowledgement
- ACE Questionnaire 42
- Parental Discipline Acknowledgement Form 45
Dear Parents and Students,

Welcome to the 2019 - 2020 school year at Memphis Academy of Health Sciences Middle and High Schools. The Academy of Health Sciences Board of Directors, MAHS Administration and staff takes great pride in providing all of our students with the highest quality, health science focused educational opportunities possible in Shelby County and beyond. We are committed to assisting all children in their academic, social and emotional growth regardless of their zip code. Our highly qualified educators will use a variety of teaching techniques to help each child grow in his/her own unique way.

We believe that the best learning climate is one in which parents, children, and staff work cooperatively towards our common goal, the education of all children. We ask for your assistance and support in providing the best educational experiences possible. This handbook will help you learn about our school’s policies and procedures.

If you have any questions or concerns, please feel free to call the school and we’ll do our best to assist you. Together we can make a positive difference!

Sincerely,
The Academy of Health Sciences Board of Directors
At Memphis Academy of Health Sciences, we are committed to our vision of teaching and learning, where:

<table>
<thead>
<tr>
<th><strong>Students</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate their enthusiasm and engagement by utilizing their critical thinking skills to create powerful questions, present information, and respectfully resolve academic and behavioral challenges.</td>
<td></td>
</tr>
<tr>
<td>Show a deep connection to their school, tasks, daily requirements and activities.</td>
<td></td>
</tr>
<tr>
<td>Assume ownership of their learning by using their own data to assess mastery and discuss progress with their peers and their teachers.</td>
<td></td>
</tr>
<tr>
<td>Aspire to pursue post-secondary school options in the pursuit to becoming productive influential members of our global community.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Adult Learners (Teachers, Staff, Leadership, and Support)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Create energetic, safe and trusting collaborative environments to accomplish the mission of increasing rigor, creating authentic learning experiences, and integrating data usage.</td>
<td></td>
</tr>
<tr>
<td>Work in cross curricular teams where teachers strive to integrate multi-lingual, multi-cultural, and multi-content tasks into daily instruction.</td>
<td></td>
</tr>
<tr>
<td>Share responsibility of learning with students by supervising, facilitating, providing choices, questioning, and connecting learning to real time, real world experiences.</td>
<td></td>
</tr>
<tr>
<td>Use cutting-edge, innovative technologies that are on the forefront of education as a means of supporting school learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>School</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unites student, parent, faculty, staff, and stakeholders in a friendly, engaging, respectful learning environment.</td>
<td></td>
</tr>
<tr>
<td>Ensures a responsive nurturing learning environment with purposeful routines and roles, with a focus on safety and structural appearance and by establishing a strong health sciences curriculum.</td>
<td></td>
</tr>
<tr>
<td>Models a strong learning community where all accomplishments are recognized and all stakeholders feel are vested.</td>
<td></td>
</tr>
</tbody>
</table>

**Mission Statement**

The mission of the Memphis Academy of Health Sciences is to equip students with the necessary skills to be competitive in the 21st century. With an emphasis on the health sciences, our students will demonstrate the ability to read, write, speak and calculate with clarity and precision. MAHS schools of excellence will empower students toward life-long learning, academic achievement, character growth, community building, and a desire to excel in their potential in college and life. A successful transition through the middle, high school, and post-secondary training continuum will be the primary goal for all.
## MAHS INSTRUCTIONAL CALENDAR 2019-20

### First Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 29, 2019</td>
<td>Monday</td>
<td>½ Professional Development</td>
<td>Out</td>
<td>In</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Administrative Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 30, 2019</td>
<td>Tuesday</td>
<td>Administrative Day</td>
<td>Out</td>
<td>In</td>
</tr>
<tr>
<td>July 31, 2019</td>
<td>Wednesday</td>
<td>Professional Development</td>
<td>Out</td>
<td>In</td>
</tr>
<tr>
<td>August 1, 2019</td>
<td>Thursday</td>
<td>Professional Development</td>
<td>Out</td>
<td>In</td>
</tr>
<tr>
<td>August 2, 2019</td>
<td>Friday</td>
<td>Administrative Day</td>
<td>Out</td>
<td>In</td>
</tr>
<tr>
<td>August 5, 2019</td>
<td>Monday</td>
<td>1st Day for Students</td>
<td>In</td>
<td>In</td>
</tr>
<tr>
<td>September 2, 2019</td>
<td>Monday</td>
<td>Labor Day</td>
<td>Out</td>
<td>Out</td>
</tr>
<tr>
<td>September 19, 2019</td>
<td>Thursday</td>
<td>Parent-Teacher Conference (2:30-5:30 pm)</td>
<td>In</td>
<td>In</td>
</tr>
<tr>
<td>October 11, 2019</td>
<td>Friday</td>
<td>End of 1st Nine Weeks</td>
<td>In</td>
<td>In</td>
</tr>
<tr>
<td>October 14-18, 2019</td>
<td>Monday-Friday</td>
<td>Fall Break</td>
<td>Out</td>
<td>Out</td>
</tr>
<tr>
<td>October 21, 2019</td>
<td>Monday</td>
<td>Students return 2nd Nine Weeks Begins</td>
<td>In</td>
<td>In</td>
</tr>
<tr>
<td>November 11, 2019</td>
<td>Monday</td>
<td>Veteran’s Day</td>
<td>Out</td>
<td>Out</td>
</tr>
<tr>
<td>Nov. 25 - 29, 2019</td>
<td>Monday-Friday</td>
<td>Thanksgiving Break</td>
<td>Out</td>
<td>Out</td>
</tr>
<tr>
<td>December 18 -20, 2019</td>
<td>Wednesday - Friday</td>
<td>1st Semester Exams</td>
<td>In</td>
<td>In</td>
</tr>
<tr>
<td>December 20, 2019</td>
<td>Friday</td>
<td>1st Semester Ends (½ Day for Students)</td>
<td>In (1/2)</td>
<td>In</td>
</tr>
<tr>
<td>December 23 – December 31</td>
<td>Monday - Tuesday</td>
<td>Winter Break</td>
<td>Out</td>
<td>Out</td>
</tr>
</tbody>
</table>

### Semester 1 Total Instructional Days

**88**

### Second Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1-3, 2020</td>
<td>Wednesday - Friday</td>
<td>New Year’s Day/ Winter Break continues</td>
<td>Out</td>
<td>Out</td>
</tr>
<tr>
<td>January 6, 2020</td>
<td>Monday</td>
<td>Students Return 3rd Nine Weeks Begins</td>
<td>In</td>
<td>In</td>
</tr>
<tr>
<td>January 20, 2020</td>
<td>Monday</td>
<td>Dr. Martin Luther King, Jr. Holiday</td>
<td>Out</td>
<td>Out</td>
</tr>
<tr>
<td>February 13, 2020</td>
<td>Thursday</td>
<td>Parent Teacher Conference (2:30-5:30pm)</td>
<td>In</td>
<td>In</td>
</tr>
<tr>
<td>February 17, 2020</td>
<td>Monday</td>
<td>Presidents Day/ Professional Development Day</td>
<td>Out</td>
<td>In</td>
</tr>
<tr>
<td>March 13, 2020</td>
<td>Friday</td>
<td>End of 3rd Nine Weeks</td>
<td>In</td>
<td>In</td>
</tr>
<tr>
<td>March 16 -20, 2020</td>
<td>Monday-Friday</td>
<td>Spring Break</td>
<td>Out</td>
<td>Out</td>
</tr>
<tr>
<td>March 23, 2020</td>
<td>Monday</td>
<td>4th Nine Weeks Begins Students Return</td>
<td>In</td>
<td>In</td>
</tr>
<tr>
<td>April 10, 2020</td>
<td>Friday</td>
<td>Spring Break II/Good Friday</td>
<td>Out</td>
<td>Out</td>
</tr>
<tr>
<td>May 20 – 22, 2020</td>
<td>Wednesday - Friday</td>
<td>2nd Semester Exams</td>
<td>In</td>
<td>In</td>
</tr>
<tr>
<td>May 22, 2020</td>
<td>Friday</td>
<td>Last Day of School (½ day for Students)</td>
<td>In (1/2 day)</td>
<td>In</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4th Nine Weeks End</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 25, 2020</td>
<td>Monday</td>
<td>Memorial Day</td>
<td>Out</td>
<td>Out</td>
</tr>
<tr>
<td>May 26, 2020</td>
<td>Tuesday</td>
<td>Administrative Day</td>
<td>Out</td>
<td>In</td>
</tr>
<tr>
<td>May 27, 2020</td>
<td>Wednesday</td>
<td>½ Admin/ ½ Professional Development</td>
<td>Out</td>
<td>In</td>
</tr>
<tr>
<td>May 28, 2020</td>
<td>Thursday</td>
<td>Professional Development</td>
<td>Out</td>
<td>In</td>
</tr>
</tbody>
</table>

### Semester 1 Total Instructional Days

**88**

### 2019-20 Total Instructional Days

**180**
# 2019-20 MAHS Report Card and Progress Report Periods

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 88</td>
</tr>
<tr>
<td>3rd 9 weeks</td>
<td>01/06/2020</td>
<td>02/05/2020</td>
<td>02/12/2020</td>
<td>03/13/2020</td>
<td>04/01/2019</td>
<td>48</td>
</tr>
<tr>
<td>4th 9 weeks</td>
<td>03/23/2020</td>
<td>04/22/2020</td>
<td>04/29/2020</td>
<td>05/22/2020</td>
<td>Mailed</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 92</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 180</td>
</tr>
</tbody>
</table>
MAHS DISTINCTIVE

What are Charter Schools?
The Memphis City Schools Board of Commissioners approved the application of three Charter Schools that opened in 2003-04. In 2004-05, four additional charter schools opened. The Charter Schools are part of SCS, but are run by private, non-profit organizations. These organizations have more flexibility to run their schools than other schools in the district. Memphis students may apply to attend these Charter Schools free of charge.

