



Dorothy
and
Noble
Harrelson
School

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2021 - 2022
Student Handbook

RtI²-B Model School of Demonstration
Silver Level

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Dorothy and Noble Harrelson School

The administration, faculty, and staff welcomes you to Dorothy and Noble Harrelson School, home of the Hawks! We want your student(s)' time here at DNH to be worthwhile and full of fun memories. As you have questions or concerns, please know that we are here to listen and help. We look forward to working with you and your student(s) this year.

Students and parents should refer to this handbook as a guide for policies and procedures and seek advice from an instructor or principal about concerns that are not covered in this handbook. DNH has the right to amend this handbook as policies and procedures change and as necessary to maintain the safety and security of students.

Mission Statement

The mission of Dorothy and Noble Harrelson School is to provide an equitable education in a safe, supportive learning environment in which all students develop personal and academic excellence.

Dorothy and Noble Harrelson School Shared Vision Statement

Dorothy and Noble Harrelson School is dedicated to an exceptional teaching and learning environment where:

- All students feel respected in a safe, supportive environment.
- All students are engaged in a rigorous education preparing them to be successful and life-ready after graduation.
- All teachers feel empowered in their profession to take risks and seek out solutions to refine their craft.
- All teachers collaborate to become problem solvers while maintaining a growth mindset.
- All parents feel valued as a part of the school community and empowered to become involved in their child's education.
- All parents feel well informed about their child's education.
- The school is committed to maximizing collaborative opportunities among students, parents, faculty, staff, and community stakeholders.
- The school has a culture characterized by safe, positive relationships among students, parents, faculty, staff, and community stakeholders.

**Henry County School System
Narrative Calendar
2021-2022**

July 20-21	Administrative Days (placeholder days for PTC)
July 22-27	In-Service Days (placeholder days – actual in-service days may vary)
July 28	Administrative Day – HCSS Kick-Off
July 29	In-Service Day – School Institute Day
July 30	Administrative Day
August 2	1st Day of School (Full Day for Students)
August 12	Fair Day (No School)
September 6	Labor Day (No School)
October 11-15	Fall Break (No School)
November 24-26	Thanksgiving (No School)
December 17	Abbreviated Day for Students
December 20-31	Christmas Break (No School)
January 3	Administrative Day
January 4	Students Return
January 17	Dr. Martin Luther King, Jr. Day (No School)
February 21	Presidents Day (No School)
March 28 – April 1	Spring Break (No School)
April 15	Good Friday (No School)
April 29	Fish Fry (No School)
May 13	Graduation Day
May 20	Abbreviated Day for Students (Last Day of the 21-22 School Year)

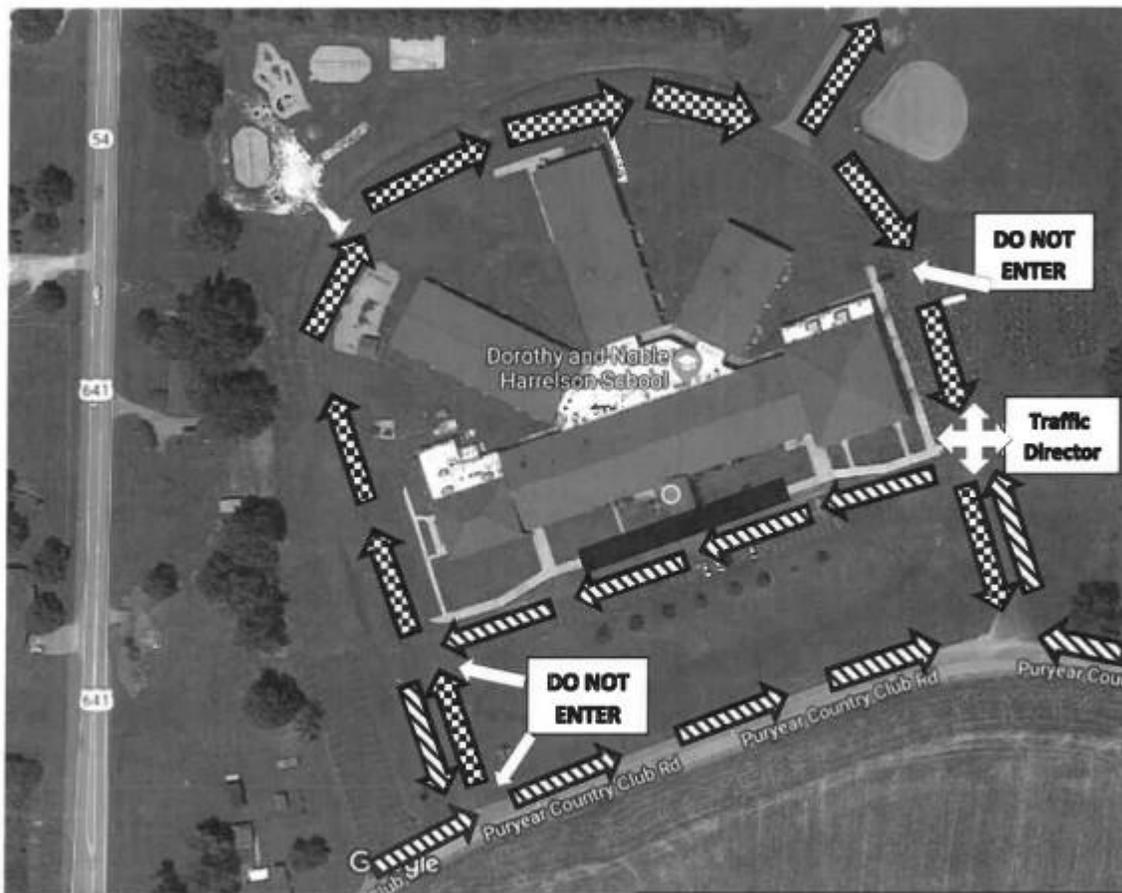
*Fall PTC conducted the week of September 19th during after school hours

*Spring PTC conducted the week of February 22nd during after school hours

Grading Periods and Distribution of Progress/Report Cards

Grading Period	Beginning Date	End Date	Report Card or Progress Report Distribution
MQ1	August 2	Sept 2	Progress Report - Sept 9
MQ2/Q1	Sept 3	Oct 5	Report Card - Oct 20
MQ3	Oct 6	Nov 12	Progress Report - Nov 23
MQ4/Q2	Nov 15	Dec 17	Report Card - Jan 11
MQ5	Jan 4	Feb 4	Progress Report - Feb 15
MQ6/Q3	Feb 7	Mar 9	Report Card - Mar 18
MQ7	Mar 10	Apr 19	Progress Report - Apr 29
MQ8/Q4	Apr 20	May 20	Report Card May 20

Harrelson School Traffic Pattern Student (K-8) Drop-Off/Pick-Up



**Flow of Parent
Pick-Up & Drop-Off**



**Flow of
Bus Traffic**



**Parent Drop-Off Zone
(at designated stations)**

Harrelson School Policies & Procedures

ACADEMICS

High Intellectual Potential Students

Referrals for screening and possible evaluation may be made to Jammie Adkisson at the Henry County Board of Education for students whose intellectual abilities and potential for achievement are so outstanding that special provisions are required to meet his/her educational needs. A parent, guardian, or community professional may make the referral and a screening team will consider the referral information, previous evaluations, and teacher/parent input to determine if a comprehensive evaluation is needed. All procedural safeguards are followed to ensure evaluation procedures are non-discriminatory.

Junior National Beta Club

Harrelson School has a Junior Beta Club which offers membership to all students in 6th through 8th grade. The requirements for membership are worthy character, good mentality, credible and positive achievement, commendable attitude, and an "A" average. Students are expected to maintain an average of no lower than a "B", as well as a satisfactory conduct grade and must receive a recommendation from a teacher or other adult who is not a family member.

Student Progress Reports

Report cards are sent home every nine weeks. Mid-nine week reports are also sent indicating student progress. Parents may be asked to come in for a conference

Grading Scale used in Henry County Schools

A	93 – 100	M = Mastery	P = Passing
B	85 – 92	N = Non Mastery	F = Failing
C	75 – 84	P = Partial Mastery	X = Exempt
D	70 – 74	I = Incomplete	
F	69 and below		

Top Ten

For grades 6-8, class rankings are figured through the end of the third nine weeks as a cumulative average for the current school year. In order to be eligible for Top Ten in the student's respective class, the student must be enrolled for the entire year at Harrelson School.

ATTENDANCE

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

The Board will adhere to the attendance provisions of Tennessee Code Annotated 49-6-3001(c)(1) — *Every parent, guardian or other person residing within this state having control or charge of any child between the ages of six (6) and seventeen (17) years, 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...*

EXCUSED ABSENCES

Absences shall be classified as either excused or unexcused as determined by the principal or his designee.

