

Dyersburg Intermediate School

Student Handbook

2026/2027



**It's Always a Great
Day to be a Trojan!**

Dyersburg City Schools Student Handbook 2025-2026 Table of Contents

A. INTRODUCTION/WELCOME LETTERS

- DISTRICT STRATEGIC PLAN AND GOALS
- WELCOME FROM THE DIRECTOR OF SCHOOLS
- FUTURE CHANGES
- WELCOME FROM THE PRINCIPAL
- DIS FACULTY AND STAFF
- DYERSBURG INTERMEDIATE SCHOOL PROCEDURES

A1 ARRIVAL AND DEPARTURE PROCEDURES

A2 STUDENT DRESS CODE

A3 GRADING

A4 ACADEMIC EXPECTATIONS

A5 DISCIPLINE

A6 MAKEUP WORK

A7 CLASS PARTIES/BIRTHDAY PARTIES

A8 LIBRARY BOOKS

B. RIGHTS & RESPONSIBILITIES

B1 - NON-DISCRIMINATION STATEMENT

B2 - STUDENT RIGHTS & RESPONSIBILITIES

B3 - PARENT RIGHTS & RESPONSIBILITIES

C. ANNUAL NOTICES

C1 - ASBESTOS MANAGEMENT PLANS

C2 - DIRECTORY INFORMATION

C3 - EDUCATION RECORDS

C4 - SURVEYS, ANALYSES, AND EVALUATIONS OF STUDENTS

C5 - UNSAFE SCHOOL CHOICE

C6 - MENINGITIS & FLU AWARENESS

C6.1 - IMMUNIZATION REQUIREMENTS

C7 - PARENTAL NOTIFICATION

D. ADMINISTRATION OF SCHOOLS

D1 - AFTER SCHOOL CARE

D2 - DRUG-FREE SCHOOLS

D3 - EMERGENCY CLOSINGS

D4 - INTERSCHOLASTIC ATHLETICS

D5 - PARENT AND FAMILY ENGAGEMENT

D6 - SCHOOL NUTRITION PROGRAM

D7 - STUDENT ENROLLMENT

D7.1 - ATTENDANCE OF NON-RESIDENT STUDENTS

D7.2 - NON-DISCRIMINATION POLICY STATEMENT

D8 - STUDENT FEES

D9 - STUDENT FINES

D10 - STUDENT WITHDRAWAL

D11 - TOBACCO-FREE SCHOOLS

D12 - SECURITY CAMERAS

D13 - TRANSPORTATION SERVICES

D14 - VISITORS TO SCHOOLS

D15 - VISITOR CODE OF CONDUCT

E. STUDENT ACADEMIC ACHIEVEMENT

E1 - ATTENDANCE

E2 - GRADING SYSTEM

E3 - GRADUATION REQUIREMENTS

E4 - PROMOTION AND RETENTION

E5 - REPORTING STUDENT PROGRESS

F. STUDENT WELFARE

F1 - COMMUNICABLE DISEASES

F2 - IMMUNIZATIONS

F3 - MEDICINES

F4 - PHYSICAL EXAMINATIONS

F5 - SUICIDE PREVENTION

F6 - ABUSE

G. STUDENT DISCIPLINE & BEHAVIOR

G1 - ALTERNATIVE EDUCATION

G2 - BUS CONDUCT

G3 - CARE OF SCHOOL PROPERTY

G4 - CORPORAL PUNISHMENT

G5 - DETENTION

G6 - DRESS CODE

G7 - DISCIPLINARY HEARING AUTHORITY

G8 - INTERROGATION AND SEARCHES

G8.1 - USE OF ANIMALS

G8.2 - SEARCHES BY POLICE

G9 - STUDENT CODE OF CONDUCT

G10 - STUDENT DISCRIMINATION/HARASSMENT/BULLYING/INTIMIDATION

G11 - SUSPENSIONS

G12 - TITLE IX & SEXUAL HARASSMENT

G13 - ZERO TOLERANCE

G14 - REPLICAS WEAPONS

G15 - GANG ACTIVITY

G16 - OFF CAMPUS BEHAVIOR

G17 - DUE PROCESS

H. INDIVIDUAL NEEDS OF STUDENTS

H1 - ENGLISH LEARNERS

H2 - HOMEBOUND INSTRUCTION

H3 - HOMELESS STUDENTS

H4 - MIGRANT STUDENTS

H5 - SECTION 504 AND ADA GRIEVANCE PROCEDURES

H6 - STUDENTS IN FOSTER CARE

H7 - STUDENTS FROM MILITARY FAMILIES

H8 - STUDENTS WITH DISABILITIES

I. INSTRUCTIONAL MATERIALS AND SERVICES

I1 - USE OF THE INTERNET

I2 - USE OF PERSONAL COMMUNICATION DEVICES

I3 - TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I4 - LIBRARY MATERIALS

I5 - TECHNOLOGY USAGE

J. SCHOOL CALENDAR

K. SCHOOL CLUBS AND ORGANIZATIONS

L. CONTACT INFORMATION

M. SAFETY & RESOURCES

TN BEST FOR ALL CENTRAL

A. Introduction

Welcome to Trojan Nation!

Welcome to Trojan Nation!

We're thrilled to have you as part of the Dyersburg City Schools family, where every student matters and every moment counts!

At DCS, we believe in creating opportunities for all students to reach their highest potential. That means opening doors, breaking down barriers, and preparing kids not just for tests, but for *life*. Whether it's solving real-world problems, working as a team, or thinking outside the box, our goal is to equip your child with the tools to thrive in an ever-changing world.

We're proud of our dedicated teachers who set the bar high and believe in every student's ability to succeed. But we also know we can't do it alone. A strong partnership between home and school makes all the difference—and we're thankful to have you walking alongside us.

Many of the exciting things happening across our schools come directly from your feedback, and we can't thank you enough for your support, your ideas, and your trust. Thank you for helping us keep our schools safe and for allowing us the privilege of educating your child.

Let's work together to make this year one to remember!

If I can ever help or answer a question, please don't hesitate to reach out at kworley@dyersburgcityschools.org.

With Trojan Pride,
Kim Worley
Director of Schools

District Strategic Plan and Goals

The mission of Dyersburg City Schools is to provide a safe, positive environment where all students can reach their full potential. District Plan Goals Dyersburg City Schools will continue to maintain or improve the percentile in terms of the number of students scoring on-track and mastered in ELA and in math. The district will continue to improve the graduation rate and increase the percentage of students scoring at or above all four college readiness benchmark areas.

Future Changes

Although every effort will be made to update the handbook regularly, the Dyersburg City Schools District reserves the right to change this handbook and any content within without notice, except as may be required by state and federal law. As a result, the online version of the handbook shall be the official version.

Dyersburg Intermediate School

Jeremy Hinson, Principal

Catybeth French, Assistant Principal

Chris Haliburton, Instructional Supervisor

Welcome to Dyersburg Intermediate School! We're excited to have you here for an amazing year full of learning, hard-work, and new experiences. Our teachers are ready to help you grow your skills and explore your interests.

This handbook is your guide to everything you need to know about our school — from rules to expectations — so you can have a great year and succeed. Be sure to read it with your family.

We believe every one of you can shine and do great things. Our staff will always treat you with respect, and we ask you to do the same for your teachers and classmates. Together, we'll make this school a place where everyone feels safe, happy, and ready to learn.

Get ready to challenge yourself and do your very best every day you come to school!

Can't wait to see you at school!

Dr. Jeremy Hinson
Principal

Mission Statement

The mission of Dyersburg City Schools is to provide a safe, positive environment where all children can reach their full potential.

Literacy Vision

Dyersburg City Schools will ensure that all students have daily access to high-quality text, engage in meaningful tasks, and grow in reading, writing, speaking, and listening.

Vision

Dyersburg Intermediate School will provide educational opportunities and experiences to develop productive citizens for a strong community.

Beliefs

We believe the purpose of our school is to provide an excellent teaching and learning environment where achievement is expected, and success is celebrated.

We believe that all children can learn.

We believe an integrated curriculum, using a collaborative process and differentiated instruction, provides each student the opportunity to learn and experience success in a changing world.

We believe educators, administrators, and parents should work together to benefit and enrich children's educational experience.

We believe a safe and successful learning environment cultivates self-esteem, self-discipline, and respect for others and their cultures.

Jeremy Hinson – Principal

Catybeth French - Assistant Principal

Chris Haliburton- Instructional Supervisor

Jamey Attaway - Secretary/Bookkeeper

Alli Treece – Secretary/Attendance Clerk

<u>Third Grade</u> Team 3-1 Pam Holland ELA Mackenzie Wells Math Team 3-2 Kristin Hopper ELA Jansen Capps Math Team 3-3 Mckenzie Snider ELA Amber Tate Math Team 3-4 Morgan Burns ELA Emily Armour Math Team 3-5 Mallory Williams ELA Yolanda Weddle Math	<u>Fourth Grade</u> Team 4-1 Amy Gregson ELA Tia Weeks Math Team 4-2 Kendra Ward ELA Joy Vick Math Team 4-3 Tina Hogue ELA Amber Burton Math Team 4-4 Emily Widner ELA Megan Johnson Math	<u>Fifth Grade</u> Team 5-1 Hilliary Simpson ELA Sara Stephenson Math Amanda Winegarden Science Team 5-2 Kristen Wirges ELA Kim Connell Math Zaylee McLaughlin Science Team 5-3 Whitney Ayers ELA Heather Brooks Math Chasity Dishman Science
<u>Activity</u> Melisha Polk – Art Lance Roy – P. E. Brenda Gibson – S.T.E.M. Presley Dishman – Music Nickie Finch - Humanities Zedna White -Communications Tim Strayhorn- Agriculture Yuketa Hall- Career Exploration Edie Ward- Money Matters	<u>Special Education</u> Amanda Agnew - Lead 3rd Grade Ginny Floyd Alicia Hopgood 4th Grade DeAndre Adams Breanna Rood 5th Grade Kelly Baker Sheree Scates Self Contained Class Meaghan Baker Taylor Harris Kristi Lockett Beth Rhodes	<u>Auxiliary Personnel</u> Amy McLaurin - Guidance/504 Yuketa Hall - Home School Advisor Maria Leforgee - Psychologist Kari Bernier - Librarian Vanessa Ahmad- ISS Michelle Yarbrough - ABC Room Amanda Agnew - BEST Classroom Lindsey Ford - PLUS ONE Melissa Johnson - Interventionist Kristy Klinkhammer – Nurse Brad Smith - Behavior Interventionist Aimee Putman - Interventionist Angela Rood – ESL
<u>Cafeteria Staff</u> Angela Phillips - Manager Tolanda Wallace - Asst. Mang. Cyndi Cobb Rhonda Copeland Briana Nance Sarah Nance Karen Harris	<u>Custodial Staff</u> Darrell Holland - Lead Timothy Dwyer Riva Hill Vicky McKinney- 5th Justin Moore - 3rd	

A1 - ARRIVAL AND DEPARTURE PROCEDURES

A1.1 - Hours

School hours are 8:00 A.M. until 3:00 P.M. daily. Students are expected to be present from 8:00 A.M. until 3:00 P.M. daily. The building will open each morning at 7:00 and close each afternoon at 3:45. The school will not be responsible for children left before 7:00 A.M.

A1.2 - Arrival

Students should arrive soon enough each day to be on time for the beginning of school.

- The Tibbs Street entrance opens at 7:00 am

The first bell of the day will ring at 7:45, signaling the time for all students to report to their homeroom. Students arriving prior to 7:45 must report to the gymnasium or cafeteria. Classes begin at 8:00. Students arriving after 8:00 are tardy, and a parent/guardian must sign in to the student in the main office on Tibbs Street.

A1.3 - Tardies

Students arriving at school after 8:00 AM are tardy and must be signed in by a parent/guardian and receive an "admit to class" slip. Excessive tardies will be reported to the Dyersburg City School's truancy officer.

Tardiness

1. Students who report to school late due to illness, injury, or doctor or dental appointments will be excused. Proper documentation will be required.
2. Students who arrive after 8:00 AM without the proper doctor documentation will be considered tardy. Parents will need to enter the building with their children to provide a parent excuse for the tardy.
3. Students will be allowed 5 parent notes for tardiness.
4. After 5 parent notes, penalty for tardiness will be administered by the assistant principals in accordance with the following guidelines:

6th offense Written minor referral

7th offense Written minor referral

8th offense Written minor referral

Continued tardiness in excess of **eight (8) offenses** will require that student to attend **Principal's Detention**. Tardies will be cumulative for the entire school year.

A1.4 - Departure

The school day ends at 3:00 pm. Students departing prior to 3:00 pm must be signed out by an authorized parent/guardian or his/her designee. Adults are required to present a state-issued ID before leaving with a student.

Bells will ring for the dismissal of students on the following schedule:

2:55 1st Run bus riders

3:00 Car-riders, walkers, bike-riders & ESP

3:05 2nd Run bus riders

A1.5 Afternoon pickup for car riders begins at 3:00 p.m.

- 3rd Grade students should report to the Phillips Street side of the building.
- 4th & 5th Grade students should report to the Tibbs Street side of the building.
- If a 4th or 5th-grade student has a sibling in the 3rd grade, both students should be picked up on the Phillips Street side of the building.

For student safety, it is imperative that students not be in areas other than their assigned pickup points. Non-compliance may result in disciplinary action.

A1.6 ESP

Students may be enrolled in the Extended School Program (ESP) anytime during the school year. ESP will operate afternoon sessions ONLY. Children must be properly registered in the ESP program before they attend. Snacks are provided in the afternoons. Meals are provided on abbreviated school days. ESP will operate on the following schedule on school days: Afternoon - 3:05 until 6:00 PM. Additional information is available in the ESP Handbook.

