

Thomasville City Schools  
Harper Elementary School  
520 Fletcher Street  
Thomasville, Georgia 31792  
Phone: 229-225-2622 ■ Fax: 229-225-2692

2014 - 2015

# STUDENT - PARENT HANDBOOK



School Theme

# Soaring to Success

Catherine Swain  
Principal

Vanessa Singley  
Literacy Coach

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*“Five Schools – One Mission: Opening Windows of Opportunity for World Class Leaders”*

**404 North Broad Street, Floor 3  
Thomasville, Georgia 31792 • 229-225-2600**

**BOARD OF EDUCATION**

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Susan Woodham	Director of School Nutrition
Denny Blake	Student Services Specialist
Leroy Ryals, Jr.	Director of Athletics

**MISSION STATEMENT**

**The mission of Thomasville City Schools is to ensure a safe, orderly climate in which quality educational experiences maximize the individual potential of all learners. Our learning organization will produce problem solvers, life-long learners and productive members of our local and global communities.**

*The Thomasville City School System does not discriminate in education and activities or in employment on the basis of race, national origin, sex, disability, or veteran’s status.*



## 2014 – 2015 System Calendar

Event	Day(s) of the Week	Date
Preplanning	Tuesday – Friday	July 29 - August 1, 2014
First Day for Students	Monday	August 4, 2014
Labor Day Holiday	Monday	September 1, 2014
Fall Break	Monday – Friday	October 6-10, 2014
Teacher Workday/Student Holiday	Monday	October 13, 2014
<b>FIRST-NINE WEEKS: 44 DAYS</b>		
First Day of Second-Nine Weeks	Tuesday	October 14, 2014
Thanksgiving Holidays	Monday – Friday	November 24-28, 2014
<b>Teacher Furlough Days</b>		<i>November 24-25, 2014</i>
Winter Holidays	Monday – Friday	December 22, 2014 – January 2, 2015
<b>SECOND-NINE WEEKS: 43 DAYS</b>		
Teacher Workday/Student Holiday	Monday	January 5, 2015
<b>Teacher Furlough Day</b>		<i>January 5, 2015</i>
First Day of Third-Nine Weeks	Tuesday	January 6, 2015
Martin Luther King, Jr. Holiday	Monday	January 19, 2015
Student/Teacher Holiday	Friday	March 13, 2015
<b>THIRD-NINE WEEKS: 47 DAYS</b>		
Teacher Workday /Student Holiday	Monday	March 16, 2015
First Day of Fourth-Nine Weeks	Tuesday	March 17, 2015
Spring Break	Monday – Friday	April 6-10, 2015
Last Day for Students	Friday	May 22, 2015
Report Cards Issued	Friday	May 22, 2015
<b>FOURTH-NINE WEEKS: 44 DAYS</b>		
Memorial Day Holiday	Monday	May 25
<b>Teacher Furlough Day</b>		<i>May 25, 2015</i>
Post-planning Days	Tuesday – Wednesday	May 26-28, 2015

*Eleven and twelve-month employee's furlough days are noted on the detailed system calendar.*

# From the Principal

TO: HES Parents/Guardians  
 FROM: Catherine Swain  
 DATE: August 4, 2014



Welcome back to the start of a new school year at **Harper Elementary, the Best School in Thomasville**. The Eagles are perched and ready to soar to what promises to be an exciting journey of discovery and learning. As principal, I am extremely excited about returning for another GREAT year and look forward to working with each of you. It is important to me that everyone who steps through our doors - staff, students and parents - are excited to be here! The staff and I are committed to challenging each student intellectually, growing them socially, and guiding them toward becoming independent thinkers and problem solvers.

Last year, we took flight with several new changes in education. This school year, the staff and I are eagerly anticipating **"Soaring to Success"** at a higher level of accomplishment academically with the continued implementation of the new federal/state academic guidelines for achieving adequate yearly progress, a new state curriculum and the Governor's new reading program. Harper's faculty and staff will continue to work diligently with our students and parents to provide a safe, nurturing, supportive, learning environment. Through our strong home-school partnership, we will continue to engage students in academic experiences that are both rigorous and relevant. Additionally, our goal is to help students develop a sense of responsibility for their actions with regards to behavior in order to build strong character and citizenship.

Once again, thank you for entrusting Harper Elementary with the very important task of educating your child(ren). I welcome everyone to a new year of learning, growing and achieving as we "soar to new heights". If you have any questions or concerns, please contact your child's teacher or me at 229-225-2622. *An OPEN DOOR policy is always in effect at Harper.*

Respectfully,

**Catherine Swain**

Catherine Swain  
 Principal

Harper Elementary School

# Parent Handbook Acknowledgement

*(Please sign and return this form to your child's teacher.)*

## Student - Parent Agreement

In order to provide the most effective communication to parents regarding policies, procedures and services for your child, pertinent information is presented in this **STUDENT/PARENT HANDBOOK**. Our desire is to involve parents in the education of their children. We want parents to understand the daily operations and activities of the school and the expected behavior for their child(ren) while they are at school, attending a school function or are in route to a school-related function.

Your signature below indicates that you will review the **Student Handbook** and understand its contents. Should you have any questions or concerns, please contact the office at 225-2622 for an appointment with the principal or the principal's designee.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Thomasville City Schools Code of Conduct

All Students **MUST** comply with the disciplinary policies and procedures that are printed in the Thomasville City School System Code of Conduct Handbook. A copy of these policies and procedures is included in this handbook for you to review.



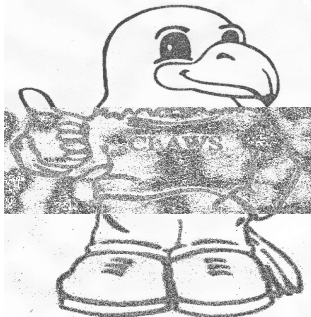
# 2014 - 1015 School-Parent Compact

## Teachers, Parents, Students - Together for Success!

*Harper Elementary School, students participating in the Title I Program, and their families, agree that this compact outlines how the students, the parents, and the entire school staff will share the responsibility for improved student academic achievement as well as describes how school and parents will build and develop a partnership that will help children achieve and/or exceed the State's standards high standards.*

### School Improvement Goals

1.  
*Attain high academic achievement in all content areas for all students.*
  
2.  
*Increase parental involvement by five percent.*
  
3.  
*Increase health, nutrition and physical education opportunities for all students through the school nutrition program and health/physical education classes as mandated by Georgia state law.*



### The STUDENT Pledge

As a student, I will:

Come to school with a positive attitude each day ready to learn. ● Show respect for all adults, my peers and myself. ● Follow school and classroom rules everyday in all school settings. ● Attend school daily and arrive on time. ● Read every night at home for at least 20 minutes.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

### The PARENT Pledge

As a parent, I will:

Make sure my child(ren) attends school every day and arrives on time. ● Communicate regularly with my child's teacher(s) about his/her progress. ● Work with my child to complete all homework assignments. ● Attend parent conferences and other school-related activities.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

### The SCHOOL Pledge

As a School, we will:

Demonstrate professional behavior and a positive attitude at all times by modeling appropriate behavior and respect. ● Teach meaningful, challenging lessons that promote improved student achievement. ● Motivate students as they strive for the highest standards of performance. ● Provide a warm, safe and caring learning environment.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**Catherine Swain, Principal**



## Harper Elementary School 2014-2015 Abbreviated Calendar

**July 29 – August 1** Pre-Planning for Teachers

### August

- 4 First Day of School for Students
- 11 First Day: 1<sup>st</sup> AR Goal Period
- 11-15 STAR Test Week
- 12 Papa John’s Pizza Day
- 14 Pre-K Parent Orientation @ 6:00 p.m.
- 18 – 22 DIBELS: Fall Administration (Grades K – 5)
- 28 Annual Title I Meeting @ 6:00 p.m.

### September

- 2 Papa John’s Pizza Day
- 4 Grandparents’ Day Luncheon: Grades PreK-1  
Open House: Grades K-5 @ 6:00 p.m.
- 5 Grandparents’ Day Luncheon: Grades 2-5  
Midterm Reports Issued
- 8 School Council Meeting @ 12:00 noon
- 11 First Day: 2<sup>nd</sup> AR Goal Period
- 16 Fall Portrait Day
- 19 World’s Finest Fall Fundraiser Kickoff @ 2:00 p.m.
- 25 Parent Engagement Night @ 6:00 p.m.



