



Homestead Elementary School

Student Handbook
2024-2025

Mary Elizabeth Edmonds,
Principal Ashlee Watts, Assistant
Principal

Homestead Elementary School
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Crossville, TN 38572
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Student Handbook

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Welcome

Welcome to a new school year. Whether your child is just beginning their educational journey at Homestead, or your student has been here for years, you are a valued member of the Bulldog family!

I am thrilled to continue to serve your family as principal. I have spent the last six years thoroughly enjoying working with you all, loving your kids, and watching them grow and learn. I consider it an honor and privilege to be able to work with the fabulous faculty, staff, students, and families that make up the Homestead community. It is my desire that we continue to strive for excellence and see that each child reaches his or her fullest potential.

As we embark on this new school year, we will work hard to continue the tradition of excellence that has been set forth by those who have come before us. Our theme for this year is "In Our Bulldog Era." We will celebrate what it truly means to be a Bulldog. Homestead truly is a special place! We want to continue our focus on growth and strive to be our best in all areas – academic, social, emotional, and physical.

There is nothing more important to a child's growth and success than a community that surrounds him/her with support. We have a close partnership with the Homestead PTO (Bulldog Backers) and strongly encourage you to participate in those meetings and actively volunteer as you are able.

One thing we firmly believe is that instructional leaders belong in the places where teaching and learning takes place. Your school leaders plan to spend most of our days in classrooms. While we do have an open-door policy, we cannot promise we will always be in our offices. You will find us throughout the building, doing bus duty, and in classrooms watching the magic happen. We are here to serve our students and families and we are always willing to schedule a time when you can have our undivided attention. As always, if you have any questions or concerns, please feel free to reach out to your child's teacher or a member of the administrative staff and we will be more than happy to work with you.

We are looking forward to seeing our children grow and learn during the best school year

yet! Sincerely,

Mrs. Mary Elizabeth Edmonds, Principal

School Information

Grade Levels Pre-K through 8

Address 3889 Hwy. 127 S, Crossville, Tennessee 38572

Website <http://hes.ccschools.k12tn.net>

Telephone 931-456-8344

Fax 931-456-8342

School Hours 7:45 a.m. to 2:45 p.m.

School Spirit Mascot – Bulldog Colors – Black and White

Through a safe and welcoming environment, Homestead Elementary School will focus on helping each individual reach his or her full potential by developing a passion to persevere in learning which results in a drive to serve our ever-changing community through positive actions and relationships.

We will prepare for serving our changing community by exhibiting the core values of good character:

- Honesty
- Kindness
 - Compassion
 - Perseverance
- Service
 - Hard Work
- Respect

All policies and procedures are subject to change at the discretion of the Cumberland County Board of Education. The most up-to-date information can always be found at www.ccschools.k12tn.net or <https://tsba.net/cumberland-county-board-of-education-policy-manual>

Registration Documents and Information

In addition to this handbook, there are a few registration documents that will need to be signed and returned. Most of our registration is completed online, but please return those hard copies that you received on the first day of school no later than Friday, August 16, 2024.

While we have worked diligently to include as much school-wide information as possible, please be aware that individual teachers and grade level teams will provide the parent/guardian with additional classroom-specific policies and guidelines.

3

Arrivals and Dismissals

On the first day of school, we welcome you to walk your child to class. This is a BIG day for everyone! It is perfectly normal for some of our younger students to become upset at the thought of Mom or Dad leaving. This is also a stressful time for parents! After the first day, your son or daughter will walk to his or her classroom with classmates. The longer the goodbye, the more difficult the separation may be. We promise to take good care of your most treasured gift.

Morning Procedures

School doors will be opened at 7:00 a.m. Parents who transport their children to school may not leave children at school prior to 7:00 a.m. Students arriving at school before this time are not the responsibility of school personnel, and will not be allowed inside the building. Buses will also begin arriving at 7:00 a.m. After arriving on the school grounds, students are to report to the assigned area listed below. Students will not be allowed to go to their lockers or wander in the hallways.

Assigned Areas

If joining us for breakfast, students should report directly to the cafeteria. If not having breakfast, students should report to the following locations:

- Kindergarten - Library
- 1st-5th grade – Big Gym
- 6th-8th grade – Little Gym

All students should have a book to read every day or must be working to finish homework.

Student Drop-Off

All drop-offs are to be made in the front of the building. During morning drop-off, **no cars will be permitted in the bus lane until all buses have arrived.** Cars should plan to drive through the parking lot side (left lane when entering the drive) to drop off until all buses have arrived. Once all buses have delivered their students, the main drive-through will be opened. When using the main drive-through, students are only permitted to be dropped off in the lane closest to the sidewalk. All students should exit cars from the passenger side of the car. Please be aware of adults and students exiting cars or using the crosswalk. Students must report to their assigned area immediately upon arrival.

Students arriving after 7:45 a.m. are to report to the office. The student will sign in and a school official will issue a tardy pass to indicate to the teacher that the student has checked in through the office.

Please Remember: 7:00-7:40 is student drop-off time. **In order for your child to participate in breakfast each day, he or she MUST arrive to school by 7:35am. Breakfast will end promptly at 7:45am, as instruction will begin at this time.**

ALL transportation changes must be made in writing. Please do not call the school to change your child's mode of transportation for the afternoon as we are unable to take changes by phone.

4

Afternoon Dismissal

Parent Pick-Up

Students being picked up in the afternoon should be picked up in the front of the school. **Parents will be permitted to enter the parking lot at 2:15 p.m.** Please be respectful of this request as we have faculty and staff leaving, deliveries being made, etc. Anyone entering prior to 2:15 may be asked to leave and return at the appropriate time.

Traffic will enter from Hwy 127, proceed through the parking lot, and exit on Hwy 68. **Parents are asked to remain in their vehicle, as school personnel will load all students.** Parents of car riders will be given a paper with their child's name that should be placed in the front windshield of the car. This will assist school personnel in safe delivery of students. If you need to buckle your child, you are welcome to park or pull over after your child is loaded.

Students must be picked-up by 3:00 p.m. No student should be in the building in the afternoon after school unless requested by a teacher or participating in a supervised activity. Please note: When a student is consistently picked up late, law enforcement and/or DCS may be called.

Early Dismissal/Check-Out

Students are not permitted to leave the building during the day unless a parent or guardian signs them out. **Please keep registration forms up to date in case of emergency.** Parents or guardians may be asked for identification in order to check out students. Students must be signed out in the office and called to the office for dismissal.

