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NEWSLETTER

Volume 2: Issue 1

Headlines & Features



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first week of school was a blast! Check out photos below of our scholars and staff being #Rose ready.



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Important Updates

Please review the documents below with your scholar regarding our JMCSS Code of Conduct.



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Jackson-Madison County School System

Elementary Code of Conduct / Suspension Referral (K-5)

Student Name _____ Grade _____ School Name _____ Date of Infraction _____

Homeroom _____ Referring Faculty/Staff _____ Location of Infraction _____

Behavioral Infractions	Minimum Disciplinary Options	Maximum Disciplinary Options
Level 1: Behaviors that impede the orderly operation of the classroom / school.		
<input type="checkbox"/> Physical aggression <input type="checkbox"/> Dress code <input type="checkbox"/> Violation of electronic devices or webservice <input type="checkbox"/> Possession of (or drawing) obscene material <input type="checkbox"/> Disruptive behavior / materials causing classroom disturbance <input type="checkbox"/> Blatant defiance / insubordination <input type="checkbox"/> Use of profanity or abusive language <input type="checkbox"/> Bullying / Cyberbullying <input type="checkbox"/> Vaping / Vape paraphernalia <input type="checkbox"/> Violation of School Norms Specify: _____	<input type="checkbox"/> Parent/Guardian conference <input type="checkbox"/> Detention (after school) <input type="checkbox"/> Restorative practices and restitution <input type="checkbox"/> Restricted or excluded from activities <input type="checkbox"/> Verbal Reprimand <input type="checkbox"/> School Counselor Referral <input type="checkbox"/> Behavior Intervention Plan <input type="checkbox"/> ISS <input type="checkbox"/> Restorative computer modules	<input type="checkbox"/> Out of School Suspension (5 days) <input type="checkbox"/> Virtual: Out of School Alternative Placement (5 days)
Level 2: Behaviors that do not directly pose a threat to the health and safety of others, but disrupt the learning environment.		
<input type="checkbox"/> Repeat / Continuation of Level 1 offenses Specify: _____ <input type="checkbox"/> Accessory <input type="checkbox"/> Public display of affection <input type="checkbox"/> Instigating a fight or altercation <input type="checkbox"/> Discrimination / Harassment / Intimidation of another student or staff <input type="checkbox"/> Pornography possession (social media, electronic, or print) <input type="checkbox"/> Indication of gang activity / affiliation <input type="checkbox"/> Vaping / Vape paraphernalia <input type="checkbox"/> Other: _____	<input type="checkbox"/> Detention <input type="checkbox"/> Restorative practices and restitution <input type="checkbox"/> Restricted or excluded from activities <input type="checkbox"/> Verbal Reprimand <input type="checkbox"/> School Counselor Referral <input type="checkbox"/> Behavior Intervention Plan <input type="checkbox"/> ISS <input type="checkbox"/> Restorative computer modules <input type="checkbox"/> Trauma-Informed practices	<input type="checkbox"/> Out-of-School Suspension (10 days) <input type="checkbox"/> Virtual: Out of School Alternative Placement (10 days)
Level 3: Behaviors that are directly against a person or property, but do not seriously endanger the health or safety of others.		
<input type="checkbox"/> Repeat / Continuation of Levels 1 and 2 offenses Specify: _____ <input type="checkbox"/> Fighting <input type="checkbox"/> Threatening others <input type="checkbox"/> Sexual misconduct <input type="checkbox"/> Use, possession, influence, distribution of alcohol / tobacco / paraphernalia <input type="checkbox"/> Vandalism <input type="checkbox"/> Theft <input type="checkbox"/> Other: _____	<input type="checkbox"/> Detention <input type="checkbox"/> Restorative practices and restitution <input type="checkbox"/> Restricted or excluded from activities <input type="checkbox"/> School Counselor Referral <input type="checkbox"/> ISS <input type="checkbox"/> Restorative computer modules <input type="checkbox"/> Trauma-Informed practices	<input type="checkbox"/> Out-of-School Suspension (25 days) <input type="checkbox"/> Virtual: Out of School Alternative Placement (25 days)
Level 4: Behaviors that result in violence to another person or property or pose a threat to the safety of others.		
<input type="checkbox"/> Repeat / Continuation of Levels 1, 2, and 3 offenses Specify: _____ <input type="checkbox"/> Bomb Threat / Arson <input type="checkbox"/> Intentional striking of staff <input type="checkbox"/> Gang activity that results in violence and bodily harm <input type="checkbox"/> Electronic threat to cause bodily injury or death <input type="checkbox"/> Use or transfer of unauthorized substances <input type="checkbox"/> Possession, use, and / or transfer of dangerous weapons <input type="checkbox"/> Other: _____	<input type="checkbox"/> Restorative practices and restitution <input type="checkbox"/> Trauma-Informed practices <input type="checkbox"/> School Counselor Referral <input type="checkbox"/> Restorative computer modules	<input type="checkbox"/> Out-of-School Suspension (45 days) <input type="checkbox"/> Virtual: Out of School Alternative Placement (45 days)
Level 5: Behaviors that are zero tolerance offenses result in immediate removal from the regular school program.		
<input type="checkbox"/> Aggravated assault / Assault that results in bodily harm <input type="checkbox"/> Possession of unauthorized drugs (controlled, analogue, or legend) <input type="checkbox"/> Unauthorized possession of firearms	<input type="checkbox"/> Assignment to alternative school or program at the discretion of the Director of Schools / designee. Must attend DHA hearing. <input type="checkbox"/> Restorative computer modules / practices	<input type="checkbox"/> Expulsion from regular school program for one (1) calendar year unless modified by the Director of Schools.



