

Rogersville City School
Handbook for Parents and Students



EVERY CHILD MATTERS

2021

Table of Contents

Table of Contents	2
A Message from the Administration...	3
RCS POLICIES & PROCEDURES	6
Enrollment	6
Academics	8
Attendance	13
Behavior	25
Health and Safety	40
School Nutrition	47
Transportation	49
Communication	52
Additional Policies and Procedures	53
Federal Projects and Legal Notices	61
STUDENT DIRECTORY INFORMATION DENIAL FORM	79
Handbook Acknowledgement	81

A Message from the Administration...

Welcome to Rogersville City School. Your educational journey is about to begin. You have the opportunity to travel paths that have already been blazed by a staff, school board, and students that have excelled and established a set of high standards. We encourage you to join us and to add to the excellent standards that have been established in academics, athletics, the arts and citizenship.

We encourage everyone to read this handbook carefully. While it is not intended to be a complete listing of rules and regulations, it will serve as a guide to the expectations and services that have been previously established by outstanding former students and staff.

May this year be rewarding and fulfilling in meeting the needs of all involved.

Sincerely,

Rhonda S. Winstead, Principal

MOTTO

“EVERY CHILD MATTERS”

MISSION STATEMENT

“To provide a learning community that challenges ALL students to realize their greatest potential.”

VISION

The Rogersville City School District produces a student-centered, academically-enriched program and collaborates with families and the local community to challenge learners and promote excellence for all.

BELIEF STATEMENTS

We believe:

1. All students can learn, and all students have individual learning styles and rates of progression.
2. All students have individual intellectual, emotional, physical, and social needs.
3. Family and community stakeholders support is vital for all students and should be encouraged.
4. A child's education is the joint responsibility of the school, the family, and the community.
5. All members of the school community should display a positive, respectful, and caring attitude.
6. Quality instruction is vital for optimum student achievement.
7. Every student has the right to learn; every teacher has the right to teach without disruptions and distractions.
8. Various types of assessments provide a broad view of students' individual progress.
9. Various methods of internal and external communication, including electronic, written, and verbal, must be utilized to effectively maintain dialogue with parents, students, staff, and the local community.
10. The academic needs of our students are constantly changing; and as educators, we must continually search for and implement proven, innovative methods to effectively educate all students to the highest degree possible.
11. We believe data driven and shared decision making should be a norm for the school system.
12. We believe that a child's health directly impacts his/her ability to learn.

13. We believe technology literacy is a vital component of instruction that enable students to become successful citizens in a dynamic global economy of the 21st century.

RCS POLICIES & PROCEDURES

Enrollment

Entrance Into School Immunization Policy

No child will be admitted to a public or private school in this state, irrespective of grade of transfer, who has not been immunized or is not in the process of being immunized. Students are to be in accordance with the Tennessee Department of Health immunization schedule against Poliomyelitis, Diphtheria, Mumps, Hepatitis B, Tetanus, Pertussis, Red Measles (Rubeola), and German Measles (Rubella). At the discretion of a school board, a child who has not received the appropriate total of doses of DTP and polio vaccines may enter school. However, a child may remain in school ONLY if he/she is in the active process of completing his/her immunizations not later than one month after enrollment. Any student whose immunization record is not current and is not in the active process of getting immunizations will not be allowed to attend school. Any exemptions must fall under the Tennessee Immunization Law.

Proof of Age Affidavit

Proof of age is required of all pupils. A pupil entering Pre-K, Kindergarten, or a student entering by transfer from another school must present an official means of age verification at the time of enrollment. **THE CHILD MUST ENROLL UNDER THE FULL LEGAL NAME.**

Proof of Residence

Proof of Residence will be required semi-annually for all students. (Each Semester - August and January and upon change of residence.) Rogersville City School has assumed the responsibility for investigating questionable addresses. This effort is supported by state law that allows for both the collection of tuition for the entire period a fraudulent address is used and collection of the costs of any legal action required. To comply with the residency requirements, the custodial parent or legal guardian must reside in the city. Frequently a claim is made that a student lives in the city with

someone else. This is not acceptable unless the person with whom they are staying obtains legal authority for the student. If you move out of the city during the school year and you want to continue sending your child to Rogersville City School, you must fill out a tuition application. If the application is approved, you must pay tuition effective the day you move. Tuition will be charged for the balance of the school year. Proof of residence upon moving is required.

Enrollment of Non-resident Students

The Rogersville City Board of Education will permit students residing outside the corporate limits of the city to enroll at the school under the following conditions:

1. Tuition students may attend the city school on space availability.
2. Tuition applications will be accepted from students currently attending the Rogersville City Schools beginning the first Monday of May. These applications are to be made through the school office. Applications for new tuition students, grades 1-8, will be accepted beginning June 1—July 31. These applications are to be made through the school office.
3. Tuition is set by the Board of Education and can be reviewed annually and is subject to change.

TUITION WAS WAIVED FOR THE 2020-2021 SCHOOL YEAR

DUE TO THE COVID 19 PANDEMIC.

4. Tuition students, or parents of tuition students, who fail to follow school policy and procedures may be asked to terminate their attendance in the Rogersville City School. Each case requires that the principal notify the parents in writing of the time termination is to become effective.
5. Any tuition student that has chronic absenteeism, (absent 10% or more), the previous school year, will be denied enrollment the following school year.
6. Tuition students must comply with the Tennessee Compulsory Attendance Law.
7. Tennessee Law: Any parent/custodian who enrolls an out-of-district student in a school and fraudulently represents the address for the domicile for enrollment purposes is liable for restitution to the school district for an amount equal to the local per pupil expenditure for the district. Restitution shall be cumulative for each year the child has been fraudulently enrolled. The statute of limitations for actions by the school district will be 6 years. Amends 49-6-3003 TCA.

Tuition

The following guidelines for payment of tuition will be in effect for the current school year: **TUITION WAS WAIVED FOR THE 2020-2021 SCHOOL YEAR DUE TO THE COVID 19 PANDEMIC.**

Academics

Skyward Family Access

Studies show when schools and families work together to support learning, children do better in school. Rogersville City School continues to strengthen the important home/school partnership by providing parents with information that they need to help their students be successful.

Rogersville City School will provide parents/guardians with access to essential information about their students' work at school. RCS families will now be able to access information regarding their students' progress through the Internet. We use a student management program called Skyward that includes a Family Access Portal. When you log-in, you (as a parent or guardian) will have access to information about all of the students for which you are associated.

Student Information, attendance records, class schedules, assignments, grades, discipline, and other information can be viewed through the Family Access Portal. You will also be contacted by phone, text, and/or email when your child is absent any time during the school day. Parents/Guardians will have the option(s) to choose how they wish to be contacted, or update information (phone numbers, address, etc) once logged in.

Schools may also post announcements to Family Access. By using the Skyward Family Access Portal, the Rogersville City School District provides an online communication tool which can help you as a parent or guardian stay current with your students' progress. From an Internet connection at home, the workplace, your Smartphone, or any public library, you can view up-to-date information about student attendance and grades.

Students will have access to view their information online, as well. They will have a separate username and password than what parents/guardians have. You will receive a document with login information. Please go to www.rcschool.net and click on SKYWARD FAMILY ACCESS. You will be directed to the Skyward login page where you will enter your username and password. If you have not received your login information, please contact RCS at 272-7651.

Report Cards

Report cards will be given at the end of each nine weeks. Parents are asked to sign and return these as soon as possible. Questions or concerns about grades or student progress can be discussed by calling the office to schedule an appointment with your child's teacher.

Grading Scales

Kindergarten and 1st Grade	2nd Grade
80 - 100 = Satisfactory	90 - 100 = A
70 - 79 = Needs Improvement	80 - 89 = B
Below 70 = Unsatisfactory	70 - 79 = C
	60 - 69 = D
	Below 60 = F

3rd Grade – 8th Grade

95-100	A
94 - 86	B
85 - 76	C
70-75	D
0-69	F

Testing

Rogersville City School Testing Calendar/Information 2020-2021

Required State Assessments 2020-2021

Assessment Name	Administration	Administration Window
TCAP grades 3-8 (grades 3-5 Social Studies is paused)	Spring	April 12 - May 6
TCAP-Alt Grades 3-11 (MSAA & Science/Social Studies)	Spring	March 15 - April 30 (tentative)
ACCESS for ELs	Spring	February 16 - March 26
Grade 2*	Spring	April 12 - May 6
Grade 2 - Alt*	Spring	March 15 - April 30 (tentative)

Testing Information

Tennessee Public Chapter 892 requires that local assessment calendars include pertinent information about each assessment. The following information is for the Rogersville City School System. More information regarding state assessments may be found at:

<http://tn.gov/education/assessment>

TNReady: ELA, Math, Science and *Social Studies (State Required)

Grades 3-8

Dates: April 12 - May 6, 2021 (Testing Window)

Purpose: Used to measure student mastery and growth in reading/language arts, mathematics, social studies and science over the course of a school year

Parents Informed: Individual Student Reports will be released to parents during the fall of the next school year.

All assessments will be Paper/Pencil

*Social Studies assessment will be paused for grades 3-5 for 2020-21 school year.

WIDA ACCESS - English Language Learners (ELL) Test (State Required)

Grades K - 12

Dates: February 16 – March 26, 2021 (Testing Window)

Applicable Federal/State Law: The Individuals with Disabilities Education Act of 2004 (IDEA) requires states to develop and implement alternate assessments for students with significant cognitive disabilities who cannot participate in state and districtwide assessments, even with accommodations.

WIDA created the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELLs.

Purpose: Administered to English Learners to evaluate English proficiency

Parents Informed: No grades given. Results shared with parents at the start of the following school year.

MSAA & TCAP ALT. (State Required)

Grades 3 - 8

Dates: March 15 – April 30, 2021 (Testing Window)

Applicable Federal/State Law: Administered to students with the most severe cognitive disabilities to measure academic achievement against modified, more accessible academic standards

Purpose: Administered to students with the most severe cognitive disabilities to measure academic achievement against modified, more accessible academic standards

Parents Informed: Results shared with parents at the start of the following school year.

Progress Monitoring: AIMSweb

Grades: K – 8

Dates: Beginning in September and continuing every two weeks. Benchmark assessments will occur in August, January, and May during the 2020-21 school year.

Purpose: Used to determine if intervention plans are working to narrow learning gaps for students. If a student is not progressing, changes are made to the instructional support plan.

Parents Informed: Parents receive notification of progress or regression after each data team meeting that occurs every 4 ½ weeks.

Promotion and Retention

Please be advised that in all cases the determination of whether a pupil is promoted or retained in a grade to which he/she is assigned is made by appropriate school officials, not parents. The law clearly authorizes the Local Board “through its officers and employees” to assign children not only to schools but also to “grades, classes, or courses of study within the school” (T.C.A. 49-6-3101 (f) 49-6-3102, et seq.). The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally. Before a student is retained, the parents shall be informed by February 1st in writing and shall be requested to participate in a conference during the month of February.

School-Issued Textbooks/Laptops/Calculators

Students are responsible for textbooks/laptops/calculators which are issued to them. When these items are collected, they should reflect normal use. Students will be charged for abuse or loss of the above items in accordance with the nature of the damage. An acceptable use policy and contract will be issued to all students prior to being issued a laptop/device. Refer to the Acceptable Use Policy and Technology Agreement for additional details.

Attendance

Student Attendance Expectations

The Rogersville City Board of Education believes that attendance and punctuality are key factors in achievement and therefore ALL students are expected to be present each day school is in session. *For specific details related to attendance policy related to virtual learning, consult the Continuous Learning Plan (CLP) and Virtual Learning Attendance Requirements documents posted on the school website.*

Absences

Absences shall be classified as excused, parental note, or unexcused as determined by the principal or his/her designee. **Students who accrue 20 excused or unexcused absences in an academic year shall be subject to retention. Also, students who accrue more than ten (10) unexcused absences during the school year, or miss a particular class more than ten (10) times may not be permitted to participate in field trips, fun days, or extracurricular events. This will be decided by teachers and administrators on an individual basis.**

Exclusions

Students participating in school-sponsored activities, whether on-or off campus, shall not be counted absent. In order to qualify as “school-sponsored”, the activity must be school-planned, school-directed, and teacher-supervised.