Custody Considerations

Due to questions raised regarding custody issues, we must require proof of custody in the form of a court order. We will need a copy of any custody documents immediately.

Student Grades and Student Work

Report Cards and Grading System

Grade cards are issued every nine weeks and the following grading system is used. Academic areas may be expressed either by a numerical system or by a letter system using the following numerical range:

Grades K-2: Grades 3-8:			
4	Exceeds Expectations	A	93-100
3	Meets Expectations	B	85-92
2	Approaching Expectations	C	75-84
1	Below Expectations	D	70-74
		F	69 and below

3rd Grade Promotion Requirements

TN State law requires that, to be promoted, a 3rd grade student must score proficient in reading on the TCAP assessment.

Report Card Holds

Report card holds will take place due to returned checks, failure to pay fundraiser costs, lunch fees, and/or lost/missing instructional materials.

Homework

Homework is given to reinforce skills taught in the classroom. As a result, completion of homework is necessary to have success in all subjects. Teachers will grade homework assignments and it is expected that all homework will be completed. Failure to complete assigned homework may result in disciplinary action, such as loss of privileges or detention, until work is complete.

5

Make-Up Work

Attendance is essential to academic success and students are urged to be at school every day. In the event that a student must miss school, a student must make arrangements to complete all make-up work. There are times when learning is experience based and independent work is not comparable. However, when possible, make-up work will be provided. Per CCBOE Policy, all makeup work from an excused absence may be made up. All make up work from an unexcused absence may be made up at principal's discretion. If work is not completed by the end of the grading period, the student may receive a zero (0), which will negatively affect the student's report card average. If desired, work can be picked up on the day of the absence. In order to give teachers time to gather materials, parents should call before 11:00 AM to request work. Work will be available in the front office after 2:30.

**** Attendance and grades will affect participation in school activities****

Response to Instruction and Intervention (RTI²)

The school system embraces the Response to Instruction and Intervention Framework (RTI²) model, now part of educational law for the state of Tennessee. RTI² is an instruction system that meets the individual needs of each student. As students are presented with instruction through the regular education program, the teacher monitors growth and progress. Using data from student performance, students are offered opportunities for remediation and

enrichment through the RTI² system.

All students grow and develop at different rates. RTI² intervention groups remain flexible. They are re-evaluated frequently, and students receive the interventions they need. The prescribed interventions are based on data, involve evidence-based approaches to instruction, and vary for each grade level and each student. If you feel your child is in need of additional intervention, please contact the school office to speak with the School Counselor or the RTI² Coordinator, for more information. They can be reached at 931-456-8344.

Family Educational Rights and Privacy Act (FERPA)

FERPA gives parents and eligible students these basic rights:

- The right to inspect and review the student's education records maintained by the school; •
- The right to request that a school amend the student's education records;
- The right to consent in writing to the disclosure of personally identifiable information from the student's education record, except under certain permitted situation; and
- The right to file a complaint with the Family Policy Compliance Office (FPCO) regarding an alleged violation under FERPA.

Enrollment of Students Without a Permanent Home

A homeless student (also referred to as child and youth in transition) is defined under the Federal McKinney-Vento Homeless Assistance Act as lacking a fixed, regular and adequate nighttime residence, and includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camp grounds due to the lack of alternative, adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances listed above.

Unaccompanied homeless youth are those students who meet the above definition of homeless and not living in the physical custody of a parent or legal guardian. All unaccompanied youth are not considered homeless.

Every child has a right to a free and appropriate public education. Children in transition who fit federal definitions of homelessness have a right to:

- Immediate school enrollment and attendance, even without birth records, school records, immunizations, and/or health physicals;
- Have assistance with requesting records from the previous school;
- Remain at their school of origin if it is in the best interest of the child;
- Transportation to and from school;
- Help for prompt resolution about school placement including Special Education,
- Bilingual Education, Gifted, and remedial programs; and
- receive free breakfast and lunch for the remainder of the school year (by using the nutrition application and current procedure).

Identified homeless families can receive assistance through the student support staff at their school. Services provided include linkages with community resources, clothing for students, and school supplies. Homeless students may also be eligible for additional supportive academic services. For more information, please contact the school office at 931-456- 8344.

Federal Program Offerings

Homestead Elementary School received federal dollars for the following purposes:

- Title I: Academic Improvement
- Title II: Staff Development
- Title III: English Language Learners
- Title V: Rural School Educational Improvement Opportunities
- Title IX: McKinney-Vento Homeless Education Assistance
- 21st Century Community Learning Centers Extended Day Program

10 Components of Title I

As a recipient of Federal Title I dollars, Homestead Elementary School will be accountable for the following:

1. A comprehensive needs assessment
2. Schoolwide reform strategies
3. Instruction by highly qualified teachers and paraprofessionals.
4. High-quality and ongoing professional development
5. Strategies to attract and retain highly qualified staff.
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments that provide information to improve the achievement of individual students or the overall instructional program.
9. Effective, timely additional assistance to ensure that students' difficulties are identified and assistance is provided.
10. Coordination and integration of federal, state, and local services and programs

ELL Mission Statement

The Mission of the HES English Language Learner program is to provide non-English speaking students with the English language competence needed to thrive, move forward and accomplish high levels of success while meeting all local and state standards given appropriate education. Continuity and cooperation with the staff as a whole will lead to their full involvement in an ever-changing multicultural global society.

HES Parent Involvement Policy

1. At the first PTO meeting of the new school year, a copy of this policy, legal requirements, and the parents' opportunity to be involved will be explained.
2. A monthly school calendar will be used to inform parents of upcoming programs.
3. Information concerning the students' performance at school will be provided on the mid-term & nine-weeks report card or, if necessary, more frequently.

4. Parents may request a conference at any time throughout the school year. It is our goal that parents have the opportunity to participate in decisions relating to the education of their children.
5. Comments by parents of children participating in the Title 1 school wide program plan shall be attached to the plan when submitted to the Local Education Agency.

7

Shared Responsibilities for High Student Performance

1. Teachers will inform parents of their child's progress as needed as well as at the fall and winter parent-teacher conference sessions.
2. Opportunities for parents to volunteer will be available throughout the school year.
3. After-school tutoring may be available for students who need additional help.

Building Capacity for Involvement

1. Information about literacy training provided by the Adult Basic Education office will be made available to those parents who need guidance in helping their children improve their achievement.

2. Teachers will be available to assist parents in how to help their children in certain classroom subjects.
3. Parents may help coordinate the services provided by local businesses.
4. Parents and teachers shall work together in coordination of the education of children, including those with learning disabilities or physical handicaps, during scheduled meetings.