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Jackson-Madison County School System

Secondary Code of Conduct / Suspension Referral (6-12)

Student Name _____ Grade _____ School Name _____ Date of Infraction _____

Homeroom _____ Referring Faculty/Staff _____ Location of Infraction _____

Behavioral Infractions	Minimum Disciplinary Options	Maximum Disciplinary Options
Level 1: Behaviors that impede the orderly operation of the classroom / school.		
<input type="checkbox"/> Physical aggression <input type="checkbox"/> Dress code <input type="checkbox"/> Violation of electronic devices or webservice <input type="checkbox"/> Possession of (or drawing) obscene material <input type="checkbox"/> Disruptive behavior / materials causing classroom disturbance <input type="checkbox"/> Blatant defiance / insubordination <input type="checkbox"/> Use of profanity or abusive language <input type="checkbox"/> Bullying / Cyberbullying <input type="checkbox"/> Vaping / Vape paraphernalia	<input type="checkbox"/> Violation of School Norms Specify: _____ <input type="checkbox"/> Parent/Guardian conference <input type="checkbox"/> Detention (after school) <input type="checkbox"/> Restorative practices and restitution <input type="checkbox"/> Restricted or excluded from activities <input type="checkbox"/> Verbal Reprimand <input type="checkbox"/> School Counselor Referral <input type="checkbox"/> Behavior Intervention Plan <input type="checkbox"/> ISS <input type="checkbox"/> Restorative computer modules	<input type="checkbox"/> Out of School Suspension (5 days) <input type="checkbox"/> Virtual: Out of School Alternative Placement (5 days)
Level 2: Behaviors that do not directly pose a threat to the health and safety of others, but disrupt the learning environment.		
<input type="checkbox"/> Repeat / Continuation of Level 1 offenses Specify: _____ <input type="checkbox"/> Accessory <input type="checkbox"/> Public display of affection <input type="checkbox"/> Instigating a fight or altercation <input type="checkbox"/> Discrimination / Harassment / Intimidation of another student or staff <input type="checkbox"/> Pornography possession (social media, electronic, or print) <input type="checkbox"/> Indication of gang activity / affiliation <input type="checkbox"/> Vaping / Vape paraphernalia	<input type="checkbox"/> Other: _____ <input type="checkbox"/> Detention <input type="checkbox"/> Restorative practices and restitution <input type="checkbox"/> Restricted or excluded from activities <input type="checkbox"/> Verbal Reprimand <input type="checkbox"/> School Counselor Referral <input type="checkbox"/> Behavior Intervention Plan <input type="checkbox"/> ISS <input type="checkbox"/> Restorative computer modules <input type="checkbox"/> Trauma-Informed practices	<input type="checkbox"/> PLC (45 days) <input type="checkbox"/> Virtual: Out of School Alternative Placement (45 days)
Level 3: Behaviors that are directly against a person or property, but do not seriously endanger the health or safety of others.		
<input type="checkbox"/> Repeat / Continuation of Levels 1 and 2 offenses Specify: _____ <input type="checkbox"/> Fighting <input type="checkbox"/> Threatening others <input type="checkbox"/> Sexual misconduct <input type="checkbox"/> Use, possession, influence, distribution of alcohol / tobacco / paraphernalia	<input type="checkbox"/> Other: _____ <input type="checkbox"/> Vandalism <input type="checkbox"/> Theft <input type="checkbox"/> Detention <input type="checkbox"/> Restorative practices and restitution <input type="checkbox"/> Restricted or excluded from activities <input type="checkbox"/> School Counselor Referral <input type="checkbox"/> ISS <input type="checkbox"/> Restorative computer modules <input type="checkbox"/> Trauma-Informed practices	<input type="checkbox"/> PLC (90 days) <input type="checkbox"/> Virtual: Out of School Alternative Placement (90 days)
Level 4: Behaviors that result in violence to another person or property or pose a threat to the safety of others.		
<input type="checkbox"/> Repeat / Continuation of Levels 1, 2, and 3 offenses Specify: _____ <input type="checkbox"/> Bomb Threat / Arson <input type="checkbox"/> Intentional striking of staff <input type="checkbox"/> Gang activity that results in violence and bodily harm <input type="checkbox"/> Electronic threat to cause bodily injury or death <input type="checkbox"/> Use or transfer of unauthorized substances <input type="checkbox"/> Possession, use, and / or transfer of dangerous weapons	<input type="checkbox"/> Other: _____ <input type="checkbox"/> Restorative practices and restitution <input type="checkbox"/> Trauma-Informed practices <input type="checkbox"/> School Counselor Referral <input type="checkbox"/> Restorative computer modules	<input type="checkbox"/> PLC (135 days) <input type="checkbox"/> Virtual: Out of School Alternative Placement (135 days)
Level 5: Behaviors that are zero tolerance offenses result in immediate removal from the regular school program.		
<input type="checkbox"/> Aggravated assault / Assault that results in bodily harm <input type="checkbox"/> Possession of unauthorized drugs (controlled, analogue, or legend) <input type="checkbox"/> Unauthorized possession of firearms	<input type="checkbox"/> Assignment to alternative school or program at the discretion of the Director of Schools / designee. Must attend DHA hearing. <input type="checkbox"/> Restorative computer modules / practices	<input type="checkbox"/> Expulsion from regular school program for one (1) calendar year unless modified by the Director of Schools.



