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WELCOME

Welcome South Family,

We are very happy to have you here at South Cumberland Elementary for a new school year. We want you to have the best year possible. We believe in a strong partnership with our families, and we urge you to become involved. Please feel free to let us know anything that you may need or of any way that we might be of assistance. We strive to make our school a safe and inspiring place in which to learn, while continually improving the academic program for all students. On behalf of the faculty and staff of South Cumberland, we welcome you to the 2018-2019 school year.

DISCLAIMER:

This student handbook is a compilation of the policies, procedures, and behavioral expectations that are intended to guide and assist students and families during the school term. Complete accuracy of information is the intended goal of this handbook. This handbook; however, because of limited space does not precisely mimic the printed page of board policy. The school administration will defer to board policy in all questions arising concerning policies or procedures contained in this handbook.

Please be aware that as a living document board policy is subject to change. Please know that your school administration will make every effort to make students aware of changes if and when they occur.

Anti-Discrimination Statement

It is the policy of Cumberland County Schools to provide an environment free of discrimination and harassment of an individual because of that person's race, color, national origin, age (over 40), sex, pregnancy, religion, creed, disability or any other category protected by state and/or federal law. The Cumberland County Schools appeals process is referenced in BOE Policy 1.404 The Cumberland County Schools contact person is Federal Programs Director Dan Schlafer @ 368 Fourth Street, Crossville, Tennessee, 38555. Phone# 931-484-6135

GENERAL INFORMATION

School History

In 1980, the new consolidated school called South Cumberland Elementary opened its doors to kindergarten through eighth grade replacing several smaller community schools.

South Cumberland is a school-wide Title I school.

Present staff consists of the principal, an assistant principal, 28 classroom teachers, 18 special area teachers, 1 receptionist, 1 attendance clerk, 1 bookkeeper, 1 nurse, 13 paraprofessionals, 9 cooks, 4 custodians, and 5 regular school bus drivers.

Additional information about the school can be found on the Cumberland County Schools web site at **ccschools.k12tn.net** and/or the South Cumberland Elementary web site at **www.sces.k12.tn.us**

School colors Red and White

Mascot Rebel

Phone Number. 931-788-6713

Fax Number 931-788-1116

Mission

South Cumberland Elementary will strive to become strong leaders through lifelong learning and academic excellence by learning to read, write, and perform mathematics, and to become proficient or advanced in these areas.

Vision

South Cumberland Elementary will empower students to become responsible, productive citizens by providing a safe environment and stimulating learning experiences to achieve academic excellence shown by proficient or advanced scores in reading, writing, and mathematics.

Beliefs

We believe a safe, flexible, and positive environment promotes the best performance from students and teachers and increases parent and community involvement.

We believe that the decision about a child's education is the joint responsibility of the school, family, community, and student; and each should have mutual respect and consideration of the other.

We believe all children are involved in a lifelong learning process and learning is centered around real life situation.

We believe developmentally appropriate learning activities, with challenging expectations and appropriate assessment, enhance learning at all levels.

We believe in utilizing data-driven decision making to create standards and research based teaching techniques to create learners who are proficient or above in writing, mathematics, and reading.

**CUMBERLAND COUNTY SCHOOL SYSTEM
2018-2019 SCHOOL CALENDAR**

August 6, 2018	Teacher In-Service Day #1 (No School for Students)
August 7, 2018	Administrative Day #1 (No students)
August 8, 2018	First day for students (Dismiss students at 10:00 AM) (Full day for all personnel)
August 9, 2018	Administrative Day #2 (No School for students)
August 10, 2018	First Full Day for Students
September 3, 2018	Labor Day - No school
September 21, 2018	Teacher In-Service Day #2 (No School for Students)
October 8-12, 2018	Fall Break - No school
November 21-23, 2018	Thanksgiving Break - No school
December 21, 2018	Last Day before Holiday Break End of First Semester (11:00 AM Dismissal)
December 24, 2018 - Jan. 4, 2019	Winter Break – No school
January 4, 2019	Administrative Day #3 (No School for Students)
January 7, 2019	Students return to school
January 21, 2019	Martin Luther King Day - No School
February 18, 2019	Presidents' Day- No school
March 25-29, 2019	Spring Break - No School
April 15-May 3, 2019	TN Ready Testing Grades 3-8 (Questar for 2 nd grade)
April 19, 2019	Good Friday – No School
April 22, 2019	Teacher In-Service Day #3 (No School for Students)
May 24 and 27, 2019	Memorial Day Break – No School
May 30, 2019	Administrative Day #4 (No School for Students)
May 31, 2019	Last Day of School - Dismiss at 10:00 AM

Make-Up Days – In the event school is cancelled in excess of the allowable 13 day maximum, additional days and/or hours will be add at the Cumberland County Board of Education's discretion.

**South Cumberland Elementary
2018-2019 Assessment Schedule**

Year	Month	Days	Notes	Assessment	Assessment Explanation	How will you get your student's assessment results
2018	August - May	August-May	Continuous	WIDA Screener for EL status	This assessment is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELs.	These assessments do not reflect on your child's grades. However, the results of these tests will be sent home upon completion of the testing window.
2018	August	August 13 - 24	Kindergarten	Upper Cumberland Kindergarten Readiness Assessment	This assessment is given to kindergarten students twice a year to measure literacy and mathematical skills.	These assessments do not reflect on your child's grades. However, the results of these tests will be sent home upon completion of the testing window.
2018	August	August 20 - September 7	PreK - 8	STAR Screening 1	STAR Early Literacy assessment is a computer based test that measures your child's proficiency in up to nine domains that are important in reading development. STAR Reading is a computer-adaptive reading test that assess reading proficiency. STAR Math is a computer adaptive assessment that measures proficiency in mathematics.	These assessments do not reflect on your child's grades. However, the results of these tests will be sent home upon completion of the testing window.
2018	September	August 29 - September 12	K-8 as applicable	EasyCBM Screening	EasyCBM is a screening tool utilized for students who score below the 25th percentile on the STAR assessments to help determine which interventions will be used to assist the student and monitor progress.	Your student's school Response To Intervention Coordinator will send the results of this assessment home upon completion of the testing window. Results from this assessment will not reflect in their grade marks.
2018	December	December 3 - 20	PreK - 8	STAR Screening 2	STAR Early Literacy assessment is a computer based test that measures your child's proficiency in up to nine domains that are important in reading development. STAR Reading is a computer-adaptive reading test that assess reading proficiency. STAR Math is a computer adaptive assessment that measures proficiency in mathematics.	These assessments do not reflect on your child's grades. However, the results of these tests will be sent home upon completion of the testing window.
2018	December	December 3-20	K-8 as applicable (optional)	EasyCBM Screening	EasyCBM is a screening tool utilized for students who score below the 25th percentile on the STAR assessments to help determine which interventions will be used to assist the student and monitor progress. The winter EasyCBM assessments are given at the individual principal's discretion.	Your student's school Response To Intervention Coordinator for their school will be sending the results home upon completion of the testing window. Results from this assessment will not reflect in their grade marks.

**South Cumberland Elementary
2018-2019 Assessment Schedule**

2018	March - April	March 4 - April 19	EL students	WIDA ACCESS for Els	The WIDA ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring <u>academic English</u> .	These assessments do not reflect on your child's grades. However, the results of these tests will be sent home when results are received from WIDA.
2019	April	April 1-18	PreK - 8	STAR Screening 3	STAR Early Literacy assessment is a computer based test that measures your child's proficiency in up to nine domains that are important in reading development. STAR Reading is a computer-adaptive reading test that assess reading proficiency. STAR Math is a computer adaptive assessment that measures proficiency in mathematics.	These assessments do not reflect on your child's grades. However, the results of these tests will be sent home upon completion of the testing window.
2019	April - May	April 15 - May 10	K-8 as applicable (optional)	EasyCBM Screening	EasyCBM is a screening tool utilized for students who score below the 25th percentile on the STAR assessments to help determine which interventions will be used to assist the student and monitor progress. The winter and spring EasyCBM assessments are given at the individual principal's discretion.	Your student's school Response To Intervention Coordinator for their school will be sending the results home upon completion of the testing window. Results from this assessment will not reflect in their grade marks.
2019	April	April 15 - May 3	Grades 3-8	TCAP	This section of the state's overall TCAP system, provides information regarding the knowledge and skills related to English language arts, math, science and social studies. Also known as TNReady assessments, these tests are designed to assess true student understanding and not just basic memorization and test-taking skills.	Results from this test will be included in the TCAP portion of the student's overall grade on their report card. Parents will receive a collective TCAP report that includes the results from each part of the assessment.
2019	April	April 22 - May 3	Grade 2	Questar 2nd Grade Assessment	This criterion-referenced assessment is designed to measure 2nd graders' English language arts and math progress in the knowledge and skills outlined in the Tennessee State Standards.	This assessment does not reflect on your child's report card. However, the results of this test will be sent home as soon as it becomes available.
2018	May	May 6 - 17	Kindergarten	Upper Cumberland Kindergarten Readiness Assessment	This assessment is given to kindergarten students twice a year to measure literacy and mathematical skills.	These assessments do not reflect on your child's grades. However, the results of these tests will be sent home upon completion of the testing window.

PERSONNEL

Darrell G. Threet – Principal

Vicki Mackzum -Assistant Principal

Pre-Kindergarten

Tiffany Phillips

Julie Wyatt

Kindergarten

Robin Davis

Jill McAnally

Amy Wood

First Grade

Stacy Dykes

Margaret Potter

Chelsey Woody

Second Grade

Teresa Gray

Jodie Holt-Brown

Christy Inman

Third Grade

Connie Austin

Whitney Cole

Melinda Wattenbarger

Fourth Grade

Rachel Davis

Cynthia Ferguson

Rachel Wyatt

Fifth Grade

Jon Atkinson

Candice Whitson

Vickie Wyatt

Sixth Grade

Andi Casey

Cindy Fox

Greg Maxwell

Seventh Grade

Linda Hillis

Sarah Pharris

Eighth Grade

Jenny Scarbrough

Erica Vance

Tonia Wyatt

Lauren Cook – Homeless Coordinator

Vicki Mackzum – Title I, VI, IX Coordinator

Special Area Teachers

Toni Akers – Librarian/Media Specialist

MeHaley Babich – Music

Terry Barker – Physical Education

Tracy Burks – School Psychologist

Lauren Cook – Guidance Counselor

Whitney Delaney – Special Education

Tom Guidara – Technology Facilitator

Cheryl McCoy-Hawn – STEM

Randy Herring – Physical Education

Keena Inman – School Psychologist

Robin Inman – Educational Facilitator, RTI Instructional Facilitator

Angela Johnson – FACS

Cheryl Kiley - Speech

Jan Morehead – Special Education

Sam Pharris – Art

Rhonda Phipps - ESL

Jeff Reed – Technology Facilitator

Wendell Wilson – CTE - AG

NON-CERTIFIED STAFF

Donna Bilbrey – Paraprofessional

Fannie Burgess – Paraprofessional

Christy Colton - Nurse

Nancy Dishman - Pre-K Paraprofessional

Katina Elmore – SPED Paraprofessional

Vicki Elmore – Secretary/Receptionist

Darla Frazier – Paraprofessional

Tiffany Goney- Paraprofessional

Laura Green - Pre-K Paraprofessional

Rissa Hale – Bookkeeper

Anthony Loshbough – SRO Officer

Jan Lowe-SPED Paraprofessional

Kaye Matthews - Paraprofessional

Kayron Smith – Paraprofessional

Ricky Smith – Paraprofessional

Rhonda Terry - Attendance Clerk

Matthew Troino - Paraprofessional

Conda Wagner – Speech Paraprofessional

CUSTODIANS

Gene Allred

Bill Dirscherl

Benny Hedgecoth

Glenda Warner

SCHOOL BUS DRIVER

Kathie Bell #13-19

LeRoy Martin #41-10

Donnie Moore #43-12

Joy Nostrom #52-11

Adam Hargis #56-18

FOOD SERVICE STAFF

Virginia Cooper - Manager

Drema Adkins

Brooke Campbell

Lou Evans

Renia Guffey

Karen Leeds

Brittney O'Neal

Laura Pruitt

Diana Squire

ACADEMIC INTEGRITY

Plagiarism, cheating, and forging parent signatures will not be tolerated. These are all subject to disciplinary actions.

AHERA ASBESTOS MANAGEMENT PLAN

A copy of the Asbestos Management Plan is on file at each school and at the office of the Director of Schools. This plan can be viewed during normal school hours by inquiring with the office personnel at the individual school. You can also view this plan at Cumberland County Board of Education Central Office during business hours 8am till 4pm weekdays.

ASSESSMENT SCHEDULE

STAR Early Literacy, Reading and Math

- August 20 – September 7
- December 3-20
- April 1-18

EasyCBM Benchmarks (only for students scoring below 25th percentile on STAR)

- August 29 - September 12

ACCESS for ELLs (English Language Learners only)

- March 4-April 19

TCAP

- April 15 – May 3

*****These dates are subject to change.***

ATTENDANCE POLICY (Policy 6.200)

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

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

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

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

Absences shall be classified as either excused or unexcused as determined by the principal or his/her designee. A maximum of three (3) days per semester will be recognized as an excused absence with a parent note. The note must contain an excusable reason for the absence. Excused absences shall include:

1. Personal illness;
2. Illness of immediate family member;
3. Death in the family; funeral notice
4. Extreme weather conditions;
5. Religious observances;
6. College visits;
7. Pregnancy;
8. School Sponsored or school endorsed activities
9. Summons, subpoena, or court order;
10. Circumstances, which in the judgment of the principal create emergencies over which the student has no control; or
11. Other absences as pre-approved by the principal, based on appropriate documentation at least 10 (ten) school days prior to day(s) to be missed.
12. If a student is exempt from final exams per Board policy, the absence on the day of the exam is excused.

13. Driver's license/permit appointments will be excused with proof of appointment.

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

The principal shall be responsible for ensuring that:

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

TRUANCY

Students shall be present at least fifty percent (50%) of the scheduled school day in order to be counted present.

Students receiving special education services may attend part time days alternating days, or for a specific amount of time as indicated in their Individualized Education Plan.

Students who are absent five (5) days without adequate excuse shall be reported to the director of schools/designee who will, in turn, provide written notice to the parents/guardians of the student's absence. The director of schools/designee shall also comply with state law regarding the reporting of truant students to the proper authorities. If a student accumulates a total of five (5) unexcused absences, then he/she is subject to referral to juvenile court. If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s) and the school system provides transportation, unexcused absences from these programs shall be reported in the same manner.

The director of schools/designee shall develop appropriate administrative procedures to implement this policy.

Progressive Truancy Intervention Plan

Students with three (3) unexcused absences shall be subject to the progressive truancy intervention framework outlined below:

Tier I

1. A warning letter is mailed to parents after three (3) missed days. (excused or unexcused)
2. After three (3) unexcused absences, a student and parent will be required to meet with a school attendance representative to discuss reasons for student absences.
3. Set up an attendance contract with student and parents to be signed by all including the attendance representative.
4. Contract must include: Attendance policy, effective dates (90 days), and penalties for additional absences.
5. Regularly scheduled follow-up meetings, with the student to discuss his/her progress.

If the student accumulates additional unexcused absences in violation of the attendance contract, he/she shall be subject to the additional intervention tiers.

Tier II

1. After the 4th unexcused absence, an individualized assessment by a school counselor will be conducted to determine why the student has been absent from school. This may result in referral to counseling, community-based services, or other services to address the student's attendance problems.
2. Parents will be required to have a meeting with the school counselor, teacher(s), and attendance representative.

Tier III

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

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

MILITARY SERVICE OF PARENT/GUARDIAN

School principals shall provide students with a one-day excused absence prior to the deployment of and a one-day excused absence upon the return of a parent or custodian serving active military service. Principals shall also allow up to ten (10) excused cumulative absences per year for students to visit a parent or guardian during a deployment cycle. The student shall provide documentation to the school as proof of his/her parent's/guardian's deployment.

Students shall be permitted to make up schoolwork missed during these absences.

MAKE-UP

ONLY with excused absences will a student be allowed to make-up their missed work.

CREDIT/PROMOTION DENIAL

Credit/promotion denial determinations may include student attendance, however, student attendance may not be the sole criterium. However, if attendance is a factor, prior to credit/promotional denial, the following shall occur:

1. Parents and students shall be advised if a student is in danger of credit/promotion denial due to excessive absenteeism.
2. Procedures in due process are available to the student when credit or promotion is denied.

ATTENDANCE HEARING

Students with excessive (more than 5) unexcused absences or those in danger of a credit/promotion denial shall have the opportunity to appeal to an attendance hearing committee appointed by the principal. If the student chooses to appeal, the student or his/her parent(s) guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the committee.

An attendance committee appointed by the principal will conduct a hearing to determine if any extenuating circumstances exist or to determine if the student has met attendance requirements that will allow him/her to pass the course or be promoted. Upon notification of the attendance committee decision, the principal shall send written notification to the director of schools/designee and the parent(s)/guardian(s) of the student of any action taken regarding the excessive unexcused absences. The notification shall advise parents/guardians of their right to appeal such action within two (2) school days to the director of schools/designee.

The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

The principal shall be responsible for notifying, in writing, the director of schools and the parents of the student of any action taken by the school.

Any administrative decision regarding attendance may be appealed initially to the director of schools and ultimately to the Board. The appeal shall be made in writing to the director of schools and within five (5) days following the action or the report of the action, whichever is later.