At the first PTO meeting of the school year, parents will be introduced to members of various school committees and discuss with them the responsibilities of each committee.

Special Education Services

Approximately 15% of America's population has a learning disability or difference. These include both specific learning disabilities and gifted education. These learning differences are most often discovered during the elementary years. If a student participates in the RTI² program to the point of educational testing, a special education teacher, school psychologist, administrator, and the classroom teacher will meet with parents to determine next steps. An IEP, or Individualized Education Plan, is written for each student who qualifies for special education services.

Rehabilitation Act - Section 504

The Rehabilitation Act of 1973, commonly referred to as Section 504, is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. An eligible student under Section 504 is a student who (a) has, (b) has a record of having, (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Please contact the School Counselor or principal at 931-456-8344 or visit <http://ccschools.k12tn.net> for more information pertaining to Special Education, 504, and Homebound Procedures.

Homebound Instructions and Procedures

A homebound student is a child who has a medically diagnosed physical or mental disabling condition or health impairment that confines the child to a home or hospital, and whose activities are restricted for a minimum of ten (10) consecutive school days.

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

8

Eligible students are provided instruction parallel to the instructional program currently offered in the typical classroom situation for his/her age and/or grade level as determined by the homebound teacher, parent, and school personnel. Adjustment in such curriculum and instruction will be made upon the recommendations of the homebound teacher in accordance with the individualized needs of each student. Homebound instruction is one of the most restrictive educational placements for school-age children and is only appropriate when a disabled student's physical or mental condition makes placement with other students prohibitive. Homebound instruction is not to be confused with home schooling.

Cumberland County Homebound Procedures

1. Homebound forms requesting homebound services for a student must be received from a doctor. Date of services can begin no earlier than date of doctor's signature on form. Any homebound forms received to schools should be faxed or sent to the Homebound/SPED office the day they are received.
2. All forms must be complete and approved by Homebound Director, including parent signatures on the homebound application procedures form, prior to services being provided.

3. A copy of all homebound forms will be sent back to the school attendance clerk. For students with an IEP, a copy of the homebound form will be sent back to the student's special education case manager to place with the current IEP or 504 Plan.
4. For Special Education Students, an IEP or Section 504 Team at the school will meet on an individual basis to determine what services a student needs after the following are met:
 - Only upon certification by a licensed doctor of medicine or osteopathy that a child with a disability needs a homebound placement,
 - The child is expected to be absent from school due to a physical or mental condition for at least ten (10) consecutive school days, and
 - The child can receive homebound instruction in a homebound placement without endangering the health of personnel providing it.
5. For students suspected of having a disability, the District will conduct an evaluation prior to determining eligibility for a 504 plan. If a student is determined eligible for a 504 plan while on homebound, a 504 plan will be developed by the homebound instructor, classroom teacher, parent, and school 504 coordinator. A copy of the 504 plan will be sent back to the home school Section 504 Coordinator.
6. Homebound services may be reviewed every thirty days and a new doctor's note received. Special Education students placed on homebound for behavior may only receive homebound services for one thirty (30) day period in a school year.
7. Prior to the student returning to school, another IEP meeting or 504 meeting will be held to transition the student back to school and determine if services or accommodations will be needed. 504 plans may be terminated at that time if no additional accommodations or services are needed. If the student continues to need a 504 plan, then it will be turned over to the school level 504 Coordinator. The school 504 Coordinator will be responsible for distributing the plan to teachers and scheduling an annual review of the 504 plan, or more frequently as needed.

Attendance

CCS BOE Policy 6.200

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

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

Absences shall be classified as either excused or unexcused as determined by the principal or his/her designee. Excused absences shall include:

1. Personal illness
2. Illness of immediate family member

3. Death in the family; funeral notice
4. Extreme weather conditions
5. Religious observances
6. Pregnancy
7. Summons, subpoena, or court order
8. Circumstances which in the judgement of the principal create emergencies over which the student has no control
9. Other absences as pre-approved by the principal, based on appropriate documentation at least (ten) school days prior to day(s) to be missed. This does not include personal family vacations.
10. If a student is exempt from final exams per Board policy, the absence on the day of the exam is excused.
11. Driver's license/permit appointments will be excused with proof of appointment.

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

If a student is not present for at least 50% of the scheduled school day, they are not permitted to attend or participate in after school or extra-curricular activities such as ballgames, dances, etc.

Truancy

Students shall be present at least fifty percent (50%) of the scheduled school day in order to be counted present. Students receiving special education services may attend part-time days, alternating days, or for a specific amount of time as indicated in their Individualized Education Plan. Students who are absent five (5) days without adequate excuse shall be reported to the director of schools/designee who will, in turn, provide written notice to the parents/guardians of the student's absence. The director of schools/designee shall also comply with state law regarding the reporting of truant students to the proper authorities. If a student accumulates a total of five (5) unexcused absences, then he/she is subject to referral to juvenile court. If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s) and the school system provides transportation, unexcused absences from these programs shall be reported in the same manner.

Progressive Truancy Intervention Plan

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

Tier I

1. After three (3) unexcused absences, a student and parent will be required to meet with a school attendance representative to discuss reasons for student absences.
2. Set up an attendance contract with student and parents to be signed by all including the attendance representative.
3. The contract must include: Attendance policy and penalties for additional absences.

10

4. Regularly scheduled follow-up meetings, with the student to discuss his/her progress. If the student accumulates additional unexcused absences in violation of the attendance contract, he/she shall be subject to the additional intervention tiers.

Tier II

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

Tier III

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

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

Excessive Tardies

Instruction begins promptly at 7:45 and ends at 2:45. When students exceed 3 tardies or 3 early dismissals in a 9 week period, they are missing important instruction. A discipline form will be sent home as a warning after the 4th unexcused tardy/early dismissal. After the 5th unexcused tardy/early dismissal, students may be issued a detention. Subsequent tardies/early dismissals may result in additional detentions.

Military Service of a Parent/Guardian

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

Attendance Hearing

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

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

The appeal shall be heard no later than ten (10) school days after the request for appeal is received. The principal shall be responsible for notifying, in writing, the director of schools and the parents of the student of any action taken by the school.

Any administrative decision regarding attendance may be appealed initially to the director of schools and ultimately to the Board. The appeal shall be made in writing to the director of schools and within five (5) days following the action or the report of the action, whichever is later. The director of schools/designee shall ensure that this policy is posted in each school building and disseminated to all students, parents, teachers, and administrative staff.