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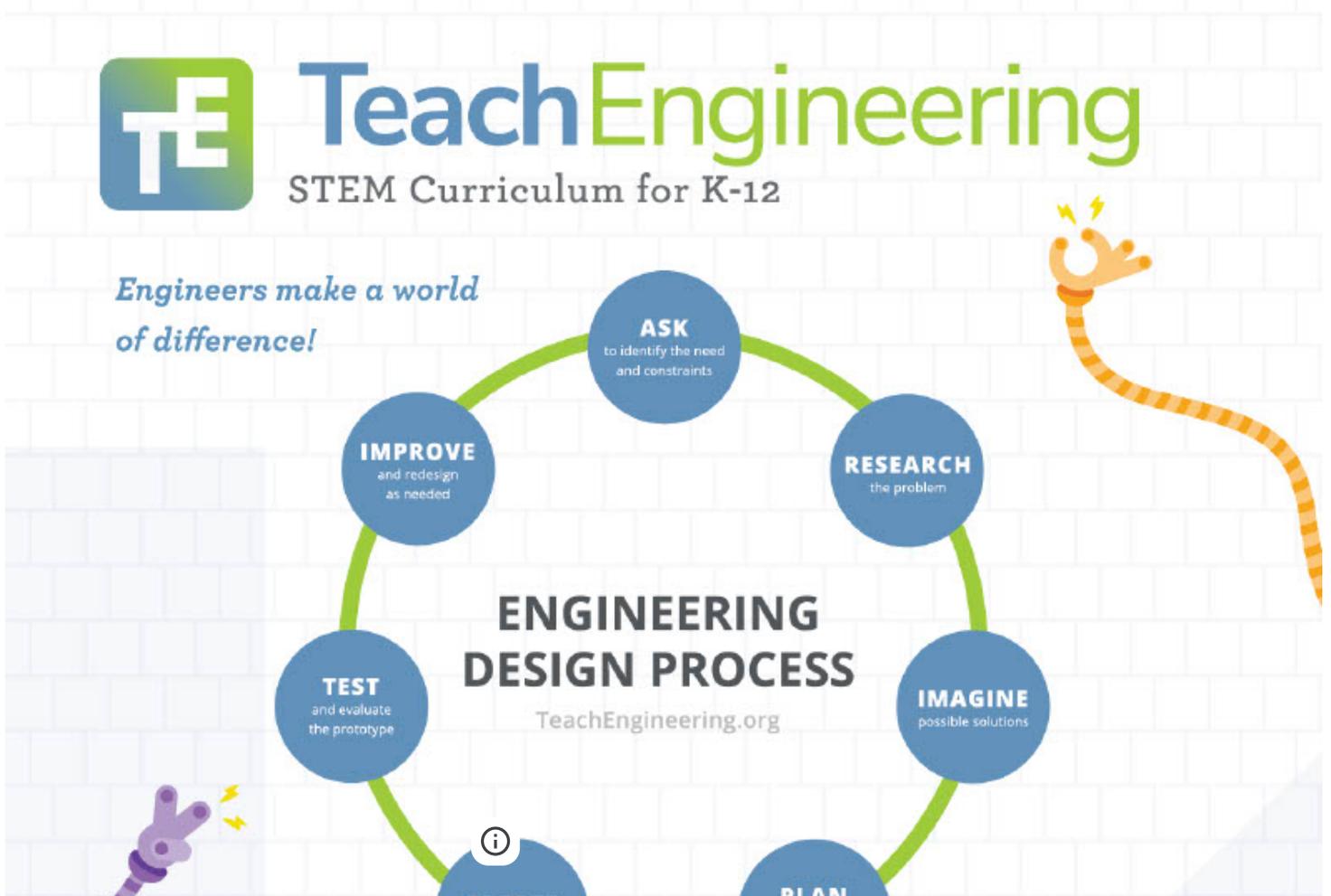
& Design Thinking