Extended School Program fees per child:

Annual registration is \$10. Afternoon only - \$15, Abbreviated School Day - \$30.

A1.7 - Traffic and Parking

The Tibbs Street entrance will be the only entrance into the building from 7:00 am until 7:55 am. Visitor parking is permitted in any empty parking spaces in the Tibbs Street Parking lot. Parking is not permitted in the bus lane at the front of the school from 7:00 am until 5:00 pm to allow for emergency vehicles, buses that arrive during the day with special needs students, buses for field trips, and buses that arrive late in the day to transport students involved in after-school programs.

Students may be dropped off at the Tibbs Street entrance beginning at 7:00 a.m. Tibbs Street is a ONE-WAY street.

Bicycle racks are provided near the Tibbs Street entrance to the building. Riders are responsible for locking their bikes. The school is not responsible for the security of bicycles at school. Skateboards are not allowed.

A2 Student Dress Code

Students shall dress in a clean, neat, and modest manner so as not to distract or interfere with the school's operation.

Shirts:

- One solid color: black, gold, white, or gray.
- Collared (polo, button-up dress shirt) with appropriate buttons to the top of the garment.
- Shirts must have sleeves.
- Single-color black, gold, white or gray undergarments may be worn.
- No pictures or print on shirts. The material should not be sheer or see-through.
- There should be no gaps between the shirt and pants when sitting.

SPIRIT WEAR SHIRTS- EVERY DAY IS SPIRIT DAY IN DYERSBURG CITY SCHOOLS!

Students may wear a Dyersburg Spirit t-shirt or sweatshirt with dress code bottoms every day of the week.

-All T-shirts/Sweatshirts without a collar must be white, gold, gray, or black and have the Dyersburg or Trojans logo on them. The logos must also be the white, gold, gray, or black

-Pullovers with a collar must be white, gold, gray, black, or a combination of these colors, excluding patterns (plaid or tie-dye).

-If a shirt is worn underneath, it should be white, gold, gray, black, or a spirit shirt.

-Pullovers without a collar must have a Dyersburg logo and be white, gold, gray, black, or a combination of these colors, excluding patterns.

-If a shirt is worn underneath, it should be white, gold, gray, black, or a spirit shirt. Pullovers with a collar do NOT have to be tucked.

-All clothing must be free of rips, cuts, tears, or ties.

Pants, Shorts, Capris:

- Solid color blue denim jeans or black denim jeans may be worn, with no pictures or print
- Black, khaki, navy, or gray pants may be worn with no pictures or print
- Jeans and pants may not have rips, tears, lace, beads, or other embellishments
- Must extend below fingertip length when standing (front and back). No gym-type shorts/skirts, leggings, spandex, or athletic skirts. Dresses must have collars that follow the same rule as shirts. Admin will reserve discretion and have final decisions on what is considered appropriate

Skirts, Dresses:

- Dresses must have collars.
- Dresses and skirts must be the same colors as pants (black, khaki, navy, gray, blue, or black denim) with no pictures or print.
- Must extend below fingertip length when standing (front and back). No gym-type shorts/skirts, leggings, spandex, or athletic skirts. Dresses must have collars that follow the same rule as shirts. Admin will reserve discretion and have final decisions on what is considered appropriate

General:

- Coats, jackets, and headwear worn in cold weather must be removed upon arrival.
- Coats and jackets worn in cold weather are not required to be the same colors as the shirts above. Coats and jackets may not be worn during the school day.
- Light jackets and sweaters worn during the school day must be the same colors as the shirts above, with no pictures or print.
- Plain black, gold, and white sweatshirts or school sweatshirts (pullover or zip-up) may be worn over an approved collared shirt. Sweatshirts should not have an attached hood.
- No headgear with bandana/Paisley print
- (OPTIONAL) Masks are items of personal protective equipment that cover the nose and mouth. It may be a cloth or surgical mask. Any cloth mask must adhere to the school's dress code shirt colors of black, gold, gray, or white and be solid in color, with no designs or wording other than the Trojan D or Trojan mascot. Surgical/medical masks do not have to adhere to these color guidelines but cannot be decorated in any way.

Footwear:

- Students will wear shoes with an attached and stable front and back. No flip-flops, house shoes, or shoe skates.

Earrings, Jewelry:

- Earrings or other piercings are not permitted with the following exception: a student may wear up to two pairs of earrings (in each ear) that are not distracting or present safety issues.

A3 - GRADING

Grading and Reporting

Student progress reports shall be provided every nine weeks during the school year. Report cards will be sent home at the end of each nine weeks grading period. Progress reports will be sent home between report card periods for all students. Report cards and progress reports must be signed by the child's parent or guardian and returned to the school the following day.

Grading Scale

A = 100 - 90 B = 89 - 80 C = 79 - 70 D = 69 - 60 F = 59 and below

A4 - ACADEMIC EXPECTATIONS

A4.1 - Academic Awards

Golden Honor Roll status is achieved by earning all A's on the report card. Honor Roll status is achieved by earning A's and no more than one B on the report card. Other awards given will include Pepsi, Citizenship, and CTE Excellence. Awards Programs are held at the end of each semester. There will be two Awards Days per school year. Awards for AR are presented at the end of the school year.

Fifth-grade students may earn the **President's Award for Academic Excellence**, which is presented during the Honors Program at the conclusion of the student's fifth-grade year.

To qualify for this distinguished honor, students must meet all of the following criteria:

- Earn **Golden Honor Roll** status during all three years of attendance in grades 3–5.
- Achieve **Advanced** performance levels on the Tennessee Comprehensive Assessment Program (TCAP) in either **English Language Arts (ELA)** or **Mathematics** in both 3rd and 4th grades.
- Maintain **Satisfactory Conduct** with **zero major office referrals** throughout Intermediate School.

A4.2 - CTE and Arts Classes

On a rotation throughout the year, each student receives daily instruction in these classes. These are called Activity Classes

Art	Music	Humanities	Agriculture	STEM
Physical Education				
Career Exploration	Money Matters	Communications		

A4.3 - Before/After-school Tutoring

DIS operates a before and after-school program for all students called Learning Labs. Morning Learning Labs will be Monday- Friday 7:00-7:45 am. Afternoon Learning Labs will meet from 3:15 – 4:15 p.m., Monday through Thursday. The program includes instruction in Reading and Math and enrichment classes. Discipline procedures during this before/after school time follow the regular school day.

A5 - DISCIPLINE

A5.1 - Student Responsibilities

Each student has the responsibility to:

- know and adhere to reasonable rules and regulations established by the Dyersburg Board of Education, the school administrators, and classroom teachers.
- respect the human dignity and worth of every other individual.
- refrain from libel, slanderous remarks, and obscenity in verbal and written expression.
- study diligently and maintain the best possible level of academic achievement.
- dress and groom in a manner that meets reasonable health, cleanliness, modesty, and safety standards. Each school shall enforce its own standards.
- be punctual and present in the regular school program.
- help maintain and improve the school environment, preserve school property, and exercise the utmost care while using school facilities.
- respect school administrators' and teachers' reasonable exercise of authority in maintaining discipline in school-sponsored activities.
- obey the law and rules so as not to be subjected to ill effects or endanger others by possessing or using alcohol, illegal drugs, and other unauthorized substances.
- carry only those materials that are acceptable under the law and accept the consequences for the articles stored in one's locker or vehicle.

A5.2 - MISBEHAVIORS and DISCIPLINARY OPTIONS

Minor Misbehaviors Behavior on the part of the student that impedes orderly classroom procedures or interferes with the orderly operation of the school but which can usually be handled by an individual staff member.	
<i>Examples, including but not limited to:</i> • Inappropriate language • Student conflict • Physical contact • Defiance • Disruption	• Non-compliance of procedures • Not having materials • Incomplete assignments • Communication devices • Technology violation • other
<i>Disciplinary Consequences, including but not limited to:</i> • Parent contact • Lunch Detention • 7:15 - 7:45 Morning Detention • Conference with student • Loss of privilege • Other	

Major Misbehaviors Behavior that tends to disrupt the learning climate of the school. Included in this level are misbehaviors that do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of administrative personnel.	
<i>Examples, including but not limited to:</i> • Abusive language • Disrespect • Theft • Cell phone/electronic • Fighting • Physical altercation • Disruption • Cheating • Alcohol/Drug/Tobacco/Vapes • Technology violation	• Defiance • Forgery • Lying • Vandalism/Property Damage • Weapon • Bullying • Harassment (Sexual, Racial, Ethnic, Religious) • Threats to others • Continuation of unmodified minor misbehaviors
<i>Disciplinary Consequences, including but not limited to:</i> • Parent Contact • Conference with counselor • Conference with administrator • Time in office • Loss of privilege • Principal's Detention (Thursdays 3:00-4:00) • In-School Intervention Services • Time-out/detention • Activity Time-out	• Bus suspension • Restitution from loss, damage, or stolen property • Transfer to Alternative Placement • Referral to the district Discipline Hearing Authority • Schedule/teacher change • Lunch detention • Out of School Suspension • Expulsion • Referral to the school Discipline Committee • Other

A5.3 - Disciplinary Actions by the Administration

Our approach is to provide appropriate action, with increasing severity for repeaters or chronic offenders. This gives appropriate time for teachers, counselors, and parents to work with the student to develop attitudes and actions that are supportive of successful educational experiences. Administrative actions may include, but are not limited to: Reprimand, Parent Conference, Restitution, Guidance Referral, Principal's Detention, ISI, OSS, and Referral to Discipline Hearing Authority.

*****Failure to attend Principal's Detention will result in one day of ISS or OSS.**

*****Failure to attend 4 Principal's Detentions, a student will be referred to the Discipline Hearing Authority.**

A5.4 Bus Behavior

For the safety of all students and staff, students are expected to follow all school and/or bus rules and procedures throughout their time on the bus. Bus referrals will be issued to any students that do not comply. Consequences include but are not limited to Principal's Detention, In School Intervention, Bus Suspension, and/or permanent removal from the bus.

Videoing Fights/Conflict: The act of videoing a fight or conflict will NOT be tolerated. A student who even "appears" to be videoing a fight/conflict will have his/her phone confiscated and searched by an administrator for the purpose of deleting the video. Note: the absence of a video at the time of the search does NOT prohibit disciplinary action. This student will be

charged with a cellphone violation and they will receive consequences.

A5.5 - In School Intervention

Dyersburg Intermediate School has a room dedicated to In School Intervention. Students may be assigned to ISI for infractions considered serious enough to warrant temporary removal from their regular classroom. Students may also be sent to ISI when they have repeatedly violated school and/or classroom rules, including the rules that apply to bus transportation. Terms of ISI assignment generally are for one to three days, with the length of assignment increasing for repeated offenses. Failure to comply with ISI requirements may result in additional days assigned or out of school suspension.

A student who exhibits extreme behavior problems or commits zero-tolerance offenses such as possessing illegal substances or weapons may be referred to the Dyersburg Intermediate School Discipline Committee or the Dyersburg City Schools Disciplinary Hearing Authority for a determination regarding the student's educational placement.

A5.6 - ANTI-BULLYING PREVENTION PROGRAM

The staff at Dyersburg Intermediate School is committed to creating a safe and positive learning environment for all of our students. If you suspect that your child or another student at DIS is being bullied, please contact one of the school administrators or the school counselor at 286-3620 so that the situation can be properly addressed.

A5.7 - What is bullying?

"A person is bullied when he or she is exposed to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself" (Olweus, 2007). If bullying behavior is suspected, school administrators will determine if the bullying has occurred on a case-by-case basis. Bullying can occur in many different forms. However, the most commonly identified forms of bullying include:

Verbal bullying (name calling, taunting, teasing)	Physical bullying (harassment by contact, hitting, kicking)
Bullying through lies and/or false rumors	Having money or other property taken and/or damaged
Social exclusion or isolation	Being threatened or forced to do things
Racial bullying (demeaning ethnic or racial comments)	Social exclusion or isolation (intentionally leaving others out)
Sexual bullying (obtaining and sharing inappropriate pictures of others, demeaning gender comments)	Cyber-bullying (using cell phones, the internet, or other technology to harass others)

A5.8 - Does DIS have rules specific to bullying?

In regard to bullying, all DIS students are expected to conduct themselves by the following rules:

- DIS students will not bully others.
- DIS students will try to help students who are being bullied.
- DIS students will try to include students who are left out.
- If DIS students know that somebody is being bullied, we will tell an adult at school and an adult at home.

A5.9 - There are "3 Good Tells, or reasons to report something"

1. To protect yourself
2. To protect someone else
3. To protect someone's property

A6. MAKEUP WORK

1. Students with excused absences shall have the opportunity to make up missed work; however, it is the student's responsibility for contacting and arranging for makeup work in each class or subject matter.
2. Students with explained absences shall have the opportunity to make up missed work; however, it is the student's responsibility for contacting and arranging for makeup work in each class or subject matter.
3. The teacher will not be required to give assistance to students with unexcused absences.
4. Credit or grades may or may not be allowed during the period of unexcused absence.
5. When absences occur near the close of the school year, promotion will be withheld until the teacher and principal have made certain that all classwork and tests have been satisfactorily completed.

A6.1 A-Day - Students with missing or makeup assignments will attend ADay during activity. Students are responsible for having their work when attending ADay and are expected to stay the entire duration of their activity time.

A7 Class Parties/Birthday Parties

School-wide parties are held before the winter break and at the end of the school year. No other holiday parties are held. Birthday parties may be held with the permission of the homeroom teacher if scheduled in advance. Parents may drop off

food items at the front office. Any food brought to the school must be commercially prepared and packaged. Commercially prepared cupcakes which are sealed by the store or provider will be permitted. Homemade baked goods are not allowed.