Excused absences shall include:

1. Personal illness/injury;
2. Illness of immediate family member;
3. Death in the family;
4. Extreme weather conditions;
5. Religious observances;
6. Pregnancy;
7. School endorsed activities;
8. Summons, subpoena, or court order; or
9. Circumstances which in the judgment of the principal create emergencies over which the student has no control.
10. Parent/guardian leaving for or returning from active military service. One (1) day is allowed for each event. Principals shall also allow up to ten (10) excused cumulative absences per year for students to visit a parent or guardian during a deployment cycle.

The student shall provide documentation to the school as proof of his/her parent's/guardian's deployment. Students shall be permitted to make up schoolwork missed during these absences.

11. School Sponsored Activity. In order for an activity to qualify as "school sponsored" it must be school planned, school directed, and teacher supervised (teacher refers to any certified employee of the Henry County Board of Education or 4-H Leaders). Students are not counted absent for school sponsored events.

12. Non-School Sponsored Extracurricular Activity

A principal/designee *may* excuse a student to participate in non-school sponsored extracurricular activities. The principal shall document the approval in writing and shall excuse no more than ten (10) absences each school year. No later than seven (7) business days prior to the student's absence, the student shall provide documentation to the school as proof of the student's participation along with a written request for the excused absence from the student's parent/guardian. The request shall include the following:

1. Student's name;
2. Student's grade;
3. The dates of the student's absence;
4. The reason for the student's absence; and
5. The signatures of the student and parent/guardian.

Family trips shall not be considered excused absences.

UNEXCUSED ABSENCES (ALL GRADE LEVELS)

A report shall be made to the attendance supervisor containing the names of all students who have accumulated three (3) unexcused absences. The supervisor shall notify parents/guardian by mail that their child has reached a point of concern regarding unexcused absences. In addition, an explanation of consequences that apply following the five (5) cumulative unexcused absences will be included within that notification.

A report shall be made to the attendance supervisor with the names of all students who withdraw or who have been absent five (5) days (this means an aggregate of five (5) days during the school year not necessarily five (5) consecutive days) without adequate excuse. Each successive accumulation of five (5) unexcused absences by a student shall also be reported. A notice will be sent by mail following the fifth (5th) unexcused absence

requesting a meeting with the parents or guardian. At such time, it will be the responsibility of the student to show evidence that all absences can be classified as an excused absence. Students who miss ten (10) consecutive absences in which they cannot be contacted, nor their whereabouts determined, shall be withdrawn from a school as a dropout (WO or WI whichever applies). These provisions also apply to students who are less than six (6) years old provided they have been enrolled in a public school for at least six (6) weeks.

GRADES K-12 UNEXCUSED ABSENCE CONSEQUENCES

If it appears that, within three days after receipt of a notice of five (5) unexcused absences, any child, parent, guardian, or other person in parental relation has failed to comply with the terms of the notice, then the director of schools or the attendance supervisor shall request a conference between school officials and the parent to discuss the absences and to trigger the first tier of the progressive truancy interventions.

HENRY COUNTY PROGRESSIVE TRUANCY INTERVENTION PLAN3

First Day of School

Parent/Guardian will be sent a written copy of the Attendance Policy and the Progressive Truancy Intervention Plan.

3-Day Letter

Parent/Guardian will be sent a letter when the student reaches 3 unexcused days within the school year with reminders of the attendance policy and the Progressive Truancy Intervention Plan.

Tier I Intervention

Violation: 5 unexcused absences

An attendance hearing will be scheduled to establish the appropriate tiered supports.

Consequences:

- Conference with the student and the parent/guardian.
- An Attendance Contract to be signed by the student, the student's parent/guardian, and an attendance officer or designee.
- Contract will be reviewed with the parent/guardian and an attendance officer 30 days after the contract is signed. If the student has accumulated additional unexcused absences, the case moves to Tier II Intervention. If the student has accumulated no additional unexcused absences, the case will be set for further review or dismissal.

Tier II Intervention

Violation: Further unexcused days after the initial contract is signed.

Consequences:

- A school employee designated by the attendance supervisor will conduct an individualized assessment of the reasons the student has been absent from school.
- Referrals may be made for school-based or community-based services.
- Conference with the student and the parent/guardian.
- Must still follow attendance conditions set in the original contract.

Tier III Intervention

Violation: Further unexcused days after Tier II Intervention agreement.

Consequences:

- Referral to the school's Student Attendance Board
- The school's Student Attendance Board will determine if further interventions are needed.
- The school's Student Attendance Board may recommend a referral to juvenile court.

GRADES K-8 : In grades K-8, up to five (5) absences per year can be excused with a statement from a parent/guardian explaining the reason for the absence (parent notes). Beyond five (5) parent notes per year, a

physician's statement must be presented stating the child was seen by a medical professional. Saturday school make-up options are available for students in grades 6-12 as part of the tiered intervention system.

Make-Up Policies for Assignments: (All grade levels) The student must take responsibility to get assignments when absent. It is recommended that the student go to his/her teachers before or after school to avoid the loss of instructional time during class.

Written class work may be made up within five (5) school days from the date of return. A student may experience a grade reduction or loss of a credit for that assignment if the five (5) day limit is exceeded. Exceptions may be appealed to the principal for extenuating circumstances.

It is the responsibility of the student to notify teachers of an absence for a field trip prior to the trip. If a test or quiz has been scheduled and announced prior to the field trip, the student should make up the test or quiz on the day of his/her return. Students with pre-arranged absences (field trips) should consult with teachers concerning assignments in advance of trips.

State-Mandated Assessment Absences Students who are absent the day of the scheduled State-Mandated Assessment will be allowed to make up assessments.

Athletic or Extracurricular Activities: (All grade levels) Students who are unable to attend school on the day of an athletic or extracurricular activity will not be permitted to participate on that date. Students involved in extracurricular and athletic activities are required to arrive at school on time and remain in school for the entire day.

Other Attendance Events (Tardy, Check in, Check out)

Because the first qualification of a good employee is promptness, we encourage (and help train) students to be on time to school and to remain at school for the entire school day.

Grades K-8

Official school hours are 7:30 to 2:30. Students who check in after 7:30 p.m. or check out before 2:30 will receive an unexcused tardy/check in/check out unless the tardiness is because of one of the recognized excused absences from above. Every third unexcused tardy, whether it is late to school, late to class, late to an extracurricular activity that is during school hours (such as basketball, football, band, chorus, etc.) or unexcused checkout may result in detention, in-school suspension, or another discipline action deemed appropriate by the administrator. Instances of tardies and check outs will be calculated cumulatively. Records shall be retained throughout the year.

At DNH, we choose to assign Work Café in an effort to recover lost instructional time and use in-school suspension as a last resort. When a student is assigned Work Café, he/she will go to a designated classroom during the student's lunch time. Lunch will be delivered to the student and there will be an adult available to help students with work, if needed. Work Café is a quiet environment wherein students can eat lunch, read, and/or catch up on missing work with support.

For every third tardy or unexcused checkout, a student will receive a minor incident referral (MIR) with assigned Work Café time. Each infraction will increase the number of Work Café days assigned with the possibility of In School Suspension. As with all minor incident referrals, unmodified behavior will lead to an Office Disciplinary Referral (ODR).

- 1st Infraction: MIR, 1 days Work Café
- 2nd Infraction: MIR, 2 days Work Café
- 3rd Infraction: MIR, 3 days Work Café
- 4th Infraction: ODR, 4 days Work Café
- 5th Infraction: MIR, 5 days Work Café
- 6th Infraction: MIR, In School Suspension

Please make sure the office receives the necessary documentation for an excused checkout and/or tardy on the day the student returns to school. Examples of excuses may include documentation from a doctor’s office, counseling appointment, and/or dentist appointment.

BEFORE / AFTER SCHOOL PROGRAM

Before-school care is available in Harrelson School Kids Corner from 6:00 a.m. – 7:00 a.m. on school days.

After-school care is available in Harrelson School Kids Corner from 2:30 p.m. – 5:30 p.m. on school days.

The staff is CPR and First Aid certified. Snacks are provided. This program provides help with homework, academic enrichment, and physical activity. For additional information and related fees contact the Site Director, Lauren Elkins, at 731-247-3152.

CAFETERIA

Breakfast is available to all students each morning at no cost. Breakfast is served in the cafeteria from 7:00 – 7:25. If a student arrives at 7:25 and desires breakfast, we have grab-and-go breakfast available in the cafeteria.

Lunch prices are:

\$2.50 grades K – 5

\$2.75 grades 6 – 8.