The director of schools/designee shall ensure that this policy is posted in each school building and disseminated to all students, parents, teachers, and administrative staff.

BEHAVIOR

General Behavior:

At South Cumberland Elementary, we expect all students to conduct themselves as ladies and gentlemen. Behavior will be monitored by school personnel during regular school hours and at ball games, dances, and other extra-curricular functions.

Additional behavior information is located in the Code of Acceptable Behavior and Discipline found on the Cumberland County Schools web site at **ccschools.k12tn.net**.

South Cumberland Elementary implements a school-wide positive behavior support system, which emphasizes and rewards student behavior.

BUS REGULATIONS – GENERAL INFORMATION REGARDING TRANSPORTATION OF STUDENTS

Routes are planned to achieve maximum economy of operations with reasonable safety. Routes are scheduled to reflect 100% of the rated bus capacity of eligible students, subject to the following conditions:

- Routes are neither extended nor are new stops scheduled unless an eligible student would be required to walk in excess of ½ mile on a road. Stops that meet this requirement must have an adequate turn around location for the school bus.
- Routes are planned to keep individual riding distance and times to a practical minimum.
- Route times are approximate and are subject to change.
- Any route is subject to changes, additions or deletions at any time.
- In the event of road closings, unsafe road conditions, and the like, the Transportation Department may temporarily alter routes until the conditions are remedied.
- Bus stops and routes are established on the basis of safety and efficiency, and in accordance with regulations and guidelines set forth by the State of Tennessee and Cumberland County Board of Education.

SCHOOL CLOSINGS OR DELAYS

In the event that snow or other severe weather forces a delay or closing of school, local radio and T.V. stations are notified as soon as possible as well as contact personnel for each school.

SEVERE WEATHER PROCEDURES

Cumberland County Director of Schools and Transportation Supervisor monitor the National Weather Service and notify all facilities as soon as information regarding adverse weather conditions becomes available. Cumberland County Schools Severe Weather Procedures are as follows:

Tornado Watch:

A tornado watch means that conditions are favorable for tornadoes to develop. If a tornado watch is issued, the school program itself will remain unchanged. Schools will be notified of the watch and, school officials will be particularly alert for any further development.

Tornado Warning:

A tornado warning means a tornado has been sighted in the area. If a tornado warning is issued, school will not be dismissed. Students will be directed to prearranged locations selected for maximum safety in each building. Students are aware of procedures, as teachers discuss severe weather precautions with students and school perform mock drills. If the immediate area is under a tornado warning at dismissal time, students will neither be sent home, nor will they be allowed to leave the building, unless a parent or authorized adult signs them out, or the warning has been lifted.

PROCEDURES FOR CHANGES IN REGULARLY SCHEDULED TRANSPORTATION

Should a change in a student's regularly scheduled transportation become necessary, written authorization from the parent/guardian must be turned into the school. This includes requests for a student to ride home on another bus with friends or relatives. This note must be signed by a school representative and presented to the bus driver when boarding the bus.

What the note should include:

- Student's name
- Address for newly requested destination
- Contact name and phone number for newly requested destination
- Parent/Guardian's name and phone number, should a question arise

Cumberland County School System is concerned about the safety and security of all students. Therefore, we cannot accommodate all requests to change the established pick-up/drop-off location(s) for a student on alternate days or weeks of the month. Bus stops must be consistent. The Transportation Department will accommodate short-term, temporary changes in a student's pick-up/drop-off location with advance written authorization from the parent/guardian and the approval of the Director of Schools and the Transportation Supervisor.

STUDENT DISCOVERED ON WRONG BUS:

If a child should get on a wrong bus, and the driver is unaware of it, upon discovery of the child, the following procedure should occur:

- The driver should call the school on the required communication device to communicate the discovery and to notify the building level administrator that the bus will be returning the child to the school.
- In the event no school personnel are available, the driver should contact the Transportation Department.
- The building level administrator or his/her designee should alert the parents that the child is being returned to the school and finalize the plans for transporting the child home.
- The driver of the bus should notify the Transportation Department that the child is okay and explain how the situation is being resolved.

CHILD DID NOT GET OFF BUS AT HIS/HER DESIGNATED STOP:

If a child's parent/guardian contacts the school system because the child cannot be located following the school bus arrival, the following procedure should occur:

- The party receiving the call should notify the building level administrator where the child and bus are assigned and relay the information.
- In the event no school personnel are available, the party receiving the call should call the Transportation Department.
- The building level administrator should contact the Transportation Department.
- The building level administrator should check the school for activities the child may be attending. Also, he or she should question staff, students, and other regarding any information related to the student's departure from school or possible whereabouts.

- The driver of the bus should be notified by the Transportation Department to see if the child was or is still on the bus.
- The Transportation Department should contact School Resource Officer and/or Central Office Security if the student is not located in a timely manner. School Security will determine when outside authorities should be contacted.
- When the child is located, all parties previously contacted to assist in locating the child should be call by the Transportation Department or building level administrator.

NON-STUDENTS BOARDING BUS

No one is allowed to board the bus unauthorized. Bus driver should NEVER allow any person to get on the bus to reprimand any child, including the parent of the child. This is strictly forbidden. No such person is to have contact with students on the bus. Also, the driver cannot allow any person to come on the bus in an attempt to abuse, either physically or verbally, the driver. If an irate person attempts to board the bus, the Transportation Department recommends that the driver contact 911. If action is severe enough for 911 to be contacted, the driver must REMAIN AT THE SCENE until the law enforcement officials arrive to give assistance (even if the person or persons causing the disturbance leave the scene).

STUDENT RESPONSIBILITIES

- Understand that riding a school bus is a *privilege*, not a right.
- Arrive at the bus stop five minutes prior to scheduled pick-up time.
- Stay at least ten feet off the road, yet visible to the driver, while waiting on the bus.
- Cross in front of the bus where you can see the driver and the driver can see you, and only after the driver has indicated it is safe to cross.
- NEVER run in front of or behind the bus, even if you have dropped something.
- Unsafe items (i.e. knives, and/or sharp instruments) are not allowed on the bus.
- Cell phones and other electronic items are permitted on the bus unless it becomes a distraction or problem. It is then up to the discretion of the driver to direct that the device be put away.
- Hair spray, aerosol deodorant and/or perfume should not be used on the bus.
- The bus driver is the sole authority on the bus. Follow the bus driver's instructions the first time they are given. Exercise appropriate passenger behavior on the bus at all times.
- Absolutely no misbehaving, yelling or moving out of seats while the bus is in motion. This can be highly distracting to the bus driver and potentially hazardous to the safety of all passenger.
- Eating food or candy, chewing gum, drinking liquids, smoking and/or possession of illegal substances or obscene materials in not allowed on the bus.
- Respect other's rights, safety and comfort on the bus.
- Profane, abusive, or vulgar language, gestures, or threats will not be tolerated.
- Fighting, pushing, shoving and/or other inappropriate behavior will not be tolerated.
- The emergency door is to be kept obstruction-free and accessible at all times.
- Open windows with permission from the driver. NOTHING may be extended out a bus window. Shouting out the bus windows is not allowed.
- When the bus comes to a stop, keep hands, feet and other objects out of the aisle, to help ensure other passengers board/exit safely.
- Report any damage on the bus to the driver. Intentional damage to a bus will result in disciplinary consequences, including restitution.

BUS CONDUCT REPORTS

If a student violates his or her responsibilities while riding the bus, appropriate actions will be taken as follows:

- 1st Offense: Warning and parent notification
- 2nd Offense: Parent notification and 3 day bus suspension
- 3rd Offense: Parent notification and 5 day bus suspension
- 4th Offense: Parent notification and 10 day bus suspension
- 5th Offense: Bus suspension for remainder of semester

STUDENT'S ITEMS ON BUS:

Students may carry school-related items on the bus such as projects, band instruments, etc. that can be safely secured by the student and do not create a threat of danger to the occupants on the bus and do not impede passenger movement. The following guidelines should be followed when securing student's items on the bus:

- Nothing can be placed in the bus aisle. The aisle must remain a clear passageway from the front to the rear of the bus.
- Nothing can be placed under the bus seats.
- Nothing can be placed against the emergency exits.
- No live animals shall be transported on the bus. Animals can be easily excited, which could create an unsafe situation for the driver.
- In addition, no item(s) identified by the base school as inappropriate or disallowed by the school shall be transported on the bus (e.g. yo-yos, laser lights, skateboards, glass items, balloons, etc.)

STUDENT MEDICATION:

Students needing to take medication during the school day must consult with the school principal, the school nurse, or the teacher to get the proper instructions for the medications to be administered to the student at school.

We want to encourage you to impress upon your children that the bus must be taken care of in every way. It belongs to all of us – bought with tax money of Cumberland County and it must last for a period of at least fifteen years.

We hope no transportation problems of any kind occur, and this can be a very good and safe school year. If we can be of assistance to you in any way, please call the Transportation Department at 931-484-6762.

Respectfully,

Ms. Janet C. Graham

Director of Schools

Sign, cut on the dotted line and return to the principal of the school that serves you within ten (10) days. Failure to comply will result in termination of bus serves to your children.

I have read the rules and regulations regarding bus transportation of my child/children. I understand the important role I have in helping to insure bus safety for our school children.

Student's Name

Student's Number

Date

Signature of Parent or Guardian

BUS ROOM GUIDELINES

Mornings

Any student arriving before 7:30 a.m. should proceed in an orderly manner to his/ her designated waiting area and remain there until dismissed to his/her teacher. Any student eating breakfast should proceed directly to the cafeteria, then report to the designated waiting area after eating.

Afternoons

A student will remain in the cafeteria until his/her ride has arrived. Bus student will remain in their classrooms until called for their bus. They will then exit at the front of the building in an orderly fashion. All students are expected to be picked up by 3:15 unless student are participating in an afterhours function. See Car Riders for more information.

CAFETERIA

USDA Non-discrimination Statement: In accordance with Federal Law and U. S. Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write to USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339: or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

- Breakfast will be served from 7:00 until 7:40 each morning.
Pre-K-8 Full price - \$ 1.00 K-8 Reduced price - \$0.30
Adults - \$2.00
- Lunch
Pre-K-8 Full price - \$2.10 Reduced price - \$0.40
Visitors - \$4.05

*Prices subject to change due to pending federal regulations.

Acceptable behavior and good table manners are expected at all times. Students are monitored by teachers and/or assistants during breakfast and lunch periods. Students are expected to follow the instructions of those teachers and/or assistants.

Behavior Guidelines:

- Purchase and/or acquire all items required for lunch **before** sitting down at a table. This includes drinks, ice cream, and condiments. No one is permitted to go through the line a second time.
- Sit with members of your class; do not mix with other classes.
- Sit at the same table each day.
- Students are expected to talk quietly to classmates beside them.
- No one is allowed to move once seated, unless instructed to do so.
- Do not throw anything at any time.
- Do not touch another student's food.
- Restroom and hand-washing stops are to be made before lunch.
- Any student requiring medication from the office must go prior to or after lunch.

Consequences for Failure to Follow Guidelines

- Teachers will be notified by cafeteria monitors of students' misbehavior.
- Sit at the isolation table or eat in ISS area
- Loss of free time/recess
- After school detention
- Conference with principal and/or assistant principal

Cafeteria Account Issues

Cumberland County School Nutrition believes in the importance of providing healthy nutritious meals for our students. Just as with any services, there is an expense involved with every meal that we provide. Our county has a very high population of free and reduced students, and our free and reduced onboarding process functions extremely well.

The guidelines set forth in this procedure have been developed to protect and nurture the children of our school system. While it would be best if all meals for all students were paid in full, that is simply not possible, although we are moving towards that goal. We must set standards and procedures to address high student cafeteria account charges. The procedures are as follows:

All students will be given a verbal warning of a negative balance after the first meal by the cashier (à la carte items will not be charged after this warning).

All students will be given a written warning after the negative balance reaches \$10.00. Students will not be permitted to purchase concessions during fundraising events until the cafeteria balance is settled. Pre-printed warnings will be available to cashiers and will be given to the child.

If the negative balance reaches \$20.00, the student's teacher will be informed that the next meal will be a basic nutritional meal that will be available with the cashier (the meal will consist of a sandwich or pocket, fresh vegetable, fresh fruit and milk). So as to not embarrass the child, the meal will be provided through the normal food line. The teacher or assistant will need to accompany the child through the line to ensure the child understands the process. The parent will be contacted by the district's Family Resource representative and assistance will be provided as needed up to and including education on the Free and Reduced School Lunch Forms and process. As an added benefit, the Community Table cart is available to all students. The café manager will provide a list daily to the Principal of all balances over \$20.00. The principal will then provide the name to the student's teacher and Family Resource Representative.

The negative balance for full pay students should never rise above \$20.00. Only \$20.00 in negative charges will follow a student if they transfer schools. Any remaining balance will be charged to the school.

The only instance that negative balances shall rise above \$20 is a student on reduced fees (basic nutritional meals cannot be given to these students). If the negative balance reaches \$50.00, legal counsel will send a letter requesting payment (School Nutrition Director will provide the Director of Schools a list of all accounts that exceed \$50 on the 15th and the 30th. The letters will be sent semi-monthly on the 15th and 30th by the DOS office).

If the negative balance reaches \$100.00, the School Nutrition Director will provide the list to DOS and DCS will be notified and the account will be sent to collections.

At no point will the child ever be humiliated due to lack of payment. Our students will always be provided a nutritional meal. We strive to help all children and provide a positive educational experience.

Negative student balances will result in report cards being held at year end until the balance is resolved.

CAR RIDERS

Safety and security for the students of South Cumberland Elementary is a vital concern for the staff and administration. **Students should never be left on campus without supervision.**

Mornings

- **Staff arrives for duty at 7:00 a.m.**
- Students should enter the building and proceed to their assigned waiting area.

Afternoons

- **Our school day ends at 2:45 p.m., and we ask that all parents make arrangements to have their children collected from school by 3:15 p.m.**
- If your son or daughter is to leave the school by any other means than their regular mode of transportation, a note is required from the parent.
- Teachers are required to remain at school until the last child has departed.
- If an emergency arises, please call the school and inform the teacher on bus duty.
- If a parent has not picked up their child 3:45 p.m., and a guardian cannot be contacted, the Sheriff's Department will pick up the child and take him/her home.

Please see Dispersal of Students for pick-up procedures.

PERSONAL CHECKS

Money sent to school in the form of checks should be made out to South Cumberland Elementary (SCES). Checks will not be cashed with money being returned to students.

CHECK-OUT PROCEDURES

- Students are allowed to leave the building only **after** they are signed out by a parent/guardian. **Check-out may not occur after 2:15.**
- Parent/guardian should report to the office to check-out a student.
- Students may be released to another adult designated by the parents, only if a note is sent containing the current date, name of the adult authorized to take the student, and parent/guardian signature.
- Parent/guardian may be telephoned for verification.
- Office staff may request identification before releasing a student.

CELL PHONES - PERSONAL COMMUNICATION DEVICES

Cell phones are allowed to be brought to school for after school use only, but must stay put away and off during school hours. Students may use the school phone to call home with prior permission from a teacher, if the need arises during the school day. Normal disciplinary procedures will be followed even if the student is calling parents on cell phones during the school day without permission. iPods, video or electronic games do not need to be brought to school.

1. First offense - Device will be taken away and can be picked up by a parent or guardian on the same day the device is taken.
2. Second offense - Device will be taken for 5 school days. The device can be picked up by parent or guardian after 5 school days.
3. Third offense - Device will be taken for 10 school days. The device can be picked up by parent or guardian after 10 school days.
4. Fourth offense and subsequent violations will result in phone being taken for 5 extra days with each offense.

If the device is on and taken by a school employee the device is subject to search (ie. text messages, pictures, videos, etc.)

CHEWING GUM / EATING DURING CLASS

- Chewing gum is not permitted due to the damage that can be done to the school.
- Eating in the classroom areas is not permitted without permission from the teacher and/or principal
- Failure to comply may result in disciplinary action.

CODE OF CONDUCT

Be Cooperative

Be Responsible

Be Caring

Be Honest

Be Respectful of Others

Be Fair

Be a Good Citizen

Use Manners

CONFERENCES (PARENT/TEACHER)

- Regularly scheduled conferences are held two times during the school year
- Teachers and administrators are happy to arrange conferences at a mutual time convenient for parents and teachers.
- Parents arriving for a conference should report to the office, and the teacher will be notified of your arrival.
- Parents are not permitted to interrupt the learning environment. A conference must be arranged.

COORDINATED SCHOOL HEALTH

Cumberland County School Health

South Cumberland will continue to use Coordinated School Health prevention programs to reduce/eliminate not academic barriers to learning. The prevention programs have research that shows direct correlation to graduation rates, attendance rates, discipline, and test scores. Specifically, these programs include: social and emotional learning and direct health education, 90 minutes per week of physical activity per student including short, frequent activity breaks, parent nutrition and physical activity education, school climate/school connectedness programs, nutritious foods offered for breakfast and lunch, maintain or lower school nurse to student ratios, and health and wellness programs for staff.