A8 Library Books - Students who damage or misplace library books will incur the cost to replace the book.

B1 - Non-Discrimination Statement

It is the policy of the Dyersburg City School System not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities, or employment policies as required by Title VI and Title VII of the Civil Rights Act, Title IX of the 1972 Educational Amendments, and Section 504 of the Federal Rehabilitation Act of 1973. Inquiries regarding compliance with Title VI and IX Coordinator at the Dyersburg City School System's Central Office. If you have questions or problems with providing the above information, please see the school principal. For more information refer to Policy 5.500 and 6.3041

The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

Kim Yeiter

Mailing address: 509 Lake Road, Dyersburg, TN 38024

Phone number: 731-286-3600

Email: kyeiter@dyersburgcityschools.org

Josh Rogers

Mailing address: 509 Lake Road, Dyersburg, TN 38024

Phone number: 731-286-3600

Email: jrogers@dyersburgcityschools.org

B2 - Student Rights & Responsibilities

Each student has the right to:

1. Have the opportunity for a free education in the most appropriate learning environment;
2. Be secure in his/her person, papers, and effects against unreasonable searches and seizure;
3. Be educated in a safe and secure environment;
4. Have appropriate resources and opportunities for learning;
5. Not be discriminated against on the basis of sex, race, color, creed, religion, national origin, or disabilities; and
6. Be fully informed of school rules and regulations.

Each student has the responsibility to:

1. Know and adhere to reasonable rules and regulations established by the Board and school officials;
2. Respect the human dignity and worth of every other individual;
3. Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
4. Study and maintain the best possible level of academic achievement;
5. Be punctual and present in the regular school program;
6. Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty, and safety;
7. Maintain and/or improve the school environment, preserve school and private property, and exercise care while using school facilities;
8. Refrain from behavior that would lead to physical or emotional harm or disrupt the educational process;
9. Respect the authority of school administrators, teachers, and other authorized personnel in maintaining discipline in the school and at school-sponsored activities;
10. Obey the law and school rules as to the possession or the use of alcohol, illegal drugs, and other unauthorized substances or materials; and
11. Possess on school grounds only those materials that are acceptable under the law and accept the consequences for articles stored in one's locker.

B3 - Parent Rights & Responsibilities

Parents/guardians have the right to:

1. Be actively involved in their student's education;
2. Be treated courteously, fairly, and respectfully by school staff; and
3. Receive all relevant information and communication related to their student's education.

Parents/guardians have the responsibility to:

1. Make sure their student attends school regularly and on time, and when a student is absent, send in written excused notes;
2. Be a role model for their student, talking with their student about school and expected behavior, and communicating the value of education through words and action;
3. Be respectful and courteous to staff, other parents/guardians, and students while on school premises and during school activities;
4. Encourage students to participate in extracurricular activities that promote social and emotional growth in the areas of creative arts, music, and athletics and
5. Work with principals and school staff to address any academic or behavioral concerns or complaints students may experience.

C. Annual Notices

C1 - Asbestos Management Plans

On May 9, 1989, the Dyersburg City Board of Education submitted a Management Plan to the Tennessee Department of Finance and Administration. The Management Plan indicates the location of the asbestos-containing materials at Dyersburg High School, Dyersburg Intermediate School, and the College Street Campus and how these materials are being handled. The Management Plan will be available to the public for review at the schools' Administration Office. Viewing time will be 9:00 a.m. to 3:00 p.m. Monday through Friday. The Management Plan will be updated every six months beginning July 9, 1989, with progress reports submitted to the state annually. For more information see policy 3.208

C2 - Directory Information

Per the Family Educational Rights and Privacy Act (FERPA), the District may disclose appropriately designated directory information without written consent, unless the parent/guardian or eligible student has opted out of the disclosure of directory information. In addition, federal law requires the District to provide military recruiters, upon request, with the names, addresses, and telephone listings of students unless parents/guardians have opted out in writing or during online registration.

The District has designated the following information as directory information: It includes, but is not limited to the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency attended.

Student directory information for 11th and 12th graders shall be made available upon request to persons or groups which make students aware of occupational and educational options, including official recruiting representatives of the military forces of the State and the United States.

For more information, refer to policy 6.601 and the District Website Family Educational Rights and Privacy Act

C3 - Education Records

Public Release of Student Directory Information

Under the Family Education Rights and Privacy Act (FERPA), an LEA must notify parents of the types of student information 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, Every Student Succeeds Act (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.

FERPA affords parent(s)/guardian(s) and eligible students certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days after the day the District receives a request for access.
 - a. Parent(s)/guardian(s) or eligible students who wish to inspect education records shall submit to the principal a written request that identifies the records they wish to inspect.
 - b. Arrangements for access will be made, and the parent(s)/guardian(s) or eligible student will be notified of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

- a. Education records may be disclosed without prior written consent if a school official has a legitimate educational interest.
- b. School officials shall include: district and school administrators, registration clerks, and attendance clerks.
- c. Legitimate educational interest include, but are not limited to: child abuse reports, school system contract to conduct research, the IRS, student transfer to another school or postsecondary school, financial institutions, health or safety emergency, terrorism, and agencies legally responsible for the care and protection of the student.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

For more information refer to policy [6.600](#)

C4 - Surveys, Analyses, and Evaluations of Students

Surveys, analyses, and evaluations for research purposes shall be allowed by the Board when the project is viewed as contributory to a greater understanding of the teaching-learning process, the project does not violate the goals of the Board, and the disruption of the regular school program is minimal.

No student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning:

1. Mental or psychological problems of the student or the student's family;
2. Sexual behavior or attitudes;
3. Illegal, anti-social, self-incriminating, or demeaning behavior;
4. Critical appraisals of other individuals with whom respondents have close family relationships;
5. Legally privileged relationships;
6. Income; or
7. The collection of student biometric data involving the analysis of facial expressions, EEG brain wave patterns, skin conductance, galvanic skin response, heart-rate variability, pulse, blood volume, posture, and eye-tracking without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent/guardian.

The collection of the following student data is strictly prohibited:

1. Political affiliation or voting history;
2. Religious practices; and
3. Firearm ownership.

Per state and federal law, prior to the dissemination of a survey, analysis, or evaluation to students, parent(s)/guardian(s) shall be notified of their ability to review the materials. Such notification shall include information indicating the purpose of the survey, analysis, or evaluation as well as who will have access to the results. The survey, analysis, or evaluation shall only be administered to students under the age of eighteen (18) whose parent(s)/guardian(s) provide written, informed, and voluntarily signed consent. A student who is eighteen (18) years of age or older may participate after he/she provides written, informed, and voluntarily signed consent.

For more information refer to [Policy 6.4001](#)

C5 - Unsafe School Choice

Students who attend a school within the District identified by the State of Tennessee as persistently dangerous or students who are victims of a violent crime while in or on school grounds shall be given the opportunity to attend a safe school within the District.

C6 - Meningitis & Flu Awareness

Per state law, the District must provide information to parent(s)/guardian(s) about the following diseases.

- **Meningococcal meningitis**
 - Meningococcal meningitis is inflammation of the tissues and fluid surrounding the brain and spinal cord. It can be caused by bacteria or viruses. Symptoms can include fever, sudden severe headache, stiff neck, rash, nausea, and vomiting. There is a vaccine that will decrease the risk of some types of meningococcal meningitis, but it does not totally eliminate risk of the disease.
 - Meningitis is spread through exchange of respiratory droplets or saliva with an infected person. Only a small percentage of people who are exposed to the bacteria will develop meningitis. The bacteria that causes meningitis is not spread by casual contact or by simply breathing the air where a person with meningitis has been.
 - Two doses of the MCV4 vaccine are recommended for adolescents 11 through 18 years of age; the first dose at 11 or 12 years of age, with a booster dose at age 16.
- **Influenza**

- Influenza is a contagious respiratory illness caused by influenza viruses that infect the nose, throat, and lungs. Symptoms can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, feeling tired, and sometimes vomiting and diarrhea.
- Flu viruses are spread mainly by droplets made when someone with the flu coughs, sneezes, or talks. A person can also get the flu by touching something that has the flu virus on it and then touching his/her mouth, eyes, or nose.
- A dose of flu vaccine is recommended every flu season. Children 6 months through 8 years of age may need two doses during the same flu season. Everyone else needs only one dose each flu season. There is no live flu virus in flu shots. They cannot cause the flu.

C6.1 - Immunization Requirements

- Immunizations required by grade:

Children enrolling in Kindergarten and New students in grades 1 - 12	Students starting 7th grade
• Hepatitis B (HBV) • Diphtheria-Tetanus-Pertussis (DTaP) • Polio (IPV or OPV) - final dose on or after the 4th birthday • Measles, Mumps, Rubella (MMR) - 2 doses of each, usually given together • Varicella - 2 doses or credible history of disease • Hepatitis A - total of 2 doses, spaced at least 6 - 18 months apart ○ (not required of new students in grades 1 - 12)	• Tdap booster (information below)

- Tetanus, Diphtheria, and Pertussis (Tdap)
 - TETANUS (T) causes painful stiffening of the muscles. Tetanus can lead to serious health problems, including being unable to open the mouth, having trouble swallowing and breathing, or death.
 - DIPHTHERIA (D) can lead to difficulty breathing, heart failure, paralysis, or death.
 - PERTUSSIS (aP), also known as “whooping cough,” can cause uncontrollable, violent coughing that makes it hard to breathe, eat, or drink. Pertussis can be extremely serious especially in babies and young children, causing pneumonia, convulsions, brain damage, or death. In teens and adults, it can cause weight loss, loss of bladder control, passing out, and rib fractures from severe coughing.
 - The Tdap vaccine is only for children 7 years and older, adolescents, and adults.
 - Adolescents should receive a single dose of Tdap, preferably at age 11 or 12 years.
 - Evidence of one Tdap dose is required before 7th grade entry (administered at or after age 10) is required regardless of Td history

To receive additional information regarding these diseases, including locations to receive the vaccinations contact the Dyer County Health Department or the school nurse.

Dyer County Health Department (Dyer County Health Department link)

1755 Parr Avenue
Dyersburg, TN 38024
Telephone Number:(731) 285-7311

C7 - 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].

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].

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)].

D. Administration of Schools

D1 - After School Care

Students in Grades K - 5 may enroll in the Extended School Program (ESP) anytime during the school year. Children must be properly registered in the ESP program before they attend. Snacks are provided each afternoon. Meals are provided on abbreviated school days. ESP will operate from 3:05 until 6:00 PM on regular school days. ESP will not operate during inclement weather. Additional information is available in the ESP Handbook. Extended School Program fees per child: Annual registration is \$10. Afterschool childcare is \$15.00 per afternoon of attendance. An additional cost is required for attendance during abbreviated school days.

D2 - Drug-Free Schools

In order to protect the rights of students, to safeguard the learning environment, and to contribute to a "Drug Free" community, the Board's plan for dealing with alcohol and drugs¹ shall include the following:

1. Appropriate ways for handling alcohol/drug-related medical emergencies;
2. Guidelines for reporting alcohol/drug incidents and illegal activities;
3. Guidelines for referral of students who may have an alcohol/drug problem and/or are considered "high risk" to agencies and other sources of appropriate help;

4. Effective working relationships with appropriate community agencies, such as alcohol/drug service providers, law enforcement agencies and judicial officials

Students shall not consume, possess, use, sell, distribute, or be under the influence of illegal drugs or alcoholic beverages in school buildings, on school grounds, in school vehicles or buses, or at any school-sponsored activity, function, or event, whether on or off school grounds. Disciplinary sanctions shall be imposed on students who violate this standard of conduct. Such sanctions shall be consistent with local, state, and federal laws up to and including suspension/expulsion as well as referral for prosecution. Completion of an appropriate rehabilitation program may also be recommended. Information about drug and alcohol counseling and rehabilitation programs shall be made available through the school counseling office.

For more information refer to [Policy 6.307](#)

D3 - Emergency Closings

The Board authorizes the Director of Schools to close schools in the event of hazardous weather, a public health emergency, or any other emergency which presents a threat to the safety of students, staff members, or school property. As soon as the decision to close schools is made, the Director of Schools will notify the public media and request that an announcement be made. If school is not in session or is dismissed early due to snow or inclement weather, the Director of Schools in consultation with the principal(s) of the impacted school(s) shall determine if all scheduled activities in which students are involved shall be postponed or cancelled.

For more information, refer to [Policy 1.8011](#)

D4 - Interscholastic Athletics

Interscholastic athletics shall be administered as a part of the regular school program. Prior to participation in interscholastic athletics, every student shall complete an annual physical examination and provide the student's original birth certificate. The parent(s)/guardian(s) of each student shall be responsible for covering the cost of the examination, and these records shall be on file in the principal's office.