Faculty/Staff \$3.50

Adult visitors \$4.00; Special occasion meals, such as Thanksgiving, will be \$5.00

There are no charges accepted for food. Also, extra food items must be paid for when going through the line.

Each student will have a personal account number to be entered as they pass through the line at each meal.

Money may be deposited into your child’s meal account online using the School Café website (<https://www.schoolcafe.com/HENRYCS>). You can sign up to manage your child's lunch account. Each child in a family can be set up on the same account. Creating the account is free. You can add money (for a small convenience fee), view when students use funds, set notifications for low balances, etc. There also is an app for your Droid or Apple device.

Questions concerning student accounts, Free and Reduced Lunch Forms, etc., may be addressed to the Cafeteria Manager, Donna Edwards, at 731-247-3158.

Cafeteria Visitors

We welcome parents and guardians to join their children for lunch. We ask that when coming to join your child for lunch, you sit at one of the designated tables with your child only. Please be aware that pictures at school of children, other than your own child, will not be allowed.

CHILD CUSTODY CONCERNS

A non-custodial parent has the right to receive directly from the school any school records customarily made available to parents. **The parent must request, in writing with a current mailing address, and pay a \$10.00 fee duplication/postage fee.** These requests may be made through the School Counselor. These include copies of the child's report cards, attendance records, names of teachers, class schedules, and standardized test scores. The Board, unless informed otherwise, assumes there are no restrictions regarding the non-custodial parent's right to be kept informed of the student's progress and activities. If restrictions are made relative to the rights of the non-custodial parent, the custodial parent shall be requested to submit a certified copy of the court order which curtails these specific rights. 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 file and the student's special education file, if applicable.

DISCIPLINE

(refer to Board Policy 6.313 and Code of Conduct Brochure)

Henry County School System Discipline Expectations

1. Treat others with respect and honesty.
2. Prepare for each class.
3. Use time wisely.
4. Act responsibly on campus.
5. Respect the right to privacy.
6. Respect each person's right to a safe and orderly school.
7. Respect the rights of others.
8. Demonstrate good character in the school environment.

Each staff member at Harrelson School accepts responsibility for the maintenance of discipline. A student's behavior should conform to acceptable standards of conduct as established by the principal and individual teachers.

The following offenses are to be considered inappropriate for all students:

- Insubordination or disrespectfulness toward teachers, staff, or administrators
- Disruptive behavior in the classroom
- Arguing or fighting on campus. Anyone engaged in fighting or any kind of violent behavior could be subject to arrest and/or suspension from school. **Fighting at the 6-8 level can result in a remandment to the Alternative Learning Center.** If a student can avoid fighting or violence and does not, that student could be subject to arrest and suspension.
- Taking money or property from the school or another student
- Use or possession of tobacco, alcohol, illegal drugs, fireworks, knives, or other unlawful arms on school property or at any school event
- Using profane, vulgar, or indecent language
- Vandalism to the personal property of faculty/ staff
- Harassing another student verbally or in writing
- Student discrimination, harassment, bullying, cyber-bullying, and intimidation (*BOE Policy 6.304 - see below*)

Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation (BOE policy 6.304)

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

This policy shall be disseminated annually to all school staff, students, and parent(s)/guardian(s). This policy shall cover employees, employees' behaviors, students, and students' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop. If the act takes place off of school property or outside of a school-sponsored activity, this policy is in effect if the conduct is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process.

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

DEFINITIONS

Bullying/Intimidation/Harassment - An act that substantially interferes with a student's educational benefits, opportunities, or performance, and the act has the effect of:

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

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

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

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

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

COMPLAINTS AND INVESTIGATIONS

Alleged victims of the above-referenced offenses shall report these incidents immediately to a teacher, counselor, or building administrator.³ All school employees are required to report alleged violations of this policy to the principal/designee. All other members of the school community, including students, parent(s)/guardian(s), volunteers, and visitors, are encouraged to report any act that may be a violation of this policy.

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

The principal/designee at each school shall be responsible for investigating and resolving complaints. Once a complaint is received, the principal/designee shall initiate an investigation within forty-eight (48) hours of receipt of the report.⁴ If a report is not initiated within forty-eight (48) hours, the principal/designee shall

provide the Director of Schools with appropriate documentation detailing the reasons why the investigation was not initiated within the required timeframe.

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

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

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

Upon the determination of a violation, the principal/designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. All investigations shall be completed and appropriate intervention taken within twenty (20) calendar days from the receipt of the initial report. If the investigation is not complete or intervention has not taken place within twenty (20) calendar days, the principal/designee shall provide the Director of Schools with appropriate documentation detailing the reasons why the investigation has not been completed or the appropriate intervention has not taken place.⁴ Within the parameters of the federal Family Educational Rights and Privacy Act, a written report on the investigation will be delivered to the parent(s)/guardian(s) of the complainant, parent(s)/guardian(s) of the accused students, and to the Director of Schools.

RESPONSE AND PREVENTION

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

A substantiated charge against an employee shall result in disciplinary action up to and including termination.

A substantiated charge against a student may result in corrective or disciplinary action up to and including suspension.

An employee disciplined for violation of this policy may appeal the decision by contacting the Federal Rights Coordinator or the Director of Schools/designee. Any student disciplined for violation of this policy may appeal the decision in accordance with disciplinary policies and procedures.

REPORTS

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

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

The Director of Schools shall develop forms and procedures to ensure compliance with the requirements of this policy and state law.

RETALIATION AND FALSE ACCUSATIONS

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

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

Olweus Bullying Prevention

The faculty and staff at Harrelson School strive to provide an environment that is safe and free of violence, which is why we are continuing the **Olweus Bullying Prevention Program** to address issues of bullying at school. As part of the Olweus Bullying Prevention Program, your children will be involved in a series of lessons designed to help him or her:

- Define bullying and understand what behaviors are considered bullying
- Understand the effect of bullying behaviors and develop empathy for targeted students
- Learn ways to respond to bullying behavior
- Learn when and how to report bullying
- Learn the consequences the school has established for engaging bullying behavior

The overall goal of the program is to empower students to report bullying behavior and to give school staff the tools to recognize it, intervene and issue consequences for bullying behaviors that they witness or hear about from students. Students who bully will receive appropriate consequences to help them realize that bullying behavior isn't appropriate and will not be tolerated in our school.

Corporal Punishment

Corporal punishment is kept to a minimum, but may be used as a last resort when all other methods of punishment have failed to correct the problem. Corporal punishment will be administered in the office under the supervision of the principal and/or assistant principal. Either the teacher of the student to be paddled or the principal or assistant principal will administer the paddling. You as the parent/guardian will always be contacted before administration of corporal punishment. Your student will never receive corporal punishment without you being contacted for permission.

Dress Code

Harrelson students are expected to set high standards. We believe that personal appearance is important. These rules are simple:

- Dress and grooming shall be appropriate, clean, and decent. Any attire considered a disturbing influence, inappropriate, or disruptive to the learning environment should not be worn. This includes muscle shirts, any clothing with questionable pictures, profane language, drug/alcohol promotions, and other clothing deemed inappropriate by school staff. Gang related signs or symbols are prohibited and could result in remandment to Alternative School.

- Exercise and Spandex LEGGINGS, JEGGINGS, and TIGHTS are not considered pants. They are NOT to be worn uncovered as pants. If worn, they MUST be covered with a tunic top, dress, skirt, skort, or shorts of a modest length (longer than fingertips).
- All shorts, skirts, skorts, and dresses worn without leggings should be no shorter than 3 inches above the knee, all the way around, when a student is standing up straight.
- Spandex shorts, short shorts, and tight fitting shorts of any kind will not be permitted.
- See-through holes in jeans are not allowed higher than 3 inches above the knee *unless* the skin is covered by leggings, tights, compression shorts or the like.
- Shirts should fully cover the midriff and the bust line at all times. Sleeveless shirts are allowed, but must **fully** cover the shoulders and sides. Netted, see-through, or sheer shirts must have something underneath that **fully** covers the shoulder and sides (no tank tops or spaghetti straps; camisole straps and undergarment straps should not show).
- Hats, caps, and other head coverings are not allowed inside the school building. Exceptions to this may be teacher/administration approved (e.g., class rewards, Spirit Days).
- Shoes must be worn at all times.
- Shoes that convert to roller skates are forbidden.
- Perfume and other fragranced items should not be brought to school and should be worn sparingly.
- No facial piercings allowed (no tongue, lip, nose, eyebrow, chin piercing, etc). However, a clear spacer can be worn in facial piercings. Jewelry that poses a potential safety problem is not allowed, including earrings with large pointed backs.

Students in violation of the dress code will have to call home and get a change of clothing in order to remain at school.