### October

- 6 – 10 Fall Break
- 13 Student Holiday/Teacher Workday
- 14 First Day – Second Nine Weeks  
Papa John’s Pizza Day
- 17 Report Cards Issued  
First Day: 3<sup>rd</sup> AR Goal Period
- 21 Fall Portrait Re-take Day
- 24 Parent Engagement Night @ 6:00 p.m.
- 30 Student Recognition Programs – First Nine Weeks

### November

- 4 Papa John’s Pizza Day
- 7 Play Day with Dad (PreK)
- 10 School Council Meeting @ 12:00 noon
- 14 Midterm Reports Issued  
\$1 Book Sale
- 17 First Day: 4<sup>th</sup> AR Goal Period
- 20 Parent Engagement Night @ 6:00 p.m.
- 24 – 28 Thanksgiving Holiday







# Harper Elementary School 2014-2015 Abbreviated Calendar (continued)

## December

- 2 Papa John's Pizza Day
- 9 – 16 Santa's Shoppe
- 16 Holiday Program @ 6:00 p.m.
- 22 – 31 Winter Holiday

## January 2014

- 1 – 2 Winter Holidays
- 5 Student Holiday/Teacher Workday
- 6 First Day – Third Nine Weeks  
First Day: 5<sup>th</sup> AR Goal Period  
Papa John's Pizza Day
- 9 Report Cards Issued
- 12 School Council Meeting @ 12:00 noon
- 12 – 16 DIBELS: Winter Administration (Grades K – 5)
- 19 Martin Luther King, Jr. Holiday
- 22 Student Recognition Programs – Second Nine Weeks
- 29 Parent Engagement Night @ 6:00 p.m.
- 30 Donuts for Dad (Pre-K & KDG)



## February

- 3 Papa John's Pizza Day
- 5 First Day: 6<sup>th</sup> AR Goal Period
- 6 Midterm Reports Issued
- 19 Annual Black History Program @ 6:00 p.m.
- 27 Muffins for Mom (Pre-K & KDG)

## March

- 3 Papa John's Pizza Day
- 4 Georgia Writing Assessment: Grade 5
- 5 First Day: 7<sup>th</sup> AR Goal Period
- 6 \$1 Book Sale
- 9 School Council Meeting @ 12:00 noon
- 12 Class Portraits
- 13 Student/Teacher Holiday
- 16 Student Holiday/Teacher Workday
- 16 – 27 Georgia Writing Assessment: Grade 3 Assessment
- 17 First Day – Fourth Nine Weeks
- 20 Report Cards Issued
- World's Finest Spring Fundraiser Kickoff @ 2:00 p.m.
- 27 Student Recognition Programs – Third Nine Weeks





# Harper Elementary School 2014 - 2015 Abbreviated Calendar (continued)

## April

1	Field Day: Pre-K
2	Field Day: Grades K – 2
3	Field Day: Grades 3 – 5
6 – 10	Spring Break
13	First Day: 8 <sup>th</sup> AR Goal Period
14	Papa John’s Pizza Day
21	School Council Meeting @ 12:00 noon
21 – May 12	CRCT/Instructional Assessments Administration
24	Midterm Reports Issued

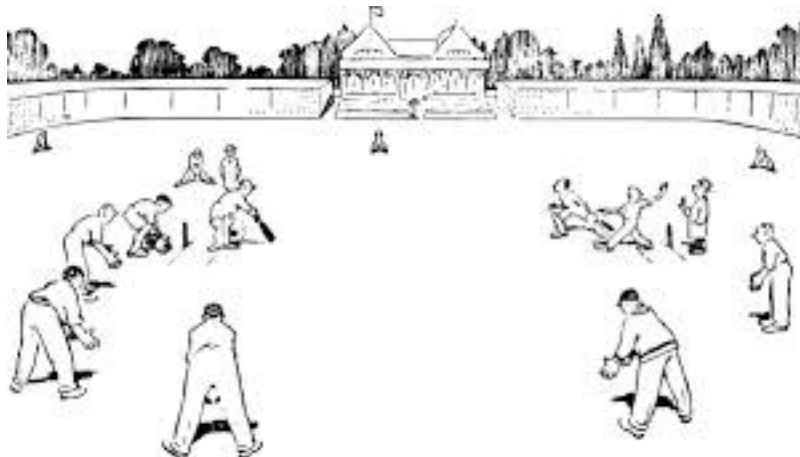


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## May

4 – 8	DIBELS: Spring Administration (Grades K – 5)
5	Papa John’s Pizza Day
11 – 15	Scholastic Book Fair
19	Student Recognition Programs – Grades 1 and 2 @ 1:00 p.m.
20	Student Recognition Programs – Grades 3 and 4 @ 1:00 p.m.
21	Kindergarten Progression Exercise @ 10:00 a.m.
22	Fifth Grade Progression Exercise @ 10:00 a.m.
	Last Day of School for Students
	Report Cards Issued

*“Education is like a baseball game. It needs all its players:  
student, parent, teacher, and community.”*





## Certified Staff Assignments 2014 - 2015

*Mrs. Vanessa Singley*  
Literacy Coach

### **Pre-Kindergarten**

Mrs. Debbie Carraway  
Mrs. Shirley Reese  
Mrs. Beverly Reynolds (4 yr. olds)

### **Kindergarten**

Mrs. Monica Austin  
Ms. Ondrya DeVane  
Mrs. Amy Elwell  
Miss Kameon Hadley

### **First Grade**

Mrs. Keyante' Braswell  
Miss Raquel Lundy  
Mrs. Zondra Singleton

### **Second Grade**

Mrs. Kelly Ellis  
Mrs. Kiara Jones  
Mrs. Lisa Lyons

### **Third Grade**

Dr. April Tetteh  
Miss Emma Yale  
Ms. Kimberly Williams

### **Fourth Grade**

Mrs. Venus Mitchell  
Mrs. Melinda Samuel  
Ms. Zana Spell

### **Fifth Grade**

Miss Darah English  
Mrs. Mamie Linton  
Ms. Pamela Ross

### **Early Intervention Program**

Mrs. Monica Abrams (Grades 3-5)

### **EIP/Pre-K Parent Resource Coordinator**

Mrs. Tracy House (Grades 1-3)

### **Media Specialist**

Mrs. Michele Sedam

### **Physical Education**

Mrs. Rosanna Thompson

### **Special Education**

Mrs. Holly Allan – Special Education  
Mrs. Julia Bailey – Special Education  
Mrs. Amelia Parker – Speech Pathologist (Grades Pre-K-5)

### **Guidance Counselor**

Ms. Unetkia Sales

### **Support Staff**

Mr. William Buechner – Music  
Mrs. Cortni Groover - Art  
Mrs. Kristen Walker – Band  
Mrs. Sally Hernandez – Strings

# Classified Staff Assignments 2014 - 2015

## Paraprofessionals: Pre-Kindergarten

Mrs. Cynthia Dawson  
Mrs. DeAngela Higdon-Lewis  
Ms. Hazel Harris  
Mrs. Kay Stephens

## Paraprofessionals: Kindergarten

Ms. Marquita Haywood  
Ms. Tracie Larkin  
Mrs. Audrey Robinson  
Mrs. Darlene Webb

## Paraprofessionals: Special Education

Mrs. Nicole Copeland  
Mrs. Rosemary Weston  
Mrs. Anita Williams  
Ms. Pamela Williams

## Paraprofessionals: Support Staff

Mrs. Katrina Revels – Computer Lab  
Miss Maggie Scruggs – Media Center  
Ms. Peggie Williams – Timeout Room

## Administrative Assistants

Miss Terrlyn Brown  
Mrs. Maria Flanders

## School Nurse

Mrs. Robin Cook

## Maintenance

Mr. Jim Dortch

## Custodial Staff

Mr. Andre' Sanders

## Nutrition Staff

Mr. Kenneth Cody, Manager  
Ms. Diane Cannon  
Ms. Tina Clark  
Ms. Fannie Giddens  
Ms. Marie Marable  
Ms. Deidra Singletary



# The Principles of CLAWS



## Children Learn A Winning Spirit

All students who attend Harper School are expected to practice the four principles of **CLAWS** while they are at school. These rules are as follows:

- Do the right thing.
- Treat others the way you want to be treated.
- Be responsible.
- Learn something new everyday.

# Special Information Section

for

## Parents of Pre-K Students



It is very important for parents/guardians of Pre-Kindergarten students to read the entire handbook; however, special rules and policies for our Pre-K Program are carefully explained on **pages 14–16**. Because your child is a student, you are agreeing to uphold all of the following rules and policies. If you have any questions or concerns, please speak with your child’s teacher. We are here to provide the best learning experiences for each and every student.

*Once you have read the entire handbook, please sign and return the **Parent Handbook Acknowledgement Form** and **School-Parent Compact** located on **pages 6-7** of this handbook to your child’s teacher.*

## MANDATORY PARENT CONFERENCES

**Parent meetings and two mandatory conferences are scheduled throughout the school year.** As a parent or guardian, you must agree to attend the meetings and conferences to support your child's progress at Harper Elementary.