Throughout the school year we will be providing FREE health screenings for the Cumberland County students in grades Pre-K, K, 2, 4, 6, 8, 9th through 12th, and Lifetime Wellness. We conduct these FREE screenings in order to identify students who may have a health risk in order to bring awareness to the student and parent/guardian. The data only (not name) is sent to the TN State Department of Education. The Cumberland County Health Department, Lion's Club, community health care providers, and trained school personnel will be assisting with these screenings with strict adherence to the confidentiality of each child and adolescent screened. We may screen children for one or more of the following:

B.M.I. (Body Mass Index)

Vision

Height/ Weight

Hearing

Blood Pressure

Asthma

Scoliosis

If we screen your child and find any alterations from a normal screening, as defined by Center of Disease and Control (CDC), we will contact the parent/guardian concerning this matter. There are NO CHARGES for these services. Please feel free to contact your school nurse or the CSH Coordinator should you have any questions. Thank you for allowing your child to participate as we promote a healthy lifestyle to our students in Cumberland County.

Respectfully,

Marsha Polson, School Health Coordinator

Email: mpolson@ccschools.k12tn.net

931-484- 6135

If you do NOT want your child to receive FREE health screenings, please write a note stating you do NOT want your child screened, sign, date, and return to the school nurse.

CONCESSIONS

At least once per week students will have the opportunity to buy items from the vending machines in hallways or from the concession stand. Special concessions will be available. Information concerning these dates will be sent home to parents.

CORPORAL PUNISHMENT

Corporal punishment will only be used as a last resort with parent involvement and permission.

CRISIS PLANS

A crisis is an event that is highly unpredictable and extraordinary in its make-up. Crisis is operationally defined as (a) violent or life-threatening situation, (b) suicide, (c) death of a student or staff member, or (d) a condition that affects the functioning of a significant number of the members of the organization. South Cumberland Elementary has a crisis plan in place. Parents will be notified in the event of a crisis as needed.

DETENTION (AFTER SCHOOL)

- Students may be assigned to detention by a teacher or by the principal.
- Students will be assigned work during this period by their classroom teachers.
- ***Students must be signed out in the cafeteria by 4:00 p.m.**
- If a parent has not picked up their child by 4:00 p.m., and a guardian cannot be contacted, the Sheriff's Department will pick up the child and take him/her home.

DISCIPLINARY PHILOSOPHY

Rebels are Ready, Responsible, and Respectful

This school year our staff will be implementing a school wide positive behavior support system. One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. This program will incorporate rewards for students displaying appropriate school behavior.

It is the philosophy of South Cumberland Elementary School that all students, parents, and school staff work together to create a school environment that promotes academic excellence while providing a physically and emotionally safe school. We strongly feel that all students can learn. Any inappropriate behavior/conduct that might prevent a child from achieving his/her maximum potential must be dealt with accordingly.

At South Cumberland Elementary School, established disciplinary measures are used to correct inappropriate behavior. Student conferences, parent conferences, counseling, after-school detention, corporal punishment, and suspension are some disciplinary measures that may be taken.

The intent of any disciplinary action is to correct inappropriate behavior/conduct. If this does not take place, alternative measures must be taken. For example, after a student receives any of the above -mentioned disciplinary actions several times, it must be assumed that the particular action taken is not effective; thus, we will move to the next level of disciplinary action.

Discipline Board Policy 6.300

The following levels of misbehavior and disciplinary procedures and options are designed to protect all members of the educational community in the exercise of their rights and duties.

MISBEHAVIORS: Level I

Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school, but which can usually be handled by an individual staff member.

Examples (not an exclusive listing):

- Classroom disturbances
- Classroom tardiness
- Cheating and lying
- Abusive language
- Non-defiant failure to do assignments or carry out directions
- Wearing while on the grounds of a public school during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment
- Harassment (Sexual, Racial, Ethnic, Religious)

Disciplinary Procedures:

- Immediate intervention by the staff member.
- Determine what offense was committed and its severity.
- Determine offender and that he/she understands the nature of the offense.
- Employ appropriate disciplinary options.
- Record of the offense and disciplinary action maintained by staff member.

Disciplinary Options:

- Verbal reprimand
- Special Assignment
- Restricting activities
- Assigning work details
- Counseling
- Withdrawal of privileges
- Issuance of demerits which might affect citizenship or deportment grades
- Strict supervised study
- Detention
- Corporal punishment *
- In-school suspension

MISBEHAVIORS: Level II

Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. Included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of administrative personnel.

Examples (not an exclusive listing):

- Continuation of unmodified Level I behaviors
- School or class tardiness
- School or class truancy
- Using forged notes or excuses
- Disruptive classroom behavior

Disciplinary Procedures:

- Student is referred to principal for appropriate disciplinary action.
- Principal meets with student and teacher.

- Principal hears accusation made by teacher, permits student the opportunity of explaining his/her conduct, denying it or explaining any mitigating circumstances.
- Principal takes appropriate disciplinary action and notifies teacher of action.
- Record of offense and disciplinary action maintained by principal.

Disciplinary Options:

- Teacher/schedule change
- Modified probation
- Behavior modification
- Social probation
- Peer counseling
- Referral to outside agency
- In-school suspension
- Transfer
- Detention
- Suspension from school-sponsored activities or from riding school bus
- Corporal punishment *
- Restricting school related honors student is otherwise due
- Out-of-school suspension not to exceed ten (10) days.

MISBEHAVIORS: Level III

Acts directly against persons or property but whose consequences do not seriously endanger the health or safety of others in the school or school sponsored activities.

Examples (not an exclusive listing):

- Continuation of unmodified Level I and II behaviors
- Fighting (simple)
- Vandalism (minor)
- Use, possession, sale, and/or distribution of tobacco, drugs, and/or alcohol
- Stealing
- Threats to others
- Harassment (Sexual, Racial, Ethnic, Religious)

Disciplinary Procedures:

- Student is referred to principal for appropriate disciplinary action.
- Principal meets with student and teacher.
- Principal hears accusation by accusing party and permits offender the opportunity of explaining conduct.
- Principal takes appropriate disciplinary action.
- Principal may refer incident to the director of schools and make recommendations for consequences.
- If student's program is to be changed, adequate notice shall be given to the student and his/her parents of the charges against him, his/her right to appear at a hearing and to be represented by a person of his/her choosing.
- Any change in school assignment is appealable to the Board.
- Record of offense and disciplinary action maintained by principal or director of schools.

Disciplinary Options:

- In-school suspension
- Detention
- Corporal punishment *
- Restitution from loss, damage or stolen property
- Out-of-school suspension not to exceed ten (10) days
- Social adjustment classes
- Transfer
- Expulsion

MISBEHAVIORS: Level IV

Acts which result in violence to another's person or property or which pose a threat to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities and/or action by the Board.

Examples (not an exclusive listing):

- Unmodified Level I, II and III behaviors
- Death threat (hit list)
- Extortion
- Bomb threat
- Possession/use/transfer of dangerous weapons *
- Assault*
- Vandalism
- Theft/possession/sale of stolen property
- Arson/Possession of unauthorized substances*
- Use/transfer of unauthorized substances
- Harassment (Sexual, Racial, Ethnic, Religious)

Disciplinary Procedures:

- Principal confers with appropriate staff members and with the student.
- Principal hears accusation by accusing party and permits offender opportunity of explaining conduct.
- Parents/guardians are notified.
- Law enforcement officials are contacted.
- Incident is reported and recommendations made to the director of schools.
- Complete and accurate reports are submitted to the director of schools.
- Student is given hearing before disciplinary hearing authority.

Disciplinary Options:

- Expulsion
- Alternative schools
- Other hearing authority or Board action which results in appropriate placement

* Expulsion/remand for a period of not less than one (1) calendar year subject to modification by the director of schools on a case-by-case basis.

ADDITIONAL GUIDELINES:

1. A student shall not be suspended solely because charges are pending against him/her in juvenile or other court.
2. A principal shall not impose successive short-term suspensions that cumulatively exceed ten (10) days for the same offense.
3. A teacher or other school official shall not reduce or authorize the reduction of a student's grade because of discipline problems except in deportment or citizenship.
4. A student shall not be denied the passing of a course or grade promotion solely on the basis of absences except as provided by board policy.
5. A student shall not be denied the passing of a course or grade promotion solely on the basis of failure to:
 - a. pay any activity fee;
 - b. pay a library or other school fine; or
 - c. make restitution for lost or damaged school property.

DISCRIMINATION/HARASSMENT and BULLYING, CYBER-BULLYING AND INTIMIDATION (Sexual, Ethnic, Religious) Board Policy 6.304

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

This policy shall be disseminated annually to all school staff, students, and parents. This policy shall cover employees, employees' behaviors, students and students' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop. If the act

takes place off school property or outside of a school-sponsored activity, this policy is in effect if the conduct is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process.

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

DEFINITIONS

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

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

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

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

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

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

COMPLAINTS AND INVESTIGATIONS

Alleged victims of the above-referenced offenses shall report these incidents immediately to a teacher, counselor or building administrator. All school employees are required to report alleged violations of this policy to the principal/designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy.

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

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

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

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

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

Upon the determination of a violation, the principal/designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. All investigations shall be completed and appropriate intervention taken within twenty (20) calendar days from the receipt of the initial report. If the investigation is not complete or

intervention has not taken place within twenty (20) calendar days, the principal/designee shall provide the director of schools with appropriate documentation detailing the reasons why the investigation has not been completed or the appropriate intervention has not taken place. Within the parameters of the federal Family Educational Rights and Privacy Act (FERPA) at 20 U.S.C. § 1232g, a written report on the investigation will be delivered to the parents of the complainant, parents of the accused students and to the Director of Schools.

RESPONSE AND PREVENTION

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

A substantiated charge against an employee shall result in disciplinary action up to and including termination. A substantiated charge against a student may result in corrective or disciplinary action up to and including suspension. An employee disciplined for violation of this policy may appeal the decision by contacting the Federal Rights Coordinator or the Director of Schools. Any student disciplined for violation of this policy may appeal the decision in accordance with disciplinary policies and procedures.

REPORTS

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

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

The director of schools shall develop forms and procedures to ensure compliance with the requirements of this policy and TCA 49-6-4503.

RETALIATION AND FALSE ACCUSATIONS

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

False accusations accusing another person of having committed an act prohibited under this policy are prohibited.

The consequences and appropriate remedial action for a person found to have falsely accused another may range from positive behavioral interventions up to and including suspension and expulsion.

DISPERSAL OF STUDENTS

Children's safety is our utmost concern. We appreciate your cooperation in the matter of dispersing students. We have two lanes of traffic to be used for loading and unloading students. All students must be picked up in these identified lanes. **Children will not be released to persons that walk up to pick-up area. Cars must have identification with the children's name issued by the school to pick up children. Children will not be released to adults without this identifying document.**

The third lane is a moving traffic lane ONLY. No students will be loaded or unloaded in this lane.

There should be no cars left unattended on the curb next to the school and in the center lane from 7:00 am until 8:00 am and from 2:00 pm until 3:15 pm.

Walkers and bike riders must have appropriate paperwork completed in the office. These children will be released after buses are loaded.

If a parent has not picked up their child by 3:45 p.m., and a guardian cannot be contacted, the Sheriff's Department will pick up the child and take him/her home.

DRESS CODE (Policy 6.310)

Students shall dress and be groomed in a clean, neat and modest manner so as not to distract or interfere with the educational process or cause a safety hazard. Students are encouraged to adhere to the provisions of this code during school hours (whether on or off campus) and while in attendance at school sponsored events.

Violations may result in the following consequences:

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

Second Violation: Parent will be called, violation must be corrected, and a detention will be assigned.

Third Violation: Student will be suspended until parent conference.

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

All Students K-12

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

- Clothing or accessories that denote affiliation with any gang associated with criminal activity, or a safety hazard or security risk
- Ill-fitting clothing such as saggy/baggy pants or oversized coats, sweaters, sweatshirts, etc.
- Pajama type clothing
- Clothing with holes above the knees
- Clothing/tattoos with suggestive or inappropriate slogans, vulgar captions, or advertisements for tobacco, alcohol or drug products
- Caps, hats or headscarves, for boys or girls, will not be worn inside buildings
- Spandex, form-fitting or body-fitting clothes
- Clothing with revealing necklines
- Non-natural hair color, extreme hair style or make-up

2. The following rules shall be enforced for **all** students:

- Any color or style of shoes, with the exception of "heely" or bedroom slipper type shoes, may be worn to school.
- Tops worn with leggings should be no higher than 5 inches from the middle of the knee.
- Without leggings, shorts/skirts/dresses will be no higher than five (5) inches from the middle of the knee
- Slits in skirts/dresses will be no higher than five (5) inches from the middle of the knee
- Pant legs must not drag flagrantly on the floor
- No tinted glasses/sunglasses are permitted unless prescribed by a doctor
- No body piercing jewelry, except for earrings in the ear for boys and girls
- Large heavy jewelry chains, and any jewelry that could be deemed dangerous, will not be permitted
- Valuable clothing and jewelry are discouraged
- Shirt and blouse length may not be so short that students raising their elbows to the height of his or her shoulder exposes midriff.
- Tops, blouses and shirts must fit and must cover the shoulder so as not to reveal the torso or undergarments
- All trench/duster style coats that fall below the knee are prohibited
- Bib overalls may be worn as long as galluses and side closures are fastened

Note:

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

DRUG FREE SCHOOL (POLICY 6.307)

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

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

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

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

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

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

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

DRUG SCREENING (Extracurricular Activity): (Policy 6.3071)

Participation in extracurricular activities and upon enrollment each school year, parents will voluntarily provide the school with a signed written consent for random drug testing prior to participation.

Student and parent/guardian written permission procedures:

1. All students who participate in extracurricular activities will not be permitted to participate in any extracurricular activity until the Random Drug Testing Consent Form is signed.
2. A custodial parent/guardian may be allowed permission for student testing, if after reasonable attempts, the other parent/guardian is verified to be unavailable to sign the permission form.
3. Should a student who participates in extracurricular activities refuse to be tested at anytime, he/she will be suspended from extracurricular activities for one calendar year.

Random Test Procedures:

1. Random drug testing may be conducted not less than two (2) times, as designated by the director of schools, at various intervals during the calendar year in grades 7-12.
2. All students participating in extracurricular activities will be assigned a number and placed in a pool from which a blind draw will be held. The director of school will designate who will pull these numbers and how many random numbers shall be pulled for the drug testing.
3. Students that are randomly selected will be notified immediately and in person by a school administrator and tested the same day.
4. The nonparticipating student selector will not be aware of which students were selected from the pool.
5. A panel will be the required test, which includes testing for amphetamines, barbiturates, benzodiazepines, cocaine, marijuana, methadone, methaqualone, opiates, propoxyphene, and phencyclidine. Any other illegal substance may be included, but the identity of a particular student shall not determine which drugs will be tested.
6. Split specimens will be collected in a manner to ensure student privacy to the greatest extent possible while maintaining the integrity of the testing.
7. The initial random drug screening test will be conducted by those designated by the director of schools at no cost to the parent.
8. Once the student enters the screening area, and throughout the screening process, the student shall remain in the designated room.
9. Students in athletic and/or extracurricular activities shall have their name entered into the pool only one time per drawing.
10. Drug Screening agency will inform all screening results, positive or negative, directly to the director of schools or designee.
11. Should the initial testing result in a positive reading, Agency will contact the director of schools or designee who shall contact the student's parent/guardian or student if 18 or over, to confirm any prescription or other medications the student has legally taken. The Agency shall determine the validity of the test from such information and report same to director of schools or designee.
12. Should the first screening result be positive and medication verification is absent, the parent has two school days to request the split specimen to be sent to a certified independent laboratory or accept a referral for participation in an assistance program as outlined in board policy 6.3071. The split sample screening and/or the assistance program will be at parent expense.
13. Only the director of schools, director's designee, school administration, and/or the collection facility shall have access to the test results.
14. Results will be kept until the student graduates or upon leaving Cumberland County Schools. All records shall be maintained in a secure location with controlled access.

15. Should a student test positive in both first and second split screening, Penalties as stated in Extracurricular Activity Drug Testing Policy 6.3071 will be applicable.

EMERGENCY INFORMATION

Each classroom has a specific plan to follow in the event of an emergency, such as fire, tornado, or bomb threat. Students will be instructed by their teacher as to the proper procedures in each instance.

EVENTS CALENDAR

A calendar of school events will be published and distributed to every student every month of the school year.

EMERGENCY PREPAREDNESS PLAN (Policy 3.202)

The director of schools shall be responsible for developing, maintaining and acquiring board approval of the district Emergency Preparedness Plan, which shall include procedures for bomb threats, civil disturbances, armed intruders, earthquakes, fires, tornadoes or other severe weather, and medical emergencies.

The principal of each school shall develop and implement emergency preparedness drills which shall be approved by the director of schools. When appropriate, such drills shall be held in conjunction with emergency response agencies. These procedures/plans shall be in written form and distributed to all staff, students, and parents. However, the procedures/plans shall not be open to the public for inspection. In addition, any meetings involving school safety plans are not subject to the open meeting laws.

The principal shall be responsible for ensuring that one fire drill requiring full evacuation is given every thirty (30) school days, with two (2) fire drills occurring during the first thirty (30) full days of the school year. Additionally, he/she shall ensure that four (4) fire safety educational announcements are conducted throughout the year.

The principal shall also ensure that three (3) additional safety drills are given during the school year. These drills may cover inclement weather, earthquakes, armed intruders or other emergency drills that do not require full evacuation. A record of all fire or safety drills, including the time and date, shall be kept in each school's office.

The director of schools or his/her designee shall ensure that each school safety team conducts at least one (1) armed intruder drill annually in coordination with local law enforcement.