Excused Absences

Excused absences shall include:

1. Medical (Doctor, Dentist, Psychiatrist, or other medical professional). Only dates specified on the note will be excused as medical. If medical notes

appear to be excessive, this may result in referral of the student to the Attendance Review Committee for further review.

2. Legal (Court, Attorney, Attendance Review Committee, etc....),
3. Death in the immediate family; (Immediate family shall include; parent/guardian, step-parent, brother, sister, grandparent, aunt, uncle, or any other member of the family which resides in the student's household.)
4. Religious observances
5. A one day absence for students whose parent or guardian is leaving for active military duty, and a one day absence for students whose parent or guardian is returning from active military duty.
6. Circumstances, which in the judgment of the principal creates emergencies over which the student has no control.

Parent Note Absences

Parent Note absences shall include:

1. Personal illness
2. Serious illness of immediate family member, (Immediate family shall include; parent/guardian, step-parent, brother, sister, grandparent, aunt, uncle, or any other member of the family which resides in the student's household.)
3. Family emergencies
4. Checking out early (before 11:25 a.m.) or signing in late (after 11:25 a.m.) without excused absence documentation will count as 1 full parent note. Students must be present the majority (3 hours 31 minutes) of each day to be counted present for that day.
5. Circumstances which, in the judgment of the principal, warrant a parent note.

Students will be allowed eight (8) days Parental Note absence for the 2020-21 school year.

Parental Note absence above the limit of eight (8) days will be unexcused. Additionally, all absences that do not fall within the excusable or parental note categories, or absences which are not verified with a note, will be unexcused.

Make-up Work

Students will be allowed to make up all work missed unless suspended. Arranging to make up work missed is the responsibility of the student. Parents are encouraged to request their child's make up work when absent. Make-up work must be requested upon return from the absence and turned in according to the number of days absent (one day per day absent is allowed to turn in make-up work). A zero (0) will be recorded for all work a student fails to make up within time allotted. Please email your child's homeroom teacher or contact the office by 10:00 AM to request make up work.

Request for Pre-Arranged Absences:

Absences for other reasons than the above may be excused at the discretion of the principal if proper documentation (form in office) is presented for consideration at least ten (10) days in advance (a phone call is not sufficient). If approved with the principal's signature, the form is taken by the student to all of his/hers classes for the teacher's signature prior to the absence. This will allow the student to stay current with his/her academics; furthermore, parent notes will be used for the absences requested. If parent notes are unavailable, the principal will consider the following: overall attendance rate (96% or higher), strong academic records, work habits of the student, nature of the absence, disciplinary record, etc. Current and prior year's history will also be used when considering the request. All requests are approved on a case-by-case basis.

Early Dismissals:

ALL students **must** be signed out in the Principal's office by the parent/guardian or emergency designee. Verification of identity may be required. The sign-out sheet should be completely filled out and signed by the responsible person. All requests should be in note form signed by the parent/guardian with the following information: student's full legal name, daytime phone number where the parent can be reached for verification, and time to be dismissed. All requests will be verified. Requests for early dismissal will not be accepted by phone if the identity of the person calling cannot be verified. Early dismissals less than half of the school day will be counted as unexcused until a note is presented from a doctor, dentist, or other legal person. Early dismissals more than half a day will be counted as an excused parent note (if available). These procedures will allow the school to avoid unnecessary interruptions, and help insure the safety of your son/daughter. **Students leaving school early will be given a daily attendance code of L (excused left early) or M (unexcused left early) depending on the documentation presented in each period the child is absent on the particular day.**

Late Arrivals:

Students arriving late to school must sign in at the office. ALL students **must** be accompanied by their parent/guardian for safety reasons. Students should present a note to the office or the parent may sign the student in on the designated sign-in sheet. All parent sign-ins will be counted as parental notes (if they meet the guidelines for a parental note) unless a doctor, dentist, or legal note is presented. **Students entering school late will be given a daily attendance code of R (unexcused tardy) or T (excused tardy) depending on the documentation presented in each period the child is absent on the particular day.**

Excellent/Perfect Attendance

- **Excellent Attendance** for recognition by the school and system will be defined as: A student will have been present at least half of the state minimum school day for every school day during the 2020-21 school year and will have missed **less than seven (7) hours cumulative** (sign-ins and sign-outs).
- **Perfect Attendance** for recognition by the school and system will be defined as: A student will have been present 7 hours every school day, and will have missed **zero (0)** time of school throughout the 2020-21 school year.

All students who meet the above criteria for the entire school year will receive a certificate, along with other gifts of accomplishment from Rogersville City School recognizing this achievement.

Excessive Unexcused Tardies/Early Dismissals

The instructional day at RCS is seven hours. In order to make the most of instructional time, it is necessary that students be in class and ready to work when the homeroom bell rings. Students arriving after 7:55 are considered tardy and must check into the office. Some examples of unexcused tardies are: overslept, just late, traffic, brother was sick, flat tire, transportation problems, etc. Tardies will be reviewed on a monthly basis by administration and addressed with parents as needed. The number of unexcused tardies/early dismissals (in any combination) during the current semester will result in the following discipline procedures:

1. **First Tardy**- Warning
2. **Second Tardy**-Warning
3. **Third Tardy**- Lunch Detention
4. **Fourth Tardy**- 2 Days Lunch Detention
5. **Fifth Tardy**—Administrative Student Conference with Guidance
6. **Sixth Tardy**- Administrative Parent Conference plus two days of lunch detention
7. **Seventh Tardy**-3 Days Lunch Detention
8. **Eighth Tardy**- 4 Days of Lunch Detention
9. **Ninth Tardy**—Afterschool Detention

10. Tenth Tardy —Office Referral Failure to follow Directions

Failure to attend lunch detention or afterschool—will be handled at principal's discretion.

Semester 1—August 10, 2020—January 8, 2021

Semester 2 – January 9, 2021-May 27, 2021

Five (5) unexcused late arrivals (unexcused enters), unexcused early dismissals (unexcused lefts), or any combination thereof will equal one (1) day's unexcused absence for truancy purposes. When a student accumulates 3 unexcused absences, the 3-Tier Truancy Intervention Program will be initiated (T.C.A. 49-6-3009).

Grievance Procedure for Attendance

If a parent/guardian feels he/she has been granted an unexcused absence, tardy, or early dismissal unjustly, he/she shall first discuss the matter with the principal. If the unexcused absence in question is not resolved, the parent has the right to appeal through the Director of Schools.

Chronic Absenteeism

During the 2020-21 school year, chronic absenteeism will be a part of district and school accountability for RCS. The measure will be called the Chronically Out-of-School Indicator. This indicator will be based on what research calls chronic absenteeism, which is **defined as a student missing 10 percent or more of the days the student is enrolled-for any reason, including excused absences and out-of-school suspensions.** Excessive absences from school represent lost instructional time for a student. The department of education encourages districts and schools to carefully review attendance data throughout the school year to ensure supports are in place to maximize learning time for all students.

In order to be successful in addressing chronic absenteeism, it is important that we view attendance as more than a legal or compliance issue and try to understand what factors may be contributing to a student's absences. Furthermore, we can best serve students by viewing attendance as an opportunity to learn and chronic absences as an indication of barriers or conditions that are limiting that opportunity. Throughout the school year, you will receive letters if your child is missing 10% or more of school, and possibly be required to attend meetings to discuss absences. A child who misses an average of two (2) days per month, or eighteen (18) days per school year will be considered chronically absent. Please visit

<https://www.tn.gov/education/student-support/chronic-absenteeism.html> for more information.

Truancy

Truancy is defined as an absence for an entire school day, a major portion of the school day, or the major portion of any class, study hall, or activity during the school day for which the student is scheduled without appropriate permission or documentation. **For truancy purposes, five unexcused tardies (check-ins or check-outs) will count as one unexcused absence.** Additionally, per Tennessee Code Annotated 49-6-3007, a student who misses a total of five (5) or more unexcused days per school year will be considered truant.

Any student who accumulates two (2) unexcused absences will receive a warning letter from the school. Skyward will be checked daily to see if any letters were generated, and if so, those letters will be mailed that day. The letter will state that if the student accumulates a 3rd unexcused absence, the parent and child will be required to attend a meeting at the school. It will also state that upon receiving five (5) unexcused absences, the child is considered truant and may be referred to juvenile court.

Rogersville City School recognizes that an excessive amount of absences, excused or unexcused, will cause a student to become behind academically. Therefore, students who are on track to become chronically absent for the school year may also be required to go through this plan.

Truancy Prevention

- Per T.C.A. 49-6-3009, once a student accumulates three (3) unexcused absences, a student will be required to enter a 3-Tier Progressive Intervention Program to avoid truancy. This program is designed to promote and maintain acceptable attendance, and to ensure the academic success of each student. This program is also designed to use the Hawkins County Juvenile Court system as a last resort in avoiding truancy.

RCS 3-Tiered Progressive Truancy Intervention Plan

The 3-Tier Progressive Truancy Intervention program for Rogersville City School will be as follows:

Tier 1

Tier 1 is triggered when a student accumulates 3 unexcused absences. The school will schedule a conference with the parent to formulate a plan in hopes of

avoiding any further unexcused absences. Preferably, the conference will be in person. If the parent is not reached on the first attempt, the school shall make at least 2 more documented attempts in the first 10 days of the child accumulating the 3rd unexcused absence. If the school is still unsuccessful at reaching the parent(s), the school shall meet without the parent(s) and send copies of paperwork (contracts) home with the child.

The principal or his/her designee will conduct the conference with the parent(s) and student if age appropriate. Those in attendance may also be: teacher, school nurse, guidance counselor, school health coordinator. During the conference the Tier 1 paperwork will be completed, and a plan will be developed and implemented for the student. The principal/designee will determine what supports are available for the family (if needed), and he/she would discuss the value of education with the family. Any unused parent notes or any doctors' notes may be accepted at this time, even if it is past the allowable 5 days to turn in a note. The principal or his/her designee will inform parent(s) if the child accumulates 5 unexcused absences, Tier 2 will begin and the child is considered truant and may be referred to juvenile court. A student may be placed in Tier 2 if the student has 5 or more unexcused absences at the date of the Tier 1 meeting.

Tier 2

If the Tier 1 Intervention Plan is unsuccessful, and the student has 5 or more unexcused absences, Tier 2 is triggered. The same procedures as stated in Tier 1 shall be followed regarding scheduling the conference. An administrator will conduct the Tier 2 conference. Additional measures will be added to the plan developed in Tier 1. These additional measures may include conferences with the school counselor, conferences with school health coordinator, and/or check-in/check-out with a teacher. All Tier 2 paperwork must be completed. The administrator will inform parent(s) the next unexcused absence will trigger Tier 3. The child is considered truant and may be referred to juvenile court.

Tier 3

Tier 3 meetings will be conducted by the Rogersville City School Attendance Supervisor. Meetings will be held at the Juvenile Courtroom at the Justice Center in Rogersville. Meeting notices requiring the student and parent to appear at the Tier 3 meeting will be mailed ten (10) calendar days prior to said meeting. A

parent/guardian failing to attend this meeting or making other arrangements will be subject to a petition to juvenile court. Those in attendance may also be: teacher, school nurse, guidance counselor, or school health coordinator. The attendance policies of the Rogersville City Board of Education and the reasons for the student's unexcused absenteeism will be discussed at this meeting. Additional resources may be added to the intervention plan, or continuation of Tier 2 intervention strategies.

Students will be placed on probation at the conclusion of the meeting. Students will automatically be petitioned to juvenile court if they miss additional unexcused absences in the current school year. If a student receives special education or 504 services a manifestation meeting must occur prior to the court date.

Once a student enters Tier 1, Tier 2, or Tier 3 of the Truancy Intervention Program, he/she will remain in this program for the remainder of the school year.