### ARRIVAL

The school day begins at 7:40 A.M.; however, there is an early morning drop-off for students beginning at 7:15 A.M.



### DISMISSAL

**Pre-Kindergarten students will be dismissed at 2:45 P.M.** All students must be picked up before 3:10 P.M. Please be aware the dismissal time for students in grades K-5 is 3:00 p.m.

### EARLY DISMISSAL

If a student must leave from school early, he or she may be picked up by a parent, guardian, or designated adult only. You must **first** go to the school office and sign out the child.

Please remember the names you put on the approved pick-up list for your child. These will be the only people your child is allowed to leave campus with. Also, please let all designated adults know they will need to have a form of picture identification ready to show in the office. You should always keep the teacher and the assistant teacher informed of any changes to your child's pick-up arrangement in writing. In case of an emergency, you should phone the teacher.

### TARDINESS

**DO NOT DROP YOUR CHILD OFF BY HIMSELF/HERSELF AT SCHOOL!** Students who arrive after 8:00 A.M. must be escorted into the building by an adult. NO Exceptions!

- Students who come in after 8:15 A.M. are marked tardy. *If your child is tardy to school, you must sign him/her in at the office and walk your child to the classroom.*
- Chronic tardiness is defined as late arrival or early departure more than once per week. *Students who are late or leave early for 10 consecutive days without medical or other reasonable explanation may be removed from the roster.*

#### **The following actions will be taken after 2 unexcused tardies:**

1. The teacher will contact the parent/guardian regarding the tardy. If there is not satisfactory resolution, then...
2. There will be a parent conference called to discuss the tardy issue. If there is not satisfactory resolution, then...
3. There is a referral to the Resource Coordinator or Principal. After this step with no satisfactory resolution, then...
4. There will be a referral to the School Social Worker/Student Service Director.

If a child has been excessively absent or tardy due to personal illness, the parent/guardian must provide the school with a written statement from his/her physician to confirm a chronic medical condition. Patterns of unexcused absences or tardies will be referred to the Student Services Department at the Board of Education's Central Office. This referral may result in an additional referral to the District Attorney's office for further action.

## STUDENT PERSONAL INFORMATION

Please inform the school immediately of any changes in your child’s personal information, such as change of address and phone numbers (work and home), changes in guardianship, or changes in other important information. **It is very important that our records are kept up to date.**

The school **must** have current telephone numbers (work and home) for each child in case you need to be contacted during the school day. Please provide school personnel with at least three emergency numbers who can be contacted in case you cannot be reached. It is the parent/guardian’s responsibility to inform the teacher and/or office of any changes in telephone number.

## STUDENT ENROLLMENT

Parents/guardians must provide the school with copies of the documents listed below. All documents must be on file for your child to remain in the Pre-K Program.

- a. Certified Birth Certificate (Proof of Age)
- b. Social Security Card
- c. Immunization Certificate: GA Form 3231 (within 30 days of entry)
- d. Certificate of Ear, Eye, and Dental Examination: GA Form 3300 (within 90 days of entry)
- e. Georgia Residency Documentation. **Examples of Proof of Residency include:**
  - Current lease / mortgage statement
  - Property tax notice
  - Letter from shelter
  - Letter from employer if employer provides housing
  - Homeowner’s insurance bill
  - Current PeachCare eligibility documents
  - Current vehicle registration form
  - Any utility bill listing the residence as the service address



*If a student’s family is living with someone else, parents should provide a notarized affidavit from the property’s owner’s proof of residence, which could include any items listed above.*

# PRE-K DISCIPLINE PROGRAM

*I Can Problem Solve (ICPS)* is the discipline program used with Pre-K students.

### GOAL

**To teach children thinking skills that can be used to help resolve or prevent conflict**

**Foci: Teach children how to think, not what to think**

- Guides children to think for themselves
- Teaches children how to evaluate their own ideas
- Encourages children to come up with many solutions to problems

**Content: Pre-Problem Solving Skills**

- Learning a problem-solving vocabulary
- Identifying one’s own and other’s feelings
- Considering other people’s points of view
- Learning cause and effect





**Problem-Solving Skills:**

- Thinking of more than one solution
- Considering consequences
- Deciding which solution to choose

**Method: Teaches skills through the use of games, stories, puppets, and role-playing:**

- Guide the use of skills in real-life situations
- Integrates ideas into other cognitive skills
- Includes parent participation

**Benefits: For Children:**

- Fun for children-presents lessons in game form
- Builds self-confidence
- Builds listening skills
- Encourages generation of alternative solutions
- Provides skills to handle new problems
- Facilitates social interaction among peers
- Teaches skills applicable to other situations
- Increases sensitivity to others, sharing, and caring
- Increases independence
- Increases ability to wait
- Increases ability to cope with frustration
- Decreases impulsivity
- Decreases social withdrawal



Being able to follow the rules and understand consequences are vital parts of education. Learning how to live and work together enhances a child’s positive self-image. Every effort is made to catch a child exhibiting good behavior. Good behaviors are praised and encouraged. The children are always told how special they are and how much they are loved. We affirm that they are acceptable, but sometimes their behavior is not.

When an inappropriate behavior occurs, positive steps will be taken to assist the child in gaining control of his behavior. If the inappropriate behavior continues, or is severe, contact will be made with the parent or guardian. Parents or guardians are expected to respond promptly to any communication from the school. We expect parents or guardians to be very involved with efforts to manage behavior.

**Students are expected to...**

- **Be kind to others.**
- **Listen and follow directions.**
- **Show respect for others and property.**



### MISSION STATEMENT

The mission of J. K. Harper Elementary School is to provide a quality education that promotes lifelong learning for each student.

### PHILOSOPHY

Harper Elementary School believes that educating students for responsible citizenship is necessary for preserving democracy. We believe that in a democratic society a person must value his country and what it stands for, understand what it means to be a responsible citizen, and have the fundamental skills necessary to participate in the society.

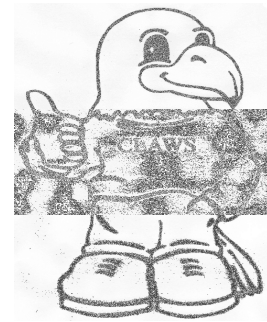
Harper Elementary School believes that all students are capable of learning what is needed to be productive citizens of these United States. We recognize that students have individual differences and unique needs which must be addressed. We believe that students learn best in a structured orderly environment.

Harper Elementary School further believes that the education of the child is the responsibility of the school with the support of the parents. Parent participation and positive attitudes toward the school and parent support of the program are necessary for success.

### BELIEF STATEMENTS

The students at Harper Elementary School will...

1. **C**ommit to always try to do their best.
2. **L**earn basic and critical thinking skills.
3. **A**ccept personal responsibility for their behavior.
4. **W**ork together to become problem solvers.
5. **S**et personal goals and strive to achieve them.



**Harper Elementary, the school where  
“Children Learn A Winning Spirit.”**

### SCHOOL IMPROVEMENT GOALS

1. To attain high academic achievement in all content areas for students.
2. To increase parental involvement by five percent; and
3. To increase health, nutrition, and physical education opportunities for all students through the school nutrition program and health/physical education classes as mandated by Georgia state law.

### SCHOOL TRADITIONS

School Mascot .....Eagle  
 School Colors .....Red & Gold

## ELEMENTARY SECONDARY EDUCATIONAL ACT (ESEA)

In compliance with the requirements of the Elementary Secondary Educational Act, the Thomasville City Board of Education informs parents that they may request information about the professional qualifications of their student’s teacher(s). The following information may be requested:

1. Whether the teacher has met the Georgia Professional Standards Commission requirement for certification for the grade level and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
3. The college major and any graduate certification or degree held by the teacher;
4. Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If you wish to request information concerning your child’s teacher’s qualification, please contact the principal.



### PARTNERS IN EDUCATION

Bethany Congregational Church	H & H Engraving, Inc.	Kiwanis Club International
Boys & Girls Club	McDonald’s	Thomasville Police Department
First United Methodist Church	Pizza Hut	Thomasville National Bank
Papa John’s Pizza	Alpha Kappa Alpha Sorority	Taco Bell
Bishop Hall Charter School	Harvey’s Supermarket	Applebee’s
Greater Love Baptist Church	Reverend James Bouyer	Wal-Mart Supercenter

### SCHOOL VISITORS

The faculty and staff at Harper welcome parents, guardians, and other interested members of the community to visit the school. Visitors are requested to “sign in” in the school office and receive a visitor’s pass upon first entering the building. **Please do not go directly to your child’s room.** Meeting with teacher(s) should occur before 8:00 a.m. or after 3:10 p.m. or during their planning time by appointment through the school office.