Student Equal Access

(Limited Public Forum)

Student Meetings

Schools may allow students to form clubs or groups that meet before, during, and/or after the school day.

Requests to form such clubs or groups shall not be denied based upon the religious nature or beliefs of proposed club or group. If permitted, school administrators shall ensure that all clubs and groups have the same abilities to access facilities and advertise their meetings.

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

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

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

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

1. The meeting is voluntary and student-initiated;
2. There is no sponsorship of the meeting or its content by the school, the Board, or its employees;
3. The meeting will not materially and substantially interfere with the orderly conduct of the school's educational activities or conflict with other previously scheduled meetings;
4. Employees of the district are to be present in a non-participatory monitoring capacity; however, no employee shall be required to attend in this capacity if the content of the meeting is contrary to the beliefs of the employee; and
5. Non-school persons will not direct, control or regularly attend.

School Sponsored Events

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

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

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

Money/Valuable Items

The school will not be responsible for lost or stolen items. Please refrain from bringing any item of value into the school. Electronics are not needed and will not be replaced by the school if lost or stolen.

Textbooks

All books are numbered and recorded by the teacher, and the condition will be noted. Lost or damaged books (including library books) MUST be paid for before another textbook can be issued or before grade cards can be released. The average cost of a textbook is approximately \$50.00- \$75.00.

12

Lockers

Lockers are school property and are subject to search (BOE Policy 6.303). Lockers are to be kept in a neat order so that doors completely close and no articles are left hanging outside. Failure to do so may result in the loss of the locker privilege.

Extra-Curricular Activity Options

Students are encouraged to participate in the wide variety of clubs, organizations and activities available at HES. **Each year we try our best to add new and exciting activities for our students so stay tuned!** Some of these include:

Football (county-wide) Volleyball (county-wide) Band
Basketball BETA 4-H Club
Cross Country Cheerleading Chess
Archery Fellowship of Christian Athletes Soccer (county-wide) Baseball/Softball (county-wide) Tennis (county-wide) FFA

Students in 7th and 8th grades who participate in extra-curricular activities may be randomly chosen to participate in drug screenings that occur each semester.

Phone Use

Students have access to the office phone to call a parent/guardian about cancelations, changes, and academic/personal needs. **Students and parents are expected to make arrangements for normal after-school activities in advance - not the day of an activity.**

Discipline Policy and Code of Conduct

General Statement

The judgment of the principal shall prevail in all matters related to the application of these rules.

Code of Conduct

The Cumberland County Board of Education expects parents and school staff will work in close cooperation to ensure student success, both academically and behaviorally. In order to achieve this goal, it is anticipated that staff and parents will communicate routinely, and certainly, whenever there is a concern regarding student progress. By establishing and maintaining close contact, parents and teachers can prevent or minimize discipline problems as well as maximize student growth.

Homestead Elementary School faculty, staff and students will adhere to [CCS Board Policy 6.300](#) at all times. Please refer to the referenced policy for complete detail regarding disciplinary infractions and consequences.

General Discipline

Homestead Elementary will utilize a School Wide Positive Behavior Support (SWPBS) system when addressing general behavior expectations. This means, faculty and staff will teach expected behaviors, hold students accountable to those expectations, and reinforce positive behaviors. A central feature of SWPBS is implementation of behavioral practices throughout the entire school. We use an appropriate version of our SWPBS system in each grade level.

Reinforcements often result in rewards and incentives. Rewards and incentives are a result of meeting high expectations for behavior. They are given eagerly and consistently, but must be earned. Unfortunately, this means that negative behaviors may cause students to be excluded from SWPBS reward events. It is our goal that all students be included.

However, negative behaviors will not be rewarded, as intermittent reinforcements are confusing and prove to negatively impact student growth and development.

For details regarding negative behavior consequences, refer to board policy 6.300. This policy will be followed with consistency so as to create a safe and nurturing learning environment where students know and understand expectations.

Cell Phones and Other Personal Communication Devices

Policy Ref. 6.312 states students may possess a personal communication device in school, on school property, at after school activities, and at school related functions.

These devices:

1. Shall remain off and concealed from view.

2. At no time are the devices to be used to undermine instructional practices or violate an individual's privacy.
3. Personal communication devices shall not be used in any instructional setting as a calculator.
4. The student possessing a personal communication device shall assume all responsibility for its care.
5. Violations of this policy may result in disciplinary action against the student and confiscation of the device.

Violation of Personal Communication Device (Cell Phone) Policy (Ref. AP 6.312) • **1st offense** -

Device will be taken up, a written warning will be issued, and parent/guardian may pick cell phone up from school administration at the end of the day.

- **2nd offense** - Device will be taken up, a detention or day of ISS assigned, and parent/guardian may pick cell phone up from school administration at the end of the day.
- **3rd offense** - Device will be taken up, 2 detentions or 2 days of ISS assigned, and parent/guardian may pick cell phone up from school administration at the end of the day.
- **4th & subsequent violation(s)** will result in disciplinary action at the discretion of school administration.

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

Note: If students use their phone to contact parents during the school day to be picked up early, change transportation plans, notify of discipline, etc., the phone may be taken by school staff.

Dress Code Policy (Ref. 6.310)

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

- **1st Violation:** The student will receive a written warning and the violation must be corrected.
- **2nd Violation:** The parent will be called, violation must be corrected, and a detention will be assigned.
- **3rd Violation:** Disciplinary action at the discretion of the administration.
- The principal's judgement shall prevail in all matters regarding the application of these rules.

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

- Clothing or accessories that denote affiliation with any gang associated with criminal activity, or are a safety hazard, or a security risk.
- Ill-fitting clothing such as saggy/baggy pants or pants dragging the floor.
- Excessively oversized clothing including but not limited to coats and/or trench/duster style.
- From a relaxed standing posture, clothing exposing skin mid-thigh or higher (no skin showing).
- Clothing/tattoos with suggestive or inappropriate slogans, vulgar captions, or advertisements for tobacco, alcohol, or drug products.
- Caps, hats, or headscarves for boys or girls, will not be worn inside buildings.
- Form-fitting/body-fitting clothes or clothes with revealing necklines.
- No pajamas.