Tennessee charter schools were created, in part, as an educational alternative for students with the most academic needs. Indeed, students entering MAHS possess significant needs, academically and otherwise. As mentioned earlier, on average, about twenty percent of students entering MAHS at the sixth grade level perform at grade level or above in reading and/or mathematics.

The MAHS instructional program is a research-based process founded on the following beliefs and principles:

1. All children can learn given sufficient time and quality instruction.
2. Schools—teachers and administrators—control the conditions that determine whether or not students are successful at learning.
3. Quality instruction is the product of proper planning and thoughtful delivery of meaningful information.
4. Quality instruction is fostered by the effective utilization of data-driven feedback systems.
5. Effective instructional programs always begin with the end clearly in mind (clarity of focus).

MAHS Distinctive

The MAHS educational experience is driven by a set of beliefs as it relates to the children and families we serve. The demographics of our student population are predominantly urban and African American. This group of students has inherently been a challenging group of students to educate. But our belief system is the energy behind our efforts.

- We believe, first and foremost, that all of our students have the ability to learn and achieve at high levels given sufficient time and quality instruction.
- We believe that motivation and persistence are the key elements of their success.
- We believe parental involvement is necessary for a child to perform at their highest levels, and that the lack thereof is still no excuse.
- We believe in holding our students to high expectations both in and out of the classroom.
- We believe students need and deserve to be educated in an environment that is safe, orderly, and conducive to learning.
- We believe the community has an important role in the successful education of every child.

Our goal is to successfully educate every student placed under our care. And we will successfully develop not only their academic capabilities, but their social, emotional, and physiological dispositions as well.
Memphis Academy of Health Sciences, the first charter school to open its doors in the state of Tennessee has launched the newly formed Academy of Health Sciences, a non-profit charter management organization (CMG). The Academy of Health Sciences will consolidate the operations of MAHS Middle and High Schools.

AHS Charter Management Group is designed to be an educational management organization that will have direct control over school design elements and functions. By clearly outlining key elements of the Academy of Health Sciences school design and of the manner in which schools under our umbrella operate, we will reduce the variability between campus locations and ensure the high-quality implementation of the Academy of Health Sciences education model and brand at each AHS campus location.

We believe that within this clearly defined structure, highly-talented and capable school leaders will own the opportunity to innovate and improve upon the existing model to ensure the highest level of performance for our schools.

Our objective is to prepare students to perform at a post-secondary level while pursuing career aspirations in the many different fields in Health Sciences, and to cultivate a student culture that promotes nurturing beliefs, knowledge, and behaviors in our classrooms.

The Academy of Health Sciences, CMG is the governing body responsible for overseeing the operations of the school. The Academy of Health Sciences Board of Directors meets quarterly throughout the school year. Those dates are published on www.mahsmiddleandhigh.org. The Board welcomes public participation in school affairs and encourages parents and citizens to speak out on concerns that they have about the school.

Jeremy Sanders, member at large, currently serves as the Fair Policy Chair; any concerns, suggestions, questions are directed to Mr. Sanders. His contact information is located on the MAHS website.
NON DISCRIMINATION

Be advised that all classroom instructional and extracurricular activities and opportunities at Memphis Academy for Health Sciences are offered without regard to race, color, creed, national origin, religion, sex, age, or disability, or for any other reason not related to a student’s individual capabilities. Students and/or their parents/guardians as well as employees may present complaints regarding discrimination as set forth in the following statutes to the designated Federal Rights Coordinator:

Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; Title II of the Americans with Disabilities Act of 1990.

The following has been designated to handle inquiries regarding nondiscrimination under Title IX and Section 504 of the Rehabilitation Act of 1973:

Johnson and Johnson, PLLC.,
1407 Union Avenue, Suite 1002
Memphis, TN 38103
901-725-7520 office
RESPONSIBILITIES & EXPECTATIONS

The Memphis Academy of Health Sciences School community, comprised of administration, faculty, staff, students, and parents, will support a climate of honesty, respect, responsibility and trust. This community will encourage students to take pride in their own abilities while supporting and guiding students to achieve success through their own initiative and perseverance. Our community will develop and foster the growth of all members through honest effort.

Student Responsibilities

Students have the responsibility to seek the maximum benefits from the educational process, to respect the rights of all persons who become a part of the educational environment, and to exercise the highest degree of self-discipline in observing and adhering to school rules and regulations. Responsibility accompanies every right. It is impossible to list all student responsibilities, but it must be emphasized that a lack of responsibility can result in a lessening of rights. Proper behavior of students is the responsibility of both the students and their parents. Students must contribute to an environment of good citizenship, respect and positive human relations in all aspects of the school program.

Parent Responsibilities.

The ultimate responsibility for student’s behavior rests with parents. The following are among their specific responsibilities:

- Comply with Tennessee statutes and MAHS’ attendance policy in seeing that students attend school every day and notifying the school of student absences according to school attendance procedures, within 48 hours.
- Support the school in requiring students to observe all school rules and regulations and accepting responsibility for any willful misbehavior.
- Send students to school with proper attention having been given to health, personal cleanliness, neatness, and adherence to the campus uniform policy.
- Maintain an active interest in students’ daily work. Make it possible for them to complete assigned homework, particularly by providing a quiet place and suitable conditions for study.
- Comply with the school’s requests. This includes carefully reading all communications and returning them as requested.
- Cooperate with the school in attending parent/staff conferences set up for exchanging information on the student’s progress.
MAHS Honor Code
Statement of Purpose

Honor is one of a person’s greatest attributes and most cherished traits. An honor system is based on the premise that a person should hold these qualities up to the highest standards in all that he/she does.

Honor and integrity are related to our school’s key characteristics. Without honor, students cannot achieve their maximum potential.

Under the Honor Code at MAHS Middle School, it is expected that all students will demonstrate honesty and integrity in their conduct. Intentional lying, cheating, and stealing will not be tolerated under any circumstances. Any person who violates the Honor Code must be held accountable for compromising the honor and trust of our school community.

Each student is responsible for upholding and enforcing the Honor Code. The MAHS Honor Code cannot work unless each student takes action when he or she believes anyone may have violated the Honor Code.

MAHS Honor Code

1. I WILL NOT CHEAT, HELP OTHERS CHEAT, OR ALLOW OTHERS TO DO MY WORK FOR ME.
2. I WILL NOT FORGE (FAKE/COPY) SIGNATURES, RECORDS, INFORMATION, OR RESULTS.
3. I WILL NOT PLAGIARIZE
4. I WILL BE HONEST ABOUT MY WORK WITH TEACHERS, PEERS, AND PARENT(S)/GUARDIANS.
5. I WILL NOT LIE TO ANYONE ABOUT ANYTHING.
6. I WILL NOT STEAL.
7. I WILL NOT FIGHT
8. I WILL NOT AFFILIATE WITH A GANG OR GANG-LIKE ORGANIZATION

STUDENT/PARENT/GUARDIAN HONOR CODE;

I, ____________________________, will uphold all standards of the MAHS Academic Honor Code. I understand there will be direct consequences for any and all violations

ACADEMIC INFRACTIONS OF THE HONOR CODE

Plagiarism includes the copying of the language, structure, idea and/or thought of another representing it as one’s own original work. Examples of plagiarism include but are not limited to:

- Presenting as one’s own, the works or the opinions of someone else without proper acknowledgement.
- Borrowing of the sequence of ideas, the arrangement of materials, or the pattern of thought of someone else without proper acknowledgement.
- Having a parent or another person write an essay or do a project, which is then submitted as one’s own work.
• Failing to use proper documentation and bibliography or works cited.
• Copying from a source even if making minor changes without giving proper acknowledgement.
• Borrowing or copying materials from another student.
• Majority of a student work is from other materials, even if cited, and does not show original academic thought from the student.

**Cheating** includes the actual giving or receiving of any unauthorized aid or assistance, or the actual giving or receiving of unfair advantage on any form of academic work. Examples of cheating include but are not limited to:

• Permitting another student to copy work or assignments.
• Giving or receiving answers to any academic assignment.
• Improper use of the internet and web materials to complete papers or assignments.
• Deception of any kind in an academic setting.
• The use of talking, signs, or gestures during a quiz, test, or exam.
• Passing quiz, test, or exam information during a class period or from one class period to members of another class period.
• Submission of pre-written assignment at times when such assignments are supposed to be written in class.
• Exceeding time limits on timed tests, quizzes, or assignments.
• Unauthorized use of study aids, notes, books, data, or other information.
• Sabotaging the papers, projects, or experiments of other students.
• Using features of electronic devices, such as cell phones, iPods or other mp3 players, cell phone cameras, or text messaging or emailing.

**Consequences for Academic Infractions of the Honor Code**

**First Offense**

• Conference between teacher and student, parent notification
• Loss of credit for the assignment
• Honor Code infraction notification

**Second Offense**

• Conference between counselor, teacher, parent, and student
• Loss of credit for the assignment
• Honor Code infraction notification

**Subsequent Offenses**

• Discipline referral
• Loss of credit for the assignment
• Honor Code infraction notification

Consequences for infractions begin with the classroom teacher. Multiple infractions across several teachers will be handled by the teachers in consultation with the student’s administrator. All infractions will be catalogued for use by administration and selection processes for academic awards.
STUDENT RECORDS

Guardianship/Child Custody
If legal guardianship should change at any time, it is the parent or legal guardian's responsibility to inform the school of such changes, in writing. The parent/guardian may be asked to produce official documents indicating such a change. In cases where parents have joint custody, the parent named as the primary residential parent will be considered as the custodial parent. The noncustodial parent may receive school records when a written and signed request is given to the school principal by the custodial parent.

School Records
Confidential copies of all student records will be maintained on-site at the School. This accumulative record contains all courses taken, grades received, credits earned, as well as results of achievement tests taken and suspensions/expulsions. A parent may request a copy of their child (ren)'s records at any time by completing the required form available from the school administrator's office. Parents should also obtain a copy of their child (ren's) records from all previous schools attended. This will help the school learn more about the specific educational needs of each student. If parents do not have such records, we will request that they sign a release form so that MAHS may request past records directly from the schools.