### SCHOOL HOURS

**Parent and student cooperation is requested in observing the daily school schedule.**

7:20 a.m.	• Cafeteria opens for breakfast
7:55 a.m.	• Breakfast ends for students in grades K-5
8:00 a.m.	• Instructional day begins for students in grades K-5
8:00 a.m.	• Breakfast begins for PreK and SWDs
8:15 a.m.	• “Tardy Bell” rings to signify that a student is late for class
10:30 a.m.	• Lunch begins
1:15 p.m.	• Lunch ends
2:50 p.m.	• Dismissal for students in grades K-2
3:00 p.m.	• Dismissal for Students in grades 3-5



All students are encouraged to arrive at school no later than 7:50 a.m. and should be picked up between 3:00 p.m. and 3:30 p.m. **SUPERVISION IS NOT PROVIDED FOR STUDENTS IN GRADES K-5 WHO ARRIVE BEFORE 7:20 A.M. OR REMAIN LATER THAN 3:30 P.M.**



## TARDINESS

Tardiness interrupts your child’s instructional time. A note should accompany your child to explain the reason for his/her tardiness. Any student who arrives after the beginning of the school day (8:15 a.m.) is considered to be tardy and must check in at the office. **Students with regular tardiness will be reported to the Student Services Department at the Board of Education’s Central Office.**

## APPOINTMENTS (Medical)

Doctor and dental appointments should be scheduled after school hours to avoid the lost of instructional time. However, if this is not possible, and a parent needs to take a student out of school, the parent or guardian must personally check the student out in the front office. If the student returns to school, the parent or guardian must report to the office to sign the student back in school.

## EARLY SIGN-OUT

**Students should not be checked-out of school between 2:30-3:00 for the following reasons:**

- The constant requests to call students to the office for early check-out during this time period totally disrupts instructional time.
- Students do not have sufficient time to receive homework assignments and/ or other communications that are distributed prior to afternoon dismissal.
- Some classes are transitioning to and from the playground which makes it difficult to honor requests for early check-out in a timely manner.



## MOMENT OF REFLECTION

In compliance with Georgia law, at the opening of school on every school day in each public school classroom, the teacher in charge shall conduct a brief period of quiet reflection for not more than 60 seconds with the participation of all the pupils. This moment of quiet reflection is not intended to be a religious service or exercise but shall be considered an opportunity for a moment of silent reflection on the anticipated activities of the day.

## COMPULSORY ATTENDANCE

Students below the age of 16 years are required by Georgia law to attend school except for occasions of personal illness, death in the family or religious holidays. In addition, **House Bill 984** states that students are allowed up to 5 excused absences per year to visit a military parent on leave. **Students who have been absent must bring a note from a parent/guardian on the day they return to school.** Excused absences are those for personal illness, death in the family or recognized religious holidays.



Parents/guardians will be contacted by telephone or a form letter if a student’s attendance record reflects any of the following:

- 3 unexcused absences
- 5 total absences (combination of excused/ unexcused)
- 6 unexcused tardies
- 8 total tardies (combination of excused/ excused)

If a student has been excessively absent or tardy due to personal illness, the school must have a written statement from his/her physician to confirm a chronic medical condition. Please provide this statement to the Office as soon as possible. In cases of unexcused absences or tardies, the student will be referred to the Student Services Department at the Board of Education’s Central Office. This referral may result in an additional referral to the District Attorney’s office for further action.



## **CBRRT: COMMUNITY-BASED RISK REDUCTION TEAM**

The Thomas County Schools/Thomasville City Schools Attendance Protocol Committee has created a sub-committee called the Community Based Risk Reduction Team (CBRRT) to develop an intervention plan to address those factors which may negatively impact student attendance. Membership includes a representative from each of the following designated agencies: Thomas County Student Services Department, Thomasville City Student Services Department, Thomas County Law Enforcement, Thomasville City Law Enforcement, The Department of Juvenile Justice, Thomas County Department of Family and Children Services, Georgia Pines Community Mental Health/Developmental Disabilities/Alcohol & Drug Service, VASHTI and The Thomas County Assistant District Attorney.

**Each school will provide to the parent, guardian, or other person having control or charge of each child enrolled in public schools a written summary of possible consequences and penalties for failing to comply with compulsory attendance under O.C.G.A. 20-2-690.1.** These statements signed by the parent/guardian, indicating receipt of such written statement for consequences and penalties. Children age ten years or older have also received a signed copy of such written statement regarding possible consequences and penalties. The signed copies are maintained through the school year at the school.

Student attendance will be monitored on a daily basis using our student information management system, PowerSchool. Each school has established a procedure to identify students who are truant, chronically absent or other factors that may constitute educational deprivation. These procedures include attempting to determine the causes of failure to comply with compulsory attendance mandates and addressing the issue with the child and their parents.

It may be determined that a referral to the School Social Worker/Student Services Director is required. The School Social Worker/Student Services Director will conduct a conference with the child and the parent(s), which may also require a home visit. The School Social Worker/Student Services Director will conference with the parent/child to identify barriers to regular attendance and strategies to remove those barriers. Additionally, the School Social Worker/ Student Services Director may contract with the child/parent regarding improved attendance or initiate a referral to community resources.

When the determination has been made that all school-based interventions have been exhausted, the School Social Worker/Student Services Director will make a referral to the Community Based Risk Reduction Team (CBRRT) using the CBRRT Referral Form. CBRRT will schedule a conference with the family and attempt to develop an intervention contract. Upon notification of continued noncompliance with the intervention contract, the Assistant District Attorney will proceed with an educational deprivation petition in Thomas County Juvenile Court or criminal prosecution in Thomas County State Court.



### **TELEPHONE USE**

Use of the telephone by students is limited to emergency calls and school business calls only. Call to bring homework or to ride home with friends, etc., will not be permitted. These matters should be taken care of at home. A note from the student's teacher is required before the telephone may be used.



## CURRICULUM

Georgia joined with 46 other states to develop a set of core standards for kindergarten through high school in English Language Arts and Mathematics. The Common Core Georgia Performance Standards (CCGPS) provide a consistent framework to prepare students for success beyond high school and/or the 21st century workplace.

Students will learn relevant content and knowledge through critical thinking, problem solving modeling and higher-order thinking skills. In addition, students receive instruction in art, music, media, technology, and physical education. Band and Strings also supplement the core instructional program.

Staff members are trained to utilize researched-based strategies, programs, and resources designed to improve student achievement. Some of these programs/resources include Learning-Focused, Differentiated Reading Instruction, SRA Reading Mastery/Corrective Reading, Accelerated Reader Program, Go Math, Number Worlds, DIBELS and iLearn/My Q Math, Istation, and other computer software that supports classroom instruction.

The Guidance/Character Education Program has been established to support positive behavior and good citizenship skills for life. Positive behavior is recognized through the Student of the Month, Eagle Award and the CLAWS Club. For these recognitions, homeroom teachers select students who have demonstrated character traits that are taught each month and who have practiced the principles of CLAWS.

## ACCELERATED READING PROGRAM

All students are expected to participate in the school's Reading Campaign through the Accelerated Reader (AR) Program. The program is designed to manage and track student's independent reading utilizing computer-generated tests. Through the AR Program, teachers monitor a student's book level, reading zone, running average, and reading goal. Parents are encouraged to talk with teachers on a regular basis about their child(ren)'s progress in the AR Program.

Each nine-week, students will be recognized for their participation and achievement in the AR Program in the following areas:

- Most books read (Grades 1-2)
- Most points earned
- Most chapter books read (Grades 3-5)
- Highest class average (85-93%)

**A basic prerequisite for all students in grades 1-5 is an average percent correct between 85 – 92 percent.**

*The guidelines for each grade level are as follows:*

- In grades 1 and 2, students are expected to read a minimum of 80 half-point AR books within their reading zone. (20 books each 9-weeks)
- In grade 3, students are expected to read independently a minimum of 80 books in combinations of half, one or more points. **At least 25% should be one or more points books.**
- In grades 4-5, students are expected to read independently a minimum of 80 books in combinations of half, one or more points. **At least 50% should be one or more points books.**



## TEXTBOOKS

Textbooks are very expensive. Students are expected to cover and properly care for textbooks that are assigned to them. State law requires students to pay for lost or damaged textbooks before they can be issued a replacement. Fines for damaged or lost books are based on the current replacement cost. Report cards are held at the end of the school year for students with outstanding fees.

## PARENT-TEACHER CONFERENCES

Conferences may be arranged through the office or by a note to the appropriate teacher. Conferences should be scheduled before school, after school, or during a teacher’s planning period. Please refer to the common planning schedule for these times.