Rose Hill School is applying for STEM designation for the 2023-2024 school year! To kick off the year, we are continuing our pursuit of excellence in STEM by more deeply incorporating the Engineering Design Process in everything we do.

"The engineering design process emphasizes open-ended problem solving and encourages students to learn from failure. This process nurtures students' abilities to create innovative solutions to challenges in any subject!"

--from TeachEngineering.org

Read the attached flyers to learn more about our adopted Engineering Design Process and Design Thinking. Please have conversations with your scholars about the process and how they are using it inside and outside of school.



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1 ASK TO IDENTIFY THE NEED Engineers ask critical questions about what they want to create: What is the problem? What do we want to design? Who is it for? What do we want to accomplish? What are the project requirements and limitations? What is our goal?

2 RESEARCH THE PROBLEM This includes talking to people from many different backgrounds and specialties to assist with researching what products or solutions already exist, or what technologies might be adaptable to your needs.

3 IMAGINE POSSIBLE SOLUTIONS Work with a team to brainstorm ideas and develop as many solutions as possible. Encourage wild ideas and defer judgment! Stay focused on topic, and have one conversation at a time. Good design is all about teamwork!

4 PLAN BY SELECTING A SOLUTION Revisit the needs, constraints and research from the earlier steps, compare your best ideas, select one solution and make a plan to move forward.

5 CREATE A PROTOTYPE Building a prototype makes your ideas real! Early versions of the design solution help your team verify whether the design meets the original challenge objectives. Push yourself for creativity, imagination and excellence in design.

6 TEST THE PROTOTYPE Does it work? Does it solve the need? Communicate the results and get feedback. Analyze and talk about what works, what doesn't and what could be improved.

7 IMPROVE AND REDESIGN Discuss how you could improve your solution. Make revisions. Iterate your design, continuously improving it, to make your product the best it can be within your design constraints.

And now, ITERATE YOUR DESIGN!

Start exploring at [TeachEngineering.org](https://www.teachengineering.org)

Find us on social media!     

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TeachEngineering

STEM Curriculum for K-12

DESIGN THINKING SKILLS
TeachEngineering.org

Engineers make a world of difference!

 **FORMULATING PROBLEMS**

FORMULATING PROBLEMS
Engineers take time to observe, infer and apply their breadth and depth of knowledge to thoughtfully frame a problem within the limits of available time, money, and resources.

SEEKING SOLUTIONS 

SEEKING SOLUTIONS
Engineers incorporate their personal experiences and intellect with empathy and understanding for all stakeholders to develop human-centered products or services.