Coaches, employees, and volunteers of the school district shall not encourage, permit, condone, or tolerate hazing activities. For more information refer to [Policy 4.301](#)

D5 - Parent and Family Engagement

A district receiving Title I funds must develop jointly with, agree on with, and distribute a written district-level parent and family engagement policy to parents and family members of participating children. 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; 29
- 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)]

For more information visit the [DCS Family Engagement Website](#)

D6 - School Nutrition Program

All students will receive a FREE breakfast and lunch meal for the 2026-2027 school year through the Community Eligibility Program. A la carte purchases such as ice cream, extra entrees, extra juice/milk, and fruit/vegetables are only allowed when students have money in their lunch account. We encourage parents to send money weekly or monthly if they would like their child to be allowed to buy extra items. We also offer a secure online payment system:

<https://www.schoolcafe.com/DYERSBURGCITYSCHOOLS>. We strongly encourage you to utilize this system for student meal payments. Parents can pay online with a bank account, debit, or credit card. Parents can also schedule automatic payments and payment reminders, set up low-balance and past-due alerts, and track cafeteria purchases. Commercially prepared food is NOT permitted in the cafeteria. Carbonated drinks are not permitted in the cafeteria. Students may only

bring food items to the cafeteria as part of a packed lunch. Menus are prepared in advance, and we do our best to follow the daily menu. Menus will be posted on the Dyersburg School website. The cost of visitor meals is \$6.50 per person. For more information visit the DCS School Cafe Website [School Cafe](#)

D7 - Student Enrollment

Any student entering school for the first time must present:

1. A birth certificate or officially acceptable evidence of date of birth at the time of registration;
2. Evidence of a current medical examination. There shall be a complete medical examination of every student entering school for the first time. This applies to kindergarten, first grade and other students for whom there is no health record; and
3. Evidence of state-required immunization.
 - Exceptions will be granted to any student whose parent/guardian files with school authorities a signed, written statement that such measures conflict with the one of the following:
 - a. His/her religious tenets; or
 - b. Due to medical reasons with a written statement from a doctor excusing him/her from the immunization.

The name used on the records of a student entering school must be the same as that shown on the birth certificate unless evidence is presented that such name has been legally changed through a court as prescribed by law. If the parent does not have or cannot obtain a birth certificate, then the name used on the records of such student will be the same as that shown on documents which are acceptable to the school principal as proof of date of birth. A child whose care, custody and support has been assigned to a resident of the district by a power of attorney or order of the court as dictated by law, shall be enrolled in school provided appropriate documentation has been filed with the district office. Initial placement of students who transfer to Dyersburg City Schools will be determined by a previous discipline record. A student may transfer into the school system at any time during the year if his/her parent(s) or legal guardian moves his/her residence into the school system. Students who remain in the Dyersburg City Schools are automatically re-enrolled each year. Parents of students new to the system may enroll children during the summer, on the first day of school, or when they move into the area.

All students entering Dyersburg Primary School in kindergarten and first grade must meet state age requirements as follows:

- Students entering kindergarten for the first time must be five years of age on or before August 15th of the current year.
- Students entering the first grade for the first time must be six years of age on or before August 15th of the current school year.

For more information refer to [Policy 6.203](#)

D7.1 - Transferring enrollment

Students presenting themselves for enrollment in any grade, other than first time enrollees in kindergarten or first grade, must show evidence of having completed the prior grade before a class placement will be made. Students entering school without sufficient testing information will be required to take a battery of achievement and basic skills tests before final placement will be made.

D7.2 - Attendance of Non-Resident Students

Students residing outside the boundaries of the school system may attend schools within the school system under the following conditions:

- They must be approved by the director of schools.
- Tuition for out-of-state non-resident students shall be charged at the same rate as the average cost per student (state and local funds) in the system attended.
- Non-resident students must make an application at least two weeks prior to the first day of school.
- Requests from students from adjoining states to attend school shall be considered on a case-by-case basis.
- Students who become residents of the school system shall be refunded any unused portion of the tuition on a pro-rata basis.
- When payment is not made on all or any part of the required tuition for a previous year, the student(s) shall be excluded from future attendance until all prior and current tuition is paid.

For more information refer to [Policy 6.204](#)

D8- Student Fees

School fees are defined as follows:

1. Fees for activities that occur during regular school hours, including field trips;
2. Fees for activities and supplies required to participate in all courses offered for credit or grades;
3. Equipment and supplies required to participate in interscholastic athletics and marching band, if taken for credit;
4. Fees or tuition for courses taken for credit or grade during summer school;
5. Fees required for graduation ceremonies;
6. Fees for a copy of the student's records; and

7. Refundable deposits for locks or other security devices required for protection of school property when used in conjunction with courses taken for credit or a grade.

School fees are not:

1. Fines for overdue library books;
2. Fines for the abuse of school parking privileges and other school rules developed for the safe and efficient operation of the school;
3. Charges for lost, damaged, or destroyed textbooks, library books, workbooks, or other school property;
4. Charges for debts owed the school;
5. Refundable deposits for locks or other security devices required for protection of school property when used in not-for-credit extracurricular activities;
6. Costs to participate in not-for-credit extracurricular activities, including athletics; and
7. Tuition for non-resident students.

No fee will be charged to any student as a condition to attending school, but students shall be responsible for normal school supplies, such as pencils, paper, crayons, scissors, gym shoes and clothes, calculators, etc. School fees shall be waived for students who receive free or reduced-price school lunches. The application for determining eligibility for free or reduced-price lunches or a form supplied by the State Department of Education shall be used to verify student eligibility for fee waivers.

At the beginning of the school year, each principal shall be responsible for providing to all students and their parents or guardians written notice of the required student fees and the process for fee waiver for students who receive free or reduced-price lunches. The parent or guardian of an eligible student must sign the appropriate application for free or reduced-price lunches and the waiver of school fees, but may pay for all or a portion of the school fees.

Written notice of approval or denial of request for fee waivers shall be provided to all parents or guardians. Any denial shall contain specific grounds for denial and an opportunity for the parent or guardian to meet with appropriate school personnel.

Persons collecting fees shall be provided a list containing only the names of those students eligible for waivers and for whom they are responsible for collecting fees. Any records related to this program which identify particular students shall be maintained in strictest confidence.

Prior to the beginning of school each year, the Board, upon the recommendation of the principals and director of schools, shall approve school wide activity and workbook fees for the upcoming school year. Additional fees such as field trip fees may be approved during the year by the director of schools or his designee.

The director of schools shall be responsible for maintaining copies of all correspondence relating to this program.

For more information, refer to Policy 6.709.

D9 - Student Fines

Students who destroy, damage, or lose school property, including but not limited to buildings, school buses, books, equipment, and records, will be responsible for the actual cost of replacing or repairing such materials or equipment.

The grades, grade cards, diploma or transcript of a student who is responsible for vandalism or theft or who has otherwise incurred a debt to a school may be held until the student or the student's parent/guardian has paid for the damages. When the student and parent are unable to pay the debt, the district shall provide a program of voluntary work for the minor. Upon completion of the work, the student's grades, diploma, and/or transcripts shall be released. Such sanctions shall not be imposed if the student is not at fault.

Failure to remit the cost of replacing or repairing such materials or to make satisfactory arrangements with the administration for payment may result in suspension of the student. If payment is not remitted, the matter will be referred to the Board for final disposition.

Textbooks are available free to students as a loan. Parents/guardians will accept full responsibility for the proper care, preservation, return, or replacement of textbooks issued to the student(s). The condition of each book and a book number shall be recorded by the teacher issuing it. The life of the book is considered to be six (6) years. Charges for lost books will be the remaining life of the book. Damage fines will be based on the wear beyond that normally expected for one year. For one year's wear there will be no charge. Fines may be assessed for overdue, damaged, or lost library books. In no event will the fine exceed the current cost of replacing the book.

For more information, refer to Policy 6.709.

D10 - Student Withdrawal

When a student transfers from Dyersburg City Schools to another district, then DCS will provide a copy of the student's records to the new district to which the student transfers within five business days of the date on which the student's records request was received by the district. For more information, refer to [TN Public Chapter No. 156](#)

D11 - Tobacco-Free Schools

Students enrolled in Dyersburg City Schools shall not possess, distribute, sell, smoke, use or consume tobacco, tobacco products, puff sticks, vapors, or related products at any time either while on school premises, or any school-provided vehicle, or while participating in any school-sponsored activity regardless of location. All uses of tobacco, electronic/battery-operated devices, vapor products, and all other associated paraphernalia are prohibited in all of the District's buildings and in all vehicles that are owned, leased, or operated by the District. Smoking and vaping are prohibited in any public seating area, including, but not limited to, bleachers used for sporting events or public restrooms. This policy applies to all forms of tobacco and may, with repeated problems, become applicable to paraphernalia for the use of tobacco. Tobacco violations shall be cumulative while the student is enrolled in any one school. Violations will be carried over from year to year. Since possession of tobacco is unlawful for students by Tennessee law, a citation will be issued and school discipline action will be taken.

For more information, refer to [Policy 6.307](#)

D12 - Cameras

The primary use of security cameras is to accomplish two important goals in the Dyersburg City School System:

- Enhance the safety of students and staff;
- Protect school property against theft or vandalism.

D13 - Transportation Services

Busing will be provided for school students who live within the city limits. Students who ride buses are required to observe all school rules of behavior, bus rules, and established safety precautions. The students are under the supervision and control of the bus driver while on the bus, and all reasonable directions should be followed. Continuous audio and video monitoring may occur. The bus driver, supervisor, or school principal may assign seating. Students who misbehave are subject to the standard disciplinary procedures. A student may be denied the privilege of riding the bus by the principal if the behavior is such as to cause a serious disruption on the bus or if the actions endanger the safety or well-being of other students. A complete list of bus conduct expectations is on the Dyersburg City Schools website www.dyersburgcityschools.org.

Parents/Guardians are responsible for their child's care, custody, supervision, and control until the child boards the bus and upon return when the child leaves the bus. Bus students must ride to the same address each day. Any changes must be with the written permission of the school principal/designee.

Cameras or video cameras may be used to monitor student behavior on school buses transporting students to and from school or extracurricular activities. Photographs and video footage shall be used only to promote the order, safety, and security of students, staff, and property. Bus routes are in the school office, and office personnel can answer specific questions. Further questions about bus schedules should be referred to the Dyer County Bus Shop at 731-285-5852.

For more information, refer to [Policy 6.308](#)

D14 - Visitors to Schools

Anyone who is not a regular staff member or student at the school is considered a "visitor." All visitors shall provide to the school office to be recorded a copy of a government-issued identification, which includes the visitor's name, date of birth and photo, or alternate acceptable identification at the discretion of the principal/designee. Persons who do not provide required identification will not be permitted on premises. Visitors are required to wear a badge or nametag throughout their visit.

Visitors are to use the main front entrance at DPS, DIS and DMS. Visitors are to use the East Entrance at DHS. Except on occasions such as school programs, athletic events, open house, and similar public events, all visitors will report to the school office when entering the school and will sign-in. Authorization to visit elsewhere in the building or on the school campus will be determined by the principal/designee. Guest passes shall be issued for all persons other than students and employees of the school.

Students are not to bring guests with them to school unless the principal has granted prior approval.

For more information, refer to the [DCS Code of Conduct](#)

D15 - Visitor Code of Conduct

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

No person shall:

1. Act in a threatening manner toward any staff member or student;
2. Use abusive language toward a staff member or student;
3. Approach someone else's child in order to discuss an issue or chastise them.
4. Injure any other person or threaten to do so;
5. Damage or destroy school property, or threaten to damage or destroy school property or the property of a teacher, administrator, other district employee or any other person lawfully on school property;
6. Disrupt classes, school programs or other school activities;
7. Record or videotape any interactions within the school building where there is an expectation of privacy (classroom instruction, conversations with teachers, students, staff), unless all participants to the conversation have given their permission for the recording or videotaping;
8. Disrupt school transportation or confront transportation staff on the bus, the road, in neighborhoods, or on school system grounds, or enter upon a school bus without express permission to do so;
9. Distribute or wear materials on school grounds or at school functions that are suggestive and inappropriate, obscene, advocate illegal action, promote alcohol or illegal substances, or are disruptive to the school program;
10. Intimidate, harass or discriminate against any person on the basis of race, color, national origin, religion, age, sex, disability or other characteristic protected by law;
11. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed;
12. Violate the traffic laws, parking regulations or other restrictions of vehicles while on school property;
13. Possess, consume, sell, distribute or exchange alcoholic beverages, tobacco, tobacco products, vaping products, controlled substances, or be under the influence on school property or at school functions;
14. Possess or use firearms or dangerous weapons in or on school property or at any school function, except in the case of law enforcement officers, or otherwise provided by law;
15. Loiter on school property or at school functions;
16. Gamble on school property or at school functions;
17. Refuse to comply with any reasonable order of identifiable school district officials performing their duties;
18. Willfully incite others to commit any of the acts prohibited by this code; or
19. Violate any federal or state statute, local ordinance, or Board policy while on school property or while at a school function.

For more information, refer to the [DCS Code of Conduct](#)

E. Student Academic Achievement

E1 - Attendance

Attendance And Truancy Information

Dyersburg City Schools considers it a privilege to partner with parents to educate the children of Dyersburg, Dyer County, and beyond. However, we need all children to be in school whenever possible to properly educate them. Please read the articles below to learn more about the truancy and attendance laws, policies and procedures.

Attendance Definitions

All student absences should be accompanied with a note. Parent notes, doctor's notes, or other documentation should accompany the child when he or she returns to school. Please refer to your child's school handbook for more information.

- **Excused Absence** - Students will be allowed **5 Excused** Absences per year with a parent note, unless the child is classified as excessively absent. The principal/s or their designee has the authority to excuse students when absent under for the following reasons, including but not limited to:
 1. Illness of a student
 2. Doctor or dental appointment
 3. Death or serious illness or injury in the student's immediate family
 4. Emergencies requiring the student's presence at home
 5. Special recognized religious holidays regularly observed by persons of their faith
 6. Others at the discretion of the principal

After 5 parent notes, all other parent notes will be Unexcused.