If you or your child have a question about the appropriateness of dress, please ask a teacher/administrator.

Electronic Devices

Personal communication and electronic devices have become an integral part of the educational process. Henry County Schools recognize that the appropriate use of these devices can provide great potential for enhanced learning opportunities for all students.

A personal communication/electronic device for the purpose of this policy is considered to be any device that can be used to take photographs; record audio or video data; store, transmit, or receive messages, data, or images; or provide a wireless connection to the Internet. Examples of these devices include, but shall not be limited to: music storage devices, handheld game consoles, cellular/smart phones, laptops, notebooks/tablets, e-readers, as well as any new technology developed with similar capabilities of data storage or transmission.

Students may possess personal communication/electronic devices on school property as long as the following expectations are adhered to:

Appropriate Use of Personal Communication/Electronic Devices for Grades preK-8

Students may possess personal communication/electronic devices while on school property. However, the electronic device must be in the **off mode** and **must be kept in a backpack, purse, or similar personal carry-all (including a jacket or pants pocket)** and **may not be used unless otherwise directed by an administrator or teacher.**

Students may access the devices on school buses during morning and afternoon transportation; however, when the driver requires the attention of the bus riders, the students shall turn off devices to listen to the bus driver's instruction.

Inappropriate Use of Personal Communication/Electronic Devices for Grades preK-12th

Any use of personal communication/electronic devices that leads to the disruption of the instructional/educational processes, goes against the procedures outlined in the Appropriate Use statements, and/or violates the rights of individual students is deemed inappropriate. Inappropriate use of these devices includes, but is not limited to the following examples:

- While in a classroom, using any application which is not directly relevant to the instruction in the classroom and authorized by the classroom teacher.
- Placing and/or receiving a call, text message, or other communication during instructional time.
- The taking of photos or the recording of videos in places where privacy is a reasonable expectation.
- The capture of still photos, video, and audio of students and faculty/staff without consent.
- The playing of music or sounds without the use of headphones.
- Taking, storing, disseminating, transferring, viewing or sharing of obscene, pornographic, lewd, inappropriate, unauthorized, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.
- Attempts to access unauthorized entry into computers (hacking).
- Using any personal communication/electronic device for purposes which are in direct violation of other Board Policies, such as 6.304 Student Discrimination/Harassment and Bullying/Intimidation; 6.309 Zero Tolerance Offenses; 1.805 Use of Electronic Mail

Consequences for Inappropriate Use of Electronic Devices for Grades preK-12th

First Offense: Phone will be taken up and may be picked up by parent/legal guardian after school (parent/legal guardian signature will be required to pick up the phone). Warning will be issued for the first offense.

Second Offense: Phone will be taken up and may be picked up by parent/legal guardian after school (parent/legal guardian signature will be required to pick up the phone).

Five (5) days of In-School Suspension (ISS) will be assigned to students in grades 9-12.

Three (3) days of ISS will be assigned to students in grades 5-8.

Principal discretion will be used for students in grades preK-4.

Third and subsequent offenses: Phone will be taken up and picked up by parent/legal guardian after school (parent/legal guardian signature will be required to pick up the phone). Ten (10) days of assignment to the Alternative Learning Center (ALC) will be issued to students in grades 9-12. Five (5) days of ISS will be assigned to students in grades 5-8. Principal's discretion will be used for students in grades preK-4.

Students shall be subject to consequences consistent with Level III or Level IV infractions prescribed in Board Policy 6.313 for all levels of offenses. There will be situations that warrant a consequence that is more significant, regardless of the frequency of the offense.

Failure to surrender a phone to school staff will result in five (5) days of in-school suspension. Failure to surrender a phone to school administration will result in 15 days at the Alternative Learning Center (ALC). The

school will not be responsible for extending school hours beyond normal business hours to allow for parent/legal guardian phone pick up.

Responsibility/liability

Any student possessing a personal communication/electronic device shall assume all responsibility for its care. Neither the school system nor individual schools shall retain any responsibility/liability for loss, theft or unauthorized use of electronic devices. It is the responsibility of the parent/legal guardian to retrieve the device from the school administrator at the end of the confiscation. Any devices remaining in the possession of the school administrator at the beginning of a new school year may be discarded without further notice.

Tobacco and Electronic Cigarettes

Students are not to possess or use tobacco or electronic cigarettes. These items will be confiscated. In addition, students will receive the following consequences:

1st offense: 5 days In-School Suspension; Tobacco Citation for referral to Juvenile Court if under age 18

2nd offense: 10 In-School Suspension; Tobacco Citation for referral to Juvenile Court if under age 18

3rd and subsequent offense: 10 Days Alternative Learning Center; Tobacco Citation for referral to Juvenile Court if under age 18

Zero Tolerance (School Board Policy 6.309)

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

WEAPONS & DANGEROUS INSTRUMENTS

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

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

Violators of this section shall be subject to suspension and/or expulsion from school.

Firearms (as defined in 18 USCA § 921)

In accordance with state law, 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 requirement on a case-by-case basis.

DRUGS

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

ASSAULT

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

ELECTRONIC THREATS

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

NOTIFICATION

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

Please refer to the Code of Conduct that is distributed to students at the beginning of the school year. It outlines offenses and the range of disciplinary actions that may be used. This form must be signed by the parent and returned to the classroom teacher.

RTI²-B Overview

Response to Instruction and Intervention-Behavior (RTI²-B) is a Multi-Tiered System of Supports (MTSS) that offers a powerful, evidence-based approach for meeting the behavioral and social needs of students in Tennessee schools.

RTI²-B is a promising framework for prevention and intervention within an integrated, three-tiered approach. Each tier of the framework involves careful reflection on the needs of students, the design of interventions matching those needs, and the collection of data to evaluate progress (individually for students and collectively as a school). All of these efforts require a shared school-wide commitment to teach and reinforce positive behavior. It also involves adopting an optimistic view that all students can learn appropriate behavior if sufficient and supportive opportunities to learn are provided. When using positive behavior supports in all three tiers (e.g., focusing on teaching students the behaviors we want to see, as opposed to punishing the behaviors we don't want to see, and developing relationships between students and school staff), schools create a culture where all students and teachers are respected and included in their community. Furthermore, student and staff contributions to the school create a positive and proactive way to acknowledge, engage, and respect all stakeholders.

The purpose of RTI²-B is to empower educators to equip all students with the opportunity to meet high expectations regarding behavior and the support to reach every student. Also, students, families, and educators can work together to develop and contribute to a shared school vision. Tennessee Behavior Supports Project can help schools meet that goal.

Within the multi-tiered framework of RTI²-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.

Tier I: Tier I focuses on the behavioral and social needs of all students across the school environment. Approximately 80% of students typically respond to this level of support. Tier I includes establishing school-wide expectations to support a sense of safety and inclusion among students and staff, teaching and modeling those expectations within different settings throughout the school, positively acknowledging students and staff who follow these expectations, having a formal system for responding to inappropriate behavior, and maintaining a school-wide system where all stakeholders' opinions are valued.

Tier II: Tier II involves delivering more targeted interventions for approximately 10-15% of students who do not respond to Tier I supports. Tier II interventions are provided in addition to Tier I supports in place for all students in the school. Interventions at Tier II are typically systematic, evidence-based interventions that are delivered to groups of students at a time. For example, Tier II interventions typically include small-group social

skills instruction, behavior contracts, self-monitoring plans, and check-in/check-out.

Tier III: Tier III includes individualized interventions for approximately 3-5% of students who do not respond to Tier I or Tier II interventions and supports. Tier III interventions involve the implementation of specialized, one-on-one systems for students. Examples of Tier III supports include individualized counseling and function-based interventions.

RTI²-B Mission Statement

At Harrelson School, our mission is to provide support for students to maximize academic, behavioral, social, and emotional success. Students and faculty will be empowered through a proactive system approach.

RTI²-B Purpose Statement

In support of our mission, Harrelson School will implement RTI²-B as a multi-tiered, problem solving approach to preventing and reducing problem behaviors while promoting appropriate behaviors, academic engagement, positive school climates and positive relationships between students and school staff. We will support our teachers and staff to implement effective positive behavioral interventions and supports as Tier I (prevention for all students), Tier II (for all students identified to be at risk for behavioral difficulties), and Tier III (for students at the highest risk for behavioral difficulties and need more interventions and supports).