Access and Content / FERPA
In 1974 the Family Educational Rights and Privacy Act (Buckley Amendment) Public Law 93–380, §438, was passed to ensure confidentiality of student records.

Parents (custodial and noncustodial) and legal guardians have the right to inspect and review the accumulative and special education records of their child by making a written request to the official having custody of the records. The official shall have a reasonable time, not to exceed 45 days, to produce the records.

If the parent or guardian objects to the inclusion of any item or document in the record, a written statement identifying the specific item or document objected to and the basis of the objection must be filed with the custodian of the records. The custodian of records in the school is the principal. A conference with the custodian or his designated representative may then be scheduled in an attempt to resolve the matter informally. If not satisfied with results of this informal resolution, the parent or guardian may make a written appeal to the Executive Director or his designated representative. A hearing shall be scheduled within 30 days of the receipt of the written appeal. A full and fair opportunity to present relevant evidence will be granted.

Change of Address
Please notify MAHS main office in writing as soon as possible of any changes in a student's address or other important information.
**STUDENT HEALTH**

**Immunizations**
ALL students must show proof of up-to-date immunization BEFORE being allowed to attend school. In addition, no students entering school from out-of-state and/or nonpublic schools, will be permitted to enroll (or attend) without proof of immunization. It is the responsibility of the parents or guardians to have their children immunized and to provide such proof to the school.

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

**Waiver of Immunization Requirements**
State law provides waiver of immunization requirements under the following conditions.

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

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

Parents who need help in finding out about community resources that offer assistance in obtaining free and/or low cost immunizations should call the school for more information.

**Medications**
A doctor's authorization must be on file at the school for any student needing to receive prescription medicine during school hours. All medications for seasonal ailments must be accompanied by a note from a parent or doctor. These medications may be administered by a paraprofessional or teacher.

**Administering Medicines to Students**
It is the policy of MAHS that all children’s medication be administered by a parent at home. Under exceptional circumstances medication may be administered by school personnel under the appropriate administrative regulations.

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

1. Medication (only if absolutely necessary) - Only medicines which absolutely MUST be given during the school hours should be brought by parent or guardian to school for dispensing at school. Please make arrangements for all other medicines to be given at home, either before or after school time. Most medications which need to be given one, two, or three times a day, can be given during the hours outside of school hours. Your child’s health care provider can give you guidance about whether or not a dosage schedule can be changed. All medication will be brought to school by the parent or guardian, unless other arrangements have been
approved by the school principal, but under no circumstance shall a student bring the medication to school by himself/herself. All medication must be brought in its original container whether it be a prescription or non-prescription medication.

2. Bring only enough medication to school for a TWO WEEK period. This is particularly important for medications that might be stolen or that have a street value, such as Ritalin.

3. Over-the-counter medicines-usually MAY NOT administered by school personnel during school hours.

Original Containers- All medicines must be in their original containers and correctly labeled. Prescription medicines must have a pharmacy label or a label from the doctor's office or health care facility which includes the child’s name, name of the medicine, and strength of each unit of medicine, dosage amount, and time as well as the doctor’s name. Over-the-counter medicines must be labeled with the child’s name in a manner which does not cover up the original container label.

4. Parent Authorization- All medicines must have a Parent Authorization form completed, and the medicine container information must match the Parent Authorization.

Communicable Diseases
MAHS recognizes its responsibility to protect the health of its students as well as to uphold their individual rights.

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

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

Accidents
If a serious injury occurs on school grounds, the parents/guardians will be notified and asked to pick up the student for their own observation or examination by their family physician. Parents/guardians will be promptly notified of all injuries not considered minor. In the event that the parents/guardians cannot be reached, the student will be discharged to the person named on the students Admissions Card under Emergency Contact.

Illness or Minor Accident
If a student indicates that he/she is not feeling well enough to remain in class, he/she should be sent to the school office. **No student is allowed to leave the campus for any reason without permission from the parent(s)/guardian(s) and the school office.** If a student is injured in an accident, the Principal should be notified immediately and an Accident Form (Accident/Incident form) will be completed that day.
**Visitors to Schools**

Except on occasions such as school programs, athletic events, open house and similar events at which the general public is invited, all persons with the exception of MAHS administrative personnel and students entering the school buildings or school grounds at which they are enrolled are prohibited from entering any school building or school grounds unless they have first reported to the school office and been granted permission to enter the school building or school grounds by the school Principal or his/her designee. The principal or his/her designee has the authority to exclude from the school premises any persons disrupting the educational programs in the classroom or in the school, disturbing the staff or students on the premises, or on the premises for the purpose of committing an illegal act.

The Principal or his/her designee may not grant permission to enter the school building or school grounds, other than the school office, unless the person seeking to enter the school premises have first reported to the school office, signed a log book designated for visitors, and presented photo identification verifying the identity of the visitor.

**Parent Visits**

The School strongly encourages parental involvement and visits to the school. Because everyone's schedule is important, including your child's, please inform the school of an intended visit prior to coming by the school during class hours. This courtesy will allow us to inform the teacher of your planned visit so they can make the appropriate accommodations.

**Bringing Outside Food During School Day**

All MAHS students are provided FREE breakfast and lunch each day. No food from outside sources will be accepted on campus during the school day. Exceptions will only be cupcakes or cake on a student’s birthday to be shared only during student’s lunch time in the cafeteria.

**Admittance to the Building**

Students must enter by the designated door(s) only. Students are to be permitted in the building before school starts only in cases of inclement weather. Campus doors open each morning at 6:45p.m. Students are not to leave the school building during the school day unless accompanied by a teacher, administrator, authorized staff person, or parent/guardian.

**Emergencies**

In case of emergencies, parents will be contacted as soon as possible, by phone or by the contact source provided on the admissions form that each parent/guardian is required to provide. If an emergency exists where the school cannot open, parents will be contacted, as soon as possible, at their home phone numbers. The school will also broadcast any school closings on radio and TV.

**Earthquake, Fire and Tornado Drills**

The schools will have regular Earthquake, Fire and Tornado drills throughout the school year. Please reinforce with your child the importance of following staff direction during such drills, for their safety and the safety of others.
STUDENT ATTENDANCE

Regular attendance in classes is of vital importance if a student is to succeed in school. Absences for any reason are counterproductive to learning and should be avoided. A missed class session cannot be recreated. In reality, an absence is just that - an absence, whether it be excused or unexcused.

The individual student and his/her parent/guardian is responsible for regular attendance. Staff persons have the responsibility to assist parents/guardians and students in achieving the goal of good attendance. Daily recording and reporting of attendance is mandatory and reported to the State of Tennessee Department of Education in accordance with law.

Attendance

The Tennessee State Compulsory Attendance Law (T.C.A.§49-6-3001) requires that pupils of legal age attend school (ages of six and seventeen years, both inclusive) unless special circumstances arise which temporarily or permanently excuse the student from attendance. By state law, the student's school year shall consist of a minimum of 180 teaching days exclusive of all vacations, as approved by the Board of Education. (T.C.A.§49-6-3004) The annual calendar is divided into two semesters. A copy of the instructional calendar is included in this handbook.

Arrival

It is the parent/guardian's responsibility to make sure that your child(ren) arrive on time for school. Repeated tardies may result in your child(ren) not receiving the minimal number of instructional hours required by the State and may result in loss funding to the School, but more importantly, may impact your child(ren)'s ability to be promoted to the next grade, as well as retaining a spot on the school roster. Campus buildings open at 6:45 a.m.

Early Check-outs

A child will be released for early check out only to an authorized parent/guardian. An authorized parent/guardian is the person on file in the Main Office. Please make such arrangements in advance. Excessive early check-outs may result in a loss funding to the school, but more importantly, may impact your child(ren)'s ability to be promoted to the next grade, as well as retaining a spot on the school roster. No early dismissals after 1:45 p.m.

Notification:

MAHS Schools will adopt the following tiered series of notifications for students who are missing an increasing number of school days. MAHS will use a variety of communication measures (meetings with FES, principal, student, robocalls, personal phone calls, letters, home visits) to inform parents about his or her child’s attendance and to connect students and families with resources that support improved attendance.

<table>
<thead>
<tr>
<th># of days absent</th>
<th>Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Robocall notifying parent of student absence</td>
</tr>
<tr>
<td>2</td>
<td>Phone Call- Parent will receive a phone call from FES indicating that student has missed school and record reason/conversation outcome</td>
</tr>
</tbody>
</table>
Letter- Parent will receive a warning letter indicating that the student has missed 3 unexcused days of school (ACE assessment should be completed at this stage if it has not already). Parent will also be informed of truancy laws and consequences of noncompliance.

SART Meeting Request - FES will provide parent notification requesting parent and student presence at Student Attendance Review Team (SART) to assess barriers to school attendance, and develop a plan to improve the student’s attendance.

Home visit – The FES and/or counselor will conduct a home visit to inform parent that progressive truancy measures are underway.

10 Consecutive days of absence will result in automatic withdrawal of student from MAHS schools. Principal will make determination of re-enrollment if parent expresses interest in doing so.

Attendance and Truancy Office – Students who miss 11 or more days of school and parent has not responded positively to previous communication and/or meetings will be considered for referral by FES to Truancy office where student’s file shall be reviewed for further steps (case by case basis).

<table>
<thead>
<tr>
<th>Acceptable Excused Absence reasons:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excused absences as defined by state regulations are:</td>
</tr>
<tr>
<td>1. Illness of student;</td>
</tr>
<tr>
<td>2. Death or serious illness within the student's immediate family;</td>
</tr>
<tr>
<td>3. Official representative of school in school-sponsored activity;</td>
</tr>
<tr>
<td>4. Special recognized religious holidays regularly observed by persons of their faith;</td>
</tr>
<tr>
<td>5. Legal court summons not the result of the student’s misconduct; or</td>
</tr>
<tr>
<td>6. Extenuating circumstances created by emergencies over which the student has no control, as approved by the principal.</td>
</tr>
</tbody>
</table>

Absences other than those outlined above shall be considered unexcused. A written statement from the parent or guardian is required within three (3) school days of the student’s return to school explaining the reason for each absence, otherwise the absence will not be excused.