Any school with an AED shall conduct a CPR and AED drill to ensure students are aware of the steps that must be taken in the event of a medical emergency. The principal shall be responsible for ensuring the drill occurs.

The principal shall regularly check the quantity, locations, and conditions of fire extinguishers and shall give all school personnel instructions on how to properly use fire extinguishers.

MEDICAL EMERGENCIES/PANDEMIC FLU

In the event of medical emergencies, such as a pandemic flu outbreak, school officials shall cooperate and consult with the local and state health departments and other local emergency or healthcare providers in protecting students and the community from further infection. The director of schools shall develop procedures for health emergencies in accordance with state law and regulations.

EXTRACURRICULAR POLICY (Policy 4.802)

STUDENT MEETINGS

Schools may allow students to form clubs or groups that meet before, during, and/or after the school day. Requests to form such clubs or groups shall not be denied based upon the religious nature or beliefs of proposed club or group. If permitted, school administrators shall ensure that all clubs and groups have the same abilities to access facilities and advertise their meetings.

No funds shall be expended by the school for any such meeting beyond the incidental costs associated with providing meeting space. Groups meeting under this policy may be required to pay a reasonable fee for compensating school personnel in the supervision of the activity.

No student may be compelled to attend or participate in a meeting under this policy.

A student or a group of students who wish to conduct a meeting under this policy must file an application with the principal at least three days prior to the proposed date.

The principal shall approve the meeting if he/she determines that:

1. The meeting is voluntary and student-initiated;
2. There is no sponsorship of the meeting or its content by the school, the Board, or its employees;
3. The meeting will not materially and substantially interfere with the orderly conduct of the school's educational activities or conflict with other previously scheduled meetings;

4. Employees of the district are to be present in a non-participatory monitoring capacity; however, no employee shall be required to attend in this capacity if the content of the meeting is contrary to the beliefs of the employee; and
5. Non-school persons will not direct, control or regularly attend.

SCHOOL SPONSORED EVENTS

If the Board or a school principal authorizes an event at which a student is to speak, a limited public forum shall be established for such student speakers. The appropriate administrators shall ensure that:

1. The forum is provided in a manner that does not discriminate against a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject;
2. There is an appropriate method of selecting student speakers, which is based on neutral criteria.
3. Student speakers do not engage in speech that is obscene, vulgar, offensively lewd, indecent or promotes illegal drug use.

To the extent possible and practical, prior to events in which students will speak, notice shall be provided orally and/or in writing that the student's speech does not reflect the endorsement, sponsorship, position, or expression of the Board and its employees.

Beginning with the 2015-2016 school year, notice of this policy shall be provided in student handbooks and staff handbooks.

Students are encouraged to participate in the wide variety of clubs, organizations and activities available at South Cumberland Elementary. Some of these are:

Basketball	4-H Club
Student Council	FCA
Chess	Band
Beta Club	Math Club
Cheerleaders	

Any student or group of students wishing to form an organization must have a teacher willing to sponsor the group and permission from the principal. All activities require that students must have good conduct in order to participate and passing grades with no more than one failing grade in a nine-weeks period. Participation or attendance at any school activity requires students to obey school rules, regulations, and policies. All parents can deny participation in any club or organization. Please send a written note to school in order to be excused from participation.

Students must be in attendance at school at least half a day in order to be eligible to participate in extracurricular activities that day, including practice. Students not present on the day of scheduled extracurricular events should not be in attendance at ball games, dances, etc. In other words, if you are too sick to be at school you are too sick to come to after school activities.

County-Wide Sports: Baseball, football, golf, softball, and volleyball are all offered on a county wide basis. A new county wide athletic manual is in effect.

FAMILY LIFE CURRICULUM

Cumberland County School System is pleased to offer the *Life Leadership Development Program* for students in grades 6 through 12th. As a member of this program, your child will receive a high quality, evidence based, and age appropriate education that supports adolescent health development. The purpose of this program is to provide growth, support, education, and guidance to adolescents regarding the development of healthy relationships, avoidance of drugs, sex, violence, and the development of character and leadership skills. For more information, please see the permission form at the end of the handbook or contact Lauren Cook.

FEDERAL PROGRAMS

The following federal programs are used in Cumberland County:

TITLE I – Improving Academic Achievement: Disadvantaged Students

TITLE I A – Neglected and Delinquent Children

TITLE II – Preparing, Training, & Recruiting High Quality Teachers & Principals

TITLE III – Language Instruction: Limited English Proficient; Immigrant Students

TITLE IV – Safe and Drug Free Schools

TITLE V – Rural and Low-Income School (RLIS) Program

Consolidated Administration

TITLE IX – McKinney-Vento Homeless Assistance

21st CENTURY COMMUNITY LEARNING CENTERS

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires the school district, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. Sometimes our school or district may disclose some student information without written consent when the information is designated "directory information" unless you have advised the school or district to the contrary in accordance with district procedures.

Our school district has designated the following as directory information:

- honor roll or other recognition lists published at school or in newspapers
- school/student directory
- school or district website
- state or federal authorities auditing, evaluating programs or enforcing state or federal laws
- a court by order or a subpoena

If you do not want the school to disclose "directory information", please use the forms at the end of this handbook.

FIELD TRIPS

Field trips should support the curriculum and be the most effective instructional medium for the stated outcome.

They may also be used to reward students. Permission forms must be signed by the parent/guardian and returned to the school prior to the trip.

GRADE CARDS

Grade cards are issued every nine weeks using the following grading systems.

Academic achievement in grades 1-8 may be expressed either by a numerical system which uses the student's actual average or by a letter system using the following numerical range:

A Outstanding.....	93-100
B Good.....	85-92
C Satisfactory.....	75-84
D Needs Improvement.....	70-74
F Failure.....	69 or below

Kindergarten will be using the following grading system:

Standard Based Grading – 1,2,3,4,

First and second grades will be using the following grading system for art, music, physical education, science/health, social studies, and writing:

Standard Based Grading 1,2,3,4

Grades in art, music/band, physical education, and writing in grades 3-8 may be expressed as: A, B, C, D, F

Grades Pre-K to 2 receives a standards-based report card. The grade level standards are ranked based on a scale of 1 to 4. The following explains the numbers 1, 2, 3, 4

- **1 – Below Basic – Beginning** – I am starting to learn this. I cannot do it by myself yet.
- **2 – Basic – Developing** – I am starting to understand. Sometimes I need help or an example.
- **3 – Proficient – Meets Expectations** – I can do it by myself. I can show how I understand. I make little or no mistakes.
- **4 – Advanced – Exceeds Expectations** – I am working on a higher level. I can explain how to do this. I can teach others.

GUIDANCE

The purpose of the guidance program is to help each individual student achieve his/her highest growth mentally, emotionally, and socially. The counselor welcomes the opportunity to talk things over with any student, parent, or teacher. Some services include: individual counseling; consultation with parents, teachers, administrators and the community at large; classroom guidance; career planning; informal testing; and the coordination of educationally related programs. Classroom topics might include: developing a sense of self, dealing with anger, communicating with parents and others, feelings, conflict resolution, making decisions, values, responsibility, and career planning.

HALLWAY COURTESY

Change classes quietly and be considerate of other students. Keep halls open to traffic at all times. Walk on the right. Do not block the traffic by sitting or standing in the middle of the halls. Help keep your school clean by discarding trash in the cans provided.

There should be little need for the student to leave the classroom during the class period. If it is necessary to be in the hall during class time, students must have in their possession a pass from their teacher. Students found in the hall without a hall pass will be sent back to class. Students are **NOT** to knock on doors or interrupt a teacher's class without permission and a hall pass.

HEAD LICE (Policy 6.4031 Exhibit B)

No student will be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease. While the Board is aware that head lice are medically benign, the Board also understands that head lice may interfere with student learning, causing perennial problems for families, schools, school boards and health departments and can seriously jeopardize the effectiveness of instructional programs. Therefore, the following procedure shall be in effect:

1. Any student who has lice, nymphs, or nits shall be removed from the classroom. School personnel will contact parent/guardian and request that the student is treated before returning to school.
2. Parents or guardians who pick up student(s) who have been identified with lice, nymphs or nits will be given the specified "Treatment and Prevention of Head Lice" information sheet regarding treatment of the child, or other family members, and the home environment.
3. Students who return to school after treatment of an infestation shall be (accompanied by parent/guardian when possible), checked by the school nurse for the absence of all lice, nymphs or nits. Prior to readmissions, satisfactory evidence must be submitted to school personnel that the student has been treated for pediculosis (head lice). This evidence may include but not be limited to:
 - a. Proof of treatment with a pediculicide product (head lice shampoo) or
 - b. Satisfactory examination by a school health official.
4. The administration shall take steps to identify appropriate procedures for the control of lice outbreaks including records, personnel training, treatment of students, procedures for handling student clothing and other personal items and appropriate custodial procedures.
5. Principals are authorized to provide up to three (3) non-consecutive excused absences and one excused tardy/early dismissal as related to treatment for the current academic year for students who have lice infestations. In cases of chronic or recurring lice infestation in a child or family, the principal should refer the family to an appropriate agency which may include one or more of the following: Department of Children Services/Juvenile Court/Family Resource Center.
6. Provide each parent or guardian a copy of our Attendance Policy #6.200, which includes make-up work guidelines.
7. Upon school closings exceeding four (4) consecutive days, the school nurse or Director of Schools designee shall conduct a school wide random screening.
8. The administration shall periodically update control procedures as new information and needs dictate.

HOMEBOUND PROCEDURES

Homebound Instruction Procedures

Homebound placement is instruction provided at home, hospital, or related site to children with disabilities. The purpose of homebound instruction is to provide medically involved students, both long-term and short-term, with a program of academic instruction. Such instruction is provided so that the student's time of confinement need not be a loss of educational experience, nor academic credit. For long-term illnesses, such instruction is made available so that the student may participate in a planned, sequential, educational program designed to meet his/her individual needs at home or in the hospital. The result should be an educational program parallel to the one provided in the school setting.

Eligible students are provided instruction parallel to the instructional program currently offered in the typical classroom situation for his/her age and/or grade level as determined by the homebound teacher, parent, and school personnel. Adjustment in such curriculum and instruction will be made upon the recommendations of the homebound teacher in accordance with the individualized needs of each student.

Homebound instruction is one of the most restrictive educational placements for school-age children and is only appropriate when a disabled student's physical or mental condition makes placement with other students prohibitive.

Homebound instruction is not to be confused with home schooling. A homebound student is a child who has a medically diagnosed physical or mental disabling condition or health impairment that confines the child to a home or hospital and whose activities are restricted for a minimum of ten (10) consecutive school days.

The following procedures will be followed for Homebound Services for Cumberland County School students:

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

HOME LANGUAGE

Parents/guardians will be asked to fill out a form stating the main language that is spoken at home. This form will be place in the cumulative folder in the school office.

HOMELESS

McKinney-Vento Homeless Education Assistance Program

The McKinney-Vento Homeless Education Assistance Program (Title X of the No Child Left Behind Act of 2001) defines homeless children and youth as "children and youth who lack a fixed, regular and adequate nighttime residence" and includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels or camping grounds due to the lack of adequate, alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for humans;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above. Student Rights Under The Law Students who are experiencing homelessness have the right to receive educational services that provide full and equal opportunities to succeeding school. Homeless students have the right to immediate enrollment in school, even if they do not have proof of residence or any other required school or

health records. If any required documentation is missing, it can be obtained after the student is enrolled. Homeless students have, to the extent feasible, the right to remain in their school of origin and to receive transportation services.

Student Services Under The Law - All homeless education assistance services are school-based. Each school in the Cumberland County School System has a Homeless Education Coordinator who will ensure that these services are provided. Many services are available based on student needs. In addition to transportation, these services include but are not limited to:

1. Assistance with enrollment and transfer of records
2. Automatic participation in our federal nutrition program
3. School supplies such as paper, pencils, books, backpacks
4. Special project supplies
5. Academic support through Title I
6. Weekend food backpacks provided by our Family Resource Center
7. Hygiene supplies
8. Summer reading material
9. Referrals to other agencies that provide services to students
10. Anything else a homeless child needs to help them get through the school day

Student Services We Can't Provide

Although we will make every effort to help homeless students in any way we can, by law, our McKinney-Vento Homeless Education Assistance Program is unable to provide the following resources:

1. Rent assistance
2. Utilities assistance
3. Money to pay bills
4. Money to pay the cost of hotel/motel or campground fees
5. Housing Contact Information

Every school in Cumberland County has at least one person who has been trained in identifying and helping students who qualify for this federal program. A list of those individual school contacts is provided on the Cumberland County School System's website at: www.ccschools.k12tn.net.

In addition, Dan Schlafer serves as Cumberland County's Homeless Liaison. You may contact him by office phone at: 931.456.8347, on his direct line at: 931.250.8220, or via email at: dschlafer@ccschools.k12tn.net. His office is located at: 368 4th Street, Crossville, TN 38555. If you or someone you know is a student experiencing homelessness, please contact your school and ask for assistance from their Homeless Coordinator.

HOMEWORK

Homework is given to reinforce skills taught in the classroom. Completion of homework is necessary for academic success; therefore, **HOMEWORK MUST BE COMPLETED**. Failure to complete homework assignments may lower a student's grade in that subject area.

PHYSICAL EXAMINATIONS (Policy 6.402)

The principal shall ensure that there is a complete physical examination of each student prior to:

1. Entering school for the first time. This applies to Pre-K, kindergarten, first grade and other students for whom there is no health record; and
2. Participation as a member of any athletic team or in any other strenuous physical activity program.

Cost of the examination shall be borne by the parent or guardian of the student. These records shall be on file in the principal's office.

Screening tests for vision, hearing, scoliosis and lice will be conducted. Parents/Guardians will receive written notice of any screening result that indicates a condition that might interfere or tend to interfere with a student's progress.

In general, the school district will not conduct physical examinations of a student without parental consent to do so or by court order, unless the health or safety of the student or others is in question.

IMMUNIZATIONS

Kindergarteners and other children enrolling in Cumberland County School District for the first time must provide schools with a complete Official Tennessee Immunization Certificate before classes begin. The certificate must be signed by a qualified healthcare provider or verified by the state's immunization information system. All current

students entering seventh grade are required to give the school an Official Tennessee Immunization Certificate showing they have had a second dose of chickenpox vaccine (or a history of the illness) and a booster shot for tetanus, diphtheria and pertussis. The HPV cancer vaccine and first meningococcal meningitis vaccine are also recommended, but not required for school, for this age group.

1. Any Pre-K, Kindergarten, first grade, or new enrollees to the Cumberland County School District shall provide proof of student vaccinations as required by the Tennessee Department of Health prior to attending their first day of school.
2. Immunizations must be provided on TN Immunization Certificate before beginning class.
3. Administration or designee will provide a verbal and written correspondence to any students' parent/guardian as documentation for necessary immunization upon student registration and/or the first day of attendance.
4. Based upon the absence of immunization(s), all correspondence shall be documented prior to the prevention of school attendance or dismissal of student.
5. Students who do not provide required immunizations may not be allowed to attend school until requirements are fulfilled.
6. Students not meeting immunization requirements, will be dismissed from school, will not count toward average daily attendance, nor enroll/transfer to another Cumberland County School until appropriate documentation is provided.
7. In effort to prevent student absence from school, administrators may provide up to two (2) days of school attendance, pending immunization documents and/or verification of an upcoming medical appointment for immunizations. In cases of possible child neglect, the principal should refer the family to an appropriate agency, which may include one or more of the following: Department of Children Services/Juvenile Court/Family Resource Center, Department of Health, etc.
8. No child shall be denied admission to any school facility if the child has not been immunized due to medical reasons (written statements from the child's doctor excusing child from immunizations is required), are determined to be homeless, or provides written exemption due to religious beliefs.

The following is a list of required immunizations:

Children enrolling in Pre-k, Kindergarten, or first grade:

- Diphtheria
- Tetanus
- Pertussis (DTaP, or DT)
- Hepatitis B (HBV)
- Measles, Mumps, Rubella - Two doses of each, usually given together as MMR2
- Poliomyelitis (IPV or OPV) - Final dose on or after the 4th birthday
- Varicella – Two doses or history of disease
- Hepatitis A – Total of two doses, spaced at least six months apart

All children entering seventh grade (including currently enrolled students):

- Tetanus-Diphtheria-Pertussis booster (Tdap) - Not required if a Td booster dose given less than five years before seventh grade entry is recorded on the DTaP/Td line
- Verification of immunity to varicella – Two doses or history of disease

Children who are new enrollees in a Tennessee school in grades other than kindergarten or seventh grade:

- Diphtheria-Tetanus-Pertussis (DTaP, or DT)
- Measles, Mumps, Rubella - Two doses of each, usually given together as MMR
- Poliomyelitis (IPV or OPV) – Final dose on or after the 4th birthday
- Varicella – Two doses or history of disease
- Hepatitis B (HBV)

Children with medical or religious exemption to requirements:

- Medical – Physician or health department authorized to indicate specific vaccines medically exempted (because of risk of harm) on the new form. Other vaccines remain required.
- Religious – Requires a signed statement by the parent or guardian that vaccination conflicts with their religious tenets or practices. If documentation of a health examination is required by the school, it must be noted by the healthcare provider on the immunization certificate. In that case, the provider should check the box that the parent or guardian has sought a religious exemption.

Meningococcal and flu vaccines are not mandatory, but are highly suggested.