Grade	Planning Time	Grade	Planning Time
Third	8:15 – 9:00	Fifth	11:15 – 12:00
First	9:15 – 10:00	Fourth	1:00 – 1:45
Second	10:15 – 11:00	Kindergarten	1:50 – 2:35

*Please notify the Office if you wish to visit your child’s classroom.*

**The school administration encourages parents to take an active role in their child’s education; however, we ask that you....**

**DO NOT INTERRUPT INSTRUCTIONAL TIME.**

## HOMEWORK POLICY

Homework is assigned regularly, is reasonable and meaningful, and reflects the objectives of the instructional program. It builds character, sharpens skills, and involves parents. All homework assignments are expected to be completed at home. Grades will not necessarily be given for each assignment, but completion or non-completion will be recorded. Continual neglect of homework assignments will require parent notification. When students are absent, parents may phone the school and request that assignments be sent to the office to be picked up at the end of the school day.

Students will receive a homework notebook (agenda) listing assignments. Parents should provide a space and quiet time for their children to complete the homework each night. Remember, parents and children should also read together regularly.

## GRADING POLICY

Thomasville City Schools operate on a nine-weeks reporting system. Midterm reports are issued half way through each grading period. Report cards will be issued to students at the close of each nine-week grading period. Both reports will contain academic and conduct grades. Attendance will be reported on the student’s report card. All reports must be signed by the parent/guardian and returned to the classroom teacher the day after it is issued.

The grading system for our school system is as follows:

**Kindergarten**

- MS = Meets Standards
- PR = In Progress of Meeting Standards
- ND = Not Demonstrated

**Grades 1-2**

- S = Satisfactory (100-80)
- N = Needs Improvement (79-70)
- U = Unsatisfactory (Below 70)

**Grades 3-12**

- A = 90-100
- B = 80-89
- C = 70-79
- F = Below 70

Grades of Unsatisfactory (U) or below 70 are considered failing grades.



## PROMOTION AND RETENTION

Promotions are made by classroom teachers at the end of the school year based upon the satisfactory completion of grade-level standards. Students who fail to meet state standards for promotion shall be retained at their current grade level. Georgia law *requires* students to score at grade level in reading on the **third grade** CRCT, and at grade level in reading and math on the **fifth grade** CRCT, in order to be promoted to the next grade level. All students who do not meet state standards on the spring administration of the CRCT will be provided additional instruction during the summer. At the end of the program, students will be given the opportunity to retake the CRCT. Students who fail to meet state standards on the CRCT retest may be retained.



## MEDIA CENTER

The Media Center is open from 8:00 a.m. to 3:30 p.m. daily. These times include 15 minutes before the instructional day begins and 30 minutes after school. The media center operates on a flexible schedule and is available for students and teachers to use. It is always open while school is in session.

Students should take care of library books that are checked out. Return or renew books on time. Quiet and good behavior must be maintained at all times in the media center so as not to disturb people who are there for serious work. Remember, the media center is for everyone. **Report cards will not be issued at the end of the school year until all library books are returned or fines are paid.**



## INTERNET USE

Students and parents are required to sign a letter of agreement for children to use school-based Internet resources. Parents are expected to discuss with their child acceptable standards for on-line behavior.



## AWARDS

At the end of each nine-week grading period, Student Recognition Programs will be held. At this time, various awards are presented to students who excel in various areas such as academics, attendance, and citizenship.

## STUDENT ENROLLMENT

All students enrolling in Thomasville City Schools must present a current, adequate certificate of immunization on Georgia Form #3231, a certified copy of their birth certificate, Georgia Form #3300 which shows they have passed a current dental, vision, and hearing screening, a Social Security card, and documentation of legal guardianship (if applicable).



## STUDENT PERSONAL INFORMATION

During the first week of school, your child's teacher will send home a student information sheet for you to complete. Having this information returned promptly and correctly is of utmost importance. A record of this information is kept in the school office in case you need to be contacted. Please make sure all telephone numbers are accurate and clearly written. Remember to put the name and telephone number of a person who can be contacted in case you cannot be reached.

Please notify the school if you change addresses or telephone numbers during this year. However, we request that parents/guardians update the student information twice a year. It is very important that our records are kept up to date.

## SCHOOL INSURANCE

School insurance is available to all students. Purchase of the insurance is optional. Parents interested in purchasing this insurance for their children should complete the application and return it to the school.



## CLASS PARTIES



Students will have two parties during the school year. These will be before Christmas break and Valentine's Day. Parties will be held the last hour of the school day. We do not celebrate individual birthdays; however, you may send a cookie or cupcake to be eaten at the beginning of recess. Please do not bring any other food items such as drinks, chips, etc.



## WITHDRAWAL OF STUDENTS

The established procedures for withdrawing a child from school are as follows:

1. Notify the office the day of withdrawal from school.
2. Sign a "Release of Information" for student records to be forwarded to the new school.
3. Return all school property.
4. Clear all charges.



### DRESS CODE



During the school day, the primary focus of the student should be to learn. Some clothes that are suitable for wear outside of school are not suitable for wear at school. The age and gender of the child and what is developmentally appropriate will be considered in the enforcement of the dress code.

- No bare midriffs, tank tops, halter-tops (one shoulder out, tube tops) no lower or plunging necklines, spaghetti straps, loose fitting sleeveless tops that do not cover foundation garments. **In grades K-5, all boys are required to tuck in their shirts.**
- No sagging pants or shorts, no low waist pants, low rider pants, pants/shorts with holes. **Boys must wear a belt if pants/shorts have loops.**
- No overly short dresses or shorts. **These clothing must come to the fingertip of the middle finger when the arms are down to the side.**
- Clothing depicting disruptive words, violence, vulgarity, drugs, alcohol, or disrespect for others will not be allowed.
- Hats, scarves, headbands, du-rags, bandanas, or other head coverings are not allowed in the school building.
- Students are expected to **wear appropriate footwear for physical education classes.**

**Any student found in violation of these standards will be sent to the office. Students must call home for a change of clothes or shoes.**



### LOST AND FOUND

Any lost article found at school is taken to the Lost and Found area. Clothing is one of the main items that is not claimed. Write your child's name in sweaters, jackets, caps and lunchboxes for identification in case these items become misplaced. Articles remaining at the end of the school year are donated to a local charity.

### CELL PHONES and OTHER PROHIBITED ITEMS

Problems arise each year because students bring devices to school which disrupt the learning environment or interfere with school procedures in some way. Such items include cell phones, electronic games, MP3 players, toys, cards, etc. **Please note**, if a student is caught with any of these items at school, they will be confiscated. **Cell phones/prohibited items that are confiscated will be returned to a parent/guardian only on the 1st offense. Prohibited items confiscated the second time will be returned at the end of the school year to a parent/guardian.**



Parents are asked to check their children's book bag(s) for such items before they come to school.

### ASBESTOS ABATEMENT PLAN

A copy of the school's current AHERA Management Plan and AHERA Re-inspection form is on file and available for public view at the school board office.

## BUS CONDUCT

School bus transportation for students is a privilege that may be forfeited for inappropriate behavior. A student is to ride the bus to which he or she is assigned. Students will be allowed off the bus only at school or designated locations. The bus monitor is in charge of the bus and its occupants en route to and from school. Students riding the bus must comply with the requests of the bus monitor and all bus regulations of the Thomasville City School System.

**Inappropriate bus behavior will result in a bus referral. Bus consequences are as follows:**

<b>1<sup>st</sup> Referral</b>	Warning; Parent Contact	<b>4<sup>th</sup> Referral</b>	7-day Bus Suspension
<b>2<sup>nd</sup> Referral</b>	3-day Bus Suspension	<b>5<sup>th</sup> Referral</b>	10-day Bus Suspension
<b>3<sup>rd</sup> Referral</b>	5-day Bus Suspension	<b>6<sup>th</sup> Referral</b>	Indefinite Bus Suspension

### Rules and Regulations for Students Transported by Thomasville City Schools

All students riding a public school bus for any reason must comply with the following conduct for students during school hours and at school related functions, in a manner that is appropriate to the age of the student: Students should avoid:

1. Verbal assault of teachers, administrators, and other school personnel;
2. Physical assault or battery of teachers, administrators, and other school personnel;
3. Disrespectful conduct toward teachers, administrators, and other school personnel;
4. Verbal assault of other students;
5. Physical assault or battery of other students;
6. Disrespectful conduct toward other students; and
7. Verbal assault of, physical assault or battery of, and disrespectful conduct toward persons attending school related functions.



**The specific provisions shall include but not be limited to:**

- (A) Students shall be prohibited from acts of physical violence as defined by Code Section 20-3-751.6, bullying as defined by subsection (a) of Code Section 20-3-751.4, physical assault or battery of other persons on the school bus, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior;
- (B) Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones; pagers, audible radios, tape or compact disc players without headphones; or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus; and
- (C) Students shall be prohibited from using mirrors, lasers, flash cameras, or any other reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.
- (D) If a student is found to have engaged in physical acts of violence as defined by Code Section 20-3-751.6, the student shall be subject to the penalties set forth in such Code section. If a student is found to have engaged in bullying as defined by subsection (a) of Code Section 20-3-751.4 or in physical assault or battery of another person on the school bus, the local school board policy shall require a meeting of the parent or guardian of the student and appropriate school district officials to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus. This subsection is not to be construed to limit the instances when a school code of conduct or local board of education may require use of a student bus behavior contract.