HAWK Expectations

	H Have Respect	A Act Responsibly	W Work Together	K Keep Safe
On the BUS	*Listen and respond to driver *Voice level 1	*Throw away trash in trash bin *Be on time *Report any problems	*Load and unload as directed *Stay in seat	*Keep aisle clear *Back to back *Seat to seat *Feet on the floor
During ARRIVAL	*Greet others	*Be on time *Go directly to assigned location	*Honor personal space *Watch for others	*Walk on the right, when possible
In the HALLWAY	*Perfect 10 (with class) *Voice Level 1 (independently) *Hands and feet to self *Close lockers quietly	*Go directly to location *Report any problems *Only use your locker	*Listen for teacher directions *Pick up and throw away any trash	*Walk on the right
In the RESTROOM	*Voice level 1 *Honor privacy	*Flush *Wash hands *Complete business then leave *Put trash in can *Report any problems	*Wait your turn for sink *Keep water in sink *Listen for teacher's directions	*Keep feet on the floor *Wash hands with soap and water
During CLASS	*Listen *Be actively involved	*Complete assigned task *Arrive on time *Have needed supplies *Turn assignments in on time	*Follow teacher direction *Throw away trash in can	*Walk *Use materials as directed *4 on the floor
In the CAFETERIA	*Eat with utensils *Eat only off your plate *Voice level 1 or 2 for table talk	*Raise your hand for help *Get all things needed the first time *Know lunch number	*Clean your area *Voice level "O" on cue	*Walk *Keep feet under the table *Hold tray with two hands *Stay seated unless you have permission

On the PLAYGROUND	*Encourage others *Share *Be happy for winners	*Pick up equipment *Line up when called *Put away equipment	*Include others *Work together to solve problems *Seek adult help when needed *Agree on rules before a game	*Report problems and injuries to the nearest adult *Stay in approved areas *Use equipment as directed
During DISMISSAL	*Listen for announcements *Hands and feet to self *Perfect 10 (with class)	*Go directly to assigned location *Have belongings packed and ready	*Keep hallways clear until called	*Follow adult directions
At an ASSEMBLY	*Listen and watch	*Line up when directed	*Watch for voice level cue	*Use stairs only
On a FIELD TRIP	*Listen *Hands and feet to self	*Actively participate	*Watch for voice level cue	*Stay with your group
ALL SETTINGS	*Use positive words *Tell the truth *Honor personal space *Hands and feet to self	*Follow dress code *Follow teacher directions *Own your actions	*Report problems to an adult *Use accountable talk *Model expectations	*Only adults may open outside doors *Classroom doors may be opened with teacher permission

School-wide Acknowledgement System

	Name	Description	When (frequency)	Where (location)	Who (distributors)
S T U D E N T S	Feathers	Feathers will be given to students for exhibiting behavior expectations according to the Behavior Matrix. Students will “cash” feathers in to receive prizes or privileges in their classroom, rotation or the hawk store.	Daily	All settings	All staff RTI2-B committee responsible for providing feathers to staff.
	Hawk Highlights	Hawk Highlights are “tickets” that students take home that are given to students that display behaviors that exceed the behavior matrix expectations. Staff will give students a Hawk Highlight that describes the HAWK acronym that accompanies their behavior. Students will complete and detach the raffle portion of the Hawk Highlight. The Raffle ticket will be placed in the designated place in the office for a monthly school-wide drawing.	Monthly	Rotunda	All staff responsible for distributing tickets / RTI2-B committee responsible for upkeep of nest and setting up raffles.
	The Hawks’ Nest	Visual display located in the rotunda that will be used to recognize those who receive a Golden Egg. Golden Eggs are given after a student receives 10 Hawk Highlights.	After receiving the tenth Hawk Highlight.	Hawk TV	Administrators

	<p>The Golden Spatula</p>	<p>Classes/Grade Levels will be awarded the Golden Spatula after filling in all spaces on the expectation chart in the cafeteria. The Golden Spatula reward will be given to a class/grade level of students that exhibit respectful, responsible, and safe behaviors in the cafeteria. Class/grade levels will be tracked using an expectation chart located in the cafeteria. Once a class is awarded the spatula a class representative will appear on HAWK TV to receive their Golden Spatula and be recognized. Classes/grade levels receiving the Golden Spatula also will receive an outdoor eating privilege or an extra recess.</p>	<p>Ongoing</p>	<p>Cafeteria</p>	<p>Cafeteria monitors</p>
	<p>Hawk Reward Day</p>	<p>Students who have not received a written referral (ODR) in a grading period will be treated to a celebration. It will start over every 9-weeks.</p>	<p>At the end of each grading period (9-weeks).</p>	<p>Any location in the school depending on plans.</p>	<p>Administrators Faculty and Staff</p>

DRUG TESTING for STUDENTS in IDENTIFIED EXTRACURRICULAR ACTIVITIES

The Henry County School System is concerned with the physical, emotional, and mental well-being of all of its students. While the use of drugs is a potential problem for all students, unique pressures and risks exist for students participating in competitive extra-curricular activities. The illegal use of alcohol and other drugs will not be tolerated.

All students in grades six through twelve desiring to participate in events associated with extra-curricular activities will be required to submit to an initial drug test prior to the first competition, and then random drug tests throughout the duration of each activity. This includes, but is not limited to athletics, band, vocal music, cheerleading, and athletic team managers.

EARLY CHILDHOOD PROGRAMS

Section 619 PK: An early childhood program for 3- and 4-year-olds. The program is a preparatory readiness program for individuals with a certified impairment. It is funded through Special Education.

Headstart/VPK: Harrelson has a Headstart/Voluntary Lottery Pre-K 4-year-old program. This program accommodates 20 students that attend a full day program Monday through Friday.

Call the school for information about either program.

EDUCATIONAL SCHOOL TRIPS

Properly supervised and planned educational trips are an important part of the instructional program. **A signed permission form from a parent or guardian is required for all field trips.** No exceptions or phone permissions will be allowed. Student behavior and cooperation are also considered when determining eligibility for field trips.

EMERGENCY DRILLS

Periodic emergency drills will be held throughout the year to make certain students learn proper safety procedures and adhere to all safety guidelines. Such drills may include fire, intruder, earthquake, off campus reunification, and tornado drills.

HEALTH REQUIREMENTS

Childcare – 12th grade Immunization Requirements

The Tennessee Department of Health has immunization requirements for those who attend childcare, pre-school, and school. The requirements can be found in the [Tennessee Department of Health Rules](#).

The state's immunization requirements follow the current schedule published by the Centers for Disease Control and Prevention ([CDC](#)) and endorsed by the American Academy of Pediatrics (AAP) and American Academy of Family Physicians (AAFP).

Required immunizations for children attending childcare, pre-school, and school must be documented on the Official Immunization Certificate. This certificate is available in local health departments and at many medical offices in Tennessee. Registered TennIIS users can access the certificate on the Tennessee Immunization Information System (TennIIS) website. Tennessee healthcare providers who give vaccine can register as TennIIS users.

A brief summary of the required immunizations for childcare facilities and schools is listed below.

Children enrolling in childcare facilities, pre-school, pre-Kindergarten

Infants entering childcare facilities must be up to date at the time of enrollment and are required to provide an updated certificate after completing all of the required vaccines due no later than 18 months of age.

- Hepatitis B (HBV)
- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV)
- Haemophilus influenzae type B (Hib) - age younger than 5 years only
- Pneumococcal conjugate vaccine (PCV) - age younger than 5 years only
- Measles, Mumps, Rubella - 1 dose of each, normally given together as MMR
- Varicella - 1 dose or credible history of disease
- Hepatitis A - 1 dose, required by 18 months of age or older



Children enrolling in Kindergarten

- Hepatitis B (HBV)
- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV) - final dose on or after the 4th birthday
- Measles, Mumps, Rubella - 2 doses of each, usually given together as MMR
- Varicella - 2 doses or credible history of disease
- Hepatitis A - total of 2 doses, spaced at least 6 - 18 months apart

All children entering 7th grade (including currently enrolled students)

- Tetanus-diphtheria-pertussis booster (Tdap) - evidence of one Tdap dose given before 7th grade entry (administered at or after age 10) is required regardless of Td history
- [Update to 7th Grade Chickenpox \(Varicella\) Immunization Requirements](#)

Children who are new enrollees in a TN school in grades *other* than Kindergarten

- Hepatitis B (HBV)
- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV - final dose on or after the 4th birthday)
- Measles, Mumps, Rubella - 2 doses of each, normally given together as MMR
- Varicella - 2 doses or credible history of disease
- New students entering grades other than 7th grade are not required to have Tdap

Children with medical or religious exemption to requirements

Medical - Physicians (MD or DO) or Public Health Nurses are authorized to indicate specific vaccines medically exempted (because of risk of harm) on the certificate. Other vaccines remain required. The medical reason for the exemption does not need to be provided.