INFLUENZA (FLU) VACCINE (INACTIVATED OR RECOMBINANT): WHAT YOU NEED TO KNOW

1. Why get vaccinated?

Influenza (“flu”) is a contagious disease that spreads around the United States every year, usually between October and May.

Flu is caused by influenza viruses, and is spread mainly by coughing, sneezing, and close contact.

Anyone can get flu. Flu strikes suddenly and can last several days. Symptoms vary by age, but can include:

- fever/chills
- cough
- sore throat
- fatigue
- muscle aches
- runny or stuffy nose
- headache

Flu can also lead to pneumonia and blood infections, and cause diarrhea and seizures in children. If you have a medical condition, such as heart or lung disease, flu can make it worse.

Flu is more dangerous for some people. Infants and young children, people 65 years of age and older, pregnant women, and people with certain health conditions or a weakened immune system are at greatest risk.

Each year thousands of people in the United States die from flu, and many more are hospitalized.

Flu vaccine can:

- keep you from getting flu,
- make flu less severe if you do get it, and
- keep you from spreading flu to your family and other people.

2. Inactivated and recombinant flu vaccines

A dose of flu vaccine is recommended every flu season. Children 6 months through 8 years of age may need two doses during the same flu season. Everyone else needs only one dose each flu season.

Some inactivated flu vaccines contain a very small amount of a mercury-based preservative called thimerosal.

Studies have not shown thimerosal in vaccines to be harmful, but flu vaccines that do not contain thimerosal are available.

There is no live flu virus in flu shots. **They cannot cause the flu.**

There are many flu viruses, and they are always changing. Each year a new flu vaccine is made to protect against three or four viruses that are likely to cause disease in the upcoming flu season. But even when the vaccine doesn't exactly match these viruses, it may still provide some protection.

Flu vaccine cannot prevent:

- flu that is caused by a virus not covered by the vaccine,
- or
- illnesses that look like flu but are not.

It takes about 2 weeks for protection to develop after vaccination, and protection lasts through the flu season.

3. Some people should not get this vaccine

Tell the person who is giving you the vaccine:

- *If you have any severe, life-threatening allergies.*

If you ever had a life-threatening allergic reaction after a dose of flu vaccine, or have a severe allergy to any part of this vaccine, you may be advised not to get vaccinated. Most, but not all, types of flu vaccine contain a small amount of egg protein.

- *If you ever had Guillain-Barré Syndrome (also called GBS).*

Some people with a history of GBS should not get this vaccine. This should be discussed with your doctor.

- *If you are not feeling well.*

It is usually okay to get flu vaccine when you have a mild illness, but you might be asked to come back when you feel better.

4. Risks of a vaccine reaction

With any medicine, including vaccines, there is a chance of reactions. These are usually mild and go away on their own, but serious reactions are also possible.

Most people who get a flu shot do not have any problems with it.

Minor problems following a flu shot include:

- soreness, redness, or swelling where the shot was given
- hoarseness
- sore, red or itchy eyes
- cough
- fever
- aches

- headache
- itching
- fatigue

If these problems occur, they usually begin soon after the shot and last 1 or 2 days.

More serious problems following a flu shot can include the following:

- There may be a small increased risk of Guillain-Barré Syndrome (GBS) after inactivated flu vaccine. This risk has been estimated at 1 or 2 additional cases per million people vaccinated. This is much lower than the risk of severe complications from flu, which can be prevented by flu vaccine.
- Young children who get the flu shot along with pneumococcal vaccine (PCV13) and/or DTaP vaccine at the same time might be slightly more likely to have a seizure caused by fever. Ask your doctor for more information. Tell your doctor if a child who is getting flu vaccine has ever had a seizure.

Problems that could happen after any injected vaccine:

- People sometimes faint after a medical procedure, including vaccination. Sitting or lying down for about 15 minutes can help prevent fainting, and injuries caused by a fall. Tell your doctor if you feel dizzy, or have vision changes or ringing in the ears.
- Some people get severe pain in the shoulder and have difficulty moving the arm where a shot was given. This happens very rarely.
- Any medication can cause a severe allergic reaction. Such reactions from a vaccine are very rare, estimated at about 1 in a million doses, and would happen within a few minutes to a few hours after the vaccination.

As with any medicine, there is a very remote chance of a vaccine causing a serious injury or death.

The safety of vaccines is always being monitored. For more information, visit: www.cdc.gov/vaccinesafety/

5. What if there is a serious reaction? What should I look for?

- Look for anything that concerns you, such as signs of a severe allergic reaction, very high fever, or unusual behavior.

Signs of a severe allergic reaction can include hives, swelling of the face and throat, difficulty breathing, a fast heartbeat, dizziness, and weakness. These would start a few minutes to a few hours after the vaccination.

What should I do?

- If you think it is a severe allergic reaction or other emergency that can't wait, call 9-1-1 and get the person to the nearest hospital. Otherwise, call your doctor.
- Reactions should be reported to the Vaccine Adverse Event Reporting System (VAERS). Your doctor should file this report, or you can do it yourself through the VAERS web site at www.vaers.hhs.gov, or by calling **1-800-822-7967**.

VAERS does not give medical advice.

6. The National Vaccine Compensation Program

The National Vaccine Injury Compensation Program (VICP) is a federal program that was created to compensate people who may have been injured by certain vaccines.

Persons who believe they may have been injured by a vaccine can learn about the program and about filing a claim by calling **1-800-338-2382** or visiting the VICP website at www.hrsa.gov/vaccinecompensation. There is a time limit to file a claim for compensation.

7. How can I learn more?

- Ask your healthcare provider. He or she can give you the vaccine package insert or suggest other sources of information.
- Call your local or state health department.
- Contact the Centers for Disease Control and Prevention (CDC):
 - Call **1-800-232-4636 (1-800-CDC-INFO)** or
 - Visit CDC's website at www.cdc.gov/flu

INSURANCE

Student insurance is available at a nominal cost and is optional. When a student under this plan is injured, he/she will be given a claim form from the school office.

All students participating in athletics must have insurance to cover any injuries. If school insurance is used to cover students participating in athletics, they must carry the 24 hour per day policy.

INTERROGATIONS AND SEARCHES (POLICY 6.303)

School personnel have a duty to report any reasonable suspicion that a student is carrying, or has carried, a weapon or is violating, or has violated, a provision of the Tennessee Drug Control Act to the principal, the principal's

designee or, if the principal and the principal's designee are unavailable and the offense was committed on school property, to the appropriate authorities.

INTERROGATIONS BY SCHOOL PERSONNEL

Students may be questioned by teachers or principals about any matter pertaining to the operation of a school and/or the enforcement of its rules. Questioning must be conducted discreetly and under circumstances which will avoid unnecessary embarrassment to the student being questioned. Any student answering falsely, evasively or refusing to answer a proper question may be subject to disciplinary action, including suspension.

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

INTERROGATIONS BY POLICE (AT ADMINISTRATOR'S REQUEST)

If the principal has requested assistance by the police department to investigate a crime involving his/her school, the police shall have permission to interrogate a student suspect in school during school hours. The principal shall first attempt to notify the parent(s)/guardian(s) or legal custodians of the student of the intended interrogation unless circumstances require otherwise. The interrogation may proceed without attendance of the parent(s)/guardian(s) or legal custodians. The principal or his/her designee shall be present during the interrogation.

The use of police women, if at all possible, or female staff members will be used for interrogation of a female student.

POLICE-INITIATED INTERROGATIONS

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

SEARCHES BY SCHOOL PERSONNEL

Any principal, or his/her designee, having reasonable suspicion may search any student, place or thing on school property or in the actual or constructive possession of any student during any organized school activity off campus, including buses, vehicles of students or visitors

(Notice shall be posted in 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), and containers or packages if he/she receives information which would cause a reasonable belief that the search will lead to the discovery of:

1. Evidence of any violation of the law;
2. Evidence of any violation of school rules or regulations or proper standards of student or faculty conduct;
3. Any object or substance which, because of its presence, presents an immediate danger of harm or illness to any person.

A student using a locker that is the property of the school system does not have the right of privacy in that locker or its contents. All lockers or other storage areas provided for student use on school premises remain the property of the school system and are provided for the use of students subject to inspection, access for maintenance and search. *Notice shall be posted in each school that lockers and other storage areas are school property and are subject to search.*

A student may be subject to physical search or a student's pocket, purse or other container may be required to be emptied because of the results of a locker search, or because of information received from a teacher, staff member or other student if such action is reasonable to the principal. All of the following standards of reasonableness shall be met:

1. A particular student has violated policy;
2. The search could be expected to yield evidence of the violation of school policy or disclosure of a dangerous weapon 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 primary purpose of the search is not to collect evidence for 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.

USE OF ANIMALS

When necessary, dogs or other animals trained to detect drugs or dangerous weapons may be used in conducting searches, but the animals shall be used only to pinpoint areas which need to be searched and shall not be used to search the persons of students or visitors.

USE OF METAL DETECTORS

In view of the escalating presence of weapons in the schools, the Board of Education authorizes the use of hand-held or walk-through metal detectors to check a student's person or personal effects as follows:

School officials or law enforcement officers may conduct metal detector checks of groups of individuals if the checks are done in a minimally-intrusive, nondiscriminatory manner (e.g., on all students in a randomly selected class; or every third individual entering an athletic event). Metal detector checks of groups of individuals may not be used to single out a particular individual or category of individuals.

If a school official or a law enforcement officer has reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal-containing object or weapon, s/he may conduct a metal detector check of the student's person and personal effects.

A student's failure to permit a metal detector check as provided in this policy will be considered grounds for disciplinary action including possible suspension.

The director of schools shall develop procedures for use of metal detectors

SEARCHES BY POLICE

If public health or safety is involved, upon request of the principal who shall be present, police officers may make a general search of students' lockers and desks, or students' or nonstudents' automobiles for drugs, weapons or items of an illegal or prohibited nature. If the principal has received reliable information which he/she believes to be true that evidence of a crime or of stolen goods, not involving school property of members of the school staff or student body, is located on school property and that any search for such evidence or goods would be unrelated to school discipline or to the health and safety of a student or the student body, he/she shall request police assistance; and procedures to obtain and execute a search warrant shall thereafter be followed.

Anything found in the course of the search conducted in accordance with this policy which is evidence of a violation of the law or a violation of student conduct standards may be:

1. Seized and admitted as evidence in any hearing, trial, suspension or dismissal proceeding. It should be tagged for identification at the time it is seized and kept in a secure place by the principal or the principal's designee until it is presented at the hearing. At the discretion of the principal, the items seized may be returned to the parent or guardian of a student or, if it has no significant value, the item may be destroyed, but only with the express written permission of the director of schools.
2. Any seized item may be turned over to any law enforcement officer. Any dangerous weapon or drug as defined in TCA 49-6-4202 shall be turned over to an appropriate law enforcement official after completion of an administrative proceeding at which its presence is reasonably required.

Whenever the possibility of uncovering evidence of a criminal nature exists, the principal or his/her

Designee may request the assistance of a law enforcement officer to:

1. Search any area of the school premises, any student or any motor vehicle on the school premises; or
2. Identify or dispose of anything found in the course of a search conducted in accordance with this policy.

If deemed necessary by the principal, and if requested by the principal, any assistance given by law enforcement officers may include and be facilitated by the use of dogs trained to detect illegal drugs and drug paraphernalia by odor. However, such dogs shall not be used to sniff the person of any student. Any discovery of illegal drugs or drug paraphernalia will be handled by the principal as a school matter, and thereafter, turned over to law enforcement officer for proper disposal.

The involvement of law enforcement officials is encouraged when there is reasonable cause to suspect that criminal evidence is about to be uncovered.

LIBRARY/MEDIA CENTER

South Cumberland Elementary students receive a library period once a week. During this time students have access to books, magazines, and computers.

Circulation Procedures

All circulating books may be checked out for a one week period. Books may be renewed provided there is not a demand for that particular title or subject matter. Students with outstanding overdue books are subject to having report cards held.

Reference Materials

Encyclopedias, atlases, etc. are for in-library use only. A copy machine is available and a copy can be made at a cost of 15 cents per page. Designated older encyclopedias may be borrowed for the regular one-week period.

Periodicals

Current issues of magazines are on display in the rack and are non-circulating. Older issues of magazines may be borrowed for a one-week period. If you need a picture for projects, see the librarian for a copy.

Lost or Damaged Materials

Lost materials or those damaged beyond reasonable repair must be paid for at the replacement cost.

LOCKERS /STORAGE AREAS

All students that are required to dress out for physical education will be assigned a locker for storage. Each 7th and 8th grade student will be assigned a hallway locker for personal use. Students are encouraged to use a key or combination lock. Locks will not be issued at school. All combinations must be given to homeroom teacher or physical education teacher. Lockers are to be kept in such condition that the doors completely close and no articles are left hanging outside. Locker privileges can be taken away if the rules are not followed. According to Tennessee State Law lockers / storage areas are school property and are subject to search.

LOST AND FOUND

A lost or found article may be inquired about in the office. At the end of each school year all articles not claimed will be donated or discarded.

MAKE-UP WORK

All missed class work or tests (whether from excused or unexcused absence) may be made up if the student makes the request immediately upon returning to school and if class time is not taken from other students.

Make immediate plans to do all make-up work due to absence. Normally, all make-up work must be made up in a period of no less than three (3) days nor greater than the number of days missed, if more than three. If this work is not completed within these time limits, the student may receive a zero (0). The student will be graded on work completed.

MEDICATIONS

Students are not to maintain any form of medication in their possession.

Any prescription medication will be kept in the office and given to the students as designated when treatment is necessary for school attendance and cannot be otherwise accomplished. Parents are required to bring the prescribed medication to school in the original container appropriately labeled by the pharmacy. Parent(s) may request that the pharmacist dispense two bottles of medication, one for home and one for school. **These medications are not to be sent by students to school.** The parent(s) will have to complete a medication form for each prescribed medication. The school nurse encourages short term antibiotics (tablets and liquids) be given at home before and after school as well as over-the-counter medication/preparations, such as, Tylenol, aspirin, Benadryl, cough syrups, lotions, or ointments). If over-the-counter medication/preparations are necessary, including cough drops or throat lozenges, those medications must be supplied by the parent in their original containers to nurse with written consent from parents.

MENTAL HEALTH of our STUDENTS

To address the mental health needs of our students, South Cumberland follows the mental health standards and guidelines adopted by the Cumberland County School System. Protocols for the delivery of in-school mental health services have been established for our individual school. The steps described within these protocols guide our actions as we strive to assist our students with mental health needs and concerns.

In an effort to coordinate mental health services within the community, Memorandums of Understanding (MOU's) have been agreed upon by the Cumberland County School System and the following entities: Youth Villages, the Avalon Center, the Tennessee Department of Children Services, Cumberland Mountain Mental Health Center, and the Cumberland County Juvenile Justice Center. These MOU's specify the responsibilities of each party to the other in their respective efforts to address mental health issues.

MIGRANT OCCUPATIONAL SURVEY STATEMENT

This form is given only to new enrollees. Migrant status is determined by employees at the TN Migrant Education Program Office. This form is required for all student cumulative folders.

MONEY/VALUABLES/OTHER ITEMS

The school will not be responsible for lost or stolen items. Students should not bring large amounts of money or valuable items to school. Laser pointers should not be brought to school. Students may not bring radios, tape players, music boxes, iPods, video games, CD players, skateboards, fidget spinners, baseball cards, or any other type of toy to school unless prior permission has been given by the teacher.

MOTORIZED VEHICLES

No student will be allowed to drive any type of motorized vehicle to school. Unauthorized vehicles found on school campus will be towed at the owner's expense. According to Tennessee State Law vehicles on school property are subject to search.

NOTE PASSING ON SCHOOL PROPERTY BY STUDENTS

Students have ample time to communicate and socialize with each other everyday. Therefore, students are not allowed to communicate by writing notes. This form of communication tends to occur during class time and causes a distraction in the learning environment. Students caught writing notes will be subject to normal disciplinary procedures.

PARENT-TEACHER COMMUNICATION

One of the best ways to encourage student progress is through open communication between parents and teachers. Parents can contact teachers through notes, emails, phone calls, and meetings. Please remember that our students are our first priority. Emails and phone calls will be returned as soon as possible.

PASSIVE CONSENT/PHOTO USAGE PERMISSION

There are occasions for our children to appear in publications, on the school website, etc. when our school is receiving publicity for various events. We apply passive consent to the use of your children's image in these photos. Please inform your child's teacher in written form if you do not want your child included in any school publicity efforts.

PHONE USE

School phones are for emergency use only. Emergency calls do not include forgotten lunch money, forgotten items, permission to stay after school, or permission to go home with another student. If a student must call home due to illness, office personnel must have a permission slip from the student's teacher before any calls are made. Students will not be called out of class for phone calls of any kind (if an emergency exists, the call will be transferred to the principal for immediate attention).

PLANS (County and School)

All system and school improvement plans and parent involvement plans are on file at the school and available for review upon request.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

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

1. The right to inspect and review the student's education records within 45 days after the day the [Name of school ("School")] receives a request for access.
Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
Parents or eligible students who wish to ask the [School] to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

1. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

2. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

RESPONSE TO INTERVENTION (RTI)

Cumberland County School District is committed to helping all children succeed. We have many ways to help children who are struggling to learn and who need additional supports to be successful. Response to Instruction and Intervention (RTI²) is one form of support.

Key components of RTI²

A key component of RTI² is that all children receive high quality curriculum and instruction in the general education classroom (Tier I).