- **Explained Absence** - Absences for good and valid reasons not cited above may be classified as EXPLAINED ABSENCES by the principal/s or their designee. Except in cases of extenuating circumstances, prior approval should be granted through the office for such absences. These absences will count toward a student being Excessively Absent.
- **Unexcused Absence** - Other reasons not cited above and not properly documented are classified as unexcused absences. These absences will count toward a student being TRUANT.
- **Excessively Absent** - Dyersburg City Schools considers a child Excessively Absent when he/she misses 15 days of school. This includes all absences (excused and unexcused). At this point, parents must present proper documentation (doctor's note, etc.) for a child to have an excused absence.
- **Truant** - A child is considered truant when he/she reaches 5 unexcused absences. Students that reach 5 unexcused absences will enter a Progressive Truancy Plan. This can become a legal issue if a child continues to accumulate

unexcused absences. A parent who does not cooperate with the school system or whose child continues to receive unexcused absences may be cited into court and face fines or even jail time.

Pre-Arranged Absences

When a parent/guardian finds it necessary to remove their child from school for good and valid reasons not cited above, they must advise the school in writing at least 24 hours in advance. The note should give the anticipated days of absence and the purpose. The note should be signed by the principal and presented to each teacher so that work can be arranged in advance of the absence. It is the student's responsibility to provide an admit note upon their return to school and to submit all make-up work in a timely manner. NOTE: Pre-arranged absences count toward the total number of absences and may not be approved if a student has excessive absenteeism.

Excessively Absence Policy

Dyersburg City Schools defines a student who misses 15 days of the school calendar as Excessively Absent. Absences counted as being excessively absent include the following types of absences: excused, unexcused, out-of-school suspension, and expulsion. All student absences count toward being Excessively Absent, whether the absences are excused or unexcused. In-school suspension and school sponsored field trips are not considered being absent from school.

A child that becomes classified as Excessively Absent shall be required to have a doctor's excuse/note to receive an excused absence. The Excessively Absent classification and subsequent excuse procedure shall continue for the remainder of the current year and the next school year. However, parents/guardian shall send notes when students are absent for documentation purposes. Students shall be removed from the Excessively Absent list the following the year if they miss fewer than 15 days.

If a student transfers into Dyersburg City Schools, then a student's attendance record from the transferring school(s) or placement(s) will count toward being Excessively Absent for the current school year.

A parent may appeal the decision of his/her child being considered Excessively Absent due to extenuating circumstances, which may include, but is not limited to, extended hospitalization or military deployment of a parent. A written letter of appeal stating the reasons for absences shall be sent to the principal of the child's school. The principal shall evaluate the child's attendance record, render a decision, and respond in writing to the parent within 10 school days of the appeal. If the principal grants the appeal, then the child will be removed from the Excessively Absent list.

Individual schools may impose other penalties for students that are classified as Excessively Absent.

Tennessee Law states that any child that misses **5 UNEXCUSED days** of school within a year is considered truant. When a child becomes truant, it triggers a Progressive Truancy Intervention Plan as mandated in Board Policy 6.200.

Progressive Truancy Intervention Procedure

To combat both Excessive Absenteeism and Truancy, each school shall generate a warning letter to parents and students at the third (3rd) absence, regardless of whether it is excused or unexcused. Letters must be generated at least weekly.

The Progressive Interventions shall have the following steps:

Tier 1: Tier 1 shall be a schoolwide truancy prevention letter that shall be generated and sent to the parent at the student's third (3rd) unexcused absence. A parent shall attempt to contact the designated truancy staff member by phone.

Tier 2: Tier 2 shall be triggered at a child's fifth (5) unexcused absence. When this threshold is reached, the school shall:

Tier 2A

1. Generate a 5 Day Truancy Letter to be sent to the parent or guardian.
2. Schedule a meeting with the parent/guardian and child
3. Have an Attendance Contract signed by the school and parent.

Tier 2B

4. Schedule a follow up meeting at the 8th Unexcused Day.
5. An individualized assessment of why the student has been absent from school.
6. If necessary, refer the child to counseling by the school's counselor.

Tier 3: Tier 3 shall be triggered at a child's tenth (10) unexcused absence and/or when Tier 2 was not effective. In Tier 3, the school shall:

1. Generate a 10 Day Truancy Letter to be sent to the parent/guardian.
2. The District Truancy Staff shall attempt to contact the parent and child..
3. The parent and child may be summoned to appear before the Dyer County Truancy Board.
 - a. Child and Family Team Meeting (CFT)

Juvenile Court Citation

Students and/or parents shall be cited into Dyer County Juvenile Court when the first 3 tiers have been unsuccessful or when the parent or child refuses to cooperate with the school in the truancy intervention process. At any point in the Progressive Truancy Intervention process, if a parent/guardian or student is unwilling to cooperate with Dyersburg City Schools or to implement the intervention plan, the child and/or parent may be immediately cited into court. The school shall maintain the evidence of the unwillingness of the parent/child to cooperate with the school district regarding truancy issues.

Nurse Excused Absences

Nurses will have the direct authority to excuse an absence for the day the child is sent home AND the next day in Dyersburg City Schools in the following situations. The nurse observes a student that has:

1. a fever of 100.4 or above
2. a child vomiting/diarrhea

For more information, refer to DCS Attendance Information and Policies 6.200 - 6.209

E2 - Grading System

The Director of Schools shall develop an administrative procedure to establish a system of grading and assessment for evaluating and recording student progress and to measure student performance in conjunction with board-adopted content standards for grades K-8. The grading/assessment system shall follow all applicable statutes and rules and regulations of the State Board of Education. The grading/assessment system shall be uniform, district-wide, at comparable grade levels, except that the Director of Schools shall have the authority to establish and operate ungraded and/or unstructured classes in grades K-3 according to state rules and regulations. Students in grades three (3) through twelve (12) shall use the uniform grading system established by the State Board of Education. Subject-area grades shall be expressed by the following letters with their corresponding percentage range:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 0-59

GPA Conversion: A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0.0

Grading floors with a minimum above zero are not permitted. This grading system shall be uniform throughout the school district for each grade three through twelve.

E3 - Graduation Requirements

To meet the requirements of graduation, every student shall (1) achieve the specified twenty-two (22) units of credit; (2) take the required end-of-course exams; (3) have satisfactory records of attendance and conduct; (4) take the ACT or SAT prior to graduation; and (5) pass a United States civics test.

The program of studies shall include areas required by the State Board of Education. Before high school graduation, every student shall:

1. Achieve the specified twenty-two (22) units of credit;
2. Take the required end-of-course exams;
3. Have satisfactory records of attendance and conduct;
4. Take the ACT or SAT prior to graduation;2 and
5. Pass a United States civics test.

SPECIAL EDUCATION STUDENTS

Special education students who earn the prescribed twenty-two (22) credit minimum shall be awarded a regular high school diploma. Students who have received the below diplomas shall continue to make progress towards a regular high school diploma until the end of the school year in which they turn twenty-two (22) years old.

Special Education Diploma

A special education diploma shall be awarded to students who have not met the requirements for a regular high school diploma but have:

1. Completed four (4) years of high school;
2. Made satisfactory progress on their IEP; and
3. Maintained satisfactory records of attendance and conduct.

Occupational Diploma

Special education students who do not meet the requirements for a regular high school diploma may be awarded an occupational diploma if the student has:

1. Completed at least four (4) years of high school;
2. Made satisfactory progress on their IEP;
3. Maintained satisfactory records of attendance and conduct;
4. Completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA); and
5. Has two (2) years of paid or non-paid work experience.

The decision to attain an occupational diploma shall be made at the conclusion of the student's 10th grade year or two (2) academic years prior to the expected graduation date.

Alternate Academic Diploma

Special education students who do not meet the requirements for a regular high school diploma may be awarded an alternate academic diploma if the student has:

1. Completed at least four (4) years of high school;
2. Participated in the high school alternate assessment;
3. Earned the prescribed twenty-two (22) credit minimum;
4. Made satisfactory progress on their IEP;
5. Maintained satisfactory records of attendance and conduct; and
6. Completed a transition assessment that measures postsecondary education and training, employment, independent living, and community involvement.

STUDENT LOAD

All full-time students in grades 9-12 shall be enrolled each semester in subjects that produce a minimum of five (5) units of credit for graduation per year. Students with hardships and gifted students may appeal this requirement to the Director of Schools and then to the Board.

EARLY GRADUATION

High school students shall be permitted to complete an early graduation program. Students intending to graduate early shall inform the school principal of this intent prior to the beginning of 9th grade or as soon thereafter as the intent is known.

In order to graduate early, students shall meet the following requirements:

1. Earn the required seventeen credits;
2. Achieve a benchmark score for each required end-of-course exam;
3. Attain a cumulative GPA of at least 3.2 on a 4.0 scale; 3
4. Meet the minimum ACT or SAT benchmark score;
5. Obtain a qualifying benchmark score on a world language proficiency assessment; and
6. Complete at least two (2) types of the following courses: AP; IB; Dual enrollment; or Dual credit.

The Director of Schools shall develop administrative procedures to ensure that the early graduation program is conducted in accordance with state law.

For more information, refer to Policy 4.605

E4 - Promotion and Retention

Students who have difficulty in achieving the requirements for promotion may be considered for retention. All promotion and retention decisions shall be made on a case-by-case basis and comply with state and federal law. All decisions shall be made in consultation with a student's IEP and/or 504 team, if applicable. Schools shall identify these students by February 1st.

1. Ability to perform at the current grade level;
2. Results of local assessments, screening, or monitoring tools;
3. State assessments, as applicable;
4. Universal Reading Screener;
5. Overall academic achievement of the student
6. Likelihood of success with more difficult material if promoted to the next grade;
7. Attendance record; and
8. The student's maturity.

Students may be identified for retention after the February 1st deadline if the delay in identifying a student is due to:

1. Date of enrollment
2. Additional information acquired after results of local assessment, screening, or monitoring are released.

For more information, refer to Policy 4.603

E5 - Reporting Student Progress

Student progress reports shall be provided each grading period during the school year. The reporting procedure shall be in writing and shall be uniform for all reporting periods during each school year. Each report for students in grades K-8 shall be signed by the parents and returned promptly to the school. Student progress reports shall indicate the students' conduct, attendance and academic progress and other information necessary to communicate effectively with the parents.

PARENT CONFERENCES

At least two (2) times during the school year, conferences shall be scheduled in which parents and teachers may discuss any pertinent problems or other matters of concern regarding the development and education of each student. These scheduled conferences shall not use any portion of the 180 days of classroom instruction. The director of schools shall be responsible for scheduling and coordinating systemwide conferences. Conferences shall be physically accessible to all students, parents and/or guardians.

For more information, refer to Policy 4.601

E6 - Testing and Assessments

Test Name	Grade	Testing Windows (Dates)	Test Purpose	Results Notification
TCAP	2	Writing: April 7-14, 2027 April 19-May 6, 2027	The 2nd-grade assessment is an optional test that districts can choose to administer. This assessment will provide valuable data to 2nd and 3rd-grade teachers, ensuring that our youngest learners are strengthening foundational literacy and math skills early in their academic careers.	Score reports will be provided to districts to distribute to parents, usually in the fall of the next school year.
TCAP	3-5	Writing: April 7-14, 2027 April 19-May 6, 2027	The TCAP tests are designed to assess true student understanding and not just basic memorization and test-taking skills.	Score reports will be provided to districts to distribute to parents, usually in the fall of the next school year.
	6-8 and EOC	Writing: April 7-14, 2027 April 19-May 6, 2027		
TCAP Alternative Assessment	3-8 and EOC	March 15 - April 30, 2027	Alternate assessments are designed for students with significant cognitive disabilities. The structures of alternate assessments are designed around the students' physical and cognitive disabilities in a way that allows them to answer test questions and participate in the test as independently as possible.	Districts receive individual performance reports, which detail student performance in early summer, and will then share these with parents.
ACT	11 & 12	<u>Fall Senior Retakes</u> 1st Window: 9/29/26-10/9/26 2nd Window: 10/13/26-10/23/26 3rd Window: 10/27/26-11/6/26	Students in Tennessee are required to take a college entrance exam (ACT or SAT) in the eleventh grade. This is a graduation requirement for students seeking a regular or honors diploma. Districts in Tennessee contract with ACT to provide an opportunity to take the ACT at students' schools during the school day at no cost to the student.	Student-level reports are provided by ACT to students approximately 3-8 weeks after the administration of the assessment.
		<u>Spring Junior Tests</u> 1st Window: 3/9/27-3/19/27 2nd Window: 3/23/27-4/2/27 3rd Window: 4/6/27-4/16/27		
ACT Practice Tests	8-12	Same as ACT dates above	All Dyersburg High School students and Dyersburg Middle School 8th graders have the opportunity to take a practice ACT, which measures college and career readiness, two times during the school year. These dates will align with the Senior ACT Retake and the Junior ACT.	Students will receive a copy of their score reports with individual plans for improvement 4-6 weeks after the test date.
ELPA21	K-12	February 1 - March 26, 2027	English Learners will take the ELPA21 for ELLs to determine language proficiency. ELPA21 assesses students in the four language domains: Listening, Speaking, Reading, and Writing.	Districts receive individual performance reports in early summer and will distribute these to parents in the fall of the next school year.
NAEP	4, 8, and/or 11	TBD	The National Assessment of Educational Progress (NAEP) is conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, US History, and Technology and Engineering Literacy.	The state does not provide district or student-level results.
Aimsweb+ Reading and Math	PreK-12	TBD	Given to all students as a Universal Screener in Reading and Math to determine students in need of intervention services and provide progress monitoring for students receiving those services.	Parent Reports will be sent home following each administration
Pathways Benchmark Assessments	2 - 12	Benchmark 1: 9/21/26-10/2/26 Benchmark 2: 11/30/26-12/18/26 Benchmark 3: 2/22/27-3/12/27	Educational Leadership Solutions Assessments are given to all students in grades 2-5 in ELA and Math. All students in grades 6-8 take tests in ELA, Math, Science, and Social Studies. All EOC students take a subject-specific assessment.	Parent Reports will be sent home following each administration

F. Student Welfare

F1 - Communicable Diseases

No student will be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease. Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken. No student with a communicable disease which may endanger the health of either himself/herself or other individuals will enter or remain in the regular school setting. If a school principal has reason to believe a student has a communicable disease which may endanger the health of either himself/herself or other individuals in the regular school setting, the principal shall:

1. Assign the student to a setting which will protect other students, employees and the student himself; or

2. Exclude the student from school until certification is obtained from a physician or the County Health Department by either the parent or principal stating that the disease is no longer communicable.