Religious - This exemption requires a signed statement by the parent/guardian that vaccination conflicts with their religious tenets or practices. If the child needs documentation of a health examination for the school, it must be noted by the healthcare provider on the immunization certificate. In that case, the provider should check the box in section 1a. that the parent has sought a religious exemption to explain why immunization information is absent or incomplete.

Minimum ages or dose intervals - Tennessee follows published CDC guidelines. For vaccines with critical minimum age requirements (e.g., MMR, varicella) or minimum dose intervals, doses are considered valid if given up to 4 days before the minimum age or dose interval. Doses administered more than 4 days early are considered invalid and should be repeated as recommended.

Injectable or nasally administered live vaccines not administered on the same day should be administered at least 4 weeks apart. The 4-day "grace period" should not be applied to the 28-day interval between injectable or nasally administered live vaccines not administered at the same visit. If injectable or nasally administered live vaccines are separated by less than 4 weeks, the second vaccine administered should not be counted as a valid dose and should be repeated. The repeat dose should be administered at least 4 weeks after the last invalid dose.

Alternative proof of immunity for certain diseases - A positive serology (year of test documented) is acceptable as an alternative to immunization for measles, mumps, rubella, hepatitis A, hepatitis B or varicella. For varicella, documentation of provider diagnosed varicella or provider-verified credible history of disease given by a parent or guardian also is acceptable. By documenting a history of disease, the provider is asserting that he or she is convinced that the child has had chickenpox.

All students must have a Health History/Permission to Treat Form on file, which must be done yearly.

Medication

No internal medicine is administered at school without specific written instructions from the parent/guardian. Medications can only be taken at school if the legal guardian brings the medication to school and completes the proper forms. **When medication is brought to school by a student, he/she will not be allowed to take it and could face disciplinary actions for possession of it on school property.**

This includes prescription medications, as well as over the counter medications (i.e. Tylenol, cough drops, etc.). All medications are kept in the nurse's office and administered by the nurse. The medication will be kept at school until picked up by the legal guardian. If the medication is also to be administered at home, the parent/guardian should explain this to the pharmacist so he can give the student two containers. Medication left at school must be in original containers. Medication left at the end of the year must be picked up by the last school day for students. Long-term medications require a doctor's signed statement, as well as the following information on the bottle:

- Student's name
- Name of medication
- Dosage of the medication
- How the medication is to be taken
- Prescription number and date
- Licensed transcriber's name
- Pharmacy name, address and phone number
-

Water Access Policy

Because water is a necessary nutrient to maintain and improve health, DNH allows students to carry plastic water-bottles (preferably clear) while on campus. In an effort to limit confusion, the following guidelines apply to students:

1. To prevent spills, the bottle must be capped with either a push-button or slide-lid or an automatic seal spout.
2. The container must contain plain water.
3. There can be no juice, soda, addable, or energy drink.
4. The water may be consumed during class but not in close proximity to technology equipment, during science labs, or in the library.
5. Classroom rules regarding the use of the restroom will be in effect. Students need to take care of restroom needs before class starts and one must be responsible for the amount of water that is taken in during classroom time.
6. Students will be responsible to fill the bottle between classes. A student may not leave class to fill a bottle.

INCLEMENT WEATHER

In case of severe weather (snow, ice, etc.) the official announcement for school closing may be heard over the local radio stations, on television, the Henry County Schools website (<http://www.henryk12.net>), or sent out through our Dorothy and Noble Harrelson Remind. In addition, every effort will be made to send a call out to the number you have on file for your child. In the event school is dismissed early due to weather issues, be sure your child and the school are aware of any special arrangements that need to be made.

INJURIES

If your child/student is injured at school, during a school sponsored practice or sporting event, you and/or the student **MUST INFORM THE COACH/TRAINER/SPONSOR** of the event of the injury. This must be done **BEFORE** you see a doctor in order to be filed under the school's insurance. If the coach/trainer/sponsor is unaware of the injury and you go to the doctor, you assume **ALL** medical costs.

INTERNET USE

Each child and their parent/guardian are asked to sign an Internet Use Agreement Form at the beginning of the school year. This allows your child access to the Internet for educational purposes.

LIBRARY SERVICES

The Harrelson School library program has some exciting opportunities in store for your child this year:

- Our curriculum will be promoting engaging children's literature to your child with activities designed to help students enjoy the stories even more.
- We will be doing our very best to get (or keep) your children "hooked on reading" by recommending specific reading materials to each individual student.
- At each grade level, students will be learning research and computer skills specifically suited to their developmental needs.
- We have a lot of special events being planned: Book Fair, reading rewards for reaching their AR Goal each nine weeks, and **Free** money from **Security Bank**.

These are the Harrelson Library Policies:

- Students are responsible for handling library books with care, since they are for everyone to share. Please keep books away from pets, food, and all liquids.
- Any book damage should be reported to the library as soon as possible so we can attempt repairs.
- Your child is able to check out 1-2 books each week, depending on the grade level. As a parent myself, I want you to know I am sensitive to having appropriate reading material in the library. That said, what is considered "appropriate" may vary from one parent to another. Some parents do not mind that their child sees a PG-13 movie, while other parents object. Please be aware that the selection in the library ranges from elementary-level to high school-level reading material. Our library serves children Prek-8th grade, some of those 8th graders read at a 12th grade reading level. I must have a variety of books. AR Labels make it easy for students to know the age appropriateness of a book. If the label has LG that is for lower grades, MG is for Middle Grades, MG+ has content of a sort that would be for older students, UG is for Upper Grades. K-2nd Grade only checks out books from the reading pit area and will be a LG book. Third Grade and up check out from anywhere in the library and I teach them how to find age appropriate books. ONLY 6th-8th graders can check out MG+ or UG books. If your child comes home with a book you find inappropriate for them, I have requested they turn the book in as soon as they get to school the next morning and let me know what the content was so that I can determine what grade level should be allowed to check the book out.
- Library books may be kept for two weeks, then must be returned. A book may be renewed (checked out again) if the student is not finished reading it. An overdue (late) book means a student cannot borrow another book (until the overdue book is renewed or returned).

- If a book is lost, payment toward a replacement will be requested from the parents.
- If your family plans to move from Harrelson School, please return all books before moving.

PARENT-TEACHER CONFERENCES

We welcome your requests for conferences. There are 2 scheduled conferences each year – one in the fall semester and one in the spring semester. If you have concerns outside of these regularly scheduled conferences, please do not hesitate to call and schedule a conference with your child’s teacher by calling the office at 731-247-3152. **At least a 24-hour advance notice is required for conferences.**

SCHOOL DANCES

School dances are limited to current DNH students unless prior approval is given by administration.

TEXTBOOK SUPPLIES

- Textbooks may be furnished to your child by the school system on a loan basis and should be treated as borrowed property. Students must pay for the loss or abuse of textbooks. Books are required to be covered.
- Students are expected to provide and maintain various other supplies throughout the year as requested by their teacher.

TRANSPORTATION (ARRIVAL & DISMISSAL)

We ask for your patience with arrival and dismissal. We have a systematic process to get approximately 550 students in and out of school as safely and efficiently as possible. Modeling rule/law-following, safety, and respect will benefit our students in countless ways. School hours are 7:30 to 2:30. The tardy bell sounds at 7:30. Students must be in their seats at 7:30, or they will be counted tardy and must be signed in by a parent in the front office.

Bus Transportation

Bus transportation is only available for students living in the DNH school boundaries. Students living out of the DNH school boundaries are not eligible for bus transportation.

Any student desiring to ride a bus will be transported to/from only the home address listed on the Registration for Bus Transportation form. This address should match the home address of the student’s registration.

EARLY ARRIVAL – CAR ONLY

Early morning tutoring (6:00 a.m. – 7:00 a.m.) is available **only** for **students enrolled in early morning Kids Corner.** Bus transportation is not provided for these students. A parent or guardian will need to transport those students to DNH. Those students should enter the school building at the Kids Corner entrance.

ARRIVAL: Car Riders, Bike Riders, Walkers

Students not enrolled in early morning Kids Corner should not arrive on campus until after 7:00 a.m. These students should enter the school building at the main front entrance.

When dropping off your student via car, you are welcome to use the **car rider** drop-off line or pull into a parking space and walk your child to the front doors. For safety reasons, students may not be let out of the car in the parking lot and allowed to walk to the building by themselves.

Bike riding students may park their bikes in the bike rack beside the gym and utilize the front entrance of the school building when arriving on campus.

Students who **walk** from home should utilize the front entrance of the school building when arriving on campus.

To ensure supervision, students will not be allowed to go to lockers, locker rooms, or classrooms until the 7:15 a.m. bell.

The tardy bell rings at 7:30 a.m. If a student is not seated in class by 7:30, he/she will be counted tardy and must be signed in by a parent in the front office.