NOTE: Verification may be required to justify absences. The principal has the right to require verification from an official or other source to verify the absences as excused. Seniors absent from school because they are exempt from semester exams will be counted absent.

**Student Attendance Accounting**

A student must be in attendance at least 4 hours of the seven (7) hour school day in order to be counted present on attendance records for that day (not to be confused with Perfect Attendance.) Any student arriving after school has begun must report to the attendance office immediately to report in and receive an Admit Slip before going to class. Students leaving school during the school day must check out through the attendance office. Teachers, principals, and other school administrators exercise extreme caution in releasing students from school. Students will not be released until all excuses are carefully checked. A student shall not be permitted to leave school during the school day without written request from the parent/guardian and approval of the principal. **FAILURE TO CHECK IN THROUGH THE ATTENDANCE OFFICE MAY RESULT IN THE STUDENT BEING INCORRECTLY MARKED ABSENT.**
**Tardiness**

Students are expected to be at school and in all classes on time. Students who are tardy are subject to disciplinary action in accordance with each individual school's rules concerning tardies. Students arriving on campus after school has started are required to check in at the attendance office with a parent. Failure to follow these procedures can result in the student being marked absent for the entire day or the tardy being marked unexcused.

**Excessive tardiness**

There is a limit of three (3) tardies to school or class per quarter. After three (3) tardies, progressive discipline will be as follows:

- Four (4) tardies to school will result in parent conference with administrator
- Five (5) or more tardies will result in ISS or other progressive measures such as OSS or school probation.

**Withdrawal from Enrollment under the Tennessee Compulsory Attendance Law**

A student may be permanently excused from attending public school for the following legitimate reasons:

- Graduation from high school;
- Change of residence from the state of Tennessee;
- Withdrawal from public school and enrollment in a non-public school;
- Withdrawal for health reasons, certified by a licensed practicing physician; or
- Expulsion by the Board of Education.

**Snow Days**

During the winter, heavy snow or ice sometimes makes it necessary to cancel school for the day or delay the opening of school. MAHS will comply with SCS closings. For television coverage on the closing or delay of school, check your local news channel’s listing. You may also view our website at www.mahsmiddleandhigh.org.

**Driver’s License or Permit**

To obtain a driver’s license or permit to drive in Tennessee, the Department of Safety requires each person between the ages of fifteen (15) and seventeen (17) inclusive to:

1. Obtain a Certificate of Compulsory Attendance, and

2. Pass a Driver’s Education class OR have a learner’s permit (for at least three months)

The Certificate of Compulsory Attendance is provided by the high school attendance office to students who meet the legal requirements of compulsory attendance, in addition to currently passing three (3) full unit subjects or the equivalency. To maintain the driver’s permit or certificate, the student must continue to meet the legal requirement of compulsory attendance and the academic requirement of currently passing three (3) full unit subjects or the equivalency.
**Students Parking on Campus**

Any student that parks on campus must secure a parking pass from the principal or his designee. In order to secure a parking pass, the student must present his/her license and registration to the principal or his designee in order to secure the Parking Pass Bio Sheet. Once the bio-sheet is signed by the parent, student, principal, and Global security, the student will be issued a rear view (numbered) parking pass and that pass should always be posted on their rear view mirror for easy identification. Additionally, you will be assigned a numbered parking spot that corresponds to your parking pass.

Students are not allowed to order or have food delivered from any eating establishments during school hours. Furthermore, teachers and staff are prohibited from ordering food for students during school hours without prior consent from the principal or his designee.

**Motor Vehicle or Permit License Revocation**

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

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

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

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

All middle schools (6-8) and high schools (9-12) in Shelby County are members of the Tennessee Secondary Schools Athletic Association (TSSAA) and as members follow its rules and regulations. Academics and conduct requirements must be met by participants on middle and high school teams; as well as eligibility requirements established by TAMS and TSSAA. Any pupil participating as a member of any interscholastic athletic team must have a complete annual medical examination prior to participation. Specific eligibility requirements may be obtained from the coach or administration of the school.
ACADEMIC POLICIES

Attendance Provisions for Students of Military Parents

If a student has satisfactorily completed the prerequisite grade level in the sending school district, the student shall be eligible for enrollment in the next highest grade level, regardless of age. Students who transfer after the start of the school year shall enter school on the students’ validated level from the sending state.

Withdrawal

As a parent/guardian of the Academy, you have the right to choose to keep your child (ren) in the Academy or to transfer them to another school. If you decide to transfer your child (ren) during the current school year, you should first discuss this with the school administrator. Office personnel must be notified in writing 24-hours prior to executing any and all requests for withdrawals. The Academy will help you explore your options and will do everything possible to ensure a smooth transition. It is usually best to transfer your child at the end of marking periods or at the end of a regular semester of school.

Parent/Teacher Conferences

The Academy will hold regular Parent/Teacher Conferences throughout the year. Parents are expected to come to the school to meet with their child’s teacher(s) during the conference hours. Conference times will include both day and evening times, for your convenience. Parents will be able to see examples of their child's work, discuss their child's progress with the teacher, and during report card marking periods, will receive a copy of the report card.

Report Cards

The Academy will report each student's progress by a Report Card, four times during the school year.

Progress Reports

The Academy believes that it is important to keep parents/guardians abreast of their child (ren)'s progress in school. Therefore, we will send out a progress report midway through each grading period which contains teacher comments as to how your child is doing, what they need to work on and what they are succeeding at. It is important that you contact your child(ren)'s teacher(s) if you ever have a question about the Progress Report or want to discuss with the teacher how you might better assist your child(ren) in achieving the expected performance standards for their age and/or grade level.

Textbooks

Textbooks for students are provided by MAHS. They are issued at the beginning of the school year. Pupils should not abuse books. Book covers are recommended for protection. Students will be charged a replacement fee for lost or badly damaged books according to the condition of the book when it is issued to the student. Lost textbooks must be paid for before another is issued to the student.
**Student Workbooks**

In order to ensure all students are equipped with the most current curriculum needs, parents will need to purchase workbooks for ELA and Math classes as well as novels for ELA. These workbooks are necessary for instruction and homework purposes. The total cost is $40 per child (middle school only).

**Grading System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B</td>
<td>85-92</td>
</tr>
<tr>
<td>C</td>
<td>75-84</td>
</tr>
<tr>
<td>D</td>
<td>70 – 74</td>
</tr>
<tr>
<td>F</td>
<td>below 70</td>
</tr>
</tbody>
</table>

**Makeup Work and Missing Assignments**

**Excused Absence**

Students who are out of school for extended periods of time for **excused absences**, must be given the opportunity to make up academic course work assignments missed during their absence. It is the parents’ responsibility to meet with teachers and/or the school administrator to arrange for make-up work, to pick up make-up assignment packages, and to return completed work back to the teacher by the designated due date. It is the responsibility of the teacher to prepare assignment packages for students who are unable to attend school due to extended excused absences. When a student returns from an excused or unexcused absence, he or she is responsible for collecting missed assignments. For excused absences, the completed assignment(s) must be turned in within three (3) days of his or her return in order to receive full credit.

**Unexcused Absence**

For unexcused absences, the completed assignment(s) must be turned in within three (3) days as well, but students will not receive full credit. Amount of credit will be awarded at teacher’s discretion. Any student who fails to turn in an assignment may receive a zero for that assignment.

**Academic Probation or Behavioral Probation**

A scholar who’s GPA has dropped below a 1.75 for two consecutive grading periods. Or a scholar who has a combination of 3 or more N’s & U’s within a grading period. If neither improves with intervention, this scholar will be in jeopardy of losing their eligibility as a scholar at MAHS High School.

If a scholar fails a first semester course, he or she must meet with the school principal, accompanied by their parent or legal guardian and will be placed on academic probation for the remainder of the school year. While on probation, it’s mandatory that the scholar attends MAHS’s after school intervention hour in the failing course. If probation is violated, the scholar will jeopardize his/her return the following year.

**State Testing Programs**

TN Ready is the test currently used to assess student learning at the end of the school year.

**Every Student Succeeds Act (ESSA):** The federal Every Student Succeeds Act (ESSA) was signed into law December 10, 2015, reauthorizing the 50-year-old Elementary and Secondary Education Act and revising many provisions of what was known as No Child Left Behind (NLCB). The Elementary and Secondary Education Act is the United States’ national education law and longstanding commitment to equal opportunity for all students.
What rights do parents have?
All parents have the right to request the following:

- A teacher’s professional qualifications, licensure, grade/s certification, waivers
- A teacher’s baccalaureate and/or graduate degree, fields of endorsement, previous teaching experience
- A paraprofessional’s qualifications
- An annual notice of Student Education Records Privacy and Notice for Disclosure of School Directory Information
- An assurance that their child’s name, address, and telephone listing not be released to military recruiters

All parents will receive information on the following:

- Their child’s level of achievement in each of the State academic assessments
- District Parent Involvement Policy and School Parent Involvement Policy
- Their right to public school choice, supplemental services, and more effective involvement if their child’s school is identified for school improvement.
- Their option to request a transfer to another school within the district if their child is the victim of a violent crime at school.
- Their right to timely notification that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

COMMUNICATIONS POLICIES

Media Release Form:
MAHS is in the news quite often. We want to give the public a fair and accurate account of our children and our school. To tell our story, members of the news media and MAHS writers or photographers may take photographs and conduct interviews from time to time. We allow these visits if there is a reasonable expectation that your child’s learning will not be disrupted. The School Director/Principal decides when these visits are appropriate. At the same time, MAHS respects the wishes of any parent who does NOT want his or her child to be photographed or interviewed. Any parent or guardian who does NOT wish his or her child to be part of any news media or Shelby County Schools media event should sign and return a form to the school.