If the principal has reason to believe that the student has a long-term communicable disease, the principal must require confirmation from a physician or the County Health Department as to the student's condition. If the student is confirmed to have a long-term communicable disease the principal shall refer the student for special education services.

The principal may request that further examinations be conducted by a physician or County Health Department and may request periodic re-examinations after the student has been readmitted to the school.

For more information, refer to [6.403](#)

F2 - Immunizations

Students will not be permitted to attend school without proof of immunization as determined by the Commissioner of Health unless circumstances outlined in state or federal law prevent a student from producing such records. It is the responsibility of the parent(s)/guardian(s) to have their children immunized and to provide such proof to the principal of the school which the student is to attend. Exceptions will be granted to any student whose parent/guardian files with school authorities a signed, written statement that such measures conflict with the one of the following:

1. His/her religious tenets and practices if in the absence of an epidemic or immediate threat of an epidemic, except in the event of a COVID-19 or any variant outbreak; or
2. Due to medical reasons if the student has a written statement from his/her doctor excusing him/her from the immunization.

Required immunizations are diphtheria, whooping cough, tetanus, D.P.T. series, measles, rubella, polio, and mumps. All foreign-born children entering school for the first time must present evidence of freedom from infectious tuberculosis. Out-of-state students must have their immunization records verified by either the Dyer County Health Department or another health provider. These providers will grant either a permanent or a temporary immunization certificate to the student.

Also, all students entering the 7th grade (including currently enrolled students) must have: *Tetanus-diphtheria-pertussis booster (Tdap) - evidence of one Tdap dose given any time before 7th grade entry is required regardless of Td history

*Varicella - 2 doses or credible history of disease

F3 - Medicines

If under exceptional circumstances a student is required to take non-prescription or prescription medication during school hours and the parent/guardian cannot be at school to administer the medication, only the principal/designee will assist in self-administration of the medication if the student is competent to self-administer medicine with assistance in compliance with the following guidelines. Written instructions signed by the parent/guardian are required and shall include:

1. Child's name;
2. Name of medication;
3. Name of physician;
4. Time to be self-administered;
5. Dosage and directions for self-administration (non-prescription medicines shall have label directions);
6. Possible side effects, if known; and
7. Termination date for self-administration of the medication.

Students with asthma shall be permitted to self-administer prescribed, metered dosage asthma-reliever inhalers if the additional information is provided by a parent/guardian:

1. Written statement from the prescribing health care practitioner that the student suffers from asthma and has been instructed in self-administration; and
2. Purpose of the medication.

The medication shall be delivered to the principal's office in person by the parent/guardian of the student unless the medication shall be retained by the student for immediate self-administration.

The principal/designee will:

1. Inform appropriate school personnel of the medication to be self-administered;
2. Keep written instructions from the parent/guardian in the student's record;
3. Keep an accurate record of the self-administration of the medication;
4. Keep all medication in a locked cabinet except medication retained by a student per physician's order;
5. Return unused prescription to the parent/guardian only; and
6. Ensure that all guidelines developed by the Department of Health and the Department of Education are followed.

The parent/guardian is responsible for informing the designated official of any change in the student's health or change in medication. A copy of this policy shall be provided to a parent/guardian upon receipt of a request for long-term administration of medication.

For more information about procedures regarding Blood Glucose Self-Checks, Students With Pancreatic Insufficiency or Cystic Fibrosis, or Students with Adrenal Insufficiency, refer to [Policy 6.405](#)

F4 - Physical Examinations

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

1. Entering school for the first time and
2. Participating as a member of any athletic team or in any other strenuous physical activity program.

The cost of the examination shall be covered by the parent/guardian of the student. These records shall be on file in the principal's office.

Screening tests as required by the Tennessee Department of Education and the Department of Health will be conducted.

Parent(s)/guardian(s) will receive written notice of any screening result that indicates a condition that might interfere with the student's progress. The school district will not conduct physical examinations of a student without parental consent or by court order, unless the health or safety of the student or others is in question. Parent(s)/guardian(s) may excuse their student from participating in health screenings that are part of a coordinated school health program by submitting a request in writing to the school nurse, instructor, school counselor, or principal.

For more information, refer to Policy 6.402

F5 - Suicide Prevention

Dyersburg City Schools is committed to protecting the health and well-being of all students and understands that physical, behavioral, and emotional health are integral components of student achievement. Faculty and staff are expected to be proactive in maintaining a safe and supportive learning environment and to immediately report to the building principal any indications that a student may be in danger of harming self or others. Students are strongly encouraged to report if they, or another student, are feeling suicidal or in need of help. A summary of available resources shall be annually updated and posted for students.

Suicide Prevention

- All district employees shall attend either the annual in-service training in suicide prevention or participate in other equivalent training approved by the director of schools. The training shall include, but not be limited to, identification of risk factors, warning signs, intervention and response procedures, referrals, and postvention strategies.
- The director of schools shall identify a district suicide prevention coordinator responsible for planning, coordinating, and monitoring the implementation of this policy. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation.

Suicide intervention

- Any employee who has reason to believe that a student is at imminent risk of suicide shall report such belief to the principal or designee. Belief that a student is at imminent risk of suicide shall include, but not be limited to, the student verbalizing the desire to commit suicide, evidence of suicide attempt, an act of self-harm, or a student self-referral.
- Upon notification, the principal or designee shall ensure the student is placed under continuous adult supervision. Emergency medical services shall be contacted immediately if an in-school suicide attempt occurs. The principal or designee shall contact the director of schools or designee as soon as practicable.
- Prior to contacting the student's parent/guardian, the director of schools or designee shall determine if there could be further risk of harm resulting from parent/guardian notification. If parent/guardian notification could result in further risk of harm or endanger the health or well-being of the student, then local law enforcement and the Department of Children's Services shall be contacted.

If appropriate, the director of schools or designee shall contact the student's parent/guardian and provide the following information:

1. Inform the parent/guardian that there is reason to believe the student is at risk of suicide;
2. Inform the parent/guardian if emergency medical services were contacted;
3. Ask the parent/guardian whether he/she wishes to obtain or has obtained mental health counseling for the student;
4. Provide the names of community mental health counseling resources if appropriate.

The director of schools or designee will seek parental permission to communicate with outside mental health care providers regarding a student. If the student is under the age of and the parent/guardian refuses to seek appropriate assistance, the director of schools or designee shall contact the Department of Children's Services.

The director of schools or designee shall document the incident, including contact with the parent/guardian by recording:

1. The time, date and circumstances which resulted in the student coming to the attention of school officials;
2. A timeline of the specific actions taken by school officials;
3. The parent/guardian contacted, including attempts;
4. The parent/guardian's response; and
5. Time and date of release of student to authorized individual.
6. Anticipated follow-up and safety plan.

Prior to a student returning to school, the director of schools or designee and/or principal shall meet with the students and his/her parent/guardian in order to develop a safety plan. The safety plan shall identify actions the student's caregivers and school personnel will take to insure the safety of the student. The principal will identify an employee to periodically meet with the student to monitor his/her safety and address any problems or concerns with re-entry.

★ **Suicide and Crisis Lifeline: Dial 988**

For more information, refer to Policy 6.415.

F6 - Abuse

Physical/Sexual Child Abuse & Neglect

School personnel shall be alert for any evidence of child abuse or neglect. If personnel know or have reasonable cause to suspect child abuse or neglect, a report shall be filed immediately with the school/district Child Abuse Coordinator, the Department of Children's Services, and law enforcement. (TCA 37-1-403-411) The report shall include the child's name, parent's name and address, the nature and extent of the abuse or neglect, and any evidence to the cause or other information that may relate to the cause or extent of the abuse or neglect.

G. Student Discipline & Behavior

G1 - Alternative Education

The Board shall operate an alternative school and/or program for students in grades one through twelve (1-12) who have been suspended or expelled from the regular school program. Dyersburg City Schools alternative programs shall include, but are not limited to, the following: The College Street Campus (grades 6-12), STOP Class (grades 6-12), Extended Time-out (grades K-2), ISS (grades 3-12), and ABC (grades 1-5).

For more information, refer to Policy 6.319

G2 - Bus Conduct

In order to maintain conditions and atmosphere suitable for learning, no person shall enter onto a school bus except students assigned to that bus or parent(s)/guardian(s) of students or other persons with lawful and valid business on the bus.

The school bus is an extension of school activity; therefore, students shall conduct themselves on the bus in a manner consistent with the established standards for safety and classroom behavior. T.C.A. 49.6.2008

Students are under the supervision and control of the bus driver while on his/her bus, and all reasonable directions given by him/her shall be followed. A driver may recommend removal of a student in the event that the driver finds it necessary for the safety of the other student passengers or the driver, provided that the driver secures the safety of the ejected student for the uncompleted trip. A student may be denied the privilege of riding the bus if the principal determines that his/her behavior is such as to cause disruption on the bus or if he/she disobeys applicable policies and procedures pertaining to student transportation. For more information, refer to Policy 6.308

G2.1 - USE OF PHOTOGRAPHS AND VIDEO FOOTAGE

Cameras or video cameras may be used to monitor student behavior on school buses transporting students to and from school or extracurricular activities. Photographs and video footage shall be used only to promote the order, safety, and security of students, staff, and property. Students in violation of bus conduct rules shall be subject to disciplinary action in accordance with established board policy governing student conduct and discipline. These materials shall be maintained for one (1) week. Parent(s)/guardian(s) may submit requests to view photographs and video footage to the Director of School/designee, and a time shall be arranged for viewing. The Director of Schools/designee shall be present when parent(s)/guardian(s) are provided the opportunity to review photographs and video footage.

For more information, refer to 6.308.

G3 - Care of School Property

Students shall help maintain the school environment, preserve school property and exercise care while using school facilities. All district employees shall report all damage or loss of school property to the principal or designee immediately after such damage or loss is discovered. The principal or designee shall make a full and complete investigation of any instance of damage or loss of school property. The investigation shall be carried out in cooperation with law enforcement officials when appropriate.

School property is defined as buildings, buses, books, equipment, records, instructional materials, intellectual material (websites, teachers' lessons, etc.), or any other item under the jurisdiction of the district. When the person causing damage or loss has been identified and the costs of repair or replacement have been determined, the director of schools shall take steps to recover these costs. This may include recommending the filing of a civil complaint in court to recover damages. If the responsible person is a minor, recovery will be sought from the minor's parent or guardian.

In addition, the district may withhold the grades, diploma, and/or transcript of the student responsible for vandalism or theft or otherwise incurring any debt to a school until the student or the student's parent/guardian has paid for the damages. When the minor and parent are unable to pay for the damages, the district shall provide a program of voluntary work for the minor. Upon completion of the work, the student's grades, diploma, and/or transcripts shall be released. Such sanctions shall not be imposed if the student is not at fault.

For more information, refer to Policy 6.311

G4 - Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure in any school. The Director of Schools/designee shall be responsible for developing and implementing in-service training programs for teachers and staff in the use of alternative, positive measures of discipline.

For more information, refer to [Policy 6.314](#)

G5 - Detention

Students may be detained before or after the school day as a means of disciplinary action. The following guidelines shall be followed:

1. The student will be given at least one (1) day of notice before detention;
2. Parents will be informed before detention takes place;
3. Students in detention will be under the supervision of staff members;
4. Teachers must have the approval of the principal before detaining a student for an extended period of time.

For more information, refer to [Policy 6.315](#)

G6 - Dress Code

Student dress codes vary with grade level and are described in board approved faculty and student handbooks.

SPECIAL DAYS: These are days set aside by the school administration to allow variation in the dress code, such as spirit day or picture day. Dates will be announced and all clothing must be appropriate as defined by the principal on those days.

Students who transfer into DCS during the year and cannot adhere to dress code immediately may submit a request to school principal upon admission to school for assistance. No student's appearance should distract from or in any way disrupt the educational process. Parents who do not wish for their children to wear standardized dress because of religious beliefs or medical reasons must submit their reasons in writing to the school principal.

****See each schools appendix for specific school dress codes.**

For more information, refer to [Policy 6.310](#)

G7 - Disciplinary Hearing Authority

A Disciplinary Hearing Authority (DHA) shall conduct appeals for students who have been suspended for more than ten (10) school days. The Board shall appoint a DHA which shall consist of no more than seven (7) or fewer than three (3) members. The Director of Schools shall recommend members of the DHA to the Board for approval. At least one (1) DHA member shall be a licensed employee of the district. Upon receiving notification of the request to appeal the suspension decision, the DHA shall provide written notification to the parent(s)/guardian(s) of the student, the student, and any other appropriate person of the time, place, and date of the hearing. The hearing shall be held no later than ten (10) days after the beginning of the suspension.

The DHA may take the following disciplinary actions:

1. Affirm the decision of the principal;
2. Order removal of the suspension unconditionally;
3. Order removal of the suspension upon such terms and conditions as it deems reasonable;
4. Assign the student to an alternative school or program; or
5. Suspend the student for a specified period of time.

Within five (5) days of the DHA rendering a decision, the student, parent/guardian, principal, or assistant principal may appeal the decision of the DHA to the director of schools. The Director of Schools shall review the minutes of the DHA within ten (10) school days of the written receipt for the appeal. The Director of Schools may:

1. Affirm the decision of the hearing authority;
2. Modify the decision in any manner; or
3. Remand the matter to the DHA for further investigation.