## BICYCLES

Bicycles may be ridden to school by students and parked in the proper place. Students should use a chain/lock for their bicycle. Upon entering the school zone, a student must get off his/her bicycle and walk it inside the school area. When leaving school, bicycles must be walked out of the school zone.





## TRAFFIC SAFETY

Parents should not block driveways while waiting to pick up students. **DO NOT ASK YOUR CHILD TO RUN ACROSS A DRIVEWAY TO MEET YOU.** This can be very dangerous, and we are requesting that students not do it. Also, children who walk to school should be encouraged to go directly home upon dismissal from school.

Please help us to prevent the risk of serious injury by carefully adhering to all rules of traffic safety:

- All students should be dropped off and picked up at their designated areas. Please do not put your child in a hazardous situation by dropping him/her off in an unauthorized or unsupervised area. This rule is only intended to prevent serious injury and to ensure the safety of all students.
- **Do not stop to pick up or drop off a child until you have driven to the far end of the pick-up area directly behind the car ahead of you.**
- Students are not permitted to cross the street unless accompanied by an adult. Acknowledge and obey the school safety patrols. Walking students have the right of way.

## EMERGENCY DRILLS

Each year the students at Harper participate in practice tornado and fire drills. The practice of these drills is important to ensure that everyone knows what to do should an emergency situation arise. Below are the procedures that should be followed.

A fire drill shall be held once a month in compliance with the law. The designated routes for evacuation are posted in each classroom. The signal to evacuate the building is a continuous sounding of the bell. Students and staff should remain in the designated area until notification is given to re-enter the building. In case of a tornado warning, students are to walk into the hall, sit against the wall, and cover their heads. The signal for a tornado warning is shorts blasts of the bell.



## SERVICES FOR STUDENTS

### Student Achievement Pyramid of Interventions:

The Student Achievement Pyramid of Interventions represents the process of continually implementing “progress monitoring” and then providing layers of more and more intensive interventions so that students can be successful and progress in their learning. There are four tiers of intervention. **Tier 1** is standards based classroom learning. This is effective instruction that should be happening in all classrooms for all students. **Tier 2** is needs based instruction/learning. This tier describes pre-planned interventions that should be in place for students who are not being sufficiently successful or adequately challenged with Tier 1 interventions alone. These interventions are layered in addition to the Tier 1 instruction that is provided. **Tier 3** is student support team driven instruction/learning. This provides an additional layer of analysis and interventions. The Student Support Team (SST) meets to discuss students who are still not provided the instructional experiences to meet their needs. During this process, the team analyzes the specific needs of the individual student. The team includes the student’s teachers, other personnel, and parents to determine the issues that need to be addressed for the student. **Tier 4** is specially designed instruction/learning and is developed specifically for students who meet the eligibility criteria for special program placement. Tier 4 provides instruction that is targeted and specialized to meet students’ needs. This would include formal gifted education services for students who qualify. It may include special education and related services for eligible students. Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate setting.

**Early Intervention Program (EIP)**

The Early Intervention Program is one of Georgia’s educational initiatives to improve student learning. The primary goal of this program is to offer immediate and direct assistance to help students achieve academic success at their grade level. Students who do not meet grade-level standards on the Criterion Referenced Competency Tests must be served through EIP. Classroom teachers may also determine the eligibility of students for participation in EIP through the EIP checklist. Identified students may receive extra instruction in reading and math through an EIP teacher in a self-contained classroom or a pullout model.

**Counseling**

The counselor works with individual students, small groups, and large groups. Topics discussed through classroom guidance activities include study habits, responsibility, self-esteem, conflict resolution, organizational skills, and bullying.



**Psychological Services:**

There are two full time psychologists employed by the Thomasville City Schools. Psychologists provide direct consultation concerning student learning and behavioral or emotional difficulties, assist with the Pyramid of Interventions, assist in determining eligibility for special education and gifted programs, and also develop in-service programs for the professional staff.

**Special Education Services:**

These services (Tier 4) serve all exceptionalities including intellectual disabilities, specific learning disabilities, emotional/behavior disorders, hearing impaired/deaf, vision impaired/blind, orthopedically impaired, other health impaired, autistic, and speech/language impaired. Services are available for students ages 3 through their 21<sup>st</sup> birthday. Students may need special education services for part of the day or for the whole day based on their needs. Individual Education Programs (IEPs) are developed by a team that consists of the parent, the special education teacher, the regular education teacher, and a representative from the local education agency (Thomasville City Schools). The IEP is reviewed annually to determine if the child is making progress and if he/she continues to meet eligibility for these services.

**Gifted Services:**

These services (Tier 4) are provided for students who have met Gifted eligibility in accordance with the state of Georgia rules and regulations. Services are available for students in kindergarten through 12<sup>th</sup> grade. At the kindergarten and first grade levels, students are served collaboratively. Students remain in the regular education setting to develop the strong foundation in basic reading and math skills. At the second through fifth grade levels, services are provided in a resource setting as well as collaboration in the regular education classroom. All services are in accordance with state approved service models taught by certified gifted instructors and are designed to meet students’ gifted needs.

*Nomination for evaluation for the Gifted Program may be requested by a teacher or parent.*

**504 Plans**

Students who have a disability that significantly impacts learning but does not require special education services may qualify for a 504 plan. This plan is collaboratively developed by a team that can include the parent, teachers, guidance counselor and building administrator. Accommodations are developed to ensure that a child is not discriminated against due to a disability.





## MEDICATION POLICY

Ideally, parents should administer medications at home. However, the Thomasville City School System recognizes that students may not be able to attend school without medication(s) prescribed for the treatment of injuries, illness, or chronic conditions. **All medication that is to be given to students at school must be in the original bottle, labeled properly, and dated.**

Parents or legal guardians who want the school staff to administer the approved non-prescription and prescription medications must complete and sign a copy of the Medication Permission Form that authorizes the school staff to do so. This written permission form will be kept on file by the school staff member who will administer the medication. Forms may be obtained in the nurse's office.

## ILLNESS

If your child becomes ill at school, we will contact you immediately. If we cannot reach you, the emergency contact you have provided will be contacted. **We cannot keep ill children at school.**

## HOSPITAL/HOMEBOUND

If a student is likely to be absent from school for 10 days or more as a result of surgery or a non-communicable disease, she/he may be eligible to participate in the Hospital/Homebound Program. The parents/legal guardian should inform the school as soon as possible.

## MEALS AT SCHOOL

The Thomasville City Board of Education has taken advantage of a program offered for our students called the **Community Eligibility Provision**. Under this program all students in the Thomasville City Schools, with the exception of Jerger Elementary students, will be provided meals during the school day at no charge. This option covers one breakfast and one lunch each school day. Parents will not need to complete a Family Meal Application for this program

Students will still have an individual cafeteria account and enter their student ID number anytime they eat a school meal. Students may purchase a second meal at the standard price listed below for an adult or a visitor meal or purchase extra items from their cafeteria account balance. Money can be applied to student accounts by sending money with the student or thru the on-line program of **PAYPAMS.com**. Parents/guardians may view their child/children's cafeteria balance once parents/guardians have established a Parent Registration thru **PAYPAMS.com**. If parents need assistance with **PAYPAMS** call Denise Wagner at (229)225-2600 ext. 138.

### Meal Prices for Second Student Meals, Adults and Visitors:

	Breakfast	Lunch
<b>Regular Prices</b>	\$0.50	\$1.25
<b>Reduced Prices</b>	\$0.25	\$0.25

### All adults and visitors will be charged as follows:

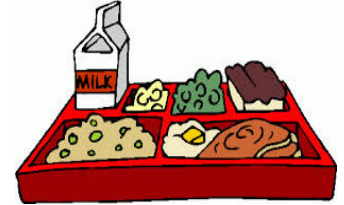
	Breakfast	Lunch
<b>Dine-In</b>	\$1.75	\$3.00
<b>Take-Out</b>	\$2.25	\$3.50



## ELEMENTARY STUDENT CHARGING

**Student Charging, for the reimbursable meal only, cannot exceed \$5.00 for paying students and \$2.50 for reduced-price students.** Students may not charge for any a-la-carte or extra item. Only the reimbursable meals will be allowed for a charge if the students account is in a negative balance or will be so after the charge is made.