E-mail and Internet Acceptable Use Agreement
Violations of these rules and regulations or the accompanying agreement may result in loss of access to the MCS network. Additional disciplinary action may also be taken, including suspension/expulsion for students and termination of employment for employees. When applicable, law enforcement agencies may be involved. MAHS reserves the right to review, monitor, and restrict at any time, information stored on or transmitted via the MCS or MAHS network and to investigate suspected inappropriate use of resources.
Cell Phones/ Personal Communications Devices
The increase in use of cell phones and personal communication devices by students during the school day has become far more than a distraction in the school environment. These devices are being used by students as a means of cheating on tests, taking inappropriate pictures and video of students and staff for sharing and posting across the internet, threatening and/or bullying other students, and engaging in an excessive amount of social interaction during instructional time.

Therefore, all students are banned from possessing any type of phone or personal communication device that is turned on or in visible/audible use at any time during the regular school day. For the purpose of this policy, possession means being found in any article of clothing, purse, book bag, carry bag, or in any location on school property other than the approved storage location as written and approved by school officials. Students who wish to carry a cell phone with them to and from school must keep the device turned off and stored (e.g., kept in the student’s assigned locker, automobile, or other school approved location at all times during the entire school day), unless otherwise determined by the principal. Campus security officials may, if they have reasonable suspicion to do so, search any cell phone brought onto any MAHS property, which includes but is not limited to parking areas. For the purposes of this policy the school day includes the entire day from the school start time or bell that indicates the start of the school day until the final dismissal time of the school day. The school is not responsible for any loss or theft of the device while on school property.

A student found in unauthorized possession of any type of cell phone or communication device during the school day shall have the device taken from him or her and kept by the school Principal or designee until the parent is notified. The parent may pick up the device at a the time and location designated by the principal at the close of the next school day following the day that the parent received notification or earlier at the principal’s discretion. Thereafter, the parent may pick up the device by appointment.

Any subsequent violation shall result in the device being taken from the student and retained until the close of the next school day following the day that the parent received notification or earlier at the principal’s discretion. Thereafter, the parent may pick up the device by appointment. Moreover, for such subsequent violation of this policy, the student shall receive additional consequences in accordance with the district-wide discipline policy. MAHS does not take responsibility for confiscated items and will not compensate the owner for any lost, stolen, or damaged confiscated items while in the custody of the school.
STUDENT BEHAVIOR

Students are responsible for good behavior on the MAHS network just as they are in a classroom or a school hallway. Communications on the MAHS network are often public in nature. General school rules for behavior and communications apply. Appropriate MAHS personnel will determine whether behavior and communications are appropriate, and those determinations will be final. The MAHS network is provided for students to conduct research and communicate with others for educational purposes. Access to network services is provided to students who agree to act in a considerate and responsible manner. A student’s signature and parent/guardian signature are required on a current Student Access and Release Authorization Form. Access is a privilege, not a right, and entails responsibility. During school, teachers will help guide students toward appropriate materials. Outside school, families bear responsibility for guidance on the Internet just as they do with information sources such as television, telephones, movies, radio, and other potentially offensive media.

Students shall not transmit personally identifiable or personal contact information about themselves or others, except the user’s e-mail address, without prior consent by the parent and the teacher. Personally identifiable or personal contact information includes name, address, telephone number, photograph, social security number, school name, and classroom.

School web sites cannot include pictures or names of students without prior consent of the parents and teacher. All other personally identifiable information (e.g., address and phone number) is strictly prohibited on a web site.

Unacceptable Conduct

Students are prohibited from engaging in behavior that will endanger or threaten to endanger the safety of others, that will damage property, or that will impede the orderly conduct of the school program. The following offenses are prohibited by this Code whenever they occur on school grounds, on school buses, during school-sponsored field trips, in connection with school-related events and activities wherever held, when directed against students en route to or from school, or when done with intent to disrupt or impede the orderly conduct of any school activity. Student actions directed against any person, where adult or minor, on school property or at any location where a school-related event or activity is held, shall be disciplined in the same manner as if the action had been directed against school staff or students.

(Offenses and Penalties by Category)

The infractions of school discipline at Memphis Academy of Health Sciences listed below are grouped into categories according to the seriousness of the offense. This list is not intended to be exclusive or all inclusive. For infractions not specifically listed below, campus leaders shall assign discipline in accordance with the category that appears to be comparable to the offenses specifically listed in the category.

Category A – State Zero Tolerance Offenses

1. Aggravated assault or an assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee;
2. Unlawful possession (including distribution), sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity;
3. Unauthorized possession of a firearm on school property or at a school sponsored activity.

**Penalty for Category A Offenses:**
- Expulsion/Suspension for 180 days
- Notification will be made to law enforcement authorities.
- Any modification of this penalty can only be made by the Executive Director.

**Category B**

1. Possession of a knife or any potentially lethal weapon, Taser, or explosive on school property or at a school-sponsored activity;
2. Being under the influence of and/or evidence of drinking or possession of alcoholic beverages in school or at a school sponsored activity;
3. Off campus criminal behavior that results in the student being legally charged with an offense that would be classified as a felony if the student was charged as an adult or if adjudicated delinquent for an offense that would be classified as a felony if the student was an adult, or if the students was convicted of a felony, and the student’s continued presence in school poses a danger to person or property or disrupts the educational process;
4. Gang activities - Activity that is threatening and/or intimidating, harassing in nature or recruiting; gang notebooks with gang pledges, codes and symbols that are used in communication such as threats and warnings and recruiting; gang related fights, and all types of violent acts; gang graffiti especially drawn on school property (bathrooms, lockers and hall walls); electronic devices such as cell phones with recognized gang text, with gang symbols, signs and language that is threatening and or intimidating;
5. Being under the influence of illegal substance (without possession) or legend drugs, intentional misuse or excessive consumption/distribution of over-the-counter drugs with the intent to intoxicate and/or evidence of use or possession of drug paraphernalia, substances for huffing, any substance under guise of it being a controlled substance or prescription drug, and/or medical preparations without proper medical authorization;
6. Possession, use or distribution of counterfeit money on school property or at any school sponsored activity;
7. Assault upon any teacher, principal, administrator, school resource officer, or any other school employee;
8. Continuous and/or severe Category C Offenses

**Penalty for Category B Offenses:**
- *Out-of-School Suspension or
- Expulsion (11-180 day)
- When appropriate, notification will be made to law enforcement authorities. Modification of this penalty can be made by the Executive Director.

**Category C**

1. Threatening bodily harm to school personnel, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;
2. False accusations against school personnel
3. Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school-sponsored event;
4. Smoking/use and/or the possession of tobacco products or electronic/vapor type products (e.g., e-cigarettes) or unauthorized consumption/distribution of non-prescription drugs by students while (1) in school or on school properties, (2) under school's jurisdiction during school hours, or (3) participating in a school-sponsored event;
5. Gang activities - any gang related activity not specified in Category B;
6. One (1) or more students initiating a physical attack on an individual student on school property or at a school-sponsored activity;
7. Malicious destruction of or damage to school property, including electronic media, or the property of any person attending or assigned to the school;
8. Stealing or misappropriation of school or personal property (regardless of intent to return);
9. Immoral or disreputable conduct
10. Continuous and/or severe Category D Offenses

Penalty for Category C Offenses:
- In-School Suspension or
- Out-of School Suspension
- When appropriate, notification will be made to law enforcement authorities.

Category D

1. Open or continued defiant attitude or willful disobedience toward a member of school staff;
2. Vulgar, profane, immoral/disreputable or rude remarks or non-verbal action to staff member or fellow student;
3. Physical or verbal intimidation or threats to other students, including hazing;
4. Threatening bodily harm to another student, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a student and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;
5. Fighting in or on school property unless, in accordance with state law, the principal recommends no disciplinary action for a student who is deemed to have acted in self-defense or defense of another;
6. Possession of mace or disabling sprays;
7. Inappropriate use of electronic media, including, but not limited to, all calls (land line, cellular or computer generated), instant messaging, text messaging, video/audio recording devices, iPods, MP3s or any type of electronic music or entertainment device, and cameras and camera phones;
8. Sexual, racial, ethnic, or religious harassment/discrimination;
9. Bullying/cyberbullying, intimidation, and harassment
10. Refusal to produce an object identified by metal detectors;
11. Inciting, advising or counseling of others to engage in any acts in Categories A, B or C using any means to send or receive spoken or written messages, including, but not limited to, notes, letters, texts, online or in-person group chats or conferencing, electronic messaging, audio messaging, video messaging, social media posts(streams), or other similar forms of communication;
12. Continuous and/or severe Category E Offenses*
Penalty for Category D Offenses
- Parent-Principal Conference; or
- Before/After School Detention/Saturday School; or
- In-School Suspension; or
- Out-of-School Suspension

Category E

1. Habitual and/or excessive tardiness;
2. Class cutting*;
3. Intentional disturbance of class, cafeteria or school activities;
4. Leaving school grounds without permission;
5. Being in an unauthorized area without permission;
6. Tampering with grades or report cards;
7. Possession of lighters or matches;
8. Possession of and access to beepers, cellular phones or other electronic communication devices during school hours without permission of the principal or in violation to district/school policy;
9. Inciting, advising or counseling others to engage in any acts in Category D using any means to send or receive spoken or written messages, including, but not limited to, notes, letters, texts, online or in-person group chats or conferencing, electronic messaging, audio messaging, video messaging, social media posts/streams, or other similar forms of communication;
10. Dress code violation, including wearing, while on school grounds during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment

Penalty for Category E Offenses:
- Parent-Principal Conference; or
- Before/After School Detention/Saturday School; or
- In-School Suspension

* In-school or out-of-school suspension will not be used for unexcused absences from class/school. Additionally, out-of-school suspension will not be used to address tardies/early dismissals or other violations when related to class/school attendance.

Note: A teacher, principal, school employee, or school bus driver may use reasonable force in compliance with state law (TCA 49-6-4107).
Memphis Academy of Health Sciences (MAHS) discipline policy and practices follow the evidenced based Nurturing in Schools and with Families in homes. Together, working with parents, we aimed to provide the most positive learning environment possible.