Within five (5) days after receiving the decision from the director of schools, either party may request a review by the Board and the Board shall review the record. Following the review, the Board may take the following actions.

If the Board chooses to review the record it shall:

1. Affirm the decision of the hearing authority; or
2. Modify the decision to a lesser penalty*; or
3. Grant a hearing before the Board.

If the Board grants a hearing, it shall provide notice to the student and/or his/her parent(s)/guardian(s). The notice of the hearing shall include a statement that, unless the student or the student's parent(s)/guardian(s) requests an open hearing in writing within five (5) days of receipt of the notice, the hearing shall be closed to the public.

If the Board chooses to grant a hearing, it may:

1. Affirm the decision of the hearing authority; or
2. Modify the decision in any manner; or
3. Impose a more severe penalty than that of the DHA/Director of Schools.

* Note: Zero-tolerance offenses as set forth in statute require mandatory calendar year expulsion unless modified by the Director of Schools.

For more information, refer to [Policy 6.317](#)

G8 - Interrogation and Searches

Interrogations by School Personnel

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

If a student is suspected or accused of any such matter committed in a school during school hours or on school property at any time, the principal may interrogate the student, without the presence of parent(s) and without giving the student constitutional warnings. If a student is a suspect or is accused of a crime not involving the operation of a school or if interrogation of a particular student is police instigated, a parent shall be notified, and constitutional warnings shall first be given to the student before interrogation begins.

Interrogations by Police (at Administrator's request)

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

Searches by Trained School Personnel

Any trained principal, or his/her designee, having reasonable suspicion may search any student, place or thing (including phone/media device) on school property (locker, vehicles, etc.) or in the actual or constructive possession of any student during any organized school activity off campus, including buses, vehicles of students or visitors and containers or packages if he/she receives information which would cause a reasonable belief that the search will lead to the discovery of:

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

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

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

1. A particular student has violated policy;
2. The search could be expected to yield evidence of the violation of school policy or disclosure of a dangerous weapon or drug;
3. The search is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision and education of students;
4. The primary purpose of the search is not to collect evidence for a criminal prosecution; and
5. The search shall be reasonably related to the objectives of the search and not excessively intrusive.

School officials may conduct hand-held or walk-through metal detector checks of a student's person or personal effects.

G8.1 - USE OF ANIMALS

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

G8.2 - SEARCHES BY POLICE

If public health or safety is involved, upon request of the principal who shall be present, police officers may make a general search of students' lockers and desks, or students' or nonstudents' automobiles for drugs, weapons or items of an illegal or prohibited nature.

If the principal has received reliable information which he/she believes to be true that evidence of a crime or of stolen goods, not involving school property of members of the school staff or student body, is located on school property and that any search for such evidence or goods would be unrelated to school discipline or to the health and safety of a student or the

student body, he/she shall request police assistance; and procedures to obtain and execute a search warrant shall thereafter be followed.

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

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

The principal or his/her designee may request the assistance of a law enforcement officer to:

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

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

For more information, refer to [Policy 6.303](#)

G9 - Student Code of Conduct

Dyersburg City Schools develops specific codes of conduct which are appropriate for each level of school. Codes of conduct for students in pre-kindergarten or kindergarten shall utilize alternative disciplinary practices. Exclusionary discipline shall only be used as a measure of last resort. The development of each code shall involve principals and staff members of each level and shall be consistent with the relevant policies as adopted by the Board.

The following levels of misbehavior and disciplinary procedures and options are standards designed to protect all members of the educational community in the exercise of their rights and duties and to maintain a safe learning environment where orderly learning is possible and encouraged. These misbehaviors apply to student conduct on school buses, on school property, and while students are on school-sponsored outings. Staff members shall ensure that disciplinary measures are implemented in a manner that:

1. Balances accountability with an understanding of traumatic behavior;
2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school;
3. Minimizes disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans;
4. Creates consistent rules and consequences; and
5. Models respectful, non-violent relationships.

In order to ensure that these goals are accomplished, the school district shall utilize a variety of trauma-informed discipline practices.

For more information, refer to [Policy 6.300](#).

G10 - Student Discrimination/Harassment/Bullying/Intimidation

In order to maintain a safe, civil, and supportive environment in school for students to learn and achieve high academic standards, acts of bullying, cyber-bullying, discrimination, harassment, intimidation, hazing, or any other victimization of students, based on any actual or perceived traits or characteristics, are prohibited.

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 and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process.

DEFINITIONS

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

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

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

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

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 principal/designee 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 expulsion.

For more information, refer to [Policy 6.304](#)

G11 - Suspensions

A principal may suspend a student from attendance in a specific class or school related activity without suspending the student from attendance at school. Based on the severity of the offense, a principal may suspend a student from attendance at school and all school activities. Except in an emergency, a principal shall not suspend any student until that student has been advised of the nature of his/her misconduct, questioned about it, and allowed to give an explanation.

If, as a result of an investigation, a principal/designee finds that a student acted in self-defense under a reasonable belief that the student, or another to whom the student was coming to the defense of, may have been facing the threat of imminent danger of death or serious bodily injury, then the student may not face any disciplinary action.

In-School Suspension

In-school suspension shall be offered to students as an alternative program (if applicable) to complete academic assignments and receive credit for work completed. Students given an in-school suspension in excess of one (1) day from classes shall attend special classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for study. Personnel responsible for in-school suspension shall ensure that each student is supervised at all times and has textbooks and classwork assignments from his/her regular teachers.

For additional information, refer to [Policy 6.316](#)

G12 - Title IX & Sexual Harassment

In order to maintain a safe, civil, and supportive learning environment, all forms of sexual harassment and discrimination on the basis of sex are prohibited. This shall cover employees, employees' behaviors, students, and students' behaviors while on school property, at any school-sponsored activity, or on school-provided equipment or transportation, or at any official school bus stop in accordance with federal law. The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of sexual harassment.

For additional information, refer to [Policy 6.3041](#).

G13 - Zero Tolerance

The following are zero-tolerance offenses that will result in a calendar year expulsion:

1. Bringing to school or being in unauthorized possession of a firearm on school property;
2. Possession of drugs, including any controlled substance, controlled substance analogue, or legend drug on school grounds or at a school-sponsored event;
3. Assault that results in bodily injury upon any teacher, principal, administrator, any other employee of the school, or school resource officer; and
4. Valid threats of mass violence on school property or at a school-related activity, per the threat assessment team.

The Director of Schools has the authority to modify the punishment for these offenses on a case-by-case basis.

For additional information, refer to [Policy 6.309](#)

G14 - Replica Weapons

Any replicas of weapons are strictly prohibited in Dyersburg City Schools' 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. The replica weapon is anything that can be used, designed to be used, or intended for the purpose of threatening or intimidating another person or persons includes, but is not limited to BB gun, pellet gun, air-soft gun, knives or tasers. Possession of any of these items will result in appropriate disciplinary measures.

G15 - Gang Activity

Any form of gang activity will not be tolerated at any Dyersburg City School. This may result in suspension and/or referral to the Discipline Hearing Authority.

1. Prohibited activities include but are not limited to signs, clothing, “colors”, graffiti, vandalism, and writings while on school property or at school sponsored/sanctioned activities.

2. Any activity that encourages or promotes participation in a gang or facilitates illegal acts of a gang.
3. Any gang related conduct that is disruptive to the educational process or endangers persons or property.

G16 - Off Campus Behavior

Certain off-campus behavior may cause a student to be subject to punishment by school officials, up to but not limited to suspension from school and/or participation in school activities. Such behaviors include, but are not limited to the following:

1. Drug transmittal
2. Violence or threatened violence in person or via electronic means (text, social networks, etc.) against another student or staff member
3. Vulgar, obscene, or threatening language, in person or via electronic means (text, social networks, etc.) directed toward school or district staff
4. Vandalism to the personal property of school or district staff
5. Gang related activity which could carry over onto the school campus
6. Criminal charges resulting from the students behavior in the community

Students who are charged with a felony offense may appear before the School System Discipline Board.

G17 - Due Process

Due process guarantees fair treatment of students by school officials. In case of suspension, parents will be notified in writing of the charge, the evidence, and the penalty. Students will be granted the opportunity to refute the charges and/or explain their version of the incident.

H. Individual Needs of Students

H1 - English Learners

If the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take reasonable actions to provide the student equal access to its programs. Students who are English learners (EL) shall be identified, assessed, and provided appropriate services. No student shall be admitted to or excluded from any program or extracurricular activity based on the student's surname or EL status. The Director of Schools shall evaluate the effectiveness of the District's language assistance programs to ensure EL students will acquire English proficiency and the ability to participate in the standard instructional program within a reasonable period of time. Parents of EL students shall be given notice of, and information regarding, the instructional program within the first thirty (30) days of the school year or within the first two (2) weeks of a student being placed in a language instruction educational program.

For more information, refer to [Policy 4.207](#)

H2 - Homebound Instruction

The homebound instruction program is for students who because of a medical condition are unable to attend the regular instructional program. The homebound instruction program shall consist of three (3) hours of instruction per week while school is in session for a period of time determined, on a case-by-case basis, by the District.

To qualify for this program, a student shall have a medical condition that will require the student to be absent for a minimum of ten (10) consecutive instructional days, or for an aggregate of at least ten (10) instructional days for a student who has a chronic medical condition. The student shall be certified by his/her treating physician as having a medical condition that prevents him/her from attending regular classes. The services provided to the homebound student shall reflect the student's capabilities and be determined by the homebound instructor, after consultation with appropriate professional staff of the student's assigned school. Recertification shall be every 30 school days of homebound instruction if the student's physician certifies, in writing, that the student has a medical condition that prevents him/her from returning to the regular instructional program.

For more information, refer to [Policy 4.207](#)

H3 - Homeless Students

Homeless students shall be immediately enrolled, even if the student is unable to produce records normally required for enrollment. Parent(s)/guardian(s) are required to submit contact information to the District's homeless coordinator. The Director of Schools shall ensure that each homeless student is provided services comparable to those offered to other students within the District, including transportation, special education services, programs in career and technical education, programs for gifted and talented students, and school nutrition.

For more information, refer to [Policy 6.503](#)

H4 - Migrant Students

Dyersburg City Schools will:

1. Identify migratory students and assess the educational and related health and social needs of each student;

2. Provide a full range of services to qualifying migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, elective classes, fine arts classes, etc.;
3. Provide migratory students with the opportunity to meet the same statewide assessment standards that all students are expected to meet;
4. To the extent feasible, provide advocacy and outreach programs to migratory students and their families and professional development for district staff; and
5. Provide parent(s)/guardian(s) an opportunity to participate in the program.

For more information, refer to [Policy 6.504](#).

H5 - Section 504 and ADA Grievance Procedures

Dyersburg City Schools is committed to maintaining equitable employment and educational practices, services, programs, and activities that are accessible and usable by individuals with disabilities. To discuss concerns or seek resolutions related to Section 504 or the ADA, contact:

Joanna Lamb

Title: 504 Coordinator

Mailing address: 307 College Street, Dyersburg, TN 38024

Phone number: 731-286-3610

Email: jlamb1@dyersburgcityschools.org

He/she shall respond to all complaints within twenty (20) days with a written response as well as information on further grievance procedures that may be followed if the complaining party is not satisfied with the coordinator's proposed resolution.

For more information, refer to [Policy 1.802](#).

H6 - Students in Foster Care

Students in foster care, including those awaiting foster care placement, shall be immediately enrolled, even if the student is unable to produce records normally required for enrollment. The District and the child welfare agency shall determine whether placement in a particular school is in a student's best interest. Other parties, including the student, foster parents, and biological parents (if appropriate), shall be consulted. If the child has an IEP or a Section 504 plan, then the relevant school staff members shall participate in the best interest decision process. This determination shall be made as quickly as possible to prevent educational disruption. The District shall collaborate with the local child welfare agency to develop and implement clear and written procedures governing how transportation to a student's school of origin shall be provided, arranged, and funded. This transportation will be provided for the duration of the student's time in foster care.

For more information, refer to [Policy 6.505](#).

H7 - Students from Military Families

A student who does not currently reside within the District shall be allowed to enroll if he/she is a dependent child of a service member who is being relocated to Tennessee on military orders. To be eligible for enrollment, the student will need to provide documentation that he/she will be a resident of the District on relocation. Within 10 days of enrollment, the parent(s)/guardian(s) of the student shall provide proof of residency within the District. Students with parent(s)/guardian(s) in the military may also be eligible for excused absences related to his/her deployment.

For more information, refer to [Policy 6.506](#).

H8 - Students with Disabilities

The District will provide access to a free appropriate public education to all disabled children ages 3-21, inclusive, residing within the jurisdiction of the school system. The plan for implementation of appropriate instruction and special education services shall be in accordance with the current Rules, Regulations, and Minimum Standards of the State Board of Education, and state and federal law.

The District will develop and periodically update a local plan for providing special education services for students with disabilities. Specifically, the Board assures that:

1. All disabled children residing within the school system have available to them a free, appropriate public education which emphasizes special education and related services to meet their unique needs; and
2. The rights of children with disabilities and their parents are protected.

The plan shall aim toward meeting the following objectives:

1. To carry out a comprehensive screening and assessment plan emphasizing the early identification and evaluation of students with disabilities.
2. To use the Individual Education Program (IEP-Program) for reviewing assessment, formulating programming, and determining placement for every student with disability, including review of proposed suspensions when appropriate, in accordance with the State Board of Education Rules, Regulations, and Minimum Standard

3. To ensure that placements are made which educate children with disabilities with non-disabled to the maximum extent appropriate in the schools these children would normally attend if not disabled and with age-appropriate peers;
4. To provide each child with disabilities with an individual educational program (IEP) specifically designed to meet his unique needs;
5. To provide continuing evaluation of the progress of each child with disabilities, including at least annual review of his IEP and complete re-evaluation at least every three (3) years;
6. To ensure that procedural safeguards required by state and federal laws are adhered to; and
7. To involve parents of children with disabilities in a meaningful dialogue with school personnel which will begin with initial referral and continue throughout the student's educational career.