*The School Nutrition Program does not give an alternative meal for students who do not have money for lunch.* After charging the allowance listed above, students must bring a meal from home or make adequate payment on the negative balance to stay at or below the \$5 charge limit in order to continue purchasing the meal prepared by School Nutrition. School Nutrition is not allowed to give out free meals for students who do not qualify under the Federal guidelines for the meal eligibility of free.



## PARENT CONCERNS

The Thomasville Board of Education has a policy for the proper channeling of concerns, questions or problems students or parents have involving personnel, instruction, discipline, learning materials or other school matters. Each concern or problem is a personal matter and must be settled on an individual basis. Concerns should come from a parent or guardian about his/her own child.

1. **Step 1: Make an appointment with the teacher.** The parent or guardian and usually the student should talk with the teacher. Most questions, concerns or problems can be answered at this level. If a solution is not found, proceed to Step 2.
2. **Step 2: Make an appointment with the principal.** The principal will decide whether or not the teacher will attend this meeting. If a solution is not found, proceed to Step 3.
3. **Step 3: Make an appointment with the superintendent or her designee.** Discuss the concern with the superintendent or her designee, who will decide whether or not the principal will attend this meeting. If a solution is not found, proceed to Step 4.
4. **Step 4: Request that the superintendent place the matter on the Board of Education Agenda.** The Board recognizes the right of any member of the community to petition the Board for review of a problem as long as the parent has made every effort to resolve the problem at each step.

## PARENT-TEACHER ORGANIZATION (PTO)

The PTO is a vital part of our program. We encourage parents to support the PTO by becoming active members. A successful school needs the services of an active PTO. **PTO dues are \$3.00 per family** and can be paid during the month of August.



## PARENT VOLUNTEERS

Our school appreciates the assistance of the parent volunteers who provide support and services to all areas in the school classrooms, media center, and office. You may phone the school office if you wish to sign up. If you have the time, we have a job for you.



Teacher Recognition  
Reading Volunteer  
Mentor

Classroom Helper  
Book Fair  
Bulletin Boards  
Landscaping

Room Mother  
Tutoring  
Media Center  
Special Projects

**PUBLIC ASSISTANCE AGENCIES**

<b>AGENCY</b>	<b>CONTACT</b>	<b>TELEPHONE</b>
DFACS	Explain your "hardship"	229-225-4005
Salvation Army/Needham House	Lt. Anita Havell	229-226-3772
Red Cross	Terri Jenkins	229-226-2181
St. Thomas Episcopal Church	Father Charles Bennett	229-226-5145
Halcyon Home (Battered Women)	24-Hour Crisis Line	229-226-6666
Kids First Program MH/MR/SA	Carol Cone	229-227-5472
Family & Community Partners	MR/Behavior Case Mgr.	229-605-9823
MIDS (Transportation)		877-247-0914
Food Bank	Maryline Smith	229-226-4277



**PART II**  
**SCHOOL-WIDE DISCIPLINE**

*Harper Elementary School strictly enforces the Georgia Bullying Law.*



**The Georgia Bullying Law (O.C.G.A. 20-2-751.4)**

As used in this Code section, the term "bullying" means an act which occurs on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system, that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
  - a. Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;
  - b. Has the effect of substantially interfering with a student's education;
  - c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
  - d. Has the effect of substantially disrupting the orderly operation of the school.



## **Positive Behavior Interventions and Support (PBIS)**

Positive Behavior Interventions and Support is Harper’s school-wide discipline plan. The purpose of the plan is to teach, support and recognize appropriate student behavior throughout the school in an effort to maintain a safe and orderly environment that is conducive for optimal learning. Core components of Harper’s PBIS Plan include clearly defined student behavior expectations, rules, rewards, consequences and established procedures to improve consistency among school staff and elevate levels of supervision. Responsibilities for students, staff members and school administrators are outlined. The plan also serves as a tool for behavior problem-solving, a method for evaluating the performance of the school-wide discipline plan, and a means of identifying aspects of the plan that need to be improved and/or modified over time.

## **PBIS Mission Statement**

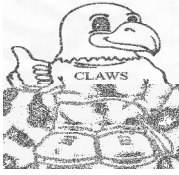
The mission of Harper Elementary School is to use *Positive Behavior Interventions and Support* to teach students how to make appropriate choices to avoid conflicts and accept responsibility for their behavior.

## **Philosophy**

The staff of Harper Elementary School has high expectations for student behavior and strives to develop self-discipline and self-efficacy. We recognize that students have individual differences and unique needs which must be addressed. We believe that students learn best in a structured, orderly environment.

Harper Elementary further believes that the education of the child is the responsibility of the school with the support of the parents. Therefore, students are expected to conduct themselves in a manner which is conducive to learning and in a manner that does not interfere with the teacher’s right to teach or other students’ right to learn. We believe, through self-discipline, students learn to accept responsibility for their decisions and the resulting consequences. Working as a team, all stakeholders can enhance the success of our school.





## Positive Behavior Interventions and Support (PBIS)

### School-wide/Classroom Matrix

<b>Harper's Core Expectations</b>	<b>Do the right thing.</b>	<b>Be responsible.</b>	<b>Treat others the way you want to be treated.</b>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Talk/walk with teacher's permission.</li> <li>• Keep "4" on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions the first time they are given.</li> <li>• Complete daily assignments.</li> <li>• Accept consequences without arguing.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to yourself.</li> <li>• Be an active learner.</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>• Walk at all times.</li> <li>• Remain seated unless permission is given.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and watch for adult supervision.</li> <li>• Remain silent in line and at table unless permission is given to talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Use good table manners.</li> <li>• Clean tables before leaving.</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>• Go directly to your destination.</li> <li>• Remain silent.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a hall pass when going anywhere without an adult.</li> <li>• Keep hands off others, walls and displays.</li> <li>• Adhere to all stop points.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk everywhere silently.</li> <li>• Walk on the right side in a single file line.</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>• Keep facilities clean.</li> <li>• Wash hands after use.</li> </ul>	<ul style="list-style-type: none"> <li>• Be quick and quiet.</li> <li>• Use facilities correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the privacy of others.</li> <li>• Wait your turn.</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>• Enter and exit the building quietly.</li> <li>• Show good sportsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment appropriately.</li> <li>• Report problems/ conflicts to an adult immediately.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to yourself.</li> <li>• Use kind words.</li> </ul>



**THOMASVILLE CITY SCHOOLS**  
**STUDENT CODE OF CONDUCT**

**The Code of Conduct is effective during the following times and in the following places:**

- At school or on school property at any time;
- Off school grounds at any school activity, functions or events and while traveling to and from such events;
- On vehicles provided for student transportation by the school system.

**RULE 00: Continuation of Incident**

An event with multiple incidents for a single action has occurred.

**RULE 1: Alcohol**

Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Students under the influence of alcohol may be included if it results in disciplinary action.

**RULE 2: Arson**

Unlawful and intentional damage or attempted damage to any real or personal property by fire or incendiary devices. (Note: Possession of fireworks or incendiary devices must be reported as "Possession of unapproved items").

**RULE 3: Battery**

Intentional touching or striking of another person to intentionally cause bodily harm. (Note: The key difference between battery and fighting and is that fighting involves mutual participation.).

**RULE 4: Breaking & Entering (Burglary)**

Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft). (Note: The key difference between Trespassing and Breaking & Entering-Burglary is that Trespassing does not include forceful entry into the school building.).

**RULE 5: Computer Trespass**

Use of a school computer for anything other than instructional purposes or unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, or in any way causing the malfunction of the computer, network, program(s) or data.

**RULE 6: Disorderly Conduct**

Any act that substantially disrupts the orderly conduct of a school function, substantially disrupts the orderly learning environment, or poses a threat to the health, safety, and/or welfare of students, staff or others. (Includes disruptive behaviors on school buses).

**STUDENT CODE OF CONDUCT**

(Continued)

**RULE 7: Drugs, Except Alcohol and Tobacco**

Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics; or any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school.

**RULE 8: Fighting**

Mutual participation in a fight involving physical violence where there is no one main offender and an intent to harm (Note: The key difference between fighting and battery is that fighting involves mutual participation.).

**RULE 9: Homicide**

Killing of one human being by another.

**RULE 10: Kidnapping**

The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will.

**RULE 11: Larceny / Theft**

The unlawful taking of property belonging to another person or entity (e.g., school) without threat, violence or bodily harm. (Note: The key difference between larceny/theft and robbery is that the threat of physical harm or actual physical harm is involved in a robbery.).

**RULE 12: Motor Vehicle Theft**

Theft or attempted theft of any motor vehicle.

**RULE 13: Robbery**

The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. (Note: The key difference between robbery and larceny/theft is that the threat of physical harm or actual physical harm is involved in a robbery.).