14

The following dress code rules shall be enforced:

- Any color or style of shoes may be worn, with the exception of "heely" or bedroom slipper type of shoes.
- Shirts or tops with leggings shall be worn so that its length appropriately covers front and behind.
- From a relaxed standing posture, without leggings, shorts/skirts/dresses will be no higher than mid-thigh. Slits in skirts/dresses will be no higher than mid-thigh.
- No tinted glasses/sunglasses are permitted to be worn inside the building unless prescribed by a doctor.
- Large heavy jewelry chains, and any jewelry that could be deemed dangerous, will not be permitted.
- Valuable clothing and jewelry are discouraged.
- Shirt and blouse length may not be so short that students raising their elbows to the height of his or her shoulder exposes midriff and must cover at least 3" of the shoulder so as not to reveal the torso or undergarments. Halter tops, tank tops, cropped tops, or muscle shirts that reveal a bare midriff or lower back are not allowed; no midriff bare skin should be visible while standing, sitting, or raising one's hand in class, or walking in the hallways.
- No costume attire or distracting clothing except on special dress days.

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

Detention

Students may be assigned to detention by a teacher or by an administrator. Your child is responsible for bringing the conduct report home and we expect parents to sign and return the report the next day. Parents must pick up their children promptly at **4:00 p.m.** Students are expected to serve detention when assigned. **Detention is not planned at student or parent convenience.** Failure to serve detention may result in the doubling of detention until the detention is served. Continuous absences from detention may result in in or out of school suspension. The conduct report is your notification.

Bus Conduct

The school bus is an extension of school property. Therefore, students shall conduct themselves on the bus in a manner consistent with the established standards for safety and classroom behavior. In order to maintain conditions and an atmosphere suitable for learning, no person shall enter onto a school bus except students assigned to that bus. Students are assigned a school bus by the transportation supervisor.

Students are under the supervision/control of the bus driver while on his/her bus, and all directions given by him/her shall be followed. If there is a serious discipline issue, the principal of the student transported shall be informed by the bus driver and may be called upon to assist. A student may be denied the privilege of riding the bus if he/she disobeys state or local rules and regulations pertaining to student transportation. A student wishing to ride a bus other than the assigned bus must have written parental permission and administrative approval. The student must bring the parent note to the office to receive approval. The student must have a note from the office in order to board the bus. However, some buses are at capacity and extra riders are not permitted.

Bus Expectations for Students

- Understand riding a school bus is a privilege, not a right.
- Arrive at the bus stop five minutes prior to scheduled pick-up time. Stay at least ten feet off the road, yet visible to the driver, while waiting on the bus.
- Cross in front of the bus where you can see the driver and the driver can see you, and only after the driver has indicated it is safe to cross.
- NEVER run in front of or behind the bus, even if you have dropped something.
- Unsafe items (i.e. knives, sharp instruments) are not allowed on the bus.
- Cell phones and other electronic devices are permitted on the bus unless it becomes a distraction or problem.
- Hair spray, aerosol deodorant, and/or perfume should not be used on the bus.
- The bus driver is the sole authority on the bus. Follow the driver's instructions the first time they are given.
- Absolutely no misbehaving, yelling, or moving out of seats while bus is in motion. This can be highly distracting to the bus driver and potentially hazardous to the safety of all passengers.

15

- Eating food or candy, chewing gum, drinking liquids, smoking and/or possession of illegal substances or obscene material is not allowed on the bus.
- Respect others' rights, comfort, and safety on the bus.
- Profane, abusive, or vulgar language, gestures, or threats will not be tolerated.
- Fighting, pushing, shoving and/or other inappropriate behavior will not be tolerated.
- The emergency door is to be kept obstruction-free and accessible at all times.
- Open windows with permission from the driver. NOTHING may be extended out a bus window. Shouting out of the bus windows is not allowed.
- When the bus comes to a stop, keep hands, feet and other objects out of the aisle to ensure other passengers board/exit safely.
- Report any damage on the bus to the bus driver. Intentional damage will result in disciplinary consequences, including restitution

Bus Discipline Guidelines

All students may ride home on the day of the infraction. Modifications may occur due to the circumstances of the infraction as determined by the administration. Price of a bus seat due to vandalism is approximately \$60.00. • 1st Incident: Warning & parent phone call

- 2nd Incident: 3 days bus suspension & phone call
- 3rd Incident: 5 days bus suspension & phone call
- 4th Incident: 10 days bus suspension & phone call
- 5th Incident: bus suspension for the rest of the semester

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

Video Cameras

Video cameras are used to monitor student behavior on school buses transporting students to and from school or extracurricular activities and throughout our school campus. Video surveillance shall be used only to promote the order, safety, and security of students, staff, and property.

Zero Tolerance Violations

Some school rule violations require expulsion under state law. These violations are referred to as "zero tolerance" violations and are:

- Bringing to school or being in possession of a firearm on school property or at a school activity •Unlawful possession of any drug, including any controlled substance, controlled substance analogue, or legend drug on school grounds or at a school-sponsored event
- Aggravated assault
- Assault that results in bodily injury upon any teacher, principal, administrator, or any other employee of the school, or school resource officer
- Threats of mass violence on school property or at a school-related activity

Tobacco

The possession, uses, or transfers of tobacco, tobacco products, or vapor products in any form by any student are strictly prohibited. Any student caught in the possession of, using, or transferring any tobacco, tobacco product, or vapor products while participating in a school-sponsored event shall be subject to disciplinary action, which may include corporal punishment, suspension and/or expulsion. An automatic citation to Juvenile court will be issued in all cases of tobacco possession according to T.C.A. 39-17-1501.

Use or Possession of Drugs or Alcohol

Any student who possesses drugs or alcohol on school grounds or at any school-related function shall be immediately suspended from school upon due process.

16

Searches by School Personnel

Any principal or designee, having reasonable suspicion, may search any student, place, or thing on school property or in the actual or constructive possession of any student at any organized school activity off campus, including buses and vehicles of students or visitors. A student using a locker that is the property of the school system does not have the right of privacy in that locker or its contents. A student may be subject to physical search of a student's pocket, purse or other container may be required to be emptied because of the results of a locker search, or because of information received from a teacher, staff member or other student if such action is reasonable to the principal.

Student Discrimination, Harassment, Bullying, Cyber Bullying, and Intimidation At Homestead Elementary School, we take accusations of discrimination, harassment, bullying, cyber bullying and intimidation extremely seriously. These behaviors will not be tolerated under any circumstances. All incidents will be handled swiftly, and in strict compliance with board policy.

Policy Ref. 6.304 provides the following definitions:

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

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

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

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

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

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

Complaints and Investigations

Students experiencing discrimination, harassment, bullying, cyber bullying or intimidation, should report the incident immediately to a teacher, counselor, or administrator. All school employees are required to report alleged violations to the principal or principal designee.