Another component of RTI² is that the school conducts universal screenings three times per school year. Universal screenings review the performance and progress of all students through brief assessments. Universal screenings help schools identify students who may need more support or other types of instruction. STAR Reading, STAR Math, and STAR Early Literacy are the universal testing tools used by Cumberland County.

As a result of universal screenings, students may be identified as needing targeted interventions (Tier II) in addition to the high quality instruction they are receiving in Tier I. Research based interventions are used to support students in the area(s) in which they are struggling. Research based interventions are teaching strategies or methods that have been proven effective in helping children learn.

Another key component of RTI² is progress monitoring. Progress monitoring is a way to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be changed. This information is shared with parents on a regular basis.

When progress monitoring indicates that the intervention is no longer needed, the child continues to receive support from the general education curriculum (Tier I). When progress monitoring shows that a child is not responding to the intervention, another approach or intervention may be tried. If a higher level of support is needed, students may be given more intense intervention that further focuses on the supporting skills they need to be successful learners (Tier III). Students who do not respond to Tier III interventions may be referred for special education.

Contact your child's school RTI² Coordinator for more information about how RTI² is being implemented in your child's school.

REGISTRATION

Each student should complete a registration form provided by the office, upon enrolling in school. Should address or phone number change, please forward the information to student's teacher so proper changes can be made. **All students MUST provide the school with emergency numbers.**

SAFETY

"Keep Your School Safe"
Know about Weapons in your school?
Know about Violence in your school?
Know about school Vandalism?
Being bullied or know someone being bullied?
Being Sexually harassed or Just harassed?
"Break the Code of Silence"
Call 1-931-456-6461
Leave your Confidential Message
All calls will be investigated
It's your school - Keep it safe

SCHOOL NURSE

A Licensed Practical Nurse is on duty daily during school hours. The nurse makes contact with parents of sick children and provides in-class health lessons.

SCHOOL RESOURCE OFFICER

A Sheriff from the Cumberland County is on duty during school hours. This officer helps keep the students at South Elementary safe.

SELLING OR TRADING OF ITEMS

No items are to be brought to school for selling or trading unless they are items being sold by this school in a fund raising activity. No items may be sold or traded for personal profit. All fund raisers will be cleared through the administrative staff.

504 SERVICES

The Rehabilitation Act of 1973, commonly referred to as Section 504, is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks.

If you believe your child qualifies for this program through any disability, which interferes with their learning, please contact the office to speak with our 504 Coordinator. A copy of the 504 request form can be found at the end of the handbook.

Cumberland County Schools Parent/Student 504 Rights in Identification, Evaluation, and Placement

The following is a description of the rights granted to students with a disability by Section 504 of the Rehabilitation Act of 1973, a civil rights statute, which prohibits discrimination against persons with a disability in any program or activity receiving federal financial assistance. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;
2. Have your school district advise you of your rights under federal law;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;

5. Have your child educated in facilities and receive services comparable to those provided non- disabled students;
6. Have your child receive special education and related services if s/he is found to be eligible under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act;
7. Have evaluation, education, and placement decisions made based upon a variety to information sources, and by persons who know the student, the evaluation data, and placement options;
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would have been incurred if the student were placed in a program operated by the district;
9. Have you child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, education program, and placement;
11. Obtain copies of education records at a reasonable cost, unless the fee would effectively deny you access to the records;
12. A response from the school district to reasonable requests for explanations and interpretations of your child's records;
13. Request the amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing
14. File a local grievance;
15. Request voluntary mediation or an impartial hearing related to decisions or action regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you. Written hearing requests must be submitted to the 504 Coordinator/designee of the local school system and include the following information:
 - The reason for the request;
 - A suitable time for the hearing: morning, afternoon, evening;
 - Two possible dates for the hearing; and
 - Whether the hearing will be closed or open to the public

The hearing must be held no less than fifteen (15) days and no more than thirty (30) days from the time you asked for the hearing, unless you agree otherwise, or the impartial hearing officer grants a continuance at the request of one of the parties.

Reasons for the request:

1. Denied identification, evaluation or educational placement of persons who, because of a disability, need or are believed to need special education or related services.
2. Placed in a setting which is not the least restrictive environment.
3. Denied appropriate services due to inaccessibility of programs.
4. Denied modifications to regular education program because of identified disability.
5. Denied participation in extracurricular and nonacademic activities because of disability.
6. Ask for payment of reasonable attorney fees.

The person in Cumberland County Schools who is responsible for ensuring compliance with Section 504 is:

Vicki Presson, District Section 504 Coordinator , 931-484-3301

Cumberland County Schools Due Process Hearing Procedures

Section 504 of the Rehabilitation Act of 1973 provides the right to an impartial due process hearing if a parent wishes to contest any action of the Cumberland County Schools with regards to a child's identification, evaluation, and placement under Section 504. This provision is found within 34 CFR §104.36. If a parent/guardian requests a Section 504 hearing with Cumberland County Schools, the parent/guardian has the right to personally participate and to be represented at the hearing by an attorney or advocate at the parent's expense.

Contested actions or omissions that are appropriate for a Section 504 hearing with Cumberland County Schools should involve identification, evaluation, or placement issues involving a child who has or is believed to have a disability.

Request for Due Process

A parent/guardian who wishes to challenge Cumberland County Schools action or omission with regards to the identification, evaluation, or placement of a student who has or is believed to have a disability as defined by Section 504, shall make a written or oral request for a due process hearing to Cumberland County School's Section 504

coordinator. If a request is received orally, it should be reduced to writing or the parent/guardian should be provided a form to reduce the request to writing. The written request must make clear that the parent is seeking a due process hearing under Section 504 before an impartial Section 504 hearing officer. The written request must be made on a form provided by Cumberland County Schools for that purpose. If the intent to seek a due process hearing is not clear from the face of the request, Cumberland County Schools Section 504 coordinator may contact the parent to clarify the request and ascertain whether the parent wishes to initiate a Section 504 due process hearing. The coordinator may also assist the parent in clarifying any questions regarding due process rights under Section 504. Timelines for the appointment of a hearing officer will not begin until it is clear from the parent/guardian's request for due process that the dispute at issue is regarding the Section 504 identification, evaluation or placement of a child. If after such communication, Cumberland County Schools is still unsure whether the parent is requesting a due process hearing under Section 504, Cumberland County Schools shall initiate due process procedures, and appointed hearing officer will hold a pre-hearing conference to decide whether the parent is seeking a due process hearing under Section 504, and whether the hearing office has jurisdiction to entertain the claims and issues raised by the parent.

Hearing Officer

Cumberland County Schools will appoint an impartial hearing officer to preside over the hearing and issue a decision. Such appointment will be made within fifteen (15) days of the date of receipt of a clear request for a due process hearing. The hearing officer will be hired by Cumberland County Schools as an independent contractor at no expense to the parent. The hearing officer that is appointed shall not be a current employee of Cumberland County Schools, and shall not be related to any member of Cumberland County Schools local board of education. The hearing officer need not be an attorney, but shall be familiar with the requirements of Section 504 and Cumberland County Schools hearing procedures under Section 504. The District's choice of an impartial hearing officer is final and may not be presented as an issue at the due process hearing, since such an issue would not relate to the identification, evaluation, or placement of a disabled child under Section 504. If a parent/guardian disputes the impartiality of the appointed hearing officer, s/he may raise such issue in a review of the hearing officer's opinion by a court of competent jurisdiction or in a complaint to the Office for Civil Rights. The regional office which covers Tennessee is: U.S. Department of Education Office for Civil Rights - Atlanta | 61 Forsythe Street, SW, Suite 19T70 | Atlanta, GA 30303 | (404-974- 9406).

Scheduling of Hearing

The appointed hearing officer shall issue an Order Setting Hearing Date to the parent/guardian and Cumberland County Schools Section 504 coordinator in writing. Such Order shall set a date for the hearing to be held within fifteen (15) days of the date of issuance of the hearing officer's Order. The Order shall also set forth a mutually agreeable time and place for the hearing.

Continuances

Upon a showing of good cause, the hearing officer, at his/her discretion may grant a continuance of the hearing date and set a new hearing date by issuing a written Amended Order Setting Hearing.

Legal Representation at Hearing

Cumberland County Schools will not have legal representation at the hearing unless the parent notifies Cumberland County Schools that they will have legal representation. If a parent/guardian is represented by a licensed attorney at the due process hearing, s/he must inform Cumberland County Schools Section 504 coordinator and the appointed hearing officer of that fact, in writing, at least seven (7) calendar days prior to the hearing date, or the hearing can be continued upon Cumberland County Schools request.

Pre-Hearing Conference

The hearing officer may order a Pre-Hearing Conference during which the parent/guardian or his/her representative will state and clarify the issues to be addressed at the hearing. The Pre-Hearing Conference will also serve to resolve preliminary matters, clarify jurisdictional issues, and answer the parties' questions regarding the hearing process. The Pre-Hearing Conference can be held via telephone or in person depending on the Hearing Officer's decision based on the convenience to both parties.

Dismissals

If, after the Pre-Hearing Conference, the hearing officer finds that the parent, as a matter of law, alleges and/or raises no factual claims or legal issues that come within his/her jurisdiction as a Section 504 hearing officer, s/he may dismiss the hearing and issue an order to that effect explaining the basis for such finding.

Hearing

The hearing shall be conducted in an informal, non-adversarial manner. The parties shall address the hearing officer by name (i.e. Mr. or Ms.). The hearing shall be closed or open to the public as the parent/guardian's request. The

federal nor the Tennessee Rules of Evidence or Procedure will apply. The hearing officer may reasonably limit testimony and introduction of documentary exhibits for reasons or relevance.

Recording

Instead of a formal written transcript produced by a court reporter, the entire due process hearing will be tape-recorded. The parent/guardian may obtain a copy of the tape-recording, at his/her request. In order for an accurate recording to be made, the parties and witnesses shall introduce themselves at the beginning of their presentations. If a parent/guardian proceeds to a review of the due process hearing decision to a court of competent jurisdiction, Cumberland County Schools will prepare a written transcript of the hearing tape-recording to be offered to the court as an exhibit.

Witnesses

Witnesses will present their information in narrative form, without the traditional question and answer format of legal proceedings. Cross-examination of witnesses will not be allowed, but a party may request that the hearing officer, at his/her discretion, ask a witness a certain question.

Format of Presentation

Each side will have an equal amount of time to present their positions to the hearing officer, who will make the determination as to time constraints based upon the issues involved. The parent/guardian will present its case first, by making an opening statement, which outlines the parent/guardian's position on all issues, presenting personally, calling additional witnesses, and making a closing argument. Cumberland County Schools will present its side next. All of the preceding may be done either personally or through counsel, except for personal presentations or statements. At the end of the Cumberland County Schools presentation, the parent/guardian may offer a short response to Cumberland County Schools case.

Submission of Documentary Exhibits

As part of their presentations, the parties may submit any reports, evaluations, correspondence, notes, or any other documents that may support their positions and that the hearing officer will admit at his/her discretion. Exhibits submitted to the hearing officer by either party must be marked. The hearing officer may, in the exercise of his/her discretion, reasonably limit the number of documents to be submitted for his/her review, as well as the number of witnesses and the length and/or scope of their presentations or statements.

Closing Argument/Briefs

The hearing officer may allow or request written closing arguments summarizing and characterizing the information presented at the hearing; and provide legal authority in support of each party's position. The hearing officer will set time lines for their submission at the conclusion of the hearing.

Decision

The hearing officer may make an oral ruling at the conclusion of the hearing or take the case under advisement; but, in all cases, the hearing officer shall issue a written opinion addressing and ruling on all issues raised by the Petitioner, indicating what corrective action, if any, Cumberland County Schools must take. Formal findings of fact and conclusions of law are not required. Any issue or claim raised by the parent/guardian that is left unaddressed by the hearing officer in his/her decision will be deemed to have been denied. The hearing officer should include in his/her decision that the unaddressed issues/claims have been denied. The decision must be issued within forty-five (45) days after the date the Request for a Due Process Hearing is received by the district. The hearing officer may not award attorneys' fees as a part of the relief granted to a parent/guardian or the district.

Review Procedure/Appeal

If the parent/guardian is not satisfied by the decision of the hearing officer, s/he may seek review of the hearing decision in a court of competent jurisdiction (generally the closest federal district court).

Complaints to the Office for Civil Rights (OCR)

A parent/guardian may file a complaint with the Office for Civil Rights (OCR) if s/he believes that Cumberland County Schools has violated any provision or regulation of Section 504. The filing of a complaint does not affect the hearing process or the time lines set forth above. OCR addresses Section 504 complaints separately and independently of the local hearing process, in accordance with the guidelines set forth in OCR's Case Processing Manual. A parent/guardian should contact OCR or consult its Case Processing Manual concerning timeframes for filing OCR complaints.

The OCR office for Tennessee is located at:

Atlanta Office Office for Civil Rights U.S. Department of Education

61 Forsyth St. S.W., Suite 19T10

Atlanta, GA 30303-8927

Telephone: 404-974-9406

FAX: 404-974-9471; TDD: 877-521-2172

Email: OCR.Atlanta@ed.gov
The OCR National Headquarters is located at:
U.S. Department of Education Office for Civil Rights
Lyndon Baines Johnson Department of Education
Bldg 400 Maryland Ave. SW, Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 877-521-2172
Email: OCR@ed.gov

SPECIAL EDUCATION SERVICES

Cumberland County Schools offers special education services to students with physical disabilities, emotional problems, learning disorders and speech, hearing and visual impairments. Services are also provided for students in need of homebound students. If your child received early intervention services as an infant or toddler up to age three, and may still need special education, your service coordinator will assist you with transition planning and making a referral to Preschool Special Education. If your preschool-age child did not receive early intervention services, but has some delays or lags in development such as difficulty in talking moving around thinking, or learning or is facing physical or behavioral challenges - you, or professionals who know your child, may make a referral to Cumberland County School Preschool Special Education who will assist you in completing the referral process. Cumberland County Schools are committed to finding students suspected of having disabilities as early as we can. Children with disabilities that impact their learning have the right to a free appropriate public education from the time they turn three years old until they are twenty-one.

STUDENT CONCERNS

Any student concerns or problems should be addressed with the teacher and/or the school guidance counselor.

STUDENT FEES AND FINES (Policy 6.709)

Report card and transcripts will be held until all outstanding fees are paid with all textbooks and library books returned.

TARDINESS AND EARLY DISMISSAL (EARLY CHECK-OUTS)

School hours are from 7:45 a.m. to 2:45 p.m. Students that arrive after 7:45 must report to the office to sign in and receive a tardy pass in order to be admitted to class. Students **do not** receive an excused tardy because parents brought them late. **Written excuse notes must be provided to the attendance clerk in order for the tardy or early dismissal to be excused.**

Acceptable reasons to receive **excused trades and excused early dismissals** shall be the same as for excused absences. (See: Attendance Policy)

Students that receive five (5) unexcused trades, unexcused early dismissals, or any combination of the two within a nine-weeks period may result in parent/teacher conference or disciplinary action as stated in the Code of Acceptable Behavior and Discipline for Cumberland County Schools.

The school requests that students not be checked-out after 2:15.

THIRD GRADE PROMOTION STANDARDS

The Tennessee Legislature took action to emphasize the importance of reading by enacting the following into law:

"Beginning with the 2011-2012 school year, a student in the third grade will not be promoted to the next grade level unless the student has shown a basic understanding of curriculum and ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. However, such student may be promoted if the student participates in a research-based intervention prior to the beginning of the next school year. This section shall not apply to students who have IEP's pursuant to 20 U.S. C. ss1400 et seq."

Parents will be notified by the school if the test scores for their child indicates the child is below proficient in reading. Additional help will be offered during an after-school program.

TEXTBOOKS

Textbooks are issued by the teacher. Lost or damaged books (including library books) must be paid for before another textbook may be issued or before school records may be transferred to another school or before grade cards can be released.

TECHNOLOGY Student Acceptable Use Policy

Cumberland County Schools has access to computers, networks, and the Internet. This technology is the most effective way we have found for introducing students to the global nature of information. It allows users to find, synthesize and share information in a variety of unique ways. A small minority of Internet users has made objectionable materials available over the Internet. Cumberland County Schools will take every precaution to restrict access to this information. However, an industrious user may discover information not acceptable for school use. We firmly believe that the valuable information and interaction available on the Internet far outweigh the possibility that users may obtain unsuitable material. Disciplinary action will be taken against users found sending or acquiring objectionable material over the Internet or developing objectionable material on school equipment.

Please remember the following:

- Never tamper with technology equipment that does not belong to you.
- All network communication must be polite, kind, and free from inappropriate language.
- Electronic mail is not guaranteed to be private.
- Personal addresses, phone numbers, and financial information shall not be included in network communication.
- No attempt to tamper with other people's data or to gain unauthorized access to accounts or files on the networks, including the Internet, is permitted.
- Cumberland County Schools does not own the copyright on any of its software and, except for a single copy for backup purposes or unless expressly authorized by the copyright owner(s), does not have the right to reproduce it.
- If you are unsure about any use of the networks or Internet, ask a faculty member.
- Cumberland County Schools does not condone and specifically forbids the unauthorized duplication of software.
- I will abide by copyright law.

A complete copy of the Internet Usage form can be found at the end of this handbook.

TITLE I

Our school is a school wide Title I school, meaning that all the students receive benefits from this federal program. Our Title I goal is to increase the achievement of all South Cumberland students in the all areas and more specifically in Language Arts and Mathematics. This achievement is to be measured thorough the amount of increase of performance level results on the Achievement Test.