Attendance Law: TCA 49-6-3001, 49-6-3007, 49-6-3009

(See Appendix xxx for full code text of state law regarding student attendance).

49-6-3001. School age – Entrance – Attendance – Withdrawal.

(c) (1) Every parent, guardian or legal custodian residing within this state having control or charge of any child between six (6) years of age and seventeen (17) years of age, both inclusive, shall cause such child or children to attend public or non-public school, and in event of failure to do so, shall be subject to the penalties hereinafter provided.

The LEA in which a transfer student seeks to enroll may require disclosure and copies of the student's records in accordance with the Family Education Rights and Privacy Act, including, but not limited to, disciplinary records from educational agencies where the student was previously enrolled.

(The compulsory attendance law also applies to five year old children once they have attended school for six weeks. "[A] child may be withdrawn within six (6) weeks of initial enrollment without penalty." TCA 49-6-3007(g).)

49-6-3007. Attendance and truancy reports – Enforcement of compulsory attendance.

(e)(1) It is the duty of the principal or teacher of every public, private, or parochial school to report promptly to the director of schools or the director of schools' designated representative, the names of all children who have withdrawn from school, or who have been absent five (5) days (this means an aggregate of five (5) days during the school year and not necessarily five (5) consecutive days) without adequate excuse. Each successive accumulation of five (5) unexcused absences by a student shall also be reported.

(e)(2) Such director of schools shall thereupon serve, or cause to be served, upon the parent, guardian or other person in Tennessee in parental relation to such children unlawfully absent from school, written notice that attendance of such children at school is required. A new notice shall be sent after each successive accumulation of five (5) unexcused absences.

(a) If it appears that, within three (3) days after receipt of the notice, any child, parent, guardian or other person in parental relation has failed to comply with the provisions of this part, the director of schools, in the name of the local school system, shall report the facts of such unlawful attendance to the sheriff, constable, city police officer, district attorney general, or the foreman of the grand jury, who shall proceed against the parent, guardian or other person in parental relation in accordance with the provisions of this part, unless the parent, guardian or person having charge and control of the child shall at once place the child in some day school as aforementioned.

(f) The director of schools of any local school system, after written notice to the parent or guardian of a child, shall report a child who is habitually and unlawfully absent from school to the appropriate judge having juvenile jurisdiction in that county, each case to be dealt with in such manner as the judge may determine to be in the best interest of the child, consistent with the provisions of 37-1-132, 37-1-168, and 37-1-169 and in the event the child is adjudicated to be unruly, the judge may assess a fine of up to fifty dollars (\$50.00) or five hours of community service, in the discretion of the judge, against the parents or legal guardians of children in kindergarten through grade twelve (K-12) if the child is absent more than five (5) days during any school year.

(g) Except as otherwise provided by [49-6-3001](#) or [49-6-3005](#), the provisions of this section shall be applicable to children less than six (6) years of age and their parent, guardian, or other person in a parental relation when such parent, guardian, or other person in a parental relation has enrolled the child in any school which receives funding based on average daily membership; provided, that a child may be withdrawn within (6) weeks of initial enrollment without penalty.

49-6-3009. Penalty for violations. (Effective July 1, 2018)

(a) Any parent, guardian, or other person who has control of child, or children, and who violates the provisions of this part commits a Class C misdemeanor.

(b) Each day's unlawful absence constitutes a separate offense.

(c) A director of schools or attendance supervisor shall devise and recommend, and the local board of education shall adopt, a progressive truancy intervention plan for students who violate compulsory attendance requirements prior to the filing of a truancy petition or a criminal prosecution for educational neglect. These interventions must be designed to address student conduct related to truancy in the school setting and minimize the need for referrals to juvenile court.

(d) Progressive truancy intervention plans adopted by local boards of education pursuant to subsection (c) must be applied prior to referral to juvenile court as described in § 49-6-3007(e)(1). Progressive truancy intervention plans must meet the following requirements:

1. Tier one of the progressive truancy intervention plan must include, at a minimum:

(A) A conference with the student and the parent, guardian, or other person having control of the student;

(B) A resulting attendance contract to be signed by the student, the parent, guardian, or other person having control of the student, and an attendance supervisor or designee. The contract must include:

(i) A specific description of the school's attendance expectations for the student;

(ii) The period for which the contract is in effect, and

(iii) Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court; and

(C) Regularly scheduled follow-up meetings, which may be with the student and the parent, guardian, or other person having control of the student to discuss the student's progress;

2. Tier two must be implemented upon a student's accumulation of additional unexcused absences in violation of the attendance contract

required under tier one. Tier two must include an individualized assessment by a school employee of the reasons a student has been absent from school, and if necessary, referral of the child to counseling, community-based services, or other in-school or out-of-school services aimed at addressing the student's attendance problems; and

3. Tier three must be implemented if the truancy interventions under tier two are unsuccessful. Tier three may consist of one (1) or more of the following:

- (A) School-based community services;
- (B) Participation in a school-based restorative justice program;
- (C) Referral to a school-based teen court; or
- (D) Saturday or after school courses designed to improve attendance and behavior.

(e) In-school suspension or out-of-school suspension must not be used as part of the progressive truancy intervention plans adopted by schools for unexcused absence from class or school.

(f) Notwithstanding subsections (d) and (g), if the progressive truancy intervention plan is unsuccessful with a student and the school can document that the student's parent or guardian is unwilling to cooperate in the truancy intervention plan, the director of schools or designee may report the student's absences to the appropriate judge pursuant to subsection (g).

(g) If an LEA has applied a progressive truancy intervention plan that complies with subsection (d) and interventions under the plan have failed to meaningfully address the student's school attendance, the director of schools, after written notice to the parent, guardian, or other person having control of the student, shall report the student who is unlawfully absent from school to the appropriate judge having juvenile jurisdiction in that county. Each case must be dealt with in such manner as the judge may determine to be in the best interest of the student, consistent with §§ 37-1-132, 37-1-168, and 37-1-169. In the event a student in kindergarten through grade twelve (K-12) is adjudicated to be unruly because the student has accumulated five (5) days or more of unexcused absences during any school year, the judge may assess a fine of up to fifty dollars (\$50.00) or five

(5) hours of community service, in the discretion of the judge, against the parent or legal guardian of the student.

(h) Each referral to juvenile court for conduct described in subsection (g) and § 49-6-3007(h)(4)(D) must be accompanied by a statement from the student's school certifying that:

1. The school applied the progressive truancy intervention plan adopted under subsection (d) for the student; and
2. The progressive truancy interventions failed to meaningfully address the student's school attendance.

(i) A court shall dismiss a complaint or referral made by an LEA under this section that is not made in compliance with subsection (h).

(j) Notwithstanding any other law, each LEA having previously adopted an effective progressive truancy intervention program that substantially conforms to this section may present the intervention program to the commissioner of education for approval in lieu of strict compliance with this section. If the commissioner does not approve the intervention plan, the LEA shall modify the plan according to the commissioner's recommendations and resubmit the revised plan for approval by the commissioner.

(k) Each head of school of a nonpublic or church-related school shall recommend, and the governing board of the school shall adopt, a policy addressing compulsory attendance and truancy that describes the interventions that the school will employ for violations of the compulsory attendance laws. The policy shall provide that the director of schools or the attendance supervisor in the LEA where the student's home of record is located will be notified in the event that a student at a nonpublic or church-related school is expelled or withdraws from school.

(l) Parents, guardians, or other persons having control of a student who is required to attend remedial instruction under § 49-6-3021 commit educational neglect, as defined in subsection (a), if the student is truant from the instruction.

Behavior

Code of Conduct

The Board of Education recognizes that acceptable behavior is essential to the development of responsible and self-disciplined citizens and to the provisions of an effective school program. Students are expected to conduct themselves appropriately and to act with regard for the supervisory authority vested by the Board with all school employees, the education purpose underlying all school activities, the widely shared use of school property, and the rights and welfare of other students. The Code of Conduct classifies offenses into categories, relating to the severity and corresponding disciplinary procedures. RCS provides each student with the maximum opportunity to acquire an education. No student has the right to interfere with this opportunity by actions, poor manners, or lack of consideration. All rules and regulations are developed and enforced with this thought in mind. Rules of student conduct apply when on school property, in classes and at school sponsored activities, and on school trips.

Tennessee Behavior Supports Project

Rogersville City School began the implementation of Tennessee Behavior Supports Project (TBSP) during the 2017-2018 school year. TBSP focuses on creating and sustaining school-wide, classroom, and individual systems of support that improve the educational environment for all children. Our aim is to explicitly teach behavioral expectations and then recognize the positive behaviors shown by students. By implementing TBSP, we hope to reduce school and classroom behavior disruptions, educate all students about acceptable school behaviors, and create the most positive educational experience for all students and staff. Our TBSP implementation plan includes clearly defined behaviors, research-validated practices, supportive staff and administrative systems, and information for problem solving behaviors.

All staff members at Rogersville City School will establish regular, predictable, positive learning, and teaching environments. The staff members will serve as positive role models to students as they teach expected school behaviors. Our school also has a system in place for recognizing and rewarding expected behaviors. By improving the school environment, we hope to increase learning time and promote academic and social success for every student. Please read through the implementation manual with your child to become familiar with expectations, definitions, and procedures of TBSP. If you have questions/concerns please contact Rogersville City School.

NOTE: Tennessee State Law mandates that school administrators protect the safety and educational environment of their students. Therefore, the administration reserves the right and authority as outlined by Tennessee Code

Annotated to declare Level I and Level II null and void should a severely disruptive behavior problem occur that mandates immediate action.

Note: *The Rogersville City Board of Education has adopted a detailed Code of Behavior and Discipline. Topics referenced in this manual are outlined in detail in the code and apply to sections of the **Rogersville City School Discipline Plan**.*

Teachers and administrators at Rogersville City School adhere to the philosophy that “teachers have the right to teach without behavioral interruptions and students have the right to learn within a structured and safe environment.”

- Students who receive Out-of-School Suspension or are placed in Alternative School cannot attend or participate in any after school or extra-curricular activities.
- Detention will be on Tuesday and Thursday from 3:00-4:00 in Mrs. Pearson’s 1st grade classroom. Students are to be picked up promptly at 4:00 at the First Grade Doors on Reid Terry Drive.

The principal or designee reserves the right to modify the discipline consequences to meet specific needs of students.

***All serious incidents requiring disciplinary action shall be investigated, bearing in mind the following considerations:**

1. The age/maturity level of the student (s) involved;
2. The severity of the incident, based on the student’s age/maturity level;
3. Extenuating circumstances that may have influenced the student’s behavior.

Severe Clause - Straight to Office

If the severe clause is used, the principal or their designee may discipline the students with any of the following consequences: verbal discussion, detention, isolation from peers, lunch detention, in-school suspension, out-of-school suspension, or Alternative School.

Teacher Discretion

Students are under the supervision of many teachers during the day. Each will have his/her own requirements and students should learn these and abide by them. The teacher has the authority and responsibility to maintain discipline. When a problem occurs, a teacher may do any or all of the following:

- Verbal reprimand
- Lunch detention
- Structure Physical Activity
- After-School detention
- Special assignment
- Restricting activities
- Assigning work details
- Counseling
- Withdrawal of privileges
- Issuance of demerits/turning cards
- Strict supervised study
- Have a conference with student
- Have a conference with student and/or the parent
- Have a conference with the principal
- Refer cases which go beyond his/her direct control to the assistant principal/principal

Principal's Discretion

It is the responsibility of the principal/assistant principal of the school to apply the code uniformly and fairly to each student at RCS without partiality and discrimination. The principal/assistant principal shall classify offenses into one of four categories. For

clarification, some offenses are listed for each of the four categories. The examples are not all-inclusive. Principals/Assistant Principals should be responsible for classifying an offense not listed unless otherwise directed by the Director of Schools.