The ability to positively nurture is a part of the nature of all human beings. Many young people are born with the predisposition to care for others by forming strong bonds and positive, secure attachments. Unfortunately for many children, abusive and neglecting experiences, both in our homes and in our classrooms have been the norm when those young come to MAHS. We have seen our academic work at time hampered because of these negative experiences. The result has been generation after generation of young people being redirected away from their basic compassionate nature to their learned patterns of disruptive behavior. However, learned disruptive behaviors can be unlearned and replaced with new, healthy nurturing behaviors with a strong, consistent and comprehensive educators working with those home caregivers to bring about positive outcomes.

MAHS Discipline Policy Goals

#1: The overall goal of the MAHS Discipline program is to cultivate a culture that promotes positive nurturing beliefs, knowledge and behaviors in our classrooms resulting in educational outcomes. Our educators, work together with the scholars and their families to create a “norm of nurturing” that both the classroom and the home environments that reinforce positive nurturing. MAHS educational assistants and family engagement specialists’ assists teachers with classroom management, small group discussion and restorative justice practices that are reinforce with incentives to ensure classroom compliance.

#2: All interaction with the MAHS Discipline program requires the basic recognition that all human being require validation and through the building up of the scholars’ self-awareness, self-worth, emotional regulation, empathy, empowerment and protective skills in children and teens through daily classroom instruction – the outcome is that scholars participate willingly in their own regulation.

#3: Lastly, many familial care givers seek MAHS staff assistance to help with challenging home situations when their own use of varied behavioral modification techniques don’t yield the desired results. It is at that point, MAHS staff seeks to work with parents to improve discipline technique choices. Additionally, in direct supervision and discussion with the home care givers, MAHS staff may honor those techniques that caregivers prefer and request. The ultimate desired outcome, between the MAHS educator and home caregiver is to create nurturing interactions between parents and children that leads to positive behaviors and high quality academic outcomes.

MAHS Faculty Implementation

The MAHS educators routinely participate in training which has been described as “a dynamite way for educators to teach and a powerful way for students to learn.” This comprehensive workshop is designed for educators to incorporate nurturing skills into their teaching style. The key qualities in teacher nurturing is an empathic approach in implementing classroom discipline designed to enhance positive self-worth, caring and compassion, and a positive sense of empowerment. Additionally, MAHS teachers and parents learn to work together in a cooperative and consistent manner promoting the positive nurturing characteristics and qualities of their children. Parents sign agreements to validate understanding.
MAHS Progressive Discipline Process Levels
- Verbal Conference with scholar
- Student/Administrator conference which may lead to a phone call to parent
- Detention/Community Service
- Adverse Childhood Experiences (ACE) assessment (*Required by SB170/HB405 implemented 07/1/19*)
- In School Suspension (ISS)
- Over-night Suspension (parent conference is required to return to school)
- Out-of-School Suspension (1-10 days)
- Expulsion (11-180 days)
- When appropriate, notification will be made to law enforcement authorities.

**DISCIPLINARY MEASURES**
Several disciplinary measures/consequences may be employed to support acceptable student behavior. Disciplinary measures include confiscation of items, time out period, a verbal reprimand or warning, corporal punishment, loss of privileges, before/after school detention, suspension from the bus, in-school suspension, out-of-school suspension, and expulsion. Serious violations may also include the involvement of local law enforcement agencies.

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

**Confiscation of Items**- “Confiscated items” include laser pointers, cell phones, and other electronic devices prohibited by the Academy. Unless the Academy extends the return time of confiscated items because the item or its contents may be evidence of violation of law or policy, the parent may pick up the item at a the time and location designated by the principal at the close of the next school day following the day that the parent received notification of confiscation or earlier at the principal’s discretion. Thereafter, the parent may pick up the device by appointment. The Academy does not take responsibility for confiscated items and will not compensate the owner for any lost, stolen, or damaged confiscated items while in the custody of the Academy.

**Loss of Privileges**- Students may lose privileges including, but not limited to, the following:
- Loss of classroom privileges
- Loss of parking or driving privileges
- Loss of extracurricular/athletic or other school-wide privileges
- Privileges Restricted by the Principal

**Before/After School Detention** - Students may be detained before or after the school day as a means of disciplinary action. The following guidelines shall be followed:
- The student will be given at least one (1) full day of notice before detention.
- Parents/guardians will be informed before detention takes place.
- Students will be under supervision of certified staff members.
• Detention will not exceed 45 minutes after the official closing of the school day but may be administered several days in succession.
• Teachers must have the approval of the principal before issuing detention.
• Students riding school buses will be provided an alternative to detention, or with agreement of the parents, go to detention at a later date.

**In-School Suspension** - The in-school suspension program includes a behavior management component that teaches students skills to improve their behavior and make good choices while allowing students the opportunity to complete their regular classroom assignments in an isolated environment. The principal, including vice/assistant principal, has sole discretion to issue in-school suspensions.

**Out-of-School Suspension** – Out-of-school suspensions vary in length from zero (0) to ten (10) days. It is not the intent of the system to remove students from the school society for first-time or minor violations. Therefore, suspension from school should be used with caution and only in appropriate cases. The principal, including vice/assistant principal, has sole discretion to issue out-of-school suspensions from zero (0) to ten (10) days.

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

Reasonable effort shall be made to contact the parent/guardian immediately regarding any suspension. If contact with the parent/guardian cannot be made, the student will remain at school until dismissal time except in cases of police arrest or an emergency, such as when the student's continued presence poses a danger to persons or property in the school or an ongoing threat of disrupting the academic process. Students on suspension must not be permitted to set foot on school property, attend class, take exams, or participate in school-sponsored activities while under suspension.

**Expulsion** - Expulsions vary in length from eleven (11) days to the remainder of the school year or one (1) calendar year for state-mandated expulsions. (Any single suspension in excess of 10 consecutive days or multiple suspensions totaling 15 days in one month is an expulsion.) The principal may issue expulsions subject to student legal due process rights regarding appeals of expulsions (suspension of more than ten (10) days) and in accordance with the district-wide Student Code of Conduct. The Executive Director may modify a state-mandated one-year expulsion on a case-by-case basis.

When the student’s infraction involves a substantive threat of harm or possession of a weapon, the student shall be referred for threat assessment and the parents will be informed that the case is being held under advisement pending outcome of the threat assessment. Threat assessment findings will be utilized by the department responsible for student services in adjudicating these cases and in making appropriate placement recommendations to ensure the safety of the student and others.

**Suspension from the School**– Except where prohibited by law, students who engage in bus-related misconduct may be suspended from riding the school bus to and from school. Decisions involving temporary/permanent removal from school bus ridership will be made by the principal. In such cases, the student would typically continue his/her school assignment, but he/she would have to find another means of transportation. Truancy laws would still be in effect. Additional disciplinary
actions may also apply when bus-related misconduct involves a violation of the Student Code of Conduct.

In-school or out-of-school suspension must not be used for unexcused absences from class or school. Additionally, out-of-school suspension should not be used to address tardies/early dismissals or other violations when related to class or school attendance.

**Motor Vehicle or Permit License Revocation** – In accordance with state law, any student fifteen (15) years of age or older who becomes academically deficient or deficient in attendance shall be reported to the Department of Safety for motor vehicle permit or license revocation.

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

A student shall be deemed deficient in attendance when he/she drops out of school or has ten (10) consecutive or fifteen (15) days total unexcused absences during a single semester, unless the absences are due to transfer or are beyond the student’s control. The Director of School Operations (designee), with the assistance of the attendance teacher and any other staff or school personnel, shall be the sole judge of whether unexcused absences are due to circumstances beyond the student’s control. Suspensions shall be considered unexcused absences. Suspension, expulsion or confinement in a correctional institution shall not constitute a circumstance beyond the control of a student. A copy of the notice sent to the Department of Safety by school personnel shall also be mailed to the student’s parent or guardian.

**Searches**

When individual circumstances in a school dictate it, a principal may order that vehicles parked on school property by students or visitors, containers, packages, lockers or other enclosures used for storage by students or visitors, and other areas accessible to students or visitors be searched in the Principal’s presence or in the presence of other members of the Principal's staff.

Individual circumstances requiring a search may include incidents on school property, including school buses, involving, but not limited to, the use of dangerous weapons, drugs or drug paraphernalia by students, which are known to the Principal or other staff members, information received from law enforcement, juvenile or other authorities indicating a pattern of drug dealing or drug use by students of that school, any assault or attempted assault on school property with dangerous weapons, or any other actions or incidents known by the Principal which give rise to reasonable suspicion that dangerous weapons, drugs or drug paraphernalia are held on school property by one (1) or more students.

A notice shall be posted in the school that lockers and other storage areas, containers, and packages brought into the 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.

A notice shall be posted where it is visible from the school parking lot that vehicles parked on school property by students or visitors are subject to search for drugs, drug paraphernalia or dangerous weapons.

A student may be subject to physical search because of the results 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 of the following standards of reasonability shall be met prior to conducting a physical search on a student:

1. A particular student has violated school policy;
2. The search will yield evidence of the violation of school policy or will lead to disclosure of a dangerous weapon, drug paraphernalia or drug;
3. The search is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision and education of students;
4. The search is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and
5. 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.

**Interrogations**

Students may be questioned about any matter pertaining to the operation of a school and/or the enforcement of its rules or for other reasons deemed appropriate in accordance with the administrative rules and regulations accompanying this policy. Parents do not have to be present.

**Drug-Free/Alcohol-Free School**

Students and visitors to MAHS must not manufacture, distribute, dispense, be under the influence of, purchase, possess, use, or attempt to obtain, sell or transfer any of the following:

1. Alcoholic beverages;
2. Controlled substances, prohibited drugs and substances, and drug paraphernalia; and or any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by federal regulation.
3. Substances that "look like" a controlled substance. In instances involving look-alike substances, there must be evidence of the student’s intent to pass off the item as a controlled substance.
4. In addition, students shall not possess prescription drugs for the purpose of sale or distribution.