 **THRIVING IN UNCERTAINTY**

THRIVING IN UNCERTAINTY
The unknowns and limitations of a problem, especially wicked problems, offer engineers opportunities to be creative in developing innovative and practical solutions.



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PROTOTYPING IDEAS



PROTOTYPING IDEAS

After generating ideas and gathering information about a problem, the rapid and rough creation of models and sketches (prototypes) inspire engineers to visualize options and inform possible solutions.

ITERATING OPTIONS



ITERATING OPTIONS

Engineers test many versions of their prototypes as they develop, implement, and evaluate possible solutions - which over time improves their understanding of the problem.



REFLECTING FREQUENTLY



REFLECTING FREQUENTLY

Assessing and talking through iteration cycle outcomes allows engineers to simultaneously and repeatedly define and refine both their understanding of the problem and ideas for solutions.

Start exploring at TeachEngineering.org



Find us on social media!



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EnergyRight®

TVA Energy Uplift Program at Rose Hill

Rose Hill School is participating in the TVA Energy Uplift Program for the 2023-2024 school year! Our goal this year is to decrease our energy consumption by 5% by the end of this school year. Throughout the school year, we will be sharing energy-saving strategies and progress towards our goals with our Raider families and scholars. Please see below to view the Energy Saving Checklist scholars and teachers are following this school year!



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<u>Daily</u>	
	Close doors, windows and blinds/shades.
	Turn off lights, ceiling fans and decorations.
	Turn off TVs, radios, DVD players, etc.
	Turn off computers, monitors, speakers and printers.
	Turn off document cameras (Elmo), overheads, and projectors.
	Turn off interactive whiteboards (SMART board, Promethean/Vizio boards).
	Turn off lamps and personal appliances (coffee makers, fans, space heaters, etc)
	Turn off bathroom exhaust fan.

<u>Short Breaks</u> (<u>extended weekends, ie. Labor Day, Veteran's Day, MLK Jr. Day, President's Day, Good Friday</u>)	
	Unplug TVs, radios, DVD players, etc.
	Unplug computers, monitors, speakers and printers.
	Unplug document cameras, projectors and interactive whiteboards.
	Unplug personal appliances (coffee makers, fans, space heaters, etc).
	Unplug lamps (floor, desk, etc), air fresheners and decorations (such as string lights).
	Unplug chargers (cellphones, laptops, etc).
	Unplug electric pencil sharpeners and staplers.

<u>Extended Breaks</u> (<u>fall break, Thanksgiving, Christmas, spring break, summer break</u>)	
	Unplug clocks.
	Empty, defrost and unplug personal refrigerators.
	Remove perishable items from the classroom.



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build community partnerships!

Throughout the school year, teachers will be building problem and project-based learning units that are aligned to the standards and compliment the curriculum, and these units depend upon resources and expertise from community partners. Learning becomes real and authentic when students can hear from someone in "the field" to help them solve their problem! We also would love to have partners who are in different businesses or industries to come out and visit the school for schoolwide events and our monthly Career Fridays. If this sounds like you or someone you know, please fill out the form below.



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Greetings Rose Hill Raider families! We are collecting contact information for parents who are owners of businesses or managers of a business. We will share the information with all parents so that our Rose Hill family can support one another's businesses! We would also like for you to serve as a vendor at our school Career Fair. More information regarding our Career Fair is forthcoming. Please list your information below to be added to the published list.

rtclark@jmcss.org [Switch account](#)



Not shared

* Indicates required question

What is your first and last name? *

Your answer

What is your business's name? *

Your answer

Describe your business (where is it located, what is manufactured/what services are offered, etc). *

Your answer

What is your email? *

Your answer



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Your answer



What grade(s) are your scholars in? *

Your answer



Updates in Athletics



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2023-2024 FOOTBALL SCHEDULE



ROSE HILL AT HALLS 08/15/23

TCA AT ROSE HILL 08/17/23

WEST BEMIS AT ROSE HILL 08/31/23

ROSE HILL AT OAK HILL 09/07/23

JCM AT ROSE HILL 09/14/23

ROSE HILL AT NORTHEAST 9/21/23

SCOTTS HILL AT ROSE HILL 09/28/23

ROSE HILL AT NORTH PARKWAY 10/05/23

**ALL GAMES
START AT 6:30 PM**

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