Offense Levels

Level 1—Offenses to be handled by staff members

Examples (Not an exclusive listing):

- Classroom disturbances
- Classroom tardiness
- Cheating and lying
- Failure to do assignments or carry out directions
- Disrespect for any school employee
- Public Display of Affection (PDA)
- Any other reason listed in state law 49-6-3401

Level 2—Offenses to be handled by administration.

Misbehaviors 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 the administrative personnel.

Examples (Not an exclusive listing):

- Continuation of unmodified Level 1 behaviors
- School or class tardiness
- School or class truancy
- Use of tobacco in unauthorized areas
- Forging notes or excuses
- Disruptive classroom behavior
- Harassment (Sexual, Racial, Ethnic, Religious)

Level 3— Offenses to be handled by administration.

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

Examples (Not an exclusive listing)

- Continuation of unmodified Level 1 and 2 behaviors
- Fighting (simple)
- Vandalism (minor)
- Stealing
- Threats to others
- Harassment (Sexual, Racial, Ethnic, Religious)

Level 4— Offenses to be handled by administration

Offenses that require administrative actions which result in the immediate removal of the student from the school/or the intervention of law enforcement authorities and/or action by the Board.

Examples (Not an exclusive listing):

- Unmodified Level 1, 2, and 3 behaviors
- Death threat (hit list)
- Extortion
- Bomb threat
- Possession/use/transfer of dangerous weapons
- Assault
- Battery
- Vandalism
- Theft/Possession/sale of stolen property
- Arson
- Possession of unauthorized substances
- Use/transfer of unauthorized substances
- Harassment (Sexual, Racial, Ethnic, Religious)

Zero Tolerance Offenses

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

Firearms—In accordance with state laws, **any** student who brings or possesses 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 on a case-by-case basis. TCA 49-6-4216(b); TCA 49-6-3401(g)

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. TCA 49-6-3401(g); TCA 49-6-4216(b)

Battery—In accordance with state law, any student who assaults or threatens to assault a teacher, student or other person 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. TCA 49-6-3401(g); TCA 49-6-4216(b)

Notification— When it is determined that a student has violated this Zero Tolerance 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. TCA 49-6-4209; TCA 39-17-131

Positive Behavior Intervention & Support (PBIS)

Rogersville City School utilizes a Positive Behavior Intervention & Support (PBIS) program to encourage and incentivize appropriate student behavior.

Core Principles

1. **We can effectively teach appropriate behavior to all children.** All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.

2. **Intervene early.** It is best practice to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
3. **Use of a multi-tier model of service delivery.** PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student needs. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery.
4. **Use research-based, scientifically validated interventions to the extent available.** No Child Left Behind requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
5. **Monitor student progress to inform interventions.** The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
6. **Use data to make decisions.** A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
7. **Use assessment for three different purposes.** In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

8. **Primary prevention is significant-** in that it -moves the structural framework of each educational unit from reactive approaches to proactive systems change performance. This effort cohesively unites all the adults in using 1) common language, 2) common practices, and 3) consistent application of positive and negative reinforcement.

Behavior Definitions Used in Referral Forms

Category: Minor Problem Behaviors

(handled by teachers in their classrooms; consequences given by teachers). These will be tracked based on information provided on the Referral Form so teachers understand what behaviors need to be handled in class by teachers, and gather information for behaviors that need to be handled/retaught/addressed school-wide.

Minor Problem Behavior Labels	Definition
Defiance/Disrespect/ Non-compliance	Student engages in brief or low-intensity failure to respond to adult requests.
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing that could result in injury; and/or sustained out-of-seat behavior
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Abusive Language/ Inappropriate Language/ Profanity	Student engages in low intensity instance of inappropriate language.
Other	Student engages in any other minor problem behaviors that do not fall within the other minor categories. Staff using this area will specify the problem behavior observed.
Physical Contact/ Physical Aggression	Student engages in non-serious but inappropriate physical contact.

Property Misuse	Student engages in low-intensity misuse of property.
Tardy	Student arrives at class after the bell (or signal that class has started).
Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Forgery/Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a persons name without that person's permission. Value not exceeding \$20 value.
Inappropriate Display of Affection	Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to another student/adult. (Minor)

Category: Major Problem Behaviors

(handled by administrators; consequences given by administrators)

Major Problem Behavior Labels	Definition
Abusive Language/ Inappropriate Language/ Profanity	Verbal or written messages or gestures that include swearing, name calling or use of words in an inappropriate way, directed toward self, peers or adults.
Arson	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on- campus, near campus, and/or pending explosion.
Defiance/Disrespect/ Insubordination/Non-Compliance	Repeated refusal to follow directions, talking back and/or exhibiting rude attitude. (e.g., rolling eyes, slamming books, throwing arms up, groaning, etc.)
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or

	roughhousing that could result in injury; and/or sustained out-of-seat behavior after numerous attempts to end targeted behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district on numerous occasions.
Fighting	Student is involved in mutual participation in an incident involving physical violence. All participants are involved in physical violence such as punching, kicking, etc.
Forgery/Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission. Value exceeding \$20 value.
Gang Affiliation Display	Student uses gesture, dress, accessories such as chains or bandanas, and/or speech to display affiliation with a gang.
Harassment/Bullying	<p>Student delivers disrespectful messages* (verbal, written, or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes on a repetitive consistency that creates a sense of power over another person, or lessens one's self-esteem.</p> <p><i>*Disrespectful messages include negative comments based on race, religion, appearance, gender, sexual orientation, age, and/or national origin; sustained or intense verbal attacks based on ethnicity, disabilities or other personal matters.</i></p>
Inappropriate Display of Affection	Student engages in inappropriate (as defined by district) verbal and/or physical gestures/contact, of a sexual nature to another student/adult. (Major)
Inappropriate Location/ Out of Bounds Area	Student is in an area that is outside of school boundaries (behind portables, park area, cement wall, office area, all parking lots, and street beyond yard area).
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules. (e.g., plagiarism, cheating, spreading rumors, gossip, copying) (major)
Other Behavior	Problem behavior causing this referral is not listed.
Physical Aggression	Student engages in deliberate actions involving serious physical contact where injury may occur (e.g., hitting, pushing, pulling, punching, hitting with or throwing an object,, kicking, scratching, choking, tackling, wrestling, biting etc.).

Property Damage/ Vandalism	Student participates in an activity that results in destruction or of disfigurement of personal or school property, including graffiti.
Skipping	Student leaves class/school without permission or “cutting” school.
Tardy	Student is late/early dismissal unexcused 3 times or more.
Technology Violation	Student engages in inappropriate use of cell phone, pager, music/video players, camera, and other school technology equipment such as computers, document cameras, and projectors. Cell phones need to be off and in a backpack (district guidelines).
Truancy	Student receives an ‘unexcused absence’ for half day or more. Truancy is handled solely by the school.
Use/Possession of Alcohol	Student is in possession of or is using alcohol.
Use/Possession of Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/ or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco	Student is in possession of or is using tobacco.
Use/Possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

Category: Location

Location Labels	Definition
Art Room	The area used for art classes and activities.
Bathroom/Restroom	Areas used by students for taking care of personal needs.

Bus	Inside the bus at anytime
Bus Loading Zone	The area used for bus loading and unloading.
Cafeteria	The area used for breakfast and lunch.
Classroom	Classrooms used for instructional purposes.
Lobby	Area shared by students and staff at entry to the office.
Computer Lab	Area used for group computer classes and activities.
Gym	Areas used for physical education activities.
Hallway	Areas designated for passing from one activity/ class to another.
Library	The area designated for research and study.
Locker Room	The area used by students to prepare for and completing physical education classes and/or sporting events.
Music Room	Area where students attend music lessons/classes.
Off-Campus	An area beyond the property boundary of the school and not affiliated with a school activity.
Office	The area used by school staff for primary school business and management
Other Location	Location for referral occurs in a location that is not listed above. Staff using this area will specify the location for the problem.
Parking Lot	Areas used for parking vehicles during school hours.
Playground	The outside area used for recess breaks. Includes the field areas.

Special Event/ Assembly/Field Trip	Infrequent activities that occur in and/or out of school.
Unknown Location	Location is not known or undetermined.

Category: Possible Motivation

Possible Motivation Labels	Definition
Avoid adult	Student engages in problem behavior(s) to get away from adult(s).
Avoid peer(s)	Student engages in problem behavior(s) to get away from/ escape peer(s).
Avoid tasks/ activities	Student engages in problem behaviors(s) to get away/escape from tasks and/or activities
Obtain adult attention	Student engages in problem behavior(s) to gain adult(s) attention.
Obtain items/ activities	Student engages in problem behavior(s) to gain items and/or activities.
Obtain peer attention	Student engages in problem behavior(s) to gain peer(s) attention.
Other Motivation	Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this student's problem behavior.
Unknown Motivation	Motivation is not known or undetermined.

Category: Others Involved

Others Involved Labels	Definition
None	Student engaged in problem behavior incident alone.
Peers	Student engaged in problem behavior incident with peer(s).
Staff	Student engaged in problem behavior incident with staff.
Substitute	Student engaged in problem behavior incident with substitute.
Teacher	Student engaged in problem behavior incident with teacher.
Unknown	It is unclear if any others were involved in incident.
Other	Student engaged in problem behavior with person not listed above.

Category: Staff/Administration Decision

Administrative Decision Labels	Definition
Bus Suspension	Consequence for referral results in 1-3 day period when student not allowed on the bus.
Community Service	Consequence for referral results in involvement in community service activities or projects.
Conference with Student	Consequence for referral results in student meeting with administrator, teacher, and/ or parent (in any combination).
Expulsion	Consequence for referral results in student being dismissed from school for one or more days.

Individualized Instruction	Consequence for referral results in student receiving individualized instruction specifically related to the students problem behaviors.
In-School Suspension	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Loss of Privilege	Consequence for referral results in student being unable to participate in some type of privilege.
Other Admin. Decision	Consequence for referral results in administrative decision that is not listed above. Staff using this area will specify the administrative action taken.
Out-of-School Suspension	Consequence for referral results in a 1-3 day period when student is not allowed on campus.
Parent Contact/Conference	Consequence for referral results in parent communication by phone, email, or person to person about the problem.
Restitution	Consequence for referral results in apologizing or compensating for loss, damage, or injury.
Time in Office	Consequence for referral results in student spending time in the office away from scheduled activities/classes
Time Out/ Detention	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes during school and/or after.
Unknown Admin. Decision	Administrative decision is not known or undetermined.
Guidance Counselor Referral	Consequence for referral results in an initial conference with student to develop/complete a plan to help the student with problem.

Health and Safety

Clinic

RCS has a clinic staffed by a registered nurse. The clinic is open daily from 7:15 a.m. to 3:00 p.m. The nurse handles accidents or illnesses that happen during the school day. She will dispense medications that are needed during school hours. Students reporting to the clinic must have a clinic form signed by their teacher. Phone calls will be made to parents by RN's when deemed medically necessary.

It is the policy of the Board of Education that all medication, prescription and non-prescription be administered according to the following guidelines:

1. Medicine must be brought to school by a parent. **(STUDENTS ARE NOT ALLOWED TO BRING MEDICINE)**
2. Written instructions signed by parent and physician will be required and will include the child's name, name of medication, purpose of medication, dosage, time to be administered, and termination date for administering the medication.
3. Medication will be kept in a safe-guarded location and any unused medication will be returned to the parent only.

Coordinated School Health

The Coordinated School Health Initiative has been adopted at RCS to provide the students the opportunity to develop life skills that promote their health as well as increase their academic achievements. Each year RCS will be offering health screenings free of charge to all students in the appropriate grade levels. Trained school personnel and trained volunteers will perform various screenings such as: vision and hearing exams, blood pressure and scoliosis checks, and recording of heights and weights. Parents are notified if health problems are discovered during these checks. A form is sent home in the fall for parents to sign if they wish their child to be excluded from any of the optional screenings. The complete RCS wellness policy can be viewed at the RCS school website.