Students who know or believe that the school’s alcohol-free/drug-free policies have been violated must promptly make a report to the Memphis police department or Shelby County sheriff.

**Weapons**

Carrying, bringing, using or possessing any weapon or dangerous instrument in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited. Except for authorized law enforcement officials, MAHS prohibits carrying concealed weapons on school property. Students who violate this policy are subject to disciplinary action. Students who know or believe that this policy has been violated must promptly make a report to the Memphis police department or Shelby County sheriff.
**Tobacco Products (usage on property)**
Federal law and MAHS policy prohibit the use of any tobacco product in any building owned or operated by MAHS.

**Reporting Procedures**
Mandatory reportable criminal offenses shall be reported in accordance with state law and Board policy (see 7005 Mandatory Police Reporting). The principal shall consult with department responsible for security when determining whether local law enforcement should be contacted regarding any violation of the Code of Conduct that does not require mandatory reporting to law enforcement or other agency. For reporting discrimination and sexual harassment, any student or parent/legal guardian who believes s/he is experiencing student-to-student discrimination or sexual harassment shall report such circumstances to a teacher, counselor, or principal immediately. If the report is made to a teacher or counselor, s/he must notify the principal immediately.

**Special Education Considerations**
Students who also qualify for special education services determined to have violated this policy may be suspended, expelled, or remanded or otherwise disciplined only in accordance with special education laws and policies. For zero tolerance offenses, remand of a student who qualifies for special education services must be based on recommendation of the IEP team and the student must have a manifestation meeting prior to remand or exclusion from school for over ten (10) days. Unless a disciplinary infraction is the direct result of a child’s disability, the child will be disciplined in the same manner as a nondisabled child. The school, parent/guardian, and relevant members of the IEP team shall review all relevant information to determine:

a. if the conduct was a direct result of the school’s failure to implement the IEP; and/or

b. if the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability.

Serious safety issues involving weapons, drugs, or inflicting serious bodily injury upon another person while at school, on school premises, or at a school function will result in removal for up to forty-five school days. In cases of expulsions (suspensions longer than 10 days), the child must continue to receive educational services.

Regular education students may invoke rights under special education laws under certain conditions, including if the parent has expressed concern in writing to supervisory or administrative personnel of the district, or the child’s teacher, that the child is in need of special education and related services.

The school must also contact the Education Specialist at the Department of Children’s Services if a foster child (with or without an identified disability) has allegedly committed an offense that may result in a suspension of 10 or more days or has had a petition filed against him/her by the school or school system.
**TRANSPORTATION POLICIES**

**Bus Stop Supervision**
1. Parents and/or guardians are responsible for the supervision of students until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day. Once a student boards a bus - and only at that time - does he or she becomes the responsibility of MAHS. MAHS responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

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

**Bus Conduct**
A bus is an extension of the classroom, and students must conduct themselves on the bus in a manner consistent with established standards for classroom behavior. The rules of conduct have been developed to provide a safe and pleasant environment for students while being transported. A student who violates bus rules which impact the safety of others may have their transportation privileges suspended by the principal. The bus driver is authorized to assign seats on the bus. Riding the bus is a privilege and MAHS reserves the right to revoke a student’s ridership at any time for any violation.

**Rules for Riding the School Bus**

1. Observe the same conduct as in the classroom. Bullying behavior will not be tolerated. Fighting, harassment and any other behaviors creating an unsafe environment are forbidden.
2. Students may only ride the bus which serves their home address and may only board or get off the bus at their assigned stop.
3. Student should be at their assigned bus stop 5 minutes before the scheduled pickup time.
4. Students transported in a school bus shall be under the authority of, and be responsible directly to the driver of the bus. Students will board, depart and cross the roadway as per instructions from the bus driver.
5. Students must remain in their seat, aisle must be clear. Keep head, hands, and feet inside the bus.
6. Parents and unauthorized persons are not allowed to board the school bus.
7. Bus driver is authorized to assign seats and make changes at their discretion.
8. Video surveillance shall be used to promote the order, safety, and security of students, staff, and property.
9. Be courteous, use no profane language.
10. Keep the bus clean, do not eat or drink. The use of aerosol sprays, perfumes, etc. is prohibited.
11. Students will not throw any item in or out of the bus. This behavior can lead to serious safety consequences. Parents/students will be charged for repair to damage of the interior/exterior of the school bus; minimum charge is $65.00
12. Backpack size is limited to one the student can pick up and hold in their lap.
13. Live animals are not allowed on the school bus.
14. Students may not use electronic devices including cell phones, cameras, iPods/MP3 players, CD/DVD players, etc. on the school bus. Cell phones and electronic devices may not be used for phone calls, texting or taking pictures at any time while on the bus. 
15. Smoking and the use of any tobacco product on a school bus is prohibited.

Authority of the Principal to Suspend Students

Any principal or principal designee is authorized to suspend a pupil from attendance at their respective school, including its sponsored activities, or from riding a school bus, for good and sufficient reasons. Any principal or principal designee may suspend any pupil from attendance at a specific class, classes or school-sponsored activity without suspending the pupil from attendance at school pursuant to an in-school suspension policy. Good and sufficient reasons for in-school suspension include, but are not limited to, behavior:

1. That adversely affects the safety and well-being of other pupils.
2. That disrupts a class or school sponsored activity; or
3. Prejudicial to good order and discipline occurring in class, during school-sponsored activities or on the school campus.

Students receiving an in-school suspension exceeding one (1) day from classes shall attend either special classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for study. Students given in-school suspension shall be required to complete academic requirements.

APPEAL POLICIES

Due Process Regarding Suspensions

Except in an emergency, no principal, vice principal or assistant principal shall suspend any student until that student has been advised of the nature of the student’s misconduct, questioned about it and allowed to give an explanation.

Upon suspension of any student other than for in-school suspension of one (1) day or less, the principal shall, within twenty-four (24) hours, notify the parent or guardian and the department responsible for district-wide student discipline of:
1. The suspension, which shall be for a period of no more than ten (10) days;
2. The cause for the suspension; and
3. The conditions for readmission, which may include, at the request of either party, a meeting of the parent or guardian, student and principal.

If the suspension totals five (5) days or more, the principal shall develop and implement a plan for improving the behavior that is signed by the student and parent, which shall be made available for review by the Executive Director (or designee) upon request.

The following provisions apply to expulsions (suspensions of 10 or more days):

4. If, at the time of the suspension, the principal, vice principal or assistant principal determines that an offense has been committed that would justify a suspension for more than ten (10) days,
the person may suspend a student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable.

5. The principal, vice principal or assistant principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend for more than ten (10) days. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.

6. The appeal from this decision shall be to the disciplinary hearing authority appointed by the Director of School Operations. The disciplinary hearing authority shall consist of at least one (1) licensed employee of MAHS, but no more than seven (7) members.

7. The hearing shall be held no later than ten (10) days after the beginning of the suspension. The disciplinary hearing authority shall give written notice of the time and place of the hearing to the parent or guardian, the student and the school official designated who ordered the suspension. Notice shall also be given to the MAHS employee referred to in subdivision who requests a hearing on behalf of the suspended student.

After the hearing, the disciplinary hearing authority may affirm the decision of the principal, order removal of the suspension unconditionally or upon such terms and conditions as it deems reasonable, assign the student to an alternative program or suspend the student for a specified period of time.

A written record of the proceedings, including a summary of the facts and the reasons supporting the decision, shall be made by the disciplinary hearing authority. The student, principal, vice principal or assistant principal may, within five (5) days of the decision, appeal the decision of the disciplinary hearing authority to the Director of School Operations. The Director of School Operations’ designee shall review the written record of the disciplinary hearing authority and shall make a recommendation to the Director of School Operations as soon as practicable. After receiving a recommendation from the Director of School Operations’ designee, the Director of School Operations shall render a decision based on the designee’s recommendation. Absent a timely appeal, the decision shall be final. Within five (5) days of the Director of School Operations' decision, the student, principal, vice principal or assistant principal may request review by the Board of Directors. The Board of Directors based upon a review of the record, may grant or deny a request for a Board hearing and may affirm or overturn the decision of the hearing authority with or without a hearing before the Board; provided, that the Board may not impose a more severe penalty than that imposed by the hearing authority without first providing an opportunity for a hearing before the Board. If the Board conducts a hearing as a result of a request for review, a student, principal, vice principal or assistant principal, then, in accordance with state law and/or regulations the hearing shall be closed to the public, unless the student or student's parent or guardian requests in writing within five (5) days after receipt of written notice of the hearing that the hearing be conducted as an open meeting. If the Board conducts a hearing as a result of a request for review by a student, principal, vice principal or assistant principal that is closed to the public, then the Board shall not conduct any business, discuss any subject, or take a vote on any matter other than the appeal to be heard. Nothing in this subdivision shall act to exclude the Tennessee Department of Children's Services from the disciplinary hearings when the department is exercising its obligations. The action of the Board of Directors shall be final.
HARASSMENT, INTIMIDATION, BULLYING OR CYBERBULLYING POLICIES

Student harassment, intimidation, bullying or cyberbullying will not be tolerated. Additionally, the following conduct will not be tolerated:

- Conduct aimed at defining a student in a sexual manner
- Conduct impugning the character of a student based on allegations of sexual promiscuity.
- Conduct motivated by any actual or perceived characteristic, including but not limited to, race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, a mental, physical or sensory disability, socio-economic or familial status.

Definition

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

1. If the act takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop, the act has the effect of:
   a. Physically harming a student or damaging a student's property;
   b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
   c. Causing emotional distress to a student or students; or
   d. Creating a hostile educational environment.
2. If the act takes place off school property or outside of a school-sponsored activity, it is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the educational environment or learning process.

Reporting

Alleged victims of harassment, intimidation, bullying, or their parents or guardians shall report these incidents immediately to the Principal or building level administrator. Any reports made to staff should be forwarded to the Principal or building level administrator immediately but no later than 24 hours of the expressed concern. Anonymous reports may be made, however, disciplinary action may not be based solely on an anonymous report.