DISMISSAL

We will begin dismissal promptly at 2:30 p.m.

Bus Riders are dismissed directly from their classrooms, with elementary grade students being escorted to their buses.

Car Riders are dismissed in front of the school by the cafeteria. This is where the parent car dismissal line is located. "Car riders" are considered students whose parents/guardians drive on campus to pick them up. There are four designated stations for loading students. **(Exception: PreK students, and car riders that ride with them, will be dismissed from the gym entrance. See below for details.)**

Parents are to stay in their cars to keep the line moving efficiently – staff members will assist students into cars. Have your car rider pass visible in your windshield for staff to see. If you have lost your car tag, we will be happy to give you a new one. **If you do not have your car tag, you will be asked to pull around, park, and go inside the front office to pick up your child.** Parents who arrive late for dismissal, after the car line is empty, will need to come to the office and sign out their child. We appreciate your cooperation and patience.

Bike Riders are dismissed from the front office after all buses and car riders have been dismissed.

Walkers are dismissed from the Multipurpose Room after buses are released. Walkers must leave the campus immediately upon dismissal.

PRESCHOOL ARRIVAL & DISMISSAL

Arrival - The PK drop off is at the front entrance of the school. PK students are to be dropped off in the car rider line between 7:30 and 7:40, no earlier. Do not park in front of the school. The PK teachers will be waiting to assist your child getting out of the vehicle and walking into the school. If an older student is being dropped off earlier, they are to be dropped off; then, the parent/designee is to park at the east end of the building until 7:30. The waiting area is located at the front east entrance near the gym. All PreK parents/designees are to park in the east parking lot by the gym during pick up/drop off.

Dismissal - In the afternoon, PK pick up is located at the east entrance, near the gym. PK parents/designees are to park in the east parking lot near the gym during pick up. The pickup time is 2:20. We ask that PreK

parents/designees refrain from coming to the doors until 2:15. Any parent/designee that needs to pick up a K-8 student also will be fed into the car rider line after picking their pre-k student up.

CHANGE OF TRANSPORTATION NOTES

If your child's mode of transportation needs to be changed; a written notification or fax (731-247-3154) from the parent/guardian is required, no phone calls will be accepted. When writing a letter, please describe the change in transportation. Provide details such as bus number or name of person picking up. Please include child's first & last name and a contact number so the change can be verified or if there are questions from administration. **Transportation changes will not be allowed after 1:30 p.m. Transportation notes must be sent with a student, brought in by the parent/guardian, or faxed to school at 731-247-3154.**

LATE ARRIVAL

Students who report to school after 7:30 a.m. must be checked in through the office by the individual bringing them to school. (Must be 18 years old). An adult must enter with the tardy student and sign him/her in.

For a tardy to count as an *excused tardy* when late to school, the student must have either:

- A. A doctor's statement;
- B. An official court notice;
- C. Principal Discretion – Circumstance, with appropriate documentation, which, in the judgment of the principal constitutes a good and sufficient cause for being tardy or leaving early from school.

All other tardies are considered *unexcused*. Every 3rd unexcused tardy or check out will result in disciplinary measures for all grade levels.

EARLY DISMISSAL

When picking up your child from school, please come to the front office and a staff member will assist you. **There will be no checkouts after 2:00 p.m.**

All children leaving school for any reason prior to 2:30 dismissal must follow procedures:

1. ID WILL BE REQUIRED. **Students will only be released to a legal parent/guardian unless we receive verified permission from the parent/guardian.** The person picking up the child must report to the office and sign the child out. You will be required to print and sign your name and state the reason the student is leaving/checking in. The office will then call the child to the office. **Children will not be called to the office before the parent shows ID. For the safety of all children, please be prepared to show a picture ID as this will be required when checking out a student.**
2. All children are to be checked out through the office; therefore, parents will report to the office and ask for their child out in the school office.
3. The office will call the child's classroom giving the child permission to leave.
4. If your child's mode of transportation needs to be changed; a written notification or fax (731-247-3154) from the parent/guardian is required, no phone calls will be accepted. When writing a letter please indicate the change in transportation, bus number or if it will be a different person picking them up, car rider, and if possible a contact number to verify change or if there are any questions.
5. To receive an *excused check out* when leaving early, the student must have either:
 - A. A doctor's statement;
 - B. An official court notice;
 - C. Principal Discretion – Circumstance, with appropriate documentation, which, in the judgment of the principal constitutes a good and sufficient cause for being tardy or leaving early from school.

All other checkouts are considered *unexcused*. Every 3rd unexcused check out will result in disciplinary measures for all grade levels.

VOLUNTEERS

We appreciate your interest in volunteering at Dorothy Noble Harrelson School! There are several ways you can volunteer and demonstrate your commitment at Harrelson School. You may volunteer from home or at school.

Please complete the following volunteer application or **you may apply online at our school website (<https://harrelson.henryk12.net/>) under the Parent – Volunteer tab**. You also may request a paper copy of the application through your child’s homeroom teacher. All personal data submitted by applicants is confidential. It is important that you provide a valid email address (if possible) so you can be notified as to the status of your application and for future communication.

You are required to complete a new application each year. All applications for the 2021-2022 school year will expire on June 30, 2022.

You are required to complete a background check if you volunteer at school. Background checks are required every 5 years, not annually. Volunteering from home activities do not require a background check. Once your application is approved, you will receive instructions for completing the background check.

A national check of the sexual predator registries is completed each time a volunteer checks into school.

For assistance with your volunteer application, please visit our school.

SCHOOL SERVICES & NOTIFICATIONS

Family Resource Center

731-642-2938

Central Community Service Center, Room 26

55 Jones Bend Road Ext., Paris, TN 38242

The Family Resource Center is a free service offered by the Henry County School System. Its purpose is to work in partnership with parents, community agencies, and businesses to help each child succeed in school. The FRC is there to assist when your child needs help with basic needs, family conflicts, parenting support, or school programs. Programs offered include:

Back to School Blast

Food Bank

Student-Advisory Council

Benevolence Fund

Good Start

Weekend Backpack Food

Case Management

Patriot Project

Title I Notifications

- This is a school-wide Title I school that consolidates funds from federal, state, and local sources to upgrade the entire educational program of the school.
- Parents/Guardians will be notified of their child’s eligibility for services in Migrant, Homeless, or English Language Learner programs.

- Parents/Guardians may request information about the qualifications of teachers and paraprofessionals who instruct their child.
- Parents/Guardians will receive notice that their child has been assigned to or taught for four weeks by a teacher who is not highly qualified.
- Parents/Guardians have the right to request that their child's name, address, and telephone number not be released publicly or to a military recruiter without prior written consent.
- Parents/Guardians will receive annual notice at the beginning of the school year of the specific or approximate dates during the school year when 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; or 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.
- Under the Tennessee State Board of Education's Unsafe School Choice Policy, parents/guardians of students in schools identified as unsafe are notified in writing of their rights to transfer their child to another grade-level appropriate school within the district.
- Parents/Guardians will receive written notification that if their child should become a victim of a violent crime at school, he/she will have the right to transfer to another school within the district.
- Please refer to the Code of Conduct form that is distributed to students at the beginning of the school year. It outlines offenses and the range of disciplinary actions that may be used. The form must be signed by the parent/guardian and returned to the classroom teacher.

Title VI - DISCRIMINATION DISCLAIMER

In compliance with Title VI of the Civil Rights Acts of 1964 (P.L. 88-352), the following policy is for the guidance of all students and personnel within ALL schools in Henry County:

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or subject to discrimination in any program or activity, on the basis of gender, religion, belief, national origin, ethnic group, or disabling condition.

Inquiries concerning the above should be directed to: Dr. Susan Burton; Henry County Board of Education; 217 Grove Boulevard; Paris, TN 38242; Phone: 731-642-3101.

Titulo VI - Renuncia de Discriminacion

De acuerdo con el titulo VI de la ley de los derechos civiles do 1964, la politica siguiente es para la direcci3n de todos los estudiantes y los empleados dentro de todas las escuelas en Henry County.

A ninguna persona le negara empleo, ni sera excluida de participacion, ni le negaran beneficios, ni sera sujeta a discriminacion en ningun programa, ni actividad a base de su sexo, religion, creencia, origen national, grupo etnico, ni condicion de incapacidad.

Preguntas con respecto a lo de arriba, deben ser dirigidas a Dr. Susan Burton; Henry County Board of Education; 217 Grove Boulevard; Paris, TN 38242; Phone: 731-642-3101.

Title IX

Title IX of the Civil Rights Act provides that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under an education program or activity receiving federal assistance”.

Should any student feel that the terms of the above legislation are not being met, the first step is to contact the person(s) immediately involved or the school principal to discuss the matter. The principal is able to supply any student with the procedures for formal appeal of unresolved matters.