Insurance

School accident insurance is available to all students. A packet will not be provided for students this school year but you can download information at <http://markel.sevencorners.com> or call 1-877-444-5014. Purchase of the student accident insurance program is optional. Due to the rising costs of family health plans the Rogersville City School recommends that all students participate in an insurance program. In the event of an accident, claim forms will be available on the same website. The complete form with attached medical bills should be mailed to the insurance

company. It is the responsibility of the student to report an injury to the teacher or school personnel as soon as it occurs.

Emergency and Disaster Plan

Fire and school safety drills are held at regular intervals as required by law. It is essential that everyone take immediate, appropriate action when emergency signals are given. Each classroom teacher will provide specific instructions for students.

Substance Abuse Prevention

ROGERSVILLE CITY SCHOOL is a smoke-free/drug-free campus. The school prohibits the use, possession, or distribution of any drugs on school property at any school sponsored event. School administration is authorized to order drug testing for individual students when there is reasonable cause to believe the policy has been violated.

Student Tobacco Bill

Possession of tobacco products is a civil offense. Any student found to be in possession of a tobacco product on school property or at any school related function or activity will be cited into juvenile court by the school principal or designee.

IN ACCORDANCE WITH STATE LAW, ROGERSVILLE CITY SCHOOL CAMPUS IS A TOBACCO FREE ENVIRONMENT. TOBACCO PRODUCTS ARE NOT ALLOWED ON SCHOOL GROUNDS.

Safe and Drug-Free Schools Program

Under the Tennessee State Board of Education's Unsafe School Choice Policy, any public school student who is attending a persistently dangerous public school or becomes a victim of a violent crime while in or on the grounds of a public school that they attend, as defined under Tennessee Code Annotated 40-38-111 (g), shall be provided an opportunity to transfer to another grade-level appropriate school within the district.

Alcohol and Drug Use

- Students will not possess, distribute, or be under the influence of illegal drugs or alcoholic beverages in school buildings or on school grounds, in school vehicles or buses, or at any school-sponsored activity at any time, whether on or off school grounds.

- Students will not market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings to a controlled substance in school buildings or on school grounds, in school vehicles or buses, or at any school-sponsored activity at any time, whether on or off school grounds.

Upon information that a student is suspected of violating this policy, appropriate action will be taken.*

*Legal Reference:

1. TRR/MS 9520-1-3-.08(2)(d).
2. TCA 55-10-701 et seq.
3. TCA 39-17-417
4. TCA 49-6-4209
5. TCA 49-6-4018

Student Alcohol and Drug Testing

Students will be notified in writing (this handbook) at the beginning of each school year or at the time of enrollment that they shall be subject to testing for drugs and alcohol during the school year. The school is authorized to order drug tests for individual students when there is reasonable cause to believe that:

1. The school board policy on alcohol and drug use has been violated;
2. A search of lockers produced evidence of the presence of drugs and/or alcohol;
3. A search of persons and containers produced evidence of a presence of drug and/or alcohol;
4. A search of vehicles produced evidence of drugs and/or alcohol;
5. Through observation or other reasonable information reported by a teacher, staff member or other student that a student is using drugs and/or alcohol on school property. Upon receiving reasonable information, appropriate action will be taken.*

*Legal reference:

1. TCA 49-6-4213

Weapons and Dangerous Instruments

Students shall not possess, handle, transmit, use, or attempt to use any dangerous weapon in school buildings or on the school grounds at any time, or in school vehicles and/or buses or off 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 “Any firearm, explosive, explosive weapons, bowie knife, hawkbill knife, ice pick, dagger, slingshot, switchblade knife, blackjack, knuckles . . .”

Students who are found to have violated this policy shall be subject to suspension for a period of not less than one (1) year. The director of schools shall have the authority to modify this suspension requirement on a case-by-case basis.*

*Legal Reference:

1. TCA 39-17-1309; U.S.C. 921.
2. Gun Free Schools Act 1994, Section 14602(1)(2).
3. TCA 49-6-4209; Gun Free Schools Act, Section 14602(a).

Physical Search

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

*Legal Reference:

1. TCA 49-6-4206.
2. Public Chapter 636(1994).

Vehicles

Vehicles parked on school property by students or visitors are subject to search for drugs, drug paraphernalia, or dangerous weapons.*

*Legal Reference:

1. TCA 49-6-4204.
2. Public Chapter 636(1994).

Lockers

Lockers and other storage areas, containers and packages brought into the school by students or visitors are subject to search for drugs, drug paraphernalia, dangerous weapons, or any property which is not properly in the possession of the student.*

*Legal reference:

1. TCA 49-9-4204

Felony

State Law prescribes a maximum penalty of six (6) years imprisonment and a fine not to exceed three thousand (3,000) dollars for carrying weapons on school property.*

Legal Reference:

1. TCA 39-17-1309

Student Discrimination, Harassment, Bullying, and Intimidation

Student discrimination will not be tolerated. Discrimination/harassment are defined as conduct, advances, gestures or words whether written or spoken of a sexual, racial, ethnic or religious nature which:

1. Unreasonably interferes with the student's work or educational opportunities; or
2. Creates an intimidating, hostile or offensive learning environment or;
3. Implies that submission to such conduct is made an explicit or implicit term of receiving grades or credit;
4. Implies that submission to or rejection of such conduct will be used as a basis for determining the student's grades and/or participation in a student activity.

In compliance with TCA Sec. 49-6-1015, it is a violation for any student to bully, intimidate or create a hostile education environment for another student.

Bullying and intimidation are defined as follows:

1. A type of aggression in which the behavior is intended to harm or disturb, the behavior occurs repeatedly over time, and there is an imbalance of power, with a more powerful person or group attacking a less powerful one.
2. Persistent aggressive behavior directed towards a particular victim who cannot retaliate effectively.
3. A form of habitual aggressive behavior that is hurtful and deliberate.
4. Bullying can be physical, verbal, or relational. Examples include:
 - a. Physical-pushing, kicking, hitting, pinching, and any other form of violence or threats.
 - b. Verbal-name calling, sarcasm, spreading rumors, persistent teasing.
 - c. Emotional-excluding, tormenting, ridiculing or humiliating
 - d. Racial-racial taunts, graffiti
 - e. Rude gestures
 - f. Unwanted sexual or physical contact
 - g. Abusive comments.

Conflict vs. Bullying: What's the difference?

CONFLICT	BULLYING
Disagreement or argument in which both sides express their views	Goal is to hurt, harm, or humiliate
Equal power between those involved	Person bullying has more power*
Generally stop behavior when they realize it is hurting someone	Continue behavior when they realize it is hurting someone

*"Power" can mean the person bullying is older, bigger, stronger, or more popular.

Sexual harassment is:

1. Any form of sexual attention that is unwelcome.
2. A form of sexual discrimination that involves unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature

Hostile environment:

Unwelcome conduct that is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in a program or activity.

Student Responsibilities:

1. I will not harass or bully other students.
2. I will try to help students who are harassed or bullied.
3. I will make it a point to include ALL students who are being left out.
4. When I know someone is being harassed or bullied, I will tell a teacher or an adult.

Reporting Harassment

Anyone can report harassment or bullying to the complaint managers.

Female Complaint Manager: Micheala Hickman, Guidance Counselor

Male Complaint Manager: David Hartsook, Assistant Principal

Allegations of discrimination/harassment shall be fully investigated by a complaint manager (as set forth in Student Concerns, Complaints, and Grievances 6.305) Consequences will be dependent upon the outcome of the harassment or bullying investigation. Consequences will include an educational and/or disciplinary action.

The privacy and anonymity of all parties and witnesses to complaints will be respected. However, because 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 action to resolve a complaint, the identity of parties and witnesses may be disclosed in appropriate circumstances to individuals with a need to know.

School Nutrition

School Nutrition Program

The goal of our School Nutrition Program is to provide nutritious, high quality, safe food in a safe pleasant environment at an economical cost for students, staff and visitors.

The cafeteria staff and your fellow students will appreciate your cooperation in:

1. Staying in your place in line.
2. Using good manners.
3. Depositing litter in trash cans.
4. Leaving the table and floor around your seat in clean condition for others.
5. Bringing meal account payments to the cafeteria cashier no later than 8:30 a.m.
6. Not taking food or drinks out of the cafeteria.

Food Service Details

Well-balanced, nutritious breakfasts and lunches are served each day and are available to students, staff, and visitors. No food from commercial establishments may be brought into the cafeteria by students or adults during breakfast and lunch serving times. Milk is included with all lunches. Adults may substitute tea or water. Please refer to the school website for details about COVID-related adjustments to food service.

Meal Components

Offer vs. Serve means that several choices are offered each day. Students must select at least three different choices. This does not have to include an entrée or milk.

A La Carte Items

Extra food and drink items are available to students purchasing a school lunch or bringing a lunch from home. Prices for these items will be posted in the cafeteria. Students with charges may not purchase a la carte items.

Costs

	Student Cost	Reduced Cost	Adult Cost	Visitor Cost
Breakfast	\$1.50	\$0.30	\$2.40	\$2.50
Lunch	\$2.45	\$0.40	\$3.20	\$4.00

Meal Payments

Our Point of Sale System is set up for pre-payments. Each student and adult (who request one) is assigned an account number. As meals are purchased, the balance is adjusted. Cash or checks made to RCS Cafeteria are accepted at any time during the school day. We request that pre-payments be for at least one week. On-line payments can also be made through My School Bucks at www.myschoolbucks.com

Charges

We realize that children may lose or forget meal money. Therefore, we do allow charges. **However, we ask that no more than 3 charges accumulate on an account.**

Checks

"Personal checks may be taken for payment of goods, services, and other school charges but must not be cashed for the purpose of making change or as an accommodation to individuals, including school personnel". This is from the TN Internal School Uniform Accounting Policy Manual, Administration of Internal School Funds-Section 4. Therefore, RCS Cafeteria will accept checks for the exact amount of purchase, account pre-payment, or charge payments only. A \$10.00 fee will be charged for returned checks and you may lose check writing rights.

Menus

Menus for school meals are carefully planned each month in advance. Menus are posted on the website, in local newspapers, announced each morning on the local radio

station. Occasionally menu changes must be made due to food availability and delivery problems.

Visitors

Guests are welcome to have breakfast or lunch with students. Visitors for breakfast or lunch must be 18 years old or older unless accompanied by an adult. Students from other schools will not be allowed to eat with siblings/students unless accompanied by an adult.

Applications for Free & Reduced Meals

Applications for Free and Reduced Meals are sent home at the beginning of each year. A letter to the parents explaining the program and how to apply is attached to the applications. Parents are encouraged to apply if they suspect their household size and income fall within guidelines. A notice of approval or denial will be returned to them within ten working days. Applications are available in the office and cafeteria throughout the year.

Commercial Restaurant Food/Soft Drinks

Students, parents, visitors, and staff **may not** bring meals from commercial restaurants or soft drinks into the cafeteria during meal service.

Transportation

Bus Transportation

Student transportation is a privilege extended to students who qualify. Students who do not obey the State and Hawkins County regulations governing student transportation may have their transportation privileges revoked by the school district.

Students are assigned to a specific bus and must ride the bus to which they are assigned. Students will be allowed off the bus only at school, home and designated locations. **Any emergency request to ride a different bus MUST be made in writing by the parent/guardian and submitted to the school office. Students will not be allowed on a different bus without the form being completed by the school office.**

Students should be aware of pick-up points of their bus. Route information is provided at the Hawkins County Bus Shop (272-7135). Parents should have their child at the designated pick-up point and ready for boarding before the bus arrives.

When referred by the driver, the principal or his/her designee handles discipline problems. Students/parents/guardians will be financially responsible for any damage to a school bus caused by students.

1st Bus Referral – Warning

2nd Bus Referral – 2 Day Bus Suspension

3rd Bus Referral – 5 Day Bus Suspension – meeting with student, guardian, administration, and bus driver (student will not be allowed to ride the bus until meeting is held)

4th Bus Referral – 10 Day Bus Suspension

5th Bus Referral – Removal from bus for remainder of school year

In some situations and depending on severity of bus referral, students may move to more severe consequences than what is listed.