Any complaints of harassment, intimidation or bullying should include the following information:

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

Investigation

1. If the complainant is not the parent or guardian, the parents/guardians of alleged victim shall be notified of the reported conduct by phone or in person prior to the end of the school day upon which the conduct was reported. The Principal or his/her designee shall promptly and fully investigate allegations of harassment, intimidation, bullying cyberbullying. The Principal or building level administrator will revisit substantiated incidents and all follow-up efforts conducted will be appropriately documented.
2. After a complete investigation, if the allegations are substantiated, immediate and appropriate corrective or disciplinary action shall be initiated pursuant to the MAHS Discipline Policy if the offender is a student. A substantiated charge against an employee may subject such employee to disciplinary action up to and including termination.

The Principal or his/her designee will meet with and advise the complainant and their parent/guardian regarding the findings, and whether corrective measures, and/or disciplinary actions were taken. The investigation and response to the complainant will be completed within twenty (20) school days.

A substantiated charge against a student may result in corrective or disciplinary action up to and including expulsion. Additionally, under state law, behavior constituting cyber-bullying may be prosecuted as a delinquent act.

**Right of Appeal – Students/Parents**
1. If the complainant is not in agreement with the Principal's or his/her designee's the complainant may, within five (5) school days, contact the MAHS Director of School Operations. Within five (5) school days the Executive Director or his/her designee will review the investigation of the alleged charges. Upon completion of the review, the Executive Director or his/her designee will meet with and advise the complainant regarding the findings, and whether corrective measures, and/or disciplinary actions were taken.
2. If the complainant is not in agreement with the findings of the Executive Director, an appeal may be made, within five (5) school days, to the Fairness Committee Chair (FCC) of the Board of Directors. Within five (5) school days, the FCC Board of Directors will review the investigation and provide a written advisory to the complainant whether corrective measures and/or disciplinary actions were taken.

**Procedures for Other Prohibited Conduct**
The procedure outlined above shall also be followed in cases in which a student is the subject of
- Conduct aimed at defining a student in a sexual manner
- Conduct impugning the character of a student based on allegations of sexual promiscuity
- Conduct motivated by any actual or perceived characteristic, including but not limited to, race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, a mental, physical or sensory disability, socio-economic or familial status.

**Retaliation Prohibited**
There will be no retaliation against any person who reports harassment, intimidation bullying or cyberbullying or participates in an investigation. However, any employee who gives false information during the course of any investigation or who retaliates against someone for: (a) truthfully reporting harassment, intimidation bullying or cyberbullying or (b) participating in an investigation of allegations of harassment, intimidation bullying or cyberbullying may be subject to disciplinary action up to and including termination if the offender is an employee and pursuant to the MAHS Disciplinary Policy if the offender is a student.
SB170/HB405 Requires an adverse childhood experiences (ACEs) assessment before suspending or expelling a child.


Summary: Requires each board of education to adopt a policy where an adverse childhood experiences (ACEs) assessment must be done before expelling, suspending, assigning in-school suspension, or ordering a student to attend another school. Establishes reports of suspension and expulsion must include and consider ACE assessments. The LEA is required to conduct an ACE assessment when considering disciplinary action if one has not been made within one calendar year.

Amendment Summary: House amendment 1 (008319) rewrites this bill to add a preamble and require each LEA and public charter school to adopt a trauma-informed discipline policy that does the following: (1) Balances accountability with an understanding of traumatic behavior; (2) Teaches school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school; (3) Minimizes disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans; (4) Creates consistent rules and consequences; and (5) Models respectful, nonviolent relationships. This amendment requires the department of education to develop guidance on trauma-informed discipline practices that LEAs must use to develop a trauma-informed discipline policy.

Senate Status: 04/29/19 - Senate passed.

House Status: 04/18/19 –

House passed with amendment 1 (008319).

Executive Status: 05/24/19 - Enacted as Public Chapter 0421 effective May 21, 2019.

Public Chapter: PC421.pdf Caption: AN ACT to amend Tennessee Code Annotated, Title 49, relative to adverse childhood experiences (ACEs).
Adverse Childhood Experience (ACE) Questionnaire

Finding your ACE Score

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household often ...
   - Swear at you, insult you, put you down, or humiliate you?
     or
   - Act in a way that made you afraid that you might be physically hurt?
     Yes/No. If yes enter 1 _______

2. Did a parent or other adult in the household often ...
   - Push, grab, slap, or throw something at you?
     or
   - Ever hit you so hard that you had marks or were injured?
     Yes/No. If yes enter 1 _______

3. Did an adult or person at least 5 years older than you ever...
   - Touch or fondle you or have you touch their body in a sexual way?
     or
   - Try to or actually have oral, anal, or vaginal sex with you?
     Yes/No. If yes enter 1 _______

4. Did you often feel that ...
   - No one in your family loved you or thought you were important or special?
     or
   - Your family didn’t look out for each other, feel close to each other, or support each other?
     Yes/No. If yes enter 1 _______

5. Did you often feel that ...
   - You didn’t have enough to eat, had to wear dirty clothes, and had no one to protect you?
     or
   - Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
     Yes/No. If yes enter 1 _______

6. Were your parents ever separated or divorced?
   Yes/No. If yes enter 1 _______

7. Was your mother or stepmother:
Often pushed, grabbed, slapped, or had something thrown at her?
   or
Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?
   or
Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
   Yes/No. If yes enter 1 ______

8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
   Yes/No. If yes enter 1 ______

9. Was a household member depressed or mentally ill or did a household member attempt suicide?
   Yes/No. If yes enter 1 ______

10. Did a household member go to prison?
    Yes/No. If yes enter 1 ______
    Now add up your “Yes” answers: ______ This is your ACE Score
Middle School Staff Directory

Administrative Staff

Mrs. Janice R. Brown, Principal
Mrs. Tanita Hilliard, Instructional Facilitator
Mrs. Linda Hicks, School Counselor
Mrs. Stephanie Bell, General Office Secretary
Mrs. Aisha Barker, Family Engagement Specialist
Mr. Cedric Miller II, Administrative Assistant

Instructors—6th grade
B. Hull/English
A. McCasland/ Math
R. Johnson/ Science
E. Jackson/ Social Studies

Instructors—7th grade
D. Chatham/English
N. Wilson/Math
I. Brown/Science
G. Ares/ Social Studies

Instructors—8th grade
C. Donelson/English
M. Subbanna/ Math
A. Braddock/Science
C. Johnson/ Social Studies

SPED
R. Dean

Exploratory
T. Strickland/ Academic Enrichment
J. White/ Academic Enrichment
N. Moy/ Reading Lab
K. Harris/ Physical Education
C. Lester/ Physical Education
A. Ofosu-Ameyaw/Health Sciences
High School Staff Directory

Administrative Staff

Dr. Michael D. Miles, Principal
Ms. Audumn Peterson, Instructional Facilitator
Ms. Joyce Niter, School Counselor
Ms. Earicia Owens, School Counselor
Ms. Jacqueline Jordan, General Office Secretary
Ms. Tamika Young, Records Secretary
Ms. Chantell Cathey, Family Engagement Specialist
Mr. Jermaine Carter, Family Engagement Specialist
Mr. Vernard Watkins, In-School Suspensions

Instructors—9th grade
N. Dennis/English I
S. Brown/ Algebra I
S. Smith/ Physical Science
L. James/ World History

Instructors—10th grade
M. Doggett/English II
A. Guerrero/Geometry
C. Patrick/Biology
E. Thomas/Personal Finance

Instructors – 11th grade
A. Thomas/English III
J. Jones/Algebra II
T. Head/Chemistry
C. Gibson/US History

Instructors – 12th grade
S. Hardy/English IV
E. Stevenson/Bridge Math
S. Collins/Anatomy
G. Lewis/Government

Fine Arts/Business/Foreign Language/Athletics/ACT
C. Miller/Physical Education
W. Jackson/Lifetime Wellness
C. Granger/Art
L. Wells/Business
P. Jennemann/Spanish
A. Robertson/French
A. McNeil/ACT

SPED
T. Hunter
Memphis Academy of Health Sciences

PARENTAL DISCIPLINE POLICY ACKNOWLEDGEMENT/CONSENT FORM

In establishing MAHS as a safe and orderly environment; we understand it is crucial and critical to the academic success of our scholars for positive academic outcomes; we believe that begins with a strong commitment to a nurturing discipline. The overall goal of the MAHS discipline program is to cultivate a culture that promotes a nurturing environment, resulting in positive behavioral outcomes in our classrooms and in our scholars’ families.

Working together to create a “norm of nurturing”, teachers and parents can make both the classroom and the home two environments that reinforce positive nurturing. We stress respect towards others and respect for the rights of others, among them the right to a school and classroom environment that is safe and orderly and facilitates learning. It is echoed in our LIONS acronym. LOYALTY-INTEGRITY -OWNERSHIP- NOBILITY -SERVICE.

MAHS teachers look forward to teaching every day in an environment that ensures that the lesson for the day is communicated freely and our scholars receive freely. In the event that our scholars, begin to exhibit disruptive behaviors, that consistently deprive others of these rights, our leaders move swiftly to help with corrective actions based upon the evidenced based platform of Nurturing Parenting in Schools and Families, through our progressive discipline process outlined in our student handbook, including but not limited to; verbal conference with scholar, scholar/administrator conferences, parent or individual conferences, detention, restoration practices, in-school suspensions, mutually agreed upon cultural practices, out of school suspensions and possible expulsion from school.

MAHS is genuinely concerned about the overall welfare of each and every student and are committed wholeheartedly to their success now and into the future. We are with your children, our scholars for a significant period of each day during the school year and it is important we all work together to ensure that a safe, orderly environment is maintained to ensure learning at the highest level.

I have read and understand MAHS’ Discipline procedures and policies and I’ve reiterated these practices and policies to my child(ren).

Parent’s Signature: _______________________

Child’s Name: _______________________

Principal’s Signature: _______________________

Date: _______________________