In compliance with board policy 6.304, the principal or designee must begin an investigation within 48 hours of the report. When a student is involved in an act of discrimination, harassment, intimidation, bullying or cyber-bullying, the principal must contact the parent and provide information regarding the incident and any counseling options. After the investigation, the principal or principal designee will determine if there has been a violation. In instances where students have committed acts of discrimination, harassment, intimidation, bullying, or cyber bullying, disciplinary consequences will follow. There will be no exceptions to this rule.

False accusations accusing another person of having committed an act prohibited under this policy are prohibited. The consequences and appropriate remedial action for a person found to have falsely accused another may range from positive behavioral interventions up to and including suspension and expulsion.

17

Safe Schools

Our School Resource Officer is Deputy Roy Kemmer. He is on campus on a full-time basis and works closely with the faculty and staff at Homestead to ensure a safe and orderly campus for all students, staff and visitors.

Safe Schools Statement

Homestead Elementary School is committed to creating safe, respectful, and inclusive learning environments where all community members work together to promote academic excellence, civil behaviors, and social competence. All staff, students, and parents help create safe schools.

Crisis Plans

Each class has a specific plan to follow in the event of an emergency such as fire, tornado, bomb threat, or lockdown. We practice these plans so our students will know how to react in the event of an actual emergency. Students should be aware that they can be prosecuted for pulling fire alarms.

Inclement Weather

During the school year, school is sometimes canceled due to weather conditions. Listen to local radio stations for information on school cancellations or delay. Please do not call the school to learn of cancellations. Our phones are incredibly busy on these days, and we need to get pertinent information to our students. In the case of a severe weather warning, parents should not plan to come to the school. Students will not be released early when under a severe weather warning. All parents who come to the school must remain securely in the office area. When school is delayed due to bad weather, the doors will open 45 minutes prior to the announced time for school to begin. For example, a 2 hour delay means doors will open at 9:00 AM and the tardy bell will ring at 9:45 AM.

Please be certain that the school has all up to date contact information. This is how the telephone messaging system will contact parents directly.

Health and Wellness

At Homestead Elementary, we strive to provide an environment that is safe for all students. This includes requirements for managing health issues such as immunizations, communicable diseases, and health supports and educational programs and services. The information below provides guidance regarding issues of health and wellness.

Immunizations

See Cumberland County School BOE Policy 6.402 for more information pertaining to student immunizations to include the Meningococcal immunization.

Mental Health Needs

To address the mental health needs of our students, Homestead Elementary follows the mental health standards and guidelines adopted by the Cumberland County Schools.

Lice Screenings

Screenings take place randomly. The school nurse or designee may check for head lice. A child who is found to have evidence of lice may not remain at school but must be treated immediately. Upon return to school after an infestation, the child must be checked by the school nurse in a private location. Cumberland County has a no nit policy. This means students may attend school if and when they are clear of *both* living bugs and nits.

Medication

Without exception, all medication must be brought to and from school by parents, never delivered by students. Students requiring prescribed medication must have an "Administration of Medication" form completed by their parent and on file with the school nurse.

Medication forms are available in the office and must be completed **each year** for each medication.

The medication should be brought to school by the parent (not the student) in the original container appropriately labeled by the pharmacy or clinic. Medication will be kept in the office and given to the students at the designated time. Prescribed medication may be administered by a school nurse or by a non-health professional designate of the principal or school nurse.

NOTE: Any student possessing, selling, giving, or sharing any medication in any form including, but not limited to any type of over-the-counter medication, or health aids (such as vitamins), will be subject to full prosecution under the Drug Free Schools Act.

Family Life Curriculum

Family Life Curriculum is mandated by the State of Tennessee Department of Education. As parents, you have the opportunity to review all Family Life materials in the fall of the year at a public forum that will be announced every September. Parents have the option, after reviewing the materials, to opt their student out of such instruction. Please contact the school Guidance Counselor for further information.

AHERA Asbestos Management Plan

Public Notice: Parents, Teachers, Students and Cumberland County School Employees

A copy of the Cumberland County Schools Asbestos Management Plan is on file at the Cumberland County Maintenance Department located at 736 Old Mail Road, Crossville, TN. This plan can be viewed Monday through Friday during normal business hours 8 AM to 4 PM CST. The plan is also available during normal business hours at each Cumberland County School. For further information please call:

CCBOE Maintenance Office at 931-484-5763

Cumberland County Board of Education Central Services at 931-484-6135



Cumberland County Board of Education
Coordinated School Health

Student Health Screening Passive Permission 2022-2023

Dear Parent or Guardian,

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

B.M.I. (Body Mass Index) Hearing Scoliosis
Vision Blood Pressure Height/ Weight
Asthma

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

Respectfully,
Marsha Polson, RN Coordinated School Health Supervisor
Email: mpolson@ccschools.k12tn.net
931-484-6135

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

General Notifications

- The Cumberland County School System does not discriminate on the basis of race, sex, color, religion, national origin, age, or handicap in the provision of educational opportunities, activities, or other administered programs. • Parents have the right to request information pertaining to the professional qualifications of their child's teacher(s). Teacher certifications can be found by accessing the Tennessee Department of Education Teacher Licensing web site (www.state.tn.us/education/llchome.htm) or by contacting the Central Office at 931-456-8347. Parents may also request the qualifications of a paraprofessional that provides educational assistance to their child.
- Parents must receive notification if their child is being taught for 4 or more consecutive weeks in a core curriculum subject by a teacher that is not highly qualified.
- Parents will have access to system/school report cards as developed by the Tennessee State Department of Education and available (usually in late fall of each year) through the state department web site (www.state.tn.us/educ), at the school, and/or at the Central Office.