For more information see [Policy 4.202](#)

I. Instructional Materials and Services

I1 - Use of the Internet

The District supports the right of students to have reasonable access to various information formats and believes that it is incumbent upon students to use this privilege in an appropriate and responsible manner. Students will be given appropriate instruction in internet safety as a part of any instruction utilizing computer resources. Written parental consent shall be required prior to the student being granted access to electronic media involving District technological resources. The required permission/agreement form, which shall specify acceptable uses, rules of online behavior, access privileges, and penalties for policy/procedural violations, shall be signed by the parent/guardian of minor students and also by the student.

For more information, refer to [Policy 4.406](#)

I2 - Use of Personal Communication Devices

Students may possess personal communication devices and personal electronic devices so long as such devices are turned off and stored in backpacks, purses or personal carry-alls. Such devices include, but are not limited to, wearable technology such as eye glasses, rings, or watches that have the capability to record, live stream, or interact with wireless technology; smart phones; cell phones; laptops; tablets; and mp3 players. The principal or his/her designee may grant a student permission to use such a device at his/her discretion. Unauthorized use or improper storage of a device will result in appropriate discipline as stated in the students' handbook. A student in violation of this policy is subject to disciplinary action. Students shall not possess personal communication devices and personal electronic devices while assigned to the College Street Campus.

For more information, refer to [Policy 6.312](#).

I3 - Textbooks and Instructional Materials

All classrooms shall be equipped with the textbooks and instructional materials needed to provide quality learning experiences for students in accordance with state law.¹ The Board shall provide a wide range of textbooks and instructional materials that cover all levels of difficulty, generate critical thinking, and support the educational programs. Textbooks and instructional materials are property of the Dyersburg City Schools and shall be returned at the end of the school year, upon completion of the course, or upon withdrawal from a course or school. Parent(s)/guardian(s) are to sign an agreement stating they shall be responsible for the textbooks and instructional materials received and used by their children. Upon request, parent(s)/guardian(s) shall have the ability to inspect any textbooks and instructional materials including, but not limited to, teaching materials, handouts, and tests that are developed by and graded by their child's teacher.

For more information, refer to [Policy 4.400](#).

I4 - Library Materials

The school librarian shall be responsible for library collection development, and all library materials will be reviewed to ensure the content aligns with state law. The library collection shall adhere to the following criteria:

1. Materials shall be suitable for and consistent with the educational mission of the school;
2. Materials shall be appropriate for the age and maturity levels of the students who may access them. The determining factor will be based on an assessment of any mature themes or content
3. Materials shall contain literary, historical, and/or artistic value and merit; and
4. The collection as a whole shall offer a variety of viewpoints.

Complaints regarding library materials shall be submitted on a Request for Reconsideration of Library Materials form and given to a school librarian or administrator.

I5 - Technology Usage

In accordance with Tennessee state law, Dyersburg City Schools has adopted a policy governing the age-appropriate, instructional use of digital devices for students in grades K–5. The purpose of this policy is to minimize unnecessary screen time while preserving instructional effectiveness.

Digital devices may be used for teacher-approved educational activities that support student learning. Teachers will ensure that technology is used intentionally and appropriately, while also providing students with a balanced variety of hands-on, collaborative, and active learning experiences. Our district is committed to promoting healthy digital habits and creating engaging classrooms where technology enhances learning in meaningful ways.

J. School Calendar

Dyersburg City Schools' District Calendar

DYERSBURG CITY SCHOOLS

2026-2027 SCHOOL YEAR CALENDAR

Adopted by DCS Board 12.1.25

July 2026							7/4 – Holiday 7/24 – Deadline to complete 6 classroom hours of In Service 7/27-31 Teacher In Service	AUGUST 2026							8/3 - 1 st Day of School and Night Registration (11-6 p.m.) Night-Time Registration 4-6 p.m. 8/4 – 1 st Day of School Daytime registration 8-11 a.m. 21 school days	SEPTEMBER 2026							09/7 Labor Day 20 school days 9/11 – Fair Day	
			1	2	3	4								1										
5	6	7	8	9	10	11																		
12	13	14	15	16	17	18																		
19	20	21	22	23	24	25																		
26	27	28	29	30	31																			

OCTOBER 2026							10/2 – End of 1st Quarter Q1 – 43 days Fall Break 10/5-9 10/12 – Stockpile PD day 16 school days	**NOVEMBER 2026**							11/23-27 Thanksgiving Holidays 16 school days	**DECEMBER 2026**							12/18- end of 1st Semester/ Abbreviated day Q2 – 44 days S1 – 87 days 12/21 - 01/01- Christmas break 14 School days
					1	2	3																
4	5	6	7	8	9	10																	
11	12	13	14	15	16	17																	
18	19	20	21	22	23	24																	
25	26	27	28	29	30	31																	
JANUARY 2027							1/1 New Years 1/4 Professional Development Day 1/18- M.L. King Day 1/4- Stockpile PD Day 18 school days	**FEBRUARY 2027**							02/15- President's Day 19 school days	**MARCH 2027**							3/12 - End of 3rd quarter- Q3 – 47 days 3/15-19 Spring Break 3/26 – Good Friday 17 school days
						1	2																
3	4	5	6	7	8	9																	
10	11	12	13	14	15	16																	
17	18	19	20	21	22	23																	
24	25	26	27	28	29	30																	
31																							
APRIL 2027							22 school days	**MAY 2027**							5/14 - Graduation 5/21 – End of Q4 Abbreviated Day 5/24- Professional Dev. Day Q4 – 43 days S2 – 90 days 5/31 Memorial Day 15 school days	**JUNE 2027**							
					1	2	3																
4	5	6	7	8	9	10																	
11	12	13	14	15	16	17																	
18	19	20	21	22	23	24																	
25	26	27	28	29	30																		

K. School Clubs and Organizations

Student organizations are an extension of the academic curriculum and are intended to complement the basic instructional program. The principal, in cooperation with the faculty and student body representatives, shall approve all clubs and organizations within the school. One or more staff members will serve as sponsors of each activity and will attend all meetings. Each sponsor will evaluate the activity and make recommendations concerning changes, continuance, or deletion from the school's activity program. All students under the age of eighteen (18) shall present a signed and dated statement from their parent/guardian before joining any club or organization or participating in activities of a club or organization. For more information, refer to [Policy 4.300](#) [Policy 6.702](#).

L. School Contact Information

Dyersburg Primary School Grades: PreK - 2 1425 Frank Maynard Drive Dyersburg, TN 38024 731-286-3615	Dyersburg Intermediate School Grades: 3 - 5 725 Tibbs Street Dyersburg, TN 38024 731-286-3620	Dyersburg Middle School Grades 6 - 8 400 Frank Maynard Dr. Dyersburg TN 38024 731-286-3625	Dyersburg High School Grades 9 - 12 125 US-51 Dyersburg, TN 38024 731-286-3630
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M. Safety

M1 - Planning

- The safety, security and well-being of students and staff are one of the top priorities at Dyersburg City Schools. We are committed to providing a safe learning environment for all students to succeed. When necessary, notifications and updates will be sent via the Dyersburg City Schools messaging system, social media, email, and other written forms to keep parents apprised of events or issues that occur at or close to their child's school. Students WILL NOT be released during any emergency response until all-clear has been given by law enforcement and safe, orderly dismissal is possible.
- Each school has emergency and safety plans developed in collaboration with our local law enforcement and emergency responders to guide effective and efficient responses. Any threats to DCS are taken seriously and investigated immediately and thoroughly by local law enforcement, Dyersburg Police Department and DCS administrators.

M2 - Personnel

- School Resource Officers (SROs) in schools are trained for emergencies, and the staff knows to contact law enforcement anytime there is a perceived threat to safety and security.
- Student mental health and support staff are always available, including counselors, psychologists, behavioral specialists and partnerships for school-based mental health services. Parents can contact school staff if they notice disturbing changes in behavior or think their children may need mental/emotional support for any reason.
- If your child is in immediate danger, call 911
- Suicide Hotline: 988
- Crisis: 855-274-7471
- Report Child Abuse: 877-237-0004

M3 - Buildings

- All schools are required to create and update a safety plan to be activated in an emergency. The safety plan is shared with local law enforcement agencies as well as other emergency management agencies. While the staff is trained to implement this plan, specific details in these plans are kept confidential to ensure maximum security effectiveness.
- Lock-down drills are conducted twice annually and evaluated for improvement. Students and staff practice emergency procedures for intruder, fire, tornado, and earthquake throughout the year.
- Campuses at all schools keep exterior access doors locked and schools control admittance to all campuses. Violations should be reported to school staff. Building security features:
 - Secured doors, main entry buzz-in and camera systems at all schools.
 - Security vestibules at the main entry point of entrance for all schools.
 - All campuses are monitored with security cameras.
- Lobby area requires background screening for all visitors, volunteers and guests, alerting staff when persons who should not be on campus.

M4 - Prevention

- Access for students grades 6-12 to the anonymous P3 reporting system, including an app and website, for submitting tips about possible threats to schools or students who may harm themselves.
- SafeTN app for community members to report possible threats of school violence. For more information visit:
- Suicide Prevention Hotline: 988
- Specialized training provided to DCS staff
- Additional protocols and procedures at every school. DCS does not disclose to preserve safety and security.
- Random safety screenings are conducted across K-8, middle and high schools. Screenings are also conducted at random by:
 - Gun detection canine
 - Narcotics detection canine
- Evolv Weapons Detections Systems are actively monitoring entrances at our middle and high schools. Installations are being investigated for PreK-5.
- Investigating 24/7 surveillance integration platform for both interior and exterior of building

M5 - Support

- DCS, law enforcement, community agencies and partners will remain vigilant to keep students and staff safe in every Dyersburg City classroom, building and facility.
- Community conversations in each learning community for feedback on what makes safe schools in our Let's Talk about Safe Schools series twice per year.
- Social Media Awareness training for parents twice per year.

The district's Emergency Operations Plan is regularly reviewed, refined and improve to reflect best practices. Complete Emergency Operations Plans are documented within each building and at the district level. We view a crisis as an incident that directly or indirectly affects a few or all of our students and staff. A crisis can occur before, during or after regular hours.

Our plan is designed to be effective in a number of situations. Our district's Emergency Operations Plan includes strategies to prevent, prepare for, respond to and recover from a crisis in our schools.

M6 - Response

- Extensive plans are in place for evacuations, relocations, lock-downs and many other safety measures
- Immediate contact is made with authorities and first responders in a crisis situation
- Communication tools to notify families about crisis situations

M7 - Recovery

- Work with district counselors/social workers, local mental health workers and local clergy to provide counseling to those affected
- Return to the learning process as soon as possible

M8 - Threat Assessment Team

A threat assessment team shall be created within the school district to develop intervention-based approaches to prevent violence, manage reports of potential threats, and create a system that fosters a safe, supportive, and effective school environment.

M9. Resources for Students and Families

For information about students' rights and services, contact the Tennessee Department of Education:

Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243
Phone: (615) 741-5158
<https://www.tn.gov/education>

For information regarding child advocacy, contact the following groups:

[Carl Perkins Center for the prevention of child abuse](https://www.carlperkinscenter.org/who-we-are/child-advocacy-center) (<https://www.carlperkinscenter.org/who-we-are/child-advocacy-center>)
[kidcentraltn.com](https://www.kidcentraltn.com) (<https://www.kidcentraltn.com>)

[National Children's Alliance](https://www.nationalchildrensalliance.org) (<https://www.nationalchildrensalliance.org>)

[TN Department of Children's Services](https://www.tn.gov/dcs) (<https://www.tn.gov/dcs>)

From Best for All Central

Tennessee is dedicated to engaging and empowering families to participate in their student's education. Best for ALL Central offers numerous resources to assist families that can be used in various ways, including open house events, parent engagement events, and more. Additionally, they are excellent tools for parent-teacher conferences or as additional support for parents of students needing extra help.

Please visit [Best for ALL Central](#) or click the links below to access these updated resources!

- [Family Reading Resources](#) (Including the Interactive Decodable Book Series) (not active 3/2025)
- [Understanding Student Testing: A Toolkit for Families](#)
- [Understanding Response to Intervention \(RTI2\): A Toolkit for Families](#)
- [A Guide for Parent-Teacher Conferences and Engaging with Your Child's School: A Toolkit for Families](#)
- [Understanding Literacy: A Toolkit for Families](#)
- [Understanding a Sounds-First Approach: A Toolkit for Families](#)
- [Supporting Literacy at Home: A Toolkit for Families](#)

Additionally, we would love to hear from your educators and families using these resources to better understand which ones are most helpful and identify any additional resources needed to support students. Please share the brief surveys below with your educators and families to provide feedback.

- [Interactive Decodable Book Series Feedback Survey](#)
- [Families as Partners Toolkits Feedback Survey](#)

Board policies may be modified or added throughout the school year.

For additional information, refer to [Policy 4.207](#)

Acknowledgement Forms

During online registration, parents will have the opportunity to acknowledge the following forms:

- Handbook acknowledgement form
- Release of your child's photo for use by the media or for website publication
- Release of your child's name for honor roll, academic, or other school-related functions
- Health screenings
- Access to electronic media
- The Visitor Code of Conduct

- Receiving physical healthcare services
- Receiving counseling services