Components of a Title I School -wide Program Plan

NCLB Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the Common Core State Standards must occur.
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.
 - b. Use effective methods and instructional strategies based on scientific research that:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, before-and after-school and summer programs opportunities, and a rich and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically underserved populations.
 - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program might include:
 - Counseling, pupil services, and mentoring services.
 - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
 - The integration of vocational and technical education programs.

- d. Address how the school will determine if such needs have been met.
- e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and on-going professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.
5. Strategies to attract highly-qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a public school preschool program to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.
10. Coordination and integration of federal, state, and local resources, services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. The eight components of a Title I Targeted-assistance Program plan. Under Section 1115(c), a targeted assistance program includes the following 8 components. It must—
 1. Use Part A resources to help participating children meet the State's student performance standards expected for all children. In order to do this, programs must:
 2. Be based on effective means for improving achievement of children.
 3. Ensure that planning for participating students is incorporated into existing school planning.
 4. Use effective instructional strategies that--
 - Give primary consideration to providing extended learning time such as an extended school year, before-and after-school, and summer programs and opportunities.
 - Help provide an accelerated, high-quality curriculum.
 - Minimize removing children from the regular classroom during regular school hours for Part A instruction.
 5. Coordinate with and support the regular education program, which may include--
 - Counseling, mentoring, and other pupil services.
 - College and career awareness and preparation.
 - Services to prepare students for the transition from school to work.
 - Services to assist preschool children's transition to elementary school.
 6. Provide instruction by highly qualified staff.
 7. Provide professional development opportunities with Part A resources, and other resources, to the extent feasible, for administrators, teachers, and other school staff who work with participating children.
 8. Provide strategies to increase parental involvement, such as family literacy services.

TITLE I SCHOOL

South Cumberland Elementary School is a school-wide Title I School.

South Cumberland Elementary School Parent/Family Involvement Plan

South Cumberland Elementary School recognizes that a child's education is a responsibility shared by the school and family. To support the goal of educating all students effectively, the school and family must work as knowledgeable partners. Although families are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children.

Parental/family involvement is the participation of parents/families in regular, two-way, meaningful communication involving student academic learning and other school activities, including and ensuring:

- that parents/families play an integral role in assisting their child's learning;
- that parents/families are encouraged to be actively involved in their child's education at school;
- that parents/families are full partners in their child's education and are included, as appropriate, in decision-making and advisory committees to assist in the education of their child.

Standard 1: Welcoming all families

- Families are welcomed by friendly front office staff that give them correct information and help them connect with appropriate faculty members.
- All parents/families are welcomed into the school and are treated with courtesy and respect by school employees.
- Parental input concerning school activities/policies is encouraged and valued.
- Communication with parents/families will be in a language and/or form, which can be understood by the parents/families.
- An annual parent/family meeting will be held at to which all parents/families of participating children are invited.
- Additional meetings will be arranged at various times to give parents/families greater opportunities for input and involvement.
- Parent meetings will be planned to address a variety of topics/concerns.
- School sign and monthly calendars inform families and community of school events.
- Parent group works with the school to organize a volunteer group that works with the faculty at school events. School events are kept low-cost or free.

Standard 2: Communicating effectively

- In the fall of each year, with the presentation of the State Report Card, South Cumberland Elementary School will inform parents/families of the academic assessment and adequate yearly progress at the annual meeting held at the beginning of each school year.
- The State/School Report Card will be made available online, at PTO meetings, and in the local newspaper.
- State curriculum guidelines, standards and assessment practices are discussed at annual parent/family meeting, parent teacher conferences or upon parent inquiry or request.
- Required notifications will be distributed to all students, parents, and families in handbook. Notifications will be sent in the child's native language. These items are also available on the community table at the front of the school.
- A student/parent handbook is provided which includes the Parent/School Compact. This is also available on the school website.
- Parents/families attend parent teacher conferences to discuss their child's educational program. Two are offered school-wide. Individuals may schedule meetings with teachers as needed during the school year.
- Parent/teacher meetings are arranged at varied times to accommodate the schedule of the parent.
- Parents/families are encouraged to contact the school about programs and services offered.
- Parents/families and school employees work cooperatively to improve educational opportunities.
- The school staff advertises school activities/events through various media outlets (flyers, school website, school sign, radio, newspaper).
- School calendars and classroom newsletters are distributed on a regular basis.
- Progress notes are sent home at least every four and a half weeks to update parents on student achievement and behavior.
- Parents whose second language is English are provided accommodations as needed.
- A parental involvement survey is completed once a year. These results guide the development of parent involvement groups.
- The principal shares information about school wide issues at PTO meetings with opportunities for individual follow-up discussion by appointment.
- PTO meets monthly and group president or principal informs group of current school issues and concerns. The group strategically looks at issues that affect families to determine whether there is a need for a school wide response.

Standard 3: Supporting student success

- Families assist in creating a parent network that fosters support for parents, students, faculty, and administration.
- Families attend parent gatherings, special events, and other activities offered by the school.
- Families respond to school surveys.
- Parents volunteer to work in the school.
- Families keep the school informed about contact information (new phone numbers, addresses) when changes occur.

- School personnel will be educated in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties with parents and the school.
- South Cumberland Elementary School, in collaboration with parents/families, shall establish programs and practices that enhance parent/family involvement at all grade levels and reflect the specific needs of students and their families.
- Parents can contact teachers through e-mail, notes or phone messages and receive a timely response.
- Teachers make contact with families at the start of the year to establish positive relationships.
- Parents are contacted with positive news as well as concerns about their children.
- Student work is displayed throughout the school. Data walls indicate academic progress towards meeting state standards.
- The principal presents the school's academic goals and reports on progress made previous year. PTO and principal collaborate to discuss needed academic improvements. Parents help develop strategies to support improvement.
- The school informs parents of after-school and before-school learning opportunities.

Standard 4: Speaking up for every child

- An annual parent/family meeting will be conducted at South Cumberland Elementary School in order to evaluate parent/family involvement. The effectiveness of involvement activities, the degree of participation, and any barriers to parent/family participation will be studied. The evaluation will include parents/families at all grade levels and in a variety of roles.
- Opportunities for parent/family participation in school activities, programs, and events will be provided equally.
- Surveys pertaining to school climate will be distributed, tallied, and analyzed to determine areas of needed improvement.
- Helpful parenting tips regarding how to monitor their child's academic progress, work with their child at home and partner with their child's teacher are included in newsletters and websites.
- The principal will provide information of the school's mission, goals and organizational structure. The PTO and school collaborate to determine the role of parent involvement in the school.
- Parental involvement mandates are included in the handbook and provided on the community table at the entrance into the school. Parents are provided rights and responsibilities under state and federal laws. These are explained to parents in meetings.
- Opportunities for before-school and after-school learning are provided to all families.
- Spring orientations assist children in transitioning to our school or to the high school. The guidance counselor meets with families to assist in high school class scheduling.

Standard 5: Sharing power

- A Family Engagement Policy and Parent/School Compact are developed with staff and parent input.
- Parents actively participate in the development, implementation, and evaluation of the School Improvement Plan and parental involvement plan.
- School policies/procedures are available for parent review and input.
- Families work with the school staff and teachers to revise the perceptions of the school's climate.
- Families attend Open House and other parent engagement meetings at various times to offer suggestions for improvement and to create an educational environment that is beneficial to students.
- Varied opportunities for parental/family involvement/input in school decisions, policies, and practices will be made available.
- Parents/families of children served in Title I schools will be involved in decisions regarding the use of Title I funds reserved for parent/family involvement.
- The school informs families about issues or proposed changes and gives them an opportunity to respond.
- Parents with diverse background are asked to join parent groups.
- The PTO works with school staff to address barriers to family involvement and student success.

Standard 6: Collaborating with community

- To strengthen the bond between the community and school, parents/community members are encouraged to be school volunteers.
- Community members/parents serve as resource persons for classroom activities.

- Families/students are encouraged to participate in extended learning opportunities available through varied civic groups within the community.
- Community resource information is shared with families.
- Community groups make presentations on programs available to children and families outside of school. School campus is utilized for meetings and practices of community groups.

PARENTAL NOTIFICATION UNDER ESEA (Elementary and Secondary Education Act)

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

Written complaint procedures: LEAs disseminate free of charge to parents of students, and to appropriate private school officials or representatives, adequate information about the State Educational Agency's (SEA) written complaint procedures for resolving issues of violation(s) of a Federal statute or regulation that applies to Title I, Part A programs. [34 CFR §200.11(d)]

Teacher qualifications and non-highly qualified teachers: Beginning with the 2016-17 school year, schools will no longer be required to provide notice to parents related to the highly qualified status of their child's teacher. NOTE: Under ESSA § 1112(e)(1)(A), at the beginning of each year, an LEA shall notify parents that they may request and the LEA will provide certain information regarding the professional qualifications of the student's teachers and paraprofessionals. This includes information about whether the student's teacher:

- 1) has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- 2) is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- 3) is teaching in the field of discipline not of the certification of the teacher; and
- 4) whether the child is provided services by paraprofessionals and, if so, their qualifications.

Title III requires that each eligible entity receiving a subgrant under §3114 shall include in its plan a certification that all teachers in any language instruction educational program for limited English proficient children that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communication skills. [ESEA Title III, Part A, §3116(c)]

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

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

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

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

Districts must give parents annual notice of an adoption or continued use of such policies and within a reasonable period of time after any substantive change in such policies. [20 U.S.C. §1232h(c)(2)] [ESEA Title II, Part F, §1061(c)]

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

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

Additionally, §9528 requires that parents be notified that the school routinely discloses names, addresses and telephone numbers to military recruiters upon request, subject to a parent's request not to disclose such information without written consent.

A single notice provided through a mailing, student handbook or other method that is reasonably calculated to inform parents of the above information is sufficient to satisfy the parental notification requirements of both FERPA and §9528. The notification must advise the parent of how to opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so. [ESEA §9528]

Military recruiter access to student information: Districts receiving federal education funds must notify parents of secondary school students that they have a right to request their child's name, address and telephone number not be released to a military recruiter without their prior written consent. Districts must comply with any such requests. [20 U.S.C. §7908(a)(2)] [ESEA §9528]

Parental involvement: A district receiving Title I funds and each school served under Title I must develop jointly with, agree on with, and distribute to, parents of children participating in Title I programs, a written parental involvement policy. If a school or district has a parental involvement policy that applies to all parents, it may amend the policy to meet the requirements under the ESEA. [ESEA Title I, Part A, §1118(a)(2)] [20 U.S.C. §6318(b); (c)] Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [ESEA Title I, Part A, §1118(b)(1)] Schools must hold at least one annual meeting for Title I parents;

- ✓ offer a flexible number of meetings;
- ✓ involve parents in an ongoing manner in the planning, review and improvement of Title I programs;
- ✓ provide Title I parents with timely information about the programs, a description and explanation of the curriculum, forms of academic assessment and expected levels of student proficiency;
- ✓ if requested, provide opportunities for regular meetings to discuss decisions related to the education of their children; and
- ✓ develop a school-parent compact that outlines the responsibilities of each party for improved student academic achievement. [ESEA Title I, Part A, §1118(c)]

Title III requires that each eligible entity receiving a subgrant under §3114 submit a plan to the SEA that describes how the eligible entity will promote parental and community participation in programs for limited English proficient children. [ESEA Title III, Part A, §3116(b)(4)]

Title III-funded LEAs are required to implement an effective means of outreach to parents of limited English proficient children to inform such parents of how they can be involved in the education of their children and be active participants in assisting their children to learn English, achieve at high levels in core academic subjects and meet the same State content and achievement standards all children are expected to meet. [ESEA Title III §3302(e)]

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

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

Individual achievement on state assessment: A school that receives Title I funds must provide each parent information on the achievement level of their child on each of the state academic assessments as soon as is practicably possible after the test is taken. [20 U.S.C. §6312(c)(1)(N)] [ESEA Title I, Part A, §1111(h)(6)(B)(i)] All schools must provide to parents, teachers and principals the individual student interpretive, descriptive and diagnostic reports, which allow specific academic needs to be understood and addressed, and include information on the student's achievement on academic assessments aligned with State academic achievement standards. [ESEA §1111(b)(3)(C)(xii)]

National Assessment of Education Progress: Districts, schools and students may voluntarily participate in the National Assessment of Educational Progress (NAEP). Parents of children selected to participate in any NAEP assessment must be informed before the assessment is administered that their child may be excused from participation for any reason, is not required to finish any assessment and is not required to answer any test question. A district must make reasonable efforts to inform parents and the public about their right to access

all assessment data (except personally identifiable information), questions and current assessment instruments. [ESEA Title VI, Part C, §411(c)(1); (d)(1)–(2)]

School-wide programs: A district must inform eligible schools and parents of school-wide program authority under which such schools may consolidate funds from federal, state and local sources to upgrade the entire educational program of the school. The school must serve an eligible attendance area in which at least 40% of the children in the area or enrolled in the school are from low-income families. [20 U.S.C. §6312(c)(1)(A)] [ESEA Title I, Part A, §1114]

Progress review: Each LEA shall publicize the results of the annual progress review to parents, teachers, principals, schools and the community so that the teachers, principals, other staff and schools can continually refine, in an instructionally useful manner, the program of instruction to help all children served under Title I to meet the challenging State student academic achievement standards. [ESEA §1116(a)(1)(C)]

Safe and drug-free schools programs: A district receiving safe and drug-free school program funds must inform and involve parents in violence and drug prevention efforts. The district must make reasonable efforts to inform parents of the content of safe and drug-free school programs and activities other than classroom instruction. If a parent objects in writing, the district must withdraw the student from the program or activity. [20 U.S.C. §7116(b); 20 U.S.C. §7163]

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

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

For a child not identified as limited English proficient prior to the beginning of the school year, the district must notify parents within the first two weeks of the child being placed in such a program. [20 U.S.C. §6312(g); §7012(a)–(d)] [ESEA Title I, Part A, §1112(g)(1)–(4)]

Each eligible entity using Title III funds to provide a language instruction education program, and that has failed to make progress on the annual measurable achievement objectives shall separately inform the parents of children identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs. All required information shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand. [ESEA, Title III, Part C, §3302(b)(c)]

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

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

The school must also:

- ✓ provide contact information for the local liaison for homeless children and the State Coordinator for Education of Homeless Children and Youths;
- ✓ provide assistance to the parent or guardian or unaccompanied youth to exercise the right to attend their choice of schools as provided for in subsection (g)(3)(A); and

- ✓ if applicable, coordinate with the local education agency with jurisdiction for the school selected, to provide transportation and other necessary services. [42 U.S.C. §11432(e)(3)(C),(E)] [ESEA Title X, Part C, §722(e)(3)(C)(I)–(iv)]

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

Each LEA liaison for homeless children and youth shall ensure the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. [ESEA Title X, Part C, §722(g)(6)(A)(iv)] Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters and soup kitchens. [ESEA Title X, Part C, §722(g)(6)(A)(v)]

21st Century Community Learning Centers: A program or activity funded as part of a 21st Century Community Learning Center providing before and after school activities to advance student academic achievement must undergo periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment. The results of evaluations shall be made available to the public upon request, with public notice of such availability provided. [ESEA §4205(b)(2)]

Waiver request: If a school district requests the U.S. Secretary of Education to waive any provision or regulation of the ESEA, it must provide notice and information about the waiver to the public in the manner in which is customarily provides public notice. [20 U.S.C. §7861(b)(3)(B)] [ESEA Title IX, Part D, §9401(b)(3)(B)(ii)]

GENERAL EXPECTATIONS FOR PARENT ENGAGEMENT (Policy 4.502)

Each school shall submit to the director of schools and board, for review and comment, its Title I school parent involvement policy, which must meet state and federal requirements, including a school-parent compact. This school level policy shall be developed jointly with and distributed to parent of participating students. A copy of these documents shall be retained in the district office and made available on the school's (if applicable) and school system's website.

SUPPORT FOR PROGRAM

If the Title I allocation is \$500,000 or more to the school system, then at least one percent (1%) of that allocation shall be reserved for the purpose of promoting parent involvement. Parents of students participating the the Title I programs shall be consulted on the use of these funds.

FAMILY-SCHOOL PARTNERSHIPS

Families and community members should be engaged in the education of students based on the following standards:

- Families are welcomed into the school community;
- Families and school staff should engage in regular and meaningful communication about student learning;
- Families and school staff work together to support student learning and development;
- Families are informed and encouraged to be advocates for students;
- Families are full partners in the decisions that affect children and families; and
- Community, civic, and business resources are made available to strengthen school programs, family practices, and student learning.

PARENT RESOURCE CENTER (county-wide)

A countywide and school-wide parental involvement policy is available for parental viewing in the school office or on the county-wide or school web site.

TITLE VI AND IX COMPLIANCE

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color or nation origin in programs or activities which receive federal financial assistance.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in educational programs or activities which receive Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence or sexual assault, is a form of sex discrimination prohibited by Title IX. Retaliation against those who raise complaints or participate in the complaint investigation and resolution process is also prohibited.

TOBACCO PRODUCTS

All uses of tobacco and tobacco products, including smokeless tobacco and electronic cigarettes, are prohibited in all of the school district's buildings.

Smoking shall be prohibited in any public seating areas, including but not limited to, bleachers used for sporting events, or public restrooms.

The use of tobacco or tobacco products, including smokeless tobacco and electronic cigarettes, will be prohibited in all vehicles, owned, leased or operated by the district.