- Parents will be given the option to transfer their child to another public school or to obtain supplemental educational services if the school fails to meet adequate yearly progress.
- Parents will receive academic results for mid-reporting periods, end of reporting periods, TN Achievement results in grade 3-8, End-of-Course and Gateway Exams in a timely manner as required by local Board policy and the Tennessee Department of Education.
- Parents can visit the state's web site (www.state.tn.us) to access a description of the Tennessee Curriculum Standards, assessment, and proficiency levels students are expected to meet.
- Parents of secondary school students have the right to request that their child's name, address and telephone number not be released to a military recruiter without their prior consent.
- Parents of a student identified as limited English proficient (ELL-English Language Learner) will be notified in a timely manner of their child's level of English proficiency, their child's opportunity to participate in an ELL program, details of the program, and the right to waive participation.
- Title I Schools: A written parental involvement policy will be developed jointly with and distributed to parents of children participating in Title I programs. The parental involvement policy is printed in the school's handbook or a copy is available at the school's office (this is also available on the MES web site at <http://ccschools.k12tn.net>. An annual meeting will be held to inform parents of the school's participation and status in programs funded under ESSA.
- A school-parent-student compact that outlines the responsibilities of each party for improved student academic achievement will be distributed and agreed upon annually.
- Federal law affords parents and students, over 18 years of age, certain rights regarding educational records. The school board policy relating to student privacy and parental access to information is available in the school board policy manual located at each school and the Central Office.
- Students and parents are encouraged to participate in safe and drug-free school programs/activities. If parents object to these programs/activities, they may submit a written request to the principal that their child does not participate.
- Information pertaining to the rights granted by federal law to students with disabilities may be obtained by contacting the Special Education Department of the Cumberland County School System at 931-484-3301. • The Cumberland County School System has the responsibility to locate, identify, and evaluate all children ages 3 to 22 years that are suspected of having a disability. If you have any questions or concerns please contact the Special Education Director at 931-484-3301.
- School health requirements, policies and procedures can be obtained from the Cumberland County Health Department, school administrators, or the school nurse.
- Students attending a persistently dangerous public school, or students who become victims of a violent criminal offense while in or on the grounds of a public school that they attend, are provided the opportunity to transfer to a safe public school within the local education agency.
- A program or activity funded as part of a 21st Century Community Learning Center that provides before or after school activities must be evaluated to assess its effectiveness. The results of the evaluation(s) are available upon request at the Federal Programs Department at 931-456-8347.

21

Tennessee Department of Education

PARENTAL NOTIFICATION

Under the Elementary and Secondary Education Act (ESEA)

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

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

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

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

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

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

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

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

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

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

22

Public release of student directory information: Under the Family Education Rights and Privacy Act (FERPA), an LEA must provide notice to parents of the types of student information that it releases publicly. This type of student information, commonly referred to as "directory information," includes such items as names, addresses and telephone numbers and is information generally not considered harmful or an invasion of privacy if disclosed. The notice must include an explanation of a parent's right to request that the information not be disclosed without prior written consent.

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

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

Military recruiter access to student information: Districts receiving federal education funds must notify parents of secondary school students that they have a right to request their child's name, address and telephone number not be released to a military recruiter

without their prior written consent. Districts must comply with any such requests. [20 U.S.C. §7908(a)(2)] [ESEA §9528]

Parental involvement: A district receiving Title I funds and each school served under Title I must develop jointly with, agree on with, and distribute to, parents of children participating in Title I programs, a written parental involvement policy. If a school or district has a parental involvement policy that applies to all parents, it may amend the policy to meet the requirements under the ESEA. [ESEA Title I, Part A, §1118(a)(2)] [20 U.S.C. §6318(b); (c)]

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [ESEA Title I, Part A, §1118(b)(1)]

Schools must hold at least one annual meeting for Title I parents;

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

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

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

[ESEA Title III §3302(e)]

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

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

23

Individual achievement on state assessment: A school that receives Title I funds must provide each parent information on the achievement level of their child on each of the state academic assessments as soon as is practicably possible after the test is taken. [20 U.S.C. §6312(c)(1)(N)] [ESEA Title I, Part A, §1111(h)(6)(B)(i)]

All schools must provide to parents, teachers and principals the individual student interpretive, descriptive and diagnostic reports, which allow specific academic needs to be understood and addressed, and include information on the student's achievement on academic assessments aligned with state academic achievement standards. [ESEA §1111(b)(3)(C)(xii)]

National Assessment of Education Progress: Districts, schools and students may voluntarily participate in the National Assessment of Educational Progress (NAEP). Parents of children selected to participate in any NAEP assessment must be informed before the assessment is administered that their child may be excused from participation for any reason, is not required to finish any assessment and is not required to answer any test question. A district must make reasonable efforts to inform parents and the public about their right to access all assessment data (except personally identifiable information), questions and current assessment instruments. [ESEA Title VI, Part C, §411(c)(1); (d)(1)–(2)]

School-wide programs: A district must inform eligible schools and parents of school-wide program authority under which such schools may consolidate funds from federal, state and local sources to upgrade the entire educational program of the school. The school must serve an eligible attendance area in which at least 40% of the children in the area or enrolled in the school are from low-income families.

[20 U.S.C. §6312(c)(1)(A)]

[ESEA Title I, Part A, §1114]

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

[ESEA §1116(a)(1)(C)]

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

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

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

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

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

24

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

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

The school must also:

- ✓ provide contact information for the local liaison for homeless children and the State Coordinator for Education of

- Homeless Children and Youths;
- ✓ provide assistance to the parent or guardian or unaccompanied youth to exercise the right to attend their choice of schools as provided for in subsection (g)(3)(A); and
- ✓ if applicable, coordinate with the local education agency with jurisdiction for the school selected, to provide transportation and other necessary services. [42 U.S.C. §11432(e)(3)(C),(E)] [ESEA Title X, Part C, §722(e)(3)(C)(I)–(iv)]

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

Each LEA liaison for homeless children and youth shall ensure the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. [ESEA Title X, Part C, §722(g)(6)(A)(iv)]

Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters and soup kitchens. [ESEA Title X, Part C, §722(g)(6)(A)(v)]

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

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

Answers to many questions and much helpful information may be obtained from the State Department of Education by calling 1-888-212-3162 or visiting: <http://www.state.tn.us/education/speced/index.htm>.