General Bus Safety

- Students should be at Bus Stop five (5) minutes before the bus arrives.
- Walk far enough in front of the bus that the bus driver can see you and know exactly where you are. Never walk behind the bus.
- Wait for the bus driver to signal before crossing a street.
- Walk away from and stay clear of the bus when exiting.
- If a child drops something under the bus or it blows under the bus, **ALWAYS** ask bus driver to help you.
- Someone **MUST** be at home to receive the child as they exit the bus.
- Open the emergency door only when there is an emergency.
- Stay out of the roadway while waiting for and loading the bus.
- Inform bus driver when problems occur on the bus.

Traffic, Drop-off, and Pick-Up

Individuals are asked to exercise caution while driving on or near campus. Please do not block the roads or park behind the diagonally parked cars on Rogers Street. We ask that you be patient and cooperate when you are dropping off or picking up your child/children. Take special notice of areas marked “NO PARKING” and NO “U” TURNS.

NEW TENNESSEE “HANDS-FREE LAW” MAKES IT ILLEGAL TO HOLD A CELL PHONE AND DRIVE A VEHICLE.

Morning Student Drop-Off

- **1st, 3rd, 4th and 5th grades will enter into the 1st grade doors located on Reid Terry Dr.**
 - Parents please use the right hand lane of Reid Terry Dr. to drop off 1st, 3rd, 4th and 5th grade students for entry at the 1st grade doors.
 - An RCS staff member will be located at the intersection of Reid Terry Dr. and E. College St. This staff member will be stopping traffic from the left hand lane allowing cars from this drop off point to exit on E. College St.
- **K, 2nd and 6th grades will enter at the main lobby door on Rogers St.**
 - Parents please come up Harmon Dr. and drop your K, 2nd and 6th grade student off on the sidewalk located on the right side of your vehicle.
 - An RCS staff member will be located at the crosswalk at the end of Harmon Dr., to assist students crossing the street.
- **7th, 8th and bus riders will enter from the back of the New Gym.**
 - Parents please use the left hand lane of Reid Terry Dr. and drive around to the back of the building and drop your student off at the back of the new gym. (Sidewalk/canopy drop off) To keep traffic moving, please drive on as soon as your child is safely on the sidewalk area. Please do not pass buses loading or unloading.

Afternoon Student Pick-up

All car riders and bus riders will be picked up at the back of the building, **PLEASE DO NOT WAIT IN THE LOBBY FOR YOUR CHILD.** Parents wishing to pick up students at the Depot may park in that area and wait for students to be walked down to Broadway for car loading. Business owners ask that you do not block their parking areas as you await your child.

ABSOLUTELY NO PARKING AT OLD MILL SQUARE (HAGOOD EYE CARE Parking lot and adjacent businesses in the area)

Students that are car riders must be picked up by 3:10 at (Depot and Broadway) or 3:30 behind the building. Parents who struggle with this expectation may be asked by administration to make other transportation arrangements for their children.

Walking

Parents who wish for their child/children to walk home after school must sign a consent form and return it to their child's homeroom teacher. The administration will check the address to ensure there is a safe walking path from campus to the address. Students are ONLY allowed to walk to the address listed on their walking form. (All changes must be approved by the office.) Students who fail to comply with the procedures for walkers will lose their privilege and parents will be required to make other arrangements.

Parking

We have added additional spaces for visitor parking. These spaces are not to be used for morning student drop-off or afternoon pick-up.

PLEASE HELP US TO KEEP YOUR CHILDREN SAFE

BY FOLLOWING ALL PICK-UP AND DROP-OFF RULES.

Communication

SKYLERT

All parents are required to enroll in Skylert. It is an instant notification system that alerts parents when school may have weather related or emergency notifications. Please be sure to keep your Skylert phone information up to date. If you need assistance, please contact the school office at 272-7651.

EMERGENCY SCHOOL CLOSING

During the winter, schools are sometimes closed or open on a delayed schedule. Rogersville City School is an independent system and not part of the Hawkins County School System. Parents should listen to local radio WRGS, watch WCYB-TV (Channel 5), watch WJHL-TV (Channel 11) or log on to the school web site at www.rcschool.net for more information concerning school closing or delay. Additionally, information is sent through SchoolMessenger and Skyward. If the weather turns bad during the school day the Director of Schools may close the school. Parents are requested not to call the school, rather tune in to radio/television for official information. Forms will be sent home at the beginning of the school year for specific instructions from parents. The office will keep a file with specific parent instructions as to what each child is to do when school closes early.

Additional Policies and Procedures

CHANGE OF ADDRESS, PHONE NUMBER, AND OTHER VITAL INFORMATION

Please report any change of address, phone number, emergency phone numbers, work location and work numbers to the school immediately. Also, if there are any changes in the persons who are allowed to pick up your child, please report these to the office immediately. It is important that the office has an emergency number for your child; this will prevent any delays in contacting you in case of emergency. Proof of residence upon moving is required.

CHILD CUSTODY

On custody cases, the school **MUST** have a copy of the court order or current parenting plan. Parents should notify the teacher **in writing** when they are sending someone to pick up their child. These people should be informed that they may be asked to provide identification. This is to prevent a child from being released to an unauthorized person. Please let the office know if there are possible problems at school. Unless there are specific court-imposed restrictions, the non-custodial parent, upon request, shall be given access to all of the student's educational records including but not limited to the student's cumulative folder and the student's special educational file, if applicable.

VISITORS / BUILDING SECURITY

Parents and people from the community (Visitors) will not be allowed in the building during the COVID-19 Pandemic. Check the RCS website for updates to this policy.

STUDENT ARRIVAL

NO STUDENT SHOULD BE IN THE BUILDING BEFORE 7:15 A.M. After arriving on the school grounds, students are to report to the assigned area. Students will not be allowed in the hallways. **NO STUDENT SHOULD BE IN THE BUILDING IN THE AFTERNOON AFTER 3:30 P.M. UNLESS REQUESTED BY A TEACHER OR PARTICIPATING IN A SUPERVISED ACTIVITY.**

EARLY DISMISSAL

If a student must leave school early for a doctor's appointment or for any other reason, the parent/guardian must check the student out on a form in the office and state the reason. Doctor notes should be sent to the school office following all appointments. Excessive early dismissals without adequate excuse will follow **Tardy or Early Dismissal procedures on page 15.**

REQUESTING MAKE-UP WORK

When your child is absent and you would like their assignments, please leave a message for the homeroom teacher no later than 10:00 a.m. Assignments may be picked up in the office after 2:55 p.m. The student is responsible for contacting teachers for make-up work and assignments missed immediately upon returning to school. You may also email your child's teacher for homework assignments.

STUDENT MESSAGES

Cut off time for parents to leave messages for student arrangement changes after school must be made by 2:00 p.m., unless it is an emergency, through the school office.

PARENT VOLUNTEERS

Volunteers must be cleared through our RAPTOR security system. Parents and people from the community (Volunteers) will not be allowed in the building during the COVID-19 Pandemic.

ELEVATORS

Only those students with physical disability sufficient to prevent safe use of the stairways are permitted to use the elevators. Students whose disabilities prevent them from carrying books and other necessary articles may be accompanied on the elevators by another student to provide assistance.

SCHOOL TELEPHONE

The school telephone is for business. Only emergency messages will be delivered. Students will not be called to the phone. Parent/guardian and child should plan ahead in order to avoid unnecessary calls from the school by students.

BAND

Band classes are offered to students in grades 5-8.

CHEERLEADERS

Sixth, seventh and eighth grade cheerleaders are selected by a point system comprised of outside judges' evaluations, grade point average, teacher evaluations, and coaches' evaluations. They represent RCS at athletic events and outside activities as warranted. They shall be subject to all rules and regulations of the Cheerleading Constitution and athletic department of Rogersville City School.

SCHOOL STORE

The school bookstore at Rogersville City School is located in the main office area and is open to students from 7:45-7:55 a.m. daily.

SCHOOL COUNSELOR

Guidance services are provided to help each student with educational, social, vocational, and personal development. The counselor is in her office daily. Conferences with students receive the counselor's first consideration and are scheduled whenever needed. Students wishing to see the counselor may make a self-referral by getting a form from their teacher. Referrals may also be made by parents, teachers or staff. Referrals may also be submitted electronically via the School Counselor page on the RCS website

LIBRARY MEDIA CENTER INFORMATION

Due to the COVID 19 Pandemic the Library Media Center is closed and the Media Director will be working with students in their classrooms/outside areas/etc. Library books will not be checked out during the Pandemic for the safety of students and staff. Contact your child's teacher for digital alternatives to library books.

LOST AND FOUND

Students' clothing and belongings that are labeled with their name makes it possible for easy identification and return. Students who find lost articles are asked to take them to the lost and found where the owner can claim them. Articles turned in and not claimed will be donated to charity at the end of each nine week period.

ITEMS TO LEAVE AT HOME

Students will not be permitted to have cameras, fidget spinners, electronic games or toys, cell phones (see below), laser pointers, magazines and books about weapons or violence, or any other device or material that may interfere with the educational process or the safety of others. Expensive personal items that could be easily lost or stolen are discouraged. Students are not to bring items to sell or trade (candy, gum, trading cards, etc.). Faculty and staff may confiscate any such item. Items will be returned at the discretion of the school.

CELL PHONES/SMART PHONE/SMART WATCH/ SMART DEVICES/FITBITS/ETC.

Cell Phones/Smart Phones are allowed to be brought to school. However, students must turn their phone off and place them in their backpacks and remain there unless a teacher requests it to be utilized for learning. Phones are NOT to be visible between the hours of 7:15 and 3:30. If a situation arises that requires student use of a phone, school personnel are on duty and available during the school day to offer assistance. Smart devices such as smart watches, Fitbits, and Apple Watches are **NOT** allowed at any time while at school.

Failure to follow the above guidelines during these set hours will result in the student receiving the following disciplinary actions:

1st offense: The student will receive 1 day of lunch detention. The item will be confiscated and turned in to the office until a parent/guardian can pick it up. Both parent/guardian and student will sign a form notifying them of the disciplinary measures for a second offense.

2nd offense: The student will receive 1 day of after-school detention. The item will be confiscated and turned in to the office until a parent/guardian can meet with administration. Both parent/guardian and student will sign a form notifying them of the disciplinary measures for a third offense.

3rd offense: The student will receive 1 day of OSS and will no longer be permitted to bring the item to school. The item will be confiscated until the parent/guardian can meet with administration. Both parent/guardian and student will sign a form notifying them of the disciplinary measures for any further violations.

DRESS CODE

The Rogersville City Board of Education recognizes the effect which student dress and grooming have upon student behavior and commitment to learning. Students shall dress and groom in a clean, neat and modest manner so as not to distract or interfere with the operation of the school or the educational process. Attire considered disruptive to health or safety is not appropriate. When a student is dressed in a manner which calls attention to himself/herself and is likely to cause disruption to the teaching/learning process the principal or his designee shall take appropriate action.

Dress Code Guidelines (K-8) General Requirements

- Trench coats are not allowed. Coats, jackets, and pullovers to be worn in the classroom will be at the discretion of the supervising teacher.
- An observable lack of undergarments are not allowed.
- All clothing should be clean and in good repair.
- See-through clothing and cut-outs are not permitted.
- Head coverings, including hats, scarves, sweat bands, stockings, etc. are not to be worn in the building at any time.
- Students are not allowed to wear industrial or pet chains/collars around the neck, wrist, or waist. Chains must not be attached to wallets.
- Clothing that displays the names or advertisements of drug, alcohol or tobacco products, profane, vulgar, violent, illegal, immoral, or hate messages, or sexual innuendo is prohibited. Examples of some inappropriate displays include, but are not limited to the following:

- Hate Symbols (Nazi emblems, KKK, etc.)
- Illegal Activities (Drink 'til you drop, The more I drink, the better you look, pot leaf, etc.). There can be and are many other examples of inappropriate advertisements or messages. Students who have a question about the appropriateness of their clothing should consult a building administrator.
- Accessories must not disrupt the educational process or draw undue attention to the individual. They must be free of offensive or suggestive words or graphics and contain no reference to drugs, alcohol, tobacco, illegal/immoral substances, or activities.
- Shoes must be worn at all times. House shoes/slippers are not permitted.
- Students are not allowed to wear, carry, or display gang paraphernalia or items associated with gangs. Student attire cannot be modified (i.e. rolling up a pant leg) to display gang affiliation.
- Sunglasses cannot be worn inside the building during the school day.
- Spirit group uniforms worn to attend class must meet all dress code requirements.