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

Any student who possesses tobacco products shall be issued a citation by the school principal/resource officer. The director of schools, in cooperation with the juvenile court and the local (police/sheriff's department), is responsible for developing procedures for issuance of the citations which shall include the form and content of citations and methods of handling completed citations.

TUTORING/ENRICHMENT

Students are offered tutoring and enrichment through the 21st Century Program. Referrals are done by the teachers.

VACATION STATEMENTS

Any student who will miss school due to vacation is encouraged to submit a note to the principal from their parent/guardian prior to leaving on vacation. An early note will allow the teachers to get make-up work together prior to the vacation.

VISITORS

All visitors, including parents, to our school **MUST** check in at the office. Sales persons must obtain permission from the Director of Schools to visit schools. **All** visitors and parents should use the main front entrance.

VOLUNTEERS

We welcome volunteers at South Cumberland Elementary. Several times a year there will be opportunities for large numbers of volunteers to participate in school-wide activities. Individual teachers may make arrangements in their classroom for regular volunteer opportunities as well. **All volunteers must complete the volunteer form and return it to school at the beginning of the year for CCBOE approval,** in order to work in a classroom, chaperone a field trip, etc. A background check may be required if the volunteer is not under the direct visual supervision of a school employee. Thanks for your understanding and cooperation!

INCLEMENT WEATHER

During the winter months, school is sometimes canceled due to bad weather. Parents should listen to local radio stations for information on school cancellation or delays. We do not have this information at school. If school has been canceled the previous day, please listen to the radio to learn if there is a delay in the school starting time or if schools are on the regular schedule. Also, information about early dismissals is on the radio usually before we know it at the individual schools. When school is delayed due to bad weather, teachers are not required to come in early for extra duty. The doors will be opened 45 minutes prior to the announced time for school to begin.

WITHDRAWAL PROCEDURES

A student is not withdrawn from a teacher's roll unless directed to do so from the office. When a student is withdrawn, teachers are to initial the withdrawal sheet indicating that all books have been returned and that there are no outstanding financial obligations. A student's records are not released until books are returned or paid for and other financial obligations taken care of.

WORK EXPECTATIONS FOR STUDENTS

1. All students are to take their seats immediately upon entering the classroom.
2. Students are to come to class with their textbooks and the necessary materials for participation in the activities of the class.
3. Students are to be aware of and observe the rules their teachers set for determining talking in class.
4. The teacher determines when the instruction period is over. Students are to give the teachers their attention until instruction is finished.

5. Report to class on time.
6. Cheating will not be tolerated. It is cause for disciplinary action.
7. Students are answerable to every member of the staff. A teacher can, and is expected to, correct you for misbehavior even if he/she does not teach you.
8. Students are expected to cooperate with the judgment of the staff members

ZERO TOLERANCE OFFENCE School Board Policy 6.309

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

WEAPONS & DANGEROUS INSTRUMENTS

Students shall not possess, handle, transmit, use or attempt to use any dangerous weapon in school buildings or on school grounds at any time, or in school vehicles and/or buses or off the school grounds at a school-sponsored activity, function or event.

Dangerous weapons for the purposes of this policy shall include, but are not limited to a firearm or anything manifestly designed, made or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.

Violators of this section shall be subject to suspension and/or expulsion from school. Firearms (as defined in 18 U.S.C. § 921) In accordance with state law, any student who brings or possess a firearm on school property shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

DRUGS

In accordance with state law, any student who unlawfully possesses any drug including any controlled substance or legend drug shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

ASSAULT

In accordance with state law, any student who commits aggravated assault as defined in § 39-13-102 upon any teacher, principal administrator, any other employee of the school or school resource officer shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

ELECTRONIC THREATS

In accordance with state law, any student who transmits by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

NOTIFICATION

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

Department of Education Contact Information

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

<http://www.state.tn.us/education/topic/special-education-legal-services>.

TN Department of Education

Legal Services Division

Division of Special Education, Tennessee Department of Education

710 James Robertson Parkway

Andrew Johnson Tower, 5th Floor

Nashville, Tennessee 37243-0380

Phone: 615-741-2921

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

US Department of Education

Legal Division

Office of General Council

400 Maryland Avenue, SW

Washington, DC 20202

1-800-8725327

Child Advocacy and Group Contact Information

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

A few of these organizations are listed below:

The Arc of Tennessee is on the internet at <http://www.thearctn.org/>.

545 Mainstream Drive, Suite 100

Nashville, TN 37228-1213

Phone: 615-248-5878

Toll free: 1-800-835-7077

Fax: 615-248-5879

E-mail: info@thearctn.org

Support and Training for Exceptional Parents (STEP) is on the internet at <http://www.tnstep.org/>

712 Professional Plaza

Greenville, TN 37745

West Tennessee: Deborah McBride (731) 225-6034 Deborah.mcbride@tnstep.org	Middle Tennessee Joey Ellis (615) 693-2547 joey.ellis@tnstep.org	East Tennessee Beth Smith (423) 639-0125 ext. 10 donna.jennings@tnstep.org
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Cumberland County Schools
Request for Section 504 Due Process Hearing

Student's Name: _____ Date of Birth: _____

Student's Address: _____

School: _____

Parent/Guardian's Name: _____

Parent/Guardian's Address: _____

Parent/Guardian's Phone Number(s): _____

I am requesting that a Section 504 Due Process Hearing be scheduled regarding the following issues:

Section 504 identification: ____ 504 evaluation: ____ Section 504 placement: ____

Parent/Guardian/Authorized Representative Signature

Date

Return this form by FAX or MAIL to:

Keena Inman, 504 Coordinator 368 4th Street 931-484-3301 FAX: 931-456-5898

CONSENT/RELEASE FORM
URINE DRUG SCREEN FOR MINORS ENROLLED IN THE
CUMBERLAND COUNTY SCHOOL SYSTEM (CCSS) EXTRACURRICULAR ACTIVITIES

FULL NAME: _____ DATE: _____ GRADE: _____

DATE of BIRTH: _____ Last four digits of SS # _____ Male or Female

I understand that my child may be asked to undergo a random Urine Drug Screen to be eligible to participate in extracurricular activities in the Cumberland County School System. By signing this consent/release form I am authorizing the Cumberland County School System designee to conduct the Urine Drug Screen and release the results, whether positive or negative, to the Cumberland County Board of Education school officials, as designated by the director of schools, and as outlined in the Cumberland County Board of Education's Policy 6.3071.

Who is subject to this random Drug-Testing?

Students in grades 7-12 who participate in any extracurricular activity (basketball, football, soccer, cheer leading, band, chess, etc.).

1. Tests may be administered twice each school year.
2. Ten percent of students involved in each activity may be tested.
3. All extra-curricular groups must submit a roster to the school administrator with all members listed before the group begins activities.
4. Each student will be given an identification number to maintain confidentiality, beginning with the number one (1).
5. The ID numbers for each activity will be placed in separate containers and 10% may be drawn from the pool.
6. Students drawn will be brought to the testing area and will be required to give a urine sample. Administration will seek the randomly selected students in person, in effort to maintain confidentiality to the best of their ability.
7. Students will be notified of test results by drug screening personnel or school administrator.
8. Once a student is selected, he/she will remain in a waiting area until that student is screened.
9. The initial drug-screening test will be completed at no cost to students or parents.
10. Students with positive test results from the first screening may provide a physicians notation of prescription medication, may submit to drug counseling/treatment as outlined in the MOU with the TAD Center, or may have the split sample sent to a pre-determined independent drug screening lab at the parent's expense.
11. Should the results be challenged by the parent/guardian, any further testing will be the responsibility of the parent/guardian.
12. Parents must sign a permission slip for drug testing before students can participate in any extracurricular activity.
13. Please see Extracurricular Activity Drug Testing Procedure 6.3071.

My daughter/son _____ may be tested for drugs in compliance with the local Board of Education Policy # 6.3071.

Student Signature: _____ Date: _____

Parent/Guardian signature _____ Date: _____

DATE of Screening: _____

Revised 7-01-16

Cumberland County School District
Family Educational Rights and Privacy Act (FERPA)
Annual Notice of Student Education Record Privacy

Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds.

FERPA gives parents certain rights with respect to their child's education records. When a student reaches the age of 18 or attends a post-secondary school or college, the parent's rights transfer to the student and the student is then an "eligible student" under the law.

Under FERPA, parents and eligible students have the following rights:

- 1) To inspect and review the student's education records maintained by the school within 45 days of the school's receipt of a written request. The request should identify the record(s) being inspected. The school is not required to provide copies of records and may charge a fee if copies are requested. The following staff person may be contacted to seek access to your child's record:

Name of Staff: Lauren Cook Telephone: 931-788-6713

Email Address: lcook@ccschools.k12tn.net

You will be notified of the place and time the record(s) may be available for review

- 2) To request that a school correct records believed to be inaccurate or misleading. The request must be in writing and clearly specify: (a) the part of the record requesting to be changed, and (b) why it is inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement in the record about the contested information. The school is not required to consider requests for grade or disciplinary decisions, opinions of school officials in the education record, or the child's special education determination. The following staff person may be contacted to request an amendment to your child's record:

Name of Staff: Lauren Cook or Rhonda Terry Telephone: 931-788-6713

Email Address: lcook@ccschools.k12tn.net or terryr1@ccschools.k12tn.net

- 3) To control the disclosure of their child's personally identifiable information from their education record. The school or district must, with certain exceptions, obtain parent written consent prior to the disclosure of personally identifiable information from education records. An exception which permits disclosure to school staff with legitimate educational interests, such as a person employed by the district; a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, or therapist); or a parent or student serving on an official committee, such as a grievance or disciplinary committee or assisting another school official; and/or an official or another school district in which a student seeks to enroll. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill a professional responsibility. A school district may also disclose personally identifiable information from education records without prior written consent to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. Student directory information may also be disclosed without prior consent if the categories to be disclosed are designated and parents are given the opportunity to opt out prior to disclosure.

You have the right to file a complaint with the U.S. Department of Education at the following address if you feel the school district has failed to comply with the requirements of FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

**Family Educational Rights and Privacy Act (FERPA)
Parent Request for Non-Disclosure of School Directory Information**

Name of Student: _____ Date _____

Name of Parent: _____ School: South Cumberland Elementary

Use a separate for each child you are requesting nondisclosure of school directory information. Please return this form to:

South Cumberland Elementary School
Attn: Rhonda Terry
3536 Lantana Road
Crossville, TN 38572

*Parent/Guardian: Please complete the section below and return the entire form to your child's school.
Parent: Select either 1, 2, or 3 from the list below.*

I am requesting that my child's school take one of the following actions regarding the release of school directory information.

☐

1. Do not release ANY information about my child, including name, telephone number, grade level, etc.
OR

☐

2. Do not release the following information about my child (select one or more):

<input type="checkbox"/>	Student Name
<input type="checkbox"/>	Grade Level
<input type="checkbox"/>	Dates of attendance
<input type="checkbox"/>	Participation in school activities
<input type="checkbox"/>	Other _____

<input type="checkbox"/>	Phone number
<input type="checkbox"/>	Awards or school recognition
<input type="checkbox"/>	Photographs
<input type="checkbox"/>	Weight and height of athletic team members
<input type="checkbox"/>	_____

OR

☐

3. Notify me for my prior written consent before any directory information is disclosed or released about my child.

Signature of Parent/Guardian: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone: _____ Email Address: _____

Preferred method for school to communicate with parent/guardian:

☐

Email

☐

Telephone

OR

☐

4. Do **NOT** include my child's picture in the yearbook or release any information (such as Honor Roll) or photos to the newspaper or web.

LIFE LEADERSHIP DEVELOPMENT/FAMILY PLANNING PROGRAM

Parental Consent Form

Grades 6th through 12th

Dear Parent/guardian:

The Cumberland County School System is pleased to offer the Life Leadership Development Program for students in grades 6 through 12.

As a participant of this program, your child will receive a high quality, evidence based, and age appropriate education that supports adolescent health development. The purpose of this program is to provide growth, support, education, and guidance to adolescents regarding the development of healthy relationships, avoidance of drugs, sex, violence, and the development of character and leadership skills.

Trained personnel will present the course material from Life On Point curriculum, which are aligned to both state and national standards. The focus includes life skills, developing self-respect, discussions on puberty and the importance of abstinence.

Should the participant's parent or guardian wish to review the curriculum, you may do so upon request within the first 60 days of the given school year or semester. We are eager to work with you and help guide your young person along this sometimes challenging, but exciting life journey.

Participation in this program requires parent or guardian written consent. Therefore, if you desire for your child to participate in this program, please sign the form below and return to your student's assigned teacher. Throughout the program, assessments will be collected in an effort to evaluate and continue improving the program. Student's names will never appear on any reported data

Please do not hesitate to contact Marsha Polson, Director of Health Services & School Health, at 931-484-6135 for more information.

_____ YES, my young adult _____ (print name) may participate in the *Life On Point/Life Leadership Program* as presented by our trained facilitator(s). I understand that anonymous statistical data will be collected to assist in evaluating the program.

_____ NO, my young adult _____ (print name) may not participate in the *Life On Point/Life Leadership Program* as presented by our trained facilitator(s). I understand that my child will be provided an alternative activity in a different location during the program session(s).

Parent ' s Signature _____ Date _____

Student ' s Signature _____ Date _____

School _____

Teacher _____ Grade _____

TECHNOLOGY
Student Acceptable Use Policy

Cumberland County Schools Technology Department

Network and Internet Use Agreement Student

Cumberland County Schools has access to computers, networks, and the Internet. This technology is the most effective way we have found for introducing students to the global nature of information. It allows users to find, synthesize and share information in a variety of unique ways. A small minority of Internet users has made objectionable materials available over the Internet. Cumberland County Schools will take every precaution to restrict access to this information. However, an industrious user may discover information not acceptable for school use. We firmly believe that the valuable information and interaction available on the Internet far outweigh the possibility that users may obtain unsuitable material. Disciplinary action will be taken against users found sending or acquiring objectionable material over the Internet or developing objectionable material on school equipment.

Please remember the following:

- Never tamper with technology equipment that does not belong to you.
- All network communication must be polite, kind, and free from inappropriate language.
- Electronic mail is not guaranteed to be private.
- Personal addresses, phone numbers, and financial information shall not be included in network communication.
- No attempt to tamper with other people's data or to gain unauthorized access to accounts or files on the networks, including the Internet, is permitted.
- Cumberland County Schools does not own the copyright on any of its software and, except for a single copy for backup purposes or unless expressly authorized by the copyright owner(s), does not have the right to reproduce it.
- If you are unsure about any use of the networks or Internet, ask a faculty member.
- Cumberland County Schools does not condone and specifically forbids the unauthorized duplication of software.
- I will abide by copyright law.

I understand that computer, network and Internet use at Cumberland County Schools is a privilege and not a right and that my use of this privilege may be revoked at any time for any reason. As a condition of my use of the computers, networks and Internet, I will abide by the above Terms and Conditions for Technology/Internet Use at Cumberland County Schools, and by any future terms or conditions that may be developed. I understand disciplinary action will be taken if I am found abusing my computer, network, or Internet privileges. According to U.S. copyright law, unauthorized reproduction of software is a federal offense. Offenders can be subject to civil damages of as much as \$100,000 per title copied, and criminal penalties, including fines up to \$250,000 per work copied, and imprisonment up to 5 years per title copied.

User Name (please print) _____

User Signature _____

Date ____/____/____

(If you are under the age of 18, a parent or guardian must also read and sign this agreement)

_____ As the parent or guardian of this student, I have read the Terms and Conditions of this agreement. I hereby give my permission to issue a network and/or Internet account for my child.

Often schools wish to showcase success by posting pictures of students on the Cumberland County School's web site. It is the policy of the district to never identify a student with his or her name listed below the picture. Your child's picture will NOT be posted without this written permission.

_____ I also give permission for my child's picture to be placed on the Cumberland County School's web site. I understand that my child's name will not be used with the picture so his/her written identity will not be given.

Parent or Guardian _____ Date ____/____/____

School-Parent Compact

Dear Parent/Guardian:

We value your role in working to help your child achieve high academic standards. The following is an outline of some of the ways you and school staff can build and maintain a partnership to share the responsibility for supporting your child's learning.

School's Responsibility:

Provide high quality curriculum and learning materials.

Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress.

Provide opportunities for ongoing communication between you and teachers through, at a minimum:

Annual parent-teacher conferences,

Frequent reports regarding your child's progress, and opportunities to talk with staff, volunteer in class, and observe classroom activities.

Parent's Responsibility:

Encourage your child to attend school regularly

Encourage your child to show positive school behavior

Review your child's homework

Monitor television watching and encourage positive use of your child's extracurricular time

Volunteer in your child's school and classroom if time or schedule permits

Attend parent-teacher conferences and participate, when appropriate, in decisions relating the education of your child

Please review this School-Parent Compact with your child. This School-Parent Compact may be discussed with you during a parent-teacher conference as it relates to your child's school progress.

I have read the school handbook and am aware of all the school policies, rules, and regulations of South Cumberland.

I have also read all pertinent information concerning the county school policies and the school bus rules.

As the parent or guardian of this student, I have read the Terms and Conditions of the Acceptable Internet Usage Policy located in the handbook. I hereby give my permission to issue a network and/or Internet account for my child.

I will assist my child in following these rules during this 2018-2019 school year.

Parent Signature _____ Date _____

Student Signature _____ Date _____