Division of Special Education, Tennessee DOE
710 James Robertson Parkway
Andrew Johnson Tower, 5th Floor
Nashville, Tennessee 37243-0380
Phone: 615-741-2851

Fax: 615-253-5567 or 615-532-9412
East Tennessee Regional Resource Center
2763 Island Home Blvd.
Knoxville, TN 37290
Phone: 865-594-5691/Fax: 865-594-8909

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

The Arc of Tennessee <http://www.thearctn.org/>.
44 Vantage Way, Suite 550
Nashville, TN 37228 Phone: 615-248-5878

Fax: 615-248-5879 E-mail: pcoper@thearctn.org
Support and Training for Exceptional Parents (STEP)
<http://www.tnstep.org/>
712 Professional Plaza Greenville, TN

Toll free: 1-800-835-7077

Homestead Elementary BARK Expectations

	Be Ready	Act Responsibly	Respect Yourself and Others	Keep it Safe
School-wide	<ul style="list-style-type: none"> -Understand the difference between bullying and conflict -Always have your Building Pass -Turn completed assignments in on time 	<ul style="list-style-type: none"> -Be a good citizen (honest, caring, cooperative, fair) -Include others who may be left out -Help those who are being bullied -Follow Dress Code -Accept consequences -Arrive on time -Go to breakfast first 	<ul style="list-style-type: none"> -Use kind words and actions -Follow directions from all staff the first time -Respect Personal Body Space (PSS) 	<ul style="list-style-type: none"> -Follow all safety rules and report unsafe conditions -Walk at all times -Keep hands, feet, and objects to yourself -Report bullying of yourself and others to nearest staff on duty -Stay in assigned areas -Enter at appropriate area -Walk directly to designated area
Arrival	<ul style="list-style-type: none"> -Have all materials for the day -Keep all personal belongings in your lap or on your back 		<ul style="list-style-type: none"> -Listen to adult monitor -Begin reading/studying when you arrive in designated area 	
Bathroom	<ul style="list-style-type: none"> -Be alert for your turn -Report concerns to teacher 	<ul style="list-style-type: none"> -Flush the toilet -Wash your hands -Use two squirts of soap and two pulls of towels -Place towels and trash in appropriate areas 	<ul style="list-style-type: none"> -Use inside voices -Take care of your business quickly -Be considerate of others waiting -Respect the privacy of others 	<ul style="list-style-type: none"> -Have only one student per stall -Use toilet and sinks as intended
Hallway	<ul style="list-style-type: none"> -Walk facing forward -Listen for staff directions 	<ul style="list-style-type: none"> -Stop at all stopping points -Go directly to and from appointed area 	<ul style="list-style-type: none"> -Use inside voice (if needed) -Push entrance button one time -Keep all objects off the wall 	<ul style="list-style-type: none"> -Walk in a single file line on right side -Leave one square between you and your neighbor -Watch where you are going and yield to others
Cafeteria	<ul style="list-style-type: none"> -Remain outside the serving line until your turn -Know your lunch number or have your card -Have your money ready -Get all of your items before sitting down -Leave promptly during arrival/dismissal special area -Bring only materials teacher requires to class 	<ul style="list-style-type: none"> -Clean up your area where you are sitting -Put dishes in correct spot -Throw trash into garbage can 	<ul style="list-style-type: none"> -Use appropriate table manners -Use inside voice 	<ul style="list-style-type: none"> -Enter quietly -Raise your hand for help -Wait quietly in line when leaving -Eat with family/guest in designated areas -Use supplies and equipment as intended
Special Areas		<ul style="list-style-type: none"> -Put equipment/supplies away promptly -Wait in line quietly before and after class 	<ul style="list-style-type: none"> -Follow special area class expectations -Listen when others are talking 	
Playground	<ul style="list-style-type: none"> -Line up quickly and quietly -Look and listen for signals (Hands Up, line up signals, attention getters) -Take locker key or know combination 	<ul style="list-style-type: none"> -Pick up trash and place in appropriate areas 	<ul style="list-style-type: none"> -Show good sportsmanship, share equipment, and take turns 	<ul style="list-style-type: none"> -Stay in designated area -Use equipment properly
Locker		<ul style="list-style-type: none"> -Go quickly -Get what you need -Only use your assigned locker 	<ul style="list-style-type: none"> -Go quietly -Keep locker area clean 	<ul style="list-style-type: none"> -Keep locker in order and close the door
Assemblies	<ul style="list-style-type: none"> -Enter by walking quickly and quietly -Sit quietly in designated area 	<ul style="list-style-type: none"> -Show Building Pride in a positive way -Stay seated facing forward 	<ul style="list-style-type: none"> -Be attentive, courteous, and polite 	<ul style="list-style-type: none"> -Stay with group in designated area
Dismissal	<ul style="list-style-type: none"> -Sit in a straight line in designated area -Keep all personal belongings in your lap or on your back 	<ul style="list-style-type: none"> -Know your plans -Have all belongings when leaving the classroom -Listen for your name or bus number 	<ul style="list-style-type: none"> -Stay silent during announcements 	<ul style="list-style-type: none"> -Walk directly to and leave from designated area
Bus	<ul style="list-style-type: none"> -Be on time -Know when your stop is coming -Keep your belongings in your backpack 	<ul style="list-style-type: none"> -Keep the bus clean -Obey your bus driver's rules -Sit on your bottom and face forward 	<ul style="list-style-type: none"> -Listen and obey all instructions from your bus driver -Use inside voice 	<ul style="list-style-type: none"> -Keep hands, feet, and objects inside the bus -Stay in the same seat and keep belongings with you at all times -Know how to exit the bus when there is an emergency

Cumberland County Schools 2024-2025

Board Approval 3/16/23

Events

July 2024					
M	Tu	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			



August 2024					
M	Tu	W	Th	F	
				2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

September 2024					
M	Tu	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

October 2024					
M	Tu	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

November 2024					
M	Tu	W	Th	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

December 2024					
M	Tu	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

January 2025					
M	Tu	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

February 2025					
M	Tu	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

March 2025					
M	Tu	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

April 2025					
M	Tu	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

May 2025					
M	Tu	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

June 2025					
M	Tu	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

July 2025					
M	Tu	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

August 2025					
M	Tu	W	Th	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

8/5	Convocation Day (No students)
8/6	Administrative Day (No students)
8/7	Students first day - 10:00 release
8/8	Administrative Day (No students)
8/9	First full day of school
9/2	Labor Day - No school
9/27	Teacher In-Service (No students)
10/14-15	Fall Break - No school
11/27-29	Thanksgiving Break - No school
12/28	Abbreviated Day - 10:00 release
12/23-1/3	Winter Break - No school
1/2	Inservice Day (No students)
1/3	Administrative Day (No students)
1/6	School resumes
1/28	MLK Holiday - No school
2/17	President's Day (No students)
3/17-21	Spring Break - No school
4/18	Good Friday - No school
5/26	Memorial Day - No school
5/27	Administration Day - No school
5/28	Students Last Day - 10:00 release
	Regular school day
	No School - holiday
	No School - F/S breaks
	Admin Day - No students
	Teacher In-Service - No students
	Abbreviated Day - Early release
	180 Student contact days
	Paid Vacation-F/S Breaks 10 days
In-Service-	8/3,8/27,1/2
Admin-	8/8,8/15,1/3,1/27
P/T Conf	1 day Unscheduled In-Service 2 days