Inquiries concerning Title IX should be directed to Dr. Susan Burton; Henry County Board of Education; 217 Grove Boulevard; Paris, TN 38242; Phone: 731-642-3101.

Rights

Under the Tennessee State Board of Education’s Unsafe School Choice Policy, parents of students in schools identified as unsafe are notified in writing of their rights to transfer their child to another grade-level appropriate school within the district. Parents will receive written notification if their child should become a victim of a violent crime at school. He or she will have the right to transfer to another school within the district.

Scholastic Records and Where They Are Located

Records for disciplinary actions or expulsions requiring board action, as well as pupil service and special education records are kept at the Henry County Board of Education located at 217 Grove Boulevard in Paris, TN. All other cumulative records, such as health, attendance, scholarship, discipline, and guidance records are kept at the school.

According to federal law, parents must be granted permission to see their student’s records within 14 days of their request. Students who are legal adults may make the request. Up to three copies of transcripts will be provided free of charge, with each additional copy costing \$1.00. A charge of \$0.25 per page will be made for copies of all other records. A parent, or a student who is a legal adult, may challenge the accuracy and content of the record.

To challenge the record, a written request must be made to the person responsible for the records. If that person denies the request, the parent or student may appeal to the director, who within 30 days, will schedule a hearing before a panel consisting of himself, the appropriate instructional supervisor, and the principal. If the panel denies the request, the parent or student may appeal to the school board, which will schedule a hearing within 30 days.

The school system will make available to the public upon request information as to whether a specific student is enrolled and that student’s grade classification. The school system does not publish a student directory.

Privacy Notification

It is the intent of the Henry County Board of Education to protect the rights and privacy of every student in our school system. Parents and age of consent students have the right to review records, correct inaccurate records and exercise control over all other third party access to records. Parents have the right to deny access to their child’s records or other personal information by contacting the school principal and making a request in writing that access be limited or denied. Should any difficulties arise with enforcing this request, parents may call the Henry County Board of Education Federal Projects Director, at 731-642-3101, and register a concern.

The No Child Left Behind Act of 2001 allows schools to give the United States Military access to directory information regarding students unless there is a specific direction from a parent denying that request. In addition, the school may, on occasion, release directory information unless specifically requested to withhold such information. Directory information may include such information as the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of an athletic team, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

The No Child Left Behind Act of 2001 also requires the school system to notify parents that only "highly qualified teachers" may be employed to work with our children. If a situation should arise in which the district plans to employ a teacher for over four weeks who does not meet the "highly qualified requirements," parents of students affected will be notified. In addition, all parents have the right to request information about the professional qualifications of their child's classroom teacher.

Students with Disabilities

In compliance with state and federal law, the Henry County School System will provide to each protected student with a disability without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected student with a disability, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for "protected students who are disabled" are distinct from those applicable to all eligible or exceptional students enrolled or seeking enrollment in special education programs.

For complaints or requests for further information regarding evaluation procedures and provision of services to protected disabled students, please contact Jammie Adkisson at the Henry County Board of Education. The address is 217 Grove Boulevard in Paris, TN and the phone number is 731-642-0381.

Section 504 of the Rehabilitation Act of 1973

This is a civil rights statute which provides that: "No otherwise qualified individual with handicaps shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or activity by an Executive agency or by the United States Postal Services."

Who is a Qualified Individual?

There are three ways a person may qualify as an individual with handicaps under the regulations.

- The person is considered handicapped if he/she has a physical or mental impairment which substantially limits one or more major life activities. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, and caring for oneself and performing manual tasks. The handicapping condition need only substantially limit one major life activity in order for the student to be eligible. The term does not cover children disadvantaged by cultural, environmental, or economic factors.
- A person is considered handicapped if he/she has a record or history of such impairment described in #1.
- A person is considered handicapped if he/she is regarded as having such an impairment described in #1.

-A person can be found eligible if he/she has a physical or mental impairment that does not substantially limit a major life activity but is treated by the school district as having such an

impairment.

-A person can be found eligible if he/she has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others toward such impairment.

-A person can be found eligible if he/she has no physical or mental impairment, but is treated by the school district as having such impairment.

What are the School System's Obligations for Elementary and Secondary Education?

1. Free appropriate education with service agreement
2. Evaluations to determine disability
3. Placement procedures
4. Re-evaluations
5. Least restrictive environment for services
6. Non-Academic services
7. Program accessibility
8. Sign language interpreters for hearing impaired parents at a school initiated conference for student

For further information or for grievance procedures to resolve complaints of discrimination, please call Jammie Adkisson, Henry County School System 504 Coordinator at 731-642-0381, or the Director of Schools at 731-642-9733.

Discrimination Is Against The Law

Title VI of the Civil Rights Act of 1964 prohibits any organization or institution receiving federal funds from discrimination based on race, color, or national origin. A person cannot be denied the benefits of, or excluded from participating in, any activity or program sponsored by the organization or institution.

Title VI prohibits any public school system or school from:

- Preventing a person from enrolling in a school, class, or extracurricular school activity based on race, color, or national origin.
- Arbitrarily placing a student in a school or class with the intent of separating the student from the general population of students because of the student's race, color, or national origin.
- Setting higher standards or requirements as a prerequisite before allowing minorities to enroll in a school, class, or activity.
- Unequally applying disciplinary action based on a student's race, color, or national origin.
- Failing to provide the necessary language assistance to allow limited English proficient students the same opportunity to learn as English proficient students.
- Administering tests or other evaluative measures which by design or by grading do not allow minority students the same opportunity to present a true measure of their abilities.
- Providing advice or guidance to minority students with the intent to direct minority students away from schools, classes, or educational activities based on their race, color, or national origin.
- Providing facilities and/or instructional and related services to minority students which are inferior to those provided to non-minority students.

If you feel that you have been discriminated against, a complaint may be sent to Henry County School System's Title VI coordinators, Dr. Susan Burton at 731-642-3101 or Jammie Adkisson at 731-642-0381

Services for Migrant, Homeless or ELL students are offered through Henry County Schools. More information may be obtained by calling the Henry County School System Board of Education at 642-3101.

Henry County School System
PARENTAL NOTIFICATION
Under the Elementary and Secondary Education Act (ESEA)

The Elementary and Secondary Education Act (ESEA) as amended in Dec. 2015 by the Every Student Succeeds Act (ESSA) 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.

Teacher Qualifications and Highly Effective Teachers

At the beginning of each year, an LEA shall notify parents that they may request, and the LEA will provide information regarding whether professionals are highly effective, including the 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) is teaching alongside paraprofessionals and, if so, the paraprofessional's qualifications [ESSA § 1112(e)(1)(A)].

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; and
- ✓ any nonemergency, 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 students.

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;
- ✓ 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. 1232g].

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, ESSA 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 [§8025].

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 ESSA. 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 [20 U.S.C. 1232g] [ESEA §8025].

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 [ESEA §8528(a)(2)(B)].

Parent and Family Engagement

A district receiving Title I funds must develop jointly with, agree on with, and distribute to, parents and family members of participating children a written district-level parent and family engagement policy. Each school served under Title I must also develop jointly with, agree on with, and distribute to, parents and family members of participating children a written school-level parent and family engagement policy. If an individual school or district has a parent and family engagement policy that applies to all, it may amend the policy to meet the requirements under the ESEA [ESEA Title I, Part A, §1116(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, §1116(b)(1)].

Schools must:

- ✓ hold at least one annual meeting for Title I parents;
- ✓ offer a flexible number of meetings;
- ✓ involve parents and families in an ongoing manner in the planning, review, and improvement of Title I programs;
- ✓ provide Title I parents and families 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, §1116(c)].

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 the state's report card** [ESEA Title I, Part A, §1111(h)(1) and (h)(2)].

Achievement on State Assessment

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)(2)(B)(x)].

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)].

Schoolwide Programs

An eligible school operating a schoolwide program shall make the comprehensive plan available to the LEA, parents, and the public. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand [20 U.S.C. §6314][ESEA Title I, Part A, §1114].

English Learner Programs

A school district that uses federal funds to provide a language instruction education program for English learners 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 an English learner;
- ✓ 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 an English learner 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 *[ESEA Title I, Part A, §1112]*.

Homeless Children

To be eligible for McKinney-Vento funds, the school must provide written notice at the time any child seeks enrollment in the school, and at least twice annually while the child is enrolled in the 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.

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 *[ESSA Title IX, 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 *[ESSA Title IX, 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 the McKinney-Vento Act, such as schools, family shelters, and soup kitchens *[ESSA 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, §8401(b)(3)(B)(ii)]*.