Specific Dress Code Guidelines

Facial Piercing

Piercing is allowed in ears and nose only. However, nasal piercing can only have one small stud. No septril, septum, vertical tip, or nasallang piercing, bridge piercing, no barbells or hoops. Tongue piercing is not allowed.

Shirts

- Sleeveless shirts may be worn as long as they are three fingers wide at the shoulder.
- Off-the-shoulder shirts are not allowed.
- Shirts must have a neckline that does not expose any portion of the breast. Button-up shirts may be open only at the neck unless worn over a shirt that meets the dress code.
- Shirts worn outside the waistband must be of sufficient length that no flesh is exposed when the student fully extends one arm above the head.
- Shirts/tops worn with leggings, tights or stretch pants must cover the student appropriately (covering all private areas).
- Pajama tops are not allowed.

Shorts, Skirts, Dresses, and Jumpers

- Shorts, skirts, and dresses must be fingertip length.

- Short shorts, mini-skirts, and skin-tight outer materials, such as spandex, are inappropriate attire.
- Shorts must have NO rips, tears, holes, or frays that show skin or undergarments above the knee.
- The top of the dress must meet the shirt requirement of the dress code or have beneath it a shirt that does.
- Spandex worn under shorts are allowed only if shorts meet the dress code.

Sweaters

- Off-the-shoulder sweaters are not allowed.
- Sweaters are permitted as long as they meet the dress code or are worn over a shirt that meets the dress code.

Pants

- Pants must be worn at the waist and be sized appropriately. NO SAGGING.
- Pants must have NO rips, tears, holes, or frays that show skin or undergarments above the knee.
- Pajama bottoms/lounging pants are not allowed.
- Leggings are permitted so long as they are covered by a skirt, dress, jumper, or shirt that reaches the midpoint of the thigh or below.

It is the discretion of the administration and/or faculty as to what is appropriate for the learning environment. This includes apparel or appearance which tends to draw attention to an individual rather than a learning situation. Any student wearing questionable attire will be reported to the administrator and may be sent home to change. Repeated offenses will result in disciplinary action.

Enforcement:

1st Offense – Warning/rectify situation and/or phone call home/documentation-this is to be handled by the teacher/grade level team.

2nd Offense – Lunch detention/rectify situation and/or phone call home/documentation — this is to be handled by the teacher/grade level team.

3rd Offense - After-School Detention/rectify situation &/or phone call home/documentation - this is to be handled by the teacher/grade level team.

4th Offense - In School Suspension/rectify situation/phone call home/documentation - this is to be handled by the teacher/grade level team.

5th Offense—Consecutives Offenses—Send to office

DAMAGE OF SCHOOL PROPERTY

A student who damages school property must pay the replacement or repair costs. (This includes laptops, Ipads, computers, and calculators.)

CHEWING GUM

Chewing gum of any type is prohibited in order to protect classroom equipment, carpet and the general appearance of our school.

SUBSTITUTES/EDUCATIONAL ASSISTANTS

Substitute teachers and educational assistants are to be shown the same respect as regular classroom teachers.

PARTIES DURING SCHOOL

Rogersville City Board Policy allows one homeroom party per year. This party is scheduled on Valentine's Day. (Please refer to the Wellness Policy.) No other homeroom parties are to be scheduled.

No birthday parties are allowed. Birthday snacks are not allowed due to the School Wellness Policy.

DELIVERY OF PERSONAL GIFT ITEMS

With the large number of students in our school, delivery of personal gift items to individuals becomes disruptive to the teaching/learning process. If you choose to bring or have delivery of these items students will be notified of delivery and pick up will be in the office at the end of the school day. Valentine deliveries will be kept in the lobby and delivered between 2:30-2:55. Please be sure your child's name, homeroom and grade are on all delivery items.

For safety reasons all items must be unbreakable.

FIELD TRIPS

School conduct rules apply to all school-sponsored field trips. Only students who have exhibited that they are responsible students at school will be allowed to go on field trips. A responsible student is one who demonstrates appropriate attitude and behavior, is punctual with a good attendance record, and is in good academic standing. Students may be excluded from a field trip due to academic, behavioral, tardies, and attendance problems.

Federal Projects and Legal Notices

NONDISCRIMINATION NOTICE POLICY

The Rogersville City School System does not discriminate in employment or admission on the basis of race, color, sex, age, national origin, religion, disability, or age in its programs and activities and provides equal access to the Boy Scouts and their designated youth groups.

The Rogersville City School System complies with the provisions of Title VI and Title VII of the Civil Rights of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973.

Dr. Karen Davis-Beggs is the Title VI, Title VII, Title IX and Special Education Coordinator for the Rogersville City School System. Our school counselor is the 504 Compliance Officer.

Appeals shall be filed through:

Director of Schools

Rogersville City School

116 Broadway

Rogersville, Tennessee 37857

Phone (423) 272-7651 - Fax (423) 272-7790

CHILD FIND

Local school systems provide services for special needs children and young adults, ages 3 to 8th grade, who reside within the system's district.

If you have or know children who are currently not being served, please contact:

Karen Davis-Beggs, Special Education Director

Rogersville City Schools

116 Broadway

Rogersville, TN 37857

272-7651

RCS Child Find Program

Provides information and intervention for children and young adults ages 3 to 21 who have exceptional educational needs.

Purpose

The purpose of the child find is to locate and evaluate children who are suspected of having a disability. If it is determined that the disability interferes with learning, special education and/or related services may be recommended. Related services may include but are not limited to Speech Therapy, Language Therapy, Occupational Therapy, and Physical Therapy

Who May Refer Children?

Referrals for screening may be made by parents, teachers, physicians, public service agencies, or other concerned individuals

What Is The Child Find Process?

Step 1: A screening process may occur to determine the possibility of delays in the development of the child.

Step 2: An evaluation may occur to assess eligibility for preschool special education programs and to identify the child's strengths and needs.

Step 3: Once eligibility has been established, an individualized program is planned by an IEP (Individual Educational Program) Team, which includes the parent/guardian of the child.

Educational intervention may continue when the child enters school, and may be maintained through the age of 21, depending on the child'

Eligibility Areas

- Autism
- Deaf-Blindness
- Deafness
- Developmental Delay
- Emotional Disturbance
- Functional Delay
- Hearing Impairments
- Intellectual Disability
- Intellectually Gifted
- Multiple Disabilities
- Orthopedic/Physical Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech Impairment
- Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Gifted Child Find

Intellectual giftedness is found throughout diverse populations and crosses all economic and cultural boundaries. Early identification and intervention are often required to meet the unique needs of these children.

Do you know a student who

- Is usually eager to learn
- Is a creative thinker
- Can easily transfer knowledge to new situations
- Shows unusual empathy for people and concern for social issues

Facts

Research shows that 3-5 percent of our population possesses many of these exceptional traits. These children should be nurtured and their education enhanced for their own benefit and the advancement of humankind.

Definition

“Intellectually Gifted” means a child whose intellectual abilities and potential for achievement are so outstanding the child’s educational performance is adversely affected.

“Adverse affect” means the general curriculum alone is inadequate to appropriately meet the student’s educational needs

Referral Process

Anyone, including the parent(s), guardian, or community professionals may refer a student for screening and possible evaluation.

A screening team of educational professionals considers screening information, previous evaluations, and teacher/parent input to determine if a comprehensive evaluation is needed. The team’s decision is

based on multiple data sources.

An assessment team will determine the types of assessment needed. All procedural safeguards are followed to ensure evaluation procedures are non-discriminatory.

Services for Gifted Students

Special Services are often required to meet the unique needs of gifted children. A team of professionals and the child’s parent(s) plan the student’s educational program based on the assessment information obtained through the evaluation process.

ANNUAL FERPA NOTICE

Rogersville City School forwards education records to other agencies or institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

Parents/Guardians have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the LEA to comply with the requirements of FERPA.

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

<http://ed.gov>

34 C.F.R. 99.34

Tennessee Comptroller Office of Open Records

<https://comptroller.tn.gov/office-functions/open-records-counsel.html>

STUDENT RECORD NOTICE OF PRIVACY RIGHTS

This notice informs parents and eligible students (those 18 and older) of their rights concerning education records maintained by the Rogersville City School District. The rights include those of access to the records, opportunity to challenge such records, limitations on disclosure and provisions to file a complaint with the Department of Education. These rights are explained in the Family Educational Rights and Privacy Act of 1974. (FERPA) The laws and regulations require school systems such as Rogersville City to:

- Provide parents and eligible students the opportunity to inspect and review educational records completed within 45 days of the receipt of the request.)
- Provide parents and eligible students the opportunity to challenge the contents of the record when they believe it contains information that is inaccurate, misleading or an invasion of the student's right to privacy. This does not apply to grades. Limit disclosure of information from the student's record to those who have written consent of the parent or eligible student, or to officials specifically permitted under the law (such as Rogersville City School officials), to those of other schools in which the student seeks to enroll; and under certain conditions and for specific purposes to local, state, and federal officials.

Legal Reference:

1. USCA 20-1232g (HEW Reg.-Title 456-99.01 through 45-99.76)

2. TCA 10-7-506

SEARCH AND SEIZURE

School policy on the search of student lockers should be within the following legal framework:

- A. Students should be informed in advance of a search that school authorities have equal access to lockers.
- B. The district's ownership of lockers does not in and of itself remove a student's expectation of privacy.
- C. Students should be informed when locker assignments are made of conditions governing the use of school lockers.

DUE PROCESS

Every student is entitled to due process in every instance of disciplinary action for which the student may be subject to penalties of suspension or expulsion.

1. Due process is afforded to students in serious disciplinary case of:
 - a. suspension (more than 10 days)
 - b. expulsion
 - c. statements removed from the student's records, and
 - d. clearing one's reputation.
2. Due process procedures will be printed and distributed to all students and parents and will comply with all State and Federal laws.
 - a. Prior to any suspension, the school principal or designee shall advise the pupil in question of the particular misconduct of which he/she is accused, as well as the basis for such accusation.
 - b. The pupil shall be given an opportunity at that time to explain his/her version of the facts to the school principal or his/her designee.
 - c. Written notice of suspension and the reason(s) for the suspension shall be given to the parent(s) of the pupil.
 - d. Any parent(s) or legal guardian(s) of a pupil suspended for more than 10 days shall have the right to appeal to the office of the Director of Schools.

EDUCATION FOR HOMELESS CHILDREN AND YOUTH

If you have any questions regarding Education of Homeless Children and Youth please contact:

District Homeless Liaison:

Karen Davis-Beggs

(423) 272-7651 extension 1008

beggsk@rcschool.net

ESSA Title IX: McKinney-Vento Act

Education for Homeless Children and Youth Program

The Education for Homeless Children and Youth (EHCY) program, authorized under the Title VII-B of the McKinney-Vento Act, was reauthorized in Dec. 2015 by the Every Student Succeeds Act (ESSA).

All school districts are required to provide needed services to homeless children. The department receives funding for the program through the federal McKinney-Vento Homeless Education Grant Program and distributes grants competitively to LEAs that have developed programs that document effective collaboration among school districts and service providers to ensure that homeless children in that district receive needed services.

The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school with a strong emphasis on the importance of school stability for homeless children and youths. Changing schools multiple times significantly impedes a student's academic and social growth. Therefore, the McKinney-Vento Act calls for school districts to maintain students in their school of origin to promote school stability and greater educational outcomes overall, unless it is not in the student's best interest.

Under Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, § 725, homeless children and youths means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children (as defined in § 1309 of the ESSA) who qualify as homeless because they are living in circumstances described in this definition.

If you need further assistance, call the National center for Homeless Education at the toll-free helpline number: 1-800-308-2145
Parent Right to Dispute

http://tn.gov/assets/entities/education/attachments/cmp_mckinney-vento_dispute_resolution_process.pdf

PROCEDURE FOR IDENTIFYING IMMIGRANT STUDENTS

All schools' registrar staff shall follow these procedures when identifying/enrolling possible immigrant students.

Identify students who meet the definition of "immigrant" by asking the following questions from the state's home language survey during enrollment:

- In what country was your child born?
- When did your child first attend a school in the United States? (Kindergarten – 8th Grade) In addition to the home language survey, this information can also be collected through proof of age and school records.

Note: We do require proof of age as part of the enrollment process. Although many immigrant students are English language learners, this is not always the case. Students who meet the Title III definition of "immigrant" must be reported regardless of their primary language or language proficiency level.

Immigrant students will be immediately admitted into school and enrolled appropriately by the school data manager/designee with proper coding for immigrant status.

***ELL Program guide is used to train administrators and front office personnel on appropriate processes for enrolling potential immigrant students.

Local Area Contact: Karen Davis-Beggs 423-272-7651 ext. 1008

Migrant Students

According to the TDOE, a student is eligible for migrant benefits if he/she is between the ages of 3 – 21 AND is without a HS/GED diploma, AND has moved within the preceding

36 months from across school district lines (county or state) AND has parents/guardians in seasonal or temporary employment in agriculture, dairy and fishing AND has an economic necessity.

If you feel your child meets all of these requirements, please contact Karen Davis-Beggs at

423-272-7651.

CIVIL RIGHTS

Compliance Manager--David Hartsook, Assistant Principal

Office for Civil Rights: Refers to the U.S. Department of Education Office for Civil Rights. Also referred to as OCR. OCR has the specific authority to investigate and enforce Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

SECTION 504

Rogersville City School complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, gender, or disability. This holds true for all students who are interested in educational programs and/or extra-curricular school activities.

Section 504 provides that “No otherwise qualified individual with a disability in the United States...solely by reason of his or her disability, be excluded in the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Rogersville City School has designated the School Counselor to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973.

TITLE III – INSTRUCTION OF ENGLISH LANGUAGE LEARNERS (Federal Programs)

The purpose of this program is to provide services to those students that have a primary language other than English. Currently, Rogersville City School provides services to English Language Learners through instruction by our certified ELL teacher that is fluent

in the four domains of the English language (reading, writing, speaking, and listening). For more information regarding services to our English Language Learners (ELL) please visit the Federal Programs staff page or contact the school.

RIGHTS OF CHILDREN WITH DISABILITIES, PARENT RESPONSIBILITIES, AND RESOURCES

Tennessee Department of Education Contact Information:

Legal Services Division

Division of Special Education, Tennessee Department of Education

710 James Robertson Parkway

Andrew Johnson Tower, 7th Floor

Nashville, TN 37243-0380

Phone: 615-741-2851

Fax: 615-532-9412

East Tennessee Regional Resource Center

2763 Island Home Blvd.

Knoxville, TN 37290

Phone: 865-594-5691

Fax: 865-594-8909

Child Advocacy Group Contact Information

The ARC of Tennessee

<https://thearc.org/chapter/the-arc-of-tennessee/>

Phone 615-248-5878 - Toll Free 1-800-835-7077

[Back to Table of Contents](#)

Email: info@thearctn.org

Support and Training for Exceptional Parents (STEP)

<http://www.tnstep.org/>

East Tennessee: 423-639-2464

Tennessee Protection and Advocacy (TP&A)

<http://www.tpinc.org/>

1-800-287-9636 (Toll Free) or 615-298-1080

Tennessee Voices for Children

<http://www.tnvoices.org/main.htm>

East Tennessee: (Knoxville Area)

Telephone: 865-609-2490

Fax: 865-609-2543

CASA for Kids

<http://casa4kidsinc.org/>

310 Shelby Street, Kingsport, Tennessee 37660

info@casa4kidsinc.org

423.247.1171

For a more extensive list visit the Tennessee Disability Services—Disability Pathfinder Database: <http://mingus.kc.vanderbilt.edu/tdir/dbsearch.asp>.

NOTICE TO PARENTS, TEACHERS, AND EMPLOYEES

The AHERA (Asbestos Hazardous Emergency Response Act) Management Plan for the Rogersville City School System is on file in the finance office and available for public inspection upon request. Periodic surveillance activities, re-inspections, and trainings are scheduled in accordance with the asbestos management plan. AHERA 763.84g2

Rhonda S. Winstead, Principal

COVER KIDS HEALTH INSURANCE INFORMATION

Cover Kids offers free health coverage for children who do not have insurance.

<https://www.tn.gov/coverkids/coverkids/application.html>

or

Call 1-800-318-2596

TITLE IX GRIEVANCE PROCEDURES

Rogersville City School is in compliance with the requirements of Title IX of the Education Amendments of 1972, 20 U.S.C. 1681et. Seq., and its implementing regulations, 34 C.F.R. Part 106. Title IX prohibits discrimination on the basis of sex in education programs of activities by recipients of federal financial assistance.

Rogersville City School has adopted and disseminated a nondiscrimination policy and designated staff members to coordinate its efforts to comply with Title IX. Grievance procedures are in place to address complaints of discrimination on the basis of sex in educational programs. If you have questions or concerns regarding the application of Title IX and its implementing regulations, please contact: Karen Davis-Beggs.

Filing a Complaint

Any student of this school district who wishes to file a discrimination or harassment grievance against another student or an employee of the district may file a written complaint with a complaint manager. . Students may also report an allegation of discrimination/harassment to any teacher or other adult employed in the school who shall inform the complaint manager. The complaint should include the following information:

1. Identity of the alleged victim and person accused;
2. Location, date, time and circumstances surrounding the alleged incident;
3. Description of what happened;
4. Identity of witnesses; and
5. Any other evidence available.

Female Complaint Manager: Micheala Hickman, School Counselor.

Male Complaint Manager: David Hartsook , Asst. Principal

EVERY STUDENT SUCCEEDS ACT

<https://www.pta.org/home/advocacy/federal-legislation/Every-Student-Succeeds-Act-ESSA>

Rogersville City School receives federal funds under the Every Student Succeeds Act of 2015 to assist with a variety of components of the education program. The specific areas that Rogersville receives funds include the following:

- **Title I, Part A– Improving Academic Achievement for the Disadvantaged**
 - As school-wide Title I schools, each Title I school in the Rogersville City School System receives additional federal funding to supplement our instructional programs. Our Teacher Assistants, working under the direction of classroom teachers, are valuable resources in our focus on reading and mathematics instruction. Parent involvement is critical to the success of our children. As meetings are scheduled at our school, please make plans to attend and participate as often as possible. For more

information on how Title I enhances Rogersville City Schools' instructional programs, call Karen Davis-Beggs at 423-272-7651.

How Title I Supplements RCS Instructional Programs

- Instructional Programs
- Personnel including additional Teachers and Paraprofessionals – Teacher Assistants
- Professional Development Opportunities
- Instructional Equipment to support Instructional Programs
- Supplies and Materials to support Instructional Programs
- Parent Involvement Opportunities

These programs are provided by the Rogersville City School System and supplemented by the Title I Program. The Title I Program and the Rogersville City School Board of Education affirm they do not discriminate against individuals on the basis of race, color, national origin, sex, handicapping condition or age.

● Title II, Part A– Teacher and Principal training and recruiting

RCS annually writes a proposal for the use of these funds that must be approved by the Tennessee Department of Education. This department also has the responsibility to monitor each of the projects for compliance with the ESSA legislation.

ESSA requires that school systems annually notify parents of certain rights and responsibilities they have under the legislation.

● Parent Involvement

RCS values contributions that parents make to the overall educational program. The opportunity for parental involvement is particularly critical in Title I schools where parents are requested to assist with the planning of the overall program and are invited to learn about programs at annual Title I meetings.

- **Assessment Results**

Assessment results are shared with parents at the first parent/teacher conference. Additional information regarding assessment results may be obtained by contacting your child's homeroom teacher.

- **Limited English Proficient Outreach**

The system annually conducts a search for students that could benefit from the Limited English Proficient outreach service. Students are assessed regarding their English proficiency and an appropriate program is planned. Any parent of a Limited English Student that needs assistance in the interpretation of school forms should contact the school office. Assistance will be provided by the English as a Second Language Teacher or other appropriate personnel.

- **Parents Rights to Request Information on a Teacher's Qualifications**

As a part of the ESSA Act of 2015, school systems are required to notify parents of children in schools receiving Title I funds of their rights to request information on the professional qualifications of their child's teacher(s). All teachers at RCS are properly certified to teach in the school system and are highly qualified. To request information regarding the qualifications of your child's teacher, a written request should be submitted to Rhonda S. Winstead, Principal, 116 Broadway, Rogersville, TN. 37857. Information regarding certification may also be obtained from the Tennessee Department of Education's web site at www.state.tn.us/education.

- **Release of Directory Information To Military Recruiters**

The ESSA legislation requires school systems to release to military recruiters the same directory information that high schools normally make available to institutions of higher learning. Parents of children in high school can request that their child's name, address, and telephone number not be released to a military recruiter without prior written consent.

- **Safe Schools**

RCS strongly believes that children learn best in a safe and drug free environment. ESSA allows parents to exercise a school choice option if their child attends a school defined by the state as a "persistently dangerous" school. RCS is classified as a "safe" school.

- **Unsafe School Choice**

As required under ESSA, and the Tennessee State Board of Education's Unsafe School Choice Policy, parents shall be notified immediately if their child is a victim of a violent crime, as defined in TCA 40-38-111. Any child that is a victim of such a crime has the right to attend another grade appropriate public school in the district. In situations where only one school is available, the system will attempt to facilitate a transfer to a school in another district; however, such transfer is not required

- **Homeless Education**

ESSA added to the existing McKinney-Vento Homeless Act by expanding upon those who qualify for services under the act and ensuring that appropriate educational services are delivered to children experiencing homelessness. If you believe that you may be living in homeless circumstances, you should contact Karen Davis-Beggs, at 272-7651.

- **Paraprofessionals Requirements**

All RCS paraprofessionals who work directly with students meet specific guidelines set forth under ESSA. Each assistant must pass a content specific exam in reading, writing, and math.

- **Crisis Management**

RCS has a crisis management plan to be used in times of crisis. The details of the plan are to be distributed to all staff members and appropriate training conducted in the implementation of the plan.

Rogersville City Board of Education

STUDENT DIRECTORY INFORMATION

DENIAL FORM

Parental Rights Regarding Student Directory Information

The Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their children's education records, including directory information. Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. Unless the *parent* or guardian notifies the Rogersville City Board of Education School District within 10 calendar days after the first day of school, **consent is implied** for the Rogersville City Board of Education to release directory information.

Implied consent includes the release of student directory information, or for non-directory information such as student work, for use in the following ways:

1. On the Rogersville City Board of Education's website:
 - a. The web site may include the student's first name only. Personal information such as home address, phone number, or names of family members will not be used. Any information that indicates the physical location of a student at a given time other than attendance at a particular school or participation in school activities will not be used.
 - b. Schoolwork may include, but is not limited to, art, written papers, class projects, and computer projects.
 - c. In material printed by the school or the Rogersville City Board of Education or printed by publishers outside the Rogersville City Board of Education:
 - i. Printed material may include a child's full name.
 - ii. Printed material may include, but is not limited to, school directories, yearbooks, programs, brochures, newspaper articles, and print advertisements.

Handbook Acknowledgement

YOU MUST SIGN AND RETURN THIS FORM

My child and I have read and discussed the information contained in the Rogersville City School Student Handbook for the 2020-2021 school year. I understand that any questions I may have will be answered by the administration upon my request.

Parent's Signature

Date