**RULE 14: Sexual Battery**

Sexual touching of any kind against the person's will or where the victim did not or is incapable of giving consent; touching of private body parts of another person either through human contact or using an object forcibly or against the person's will or where the victim did not or is incapable of giving consent.

**RULE 15: Sexual Harassment**

Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual nature; requests for sexual favors; possession of sexually explicit images; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.

**STUDENT CODE OF CONDUCT**

(Continued)

**RULE 16: Sex Offenses**

Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual.

**RULE 17: Threat / Intimidation**

Any threat through written or verbal language or act which creates a fear of harm and/or conveys a serious expression of intent to harm or violence without displaying a weapon and without subjecting the victim to actual physical attack.

**RULE 18: Tobacco**

Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on transportation to and from school.

**RULE 19: Trespassing**

Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. (Note: The key difference between Trespassing and Breaking & Entering-Burglary is that Trespassing does not include forceful entry into the school building.).

**RULE 20: Vandalism**

The willful and/or malicious destruction, damage, or defacement of public or private property without consent.

**RULE 22: Weapons (Knife)**

The possession, use, or intention to use any type of knife.

**RULE 23: Weapons (Other)**

The possession, use, or intention to use any instrument or object that is used or intended to be used in a manner that may inflict bodily harm (does not include knives or firearms).

**RULE 24: Other Incident for a State-Reported Discipline Action**

Any other discipline incident for which a student is administered corporal punishment, in-school or out-of-school suspension, expelled, suspended from riding the bus, assigned to an alternative school, referred to court or juvenile system authorities, or removed from class at the teacher's request (pursuant to O.C.G.A. 20-2-738).

**RULE 25: Weapons (Handgun)**

Possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand; and any combination of parts from which a firearm described above can be assembled. NOTE: This definition does not apply to items such as toy guns, cap guns, bb guns and pellet gun [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141].

## STUDENT CODE OF CONDUCT

(Continued)

### **RULE 26: Weapons (Rifle/Shotgun)**

The term "rifle" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. The term "shotgun" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger. [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141].

### **RULE 27: Serious Bodily Injury**

The term "serious bodily injury" means bodily injury that involves a substantial risk of death, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

### **RULE 28: Other Firearms**

Firearms other than handguns, rifles, or shotguns as defined in 18 USC 921. Includes any weapon (including started gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. (NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks). [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141].

### **RULE 29: Bullying**

A pattern of behavior, which may include written, verbal, physical acts, or through a computer, computer system, computer network, or other electronic technology occurring on school property, on school vehicles, at designated school bus stops, or at school related functions that is so severe, persistent, or pervasive so as to have the effect of substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm or visibly bodily harm.



### **RULE 30: Other - Attendance Related**

Repeated or excessive unexcused absences or tardies; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions.

## **STUDENT CODE OF CONDUCT**

(Continued)

### **RULE 31: Other - Dress Code Violation**

Violation of school dress code that includes standards for appropriate school attire.

### **RULE 32: Academic Dishonesty**

Receiving or providing unauthorized assistance on classroom projects, assignments or exams.

### **RULE 33: Other - Student Incivility**

Insubordination or disrespect to staff members or other students; includes but is not limited to refusal to follow school staff member instructions, use of vulgar or inappropriate language, and misrepresentation of the truth.

### **RULE 34: Other - Possession of Unapproved Items**

The use or possession of any unauthorized item disruptive to the school environment. (Note: The use of fireworks or incendiary devices must be coded as Arson.).

### **RULE 35: Gang-Related**

Any group of three or more students with a common name or common identifying signs, symbols, tattoos, graffiti, or attire which engage in school disruptive behavior.

### **RULE 36: Repeated Offenses**

Collection of state reportable offenses that occur on multiple school days.

## **SEARCHING STUDENTS**

### **Student Interrogations and Searches Policy JCAB**

Any student may be searched with a duly issued warrant. Any student may be searched without a warrant where there is reasonable suspicion and circumstances make it impractical to secure a warrant. (Example: Where a student is obviously under the influence of drugs, or where school officials have reasonably reliable reports or reasonable suspicion that the student possesses drugs and/or dangerous weapons and the student could get away if the authorities delayed to get a warrant.)

Other conditions under which school authorities would be acting properly in searching a student or his possessions without a warrant are:

- if the student has consented;
- if the contraband item is in plain view;
- if the evidence or contraband is discovered while responding to an emergency;
- if the official has reasonable suspicions to believe the individual is armed and dangerous; and
- in all other circumstances where the school official acts to protect the life and property and health of students, teachers, or other individuals.

## **PARENTS' LIABILITY**

Under House Bill 1450, passed by the 1982 Georgia General Assembly, "parents and guardians of minor children will be liable for their willful or malicious damage to school property up to \$5,000 plus court costs."

## **STUDENT RIGHTS**

A policy manual of the Thomasville City Board of Education listing student rights in disciplinary matters is available in all schools. The Student Discipline Policy includes the right to notification of parents and hearing appeals.

## **SEXUAL MISCONDUCT**

*O.C.G.A. 20-2-751.7 (a) The Professional Standards Commission shall establish a state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.*

### **Student Reporting of Acts of Sexual Abuse or Sexual Misconduct**

- a. Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employees is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.
- b. Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*
- c. Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

**Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.**

## **Annual Notice About Your Rights Under the FAMILY AND EDUCATION RIGHTS AND PRIVACY ACT (FERPA)**

**FERPA gives parents, guardians, and students 18 years of age and older certain rights concerning school records. These rights are listed below.**

1. As a parent or guardian you have a right to review your child's school records, and those persons 18 years and older have a right to review their school records. To review the records, you should give the principal a written request listing the records that you wish to see. The principal must allow you to see the records within 45 days from receiving your request.
2. As a parent or guardian you have the right to request changes in your child's school records if you believe the records to be inaccurate, misleading, or that they violate your privacy rights. If you are a student age 18 years or older, you may also request changes in your record if you believe the records to be inaccurate, misleading, or they violate your privacy rights. To change school records, you must notify the school principal in writing which information you wish changed and why you think it should be changed. If the principal agrees with the request, the records will be changed. If the principal disagrees with the request, a hearing may be requested with the Superintendent.
3. Some of the information in your child's school records are not confidential and may be released without your consent. This information is known as "directory information." Directory information includes the following:
  - full legal name, address, and telephone listing
  - the image or likeness in pictures, videotape, film, or other medium
  - dates of attendance
  - major field of study
  - participation in officially recognized sports and activities
  - height and weight of athletic team members
  - degrees and awards received
  - most recent educational institution attended
  - subsequent educational institution attended
  - academic work intended for publication or display
4. Military recruiters and institutions of higher education are entitled under federal law to a list of names, addresses, and telephone numbers of high school students unless you object to such release.
5. Both parents have a right to see the school records of their child unless there is a certified copy of a court order on file at the school that specifically denies the right to access school records. Copies of school records are available and the school has an option to charge a minimal copying fee. If you have any questions about these rights, please contact the school office.

### **J. K. Harper Elementary School**

520 Fletcher Street      Thomasville, Georgia 31792  
Office: (229) 225-2622      •      Fax: (229) 225-2692



## **Annual Notice About Your Rights Under the PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

**PPRA** affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

• *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

• *Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

• *Inspect*, upon request and before administration or use –

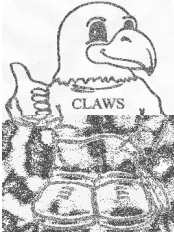
1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

***Parents who believe their rights have been violated may file a complaint with:***

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5920

**If you do not want directory information released, or if you do not want your child to participate in surveys, please complete the form included in this packet and return to your child’s homeroom teacher. This form must be received no later than Friday, August 29, 2014.**



# NONDISCLOSURE OF STUDENT INFORMATION AND SURVEY PARTICIPATION FORM

If you do not want directory information released, or if you do not want your child to participate in surveys, please complete this form and return to your child's teacher.

Name of Student: \_\_\_\_\_

School: \_\_\_\_\_

\_\_\_\_\_ *I refuse permission for the release of any directory information.*

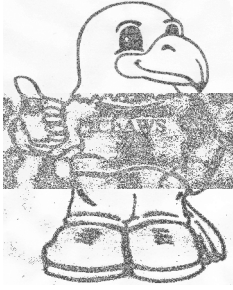
\_\_\_\_\_ *I refuse permission for participation in any surveys.*

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Each school is to keep the original signed form in the student's permanent record folder.

**Director of Student Information System**  
Thomasville City Schools  
404 North Broad Street, Floor 3  
Thomasville, Georgia 31792



## 2014 – 2015 School Parental Involvement Policy

Thomasville City Schools  
**Harper Elementary School**

*Revised: March 24, 2014*

Parental involvement is a key element in the academic success of students. As a result, Harper Elementary recognizes that parents play an integral role in a child's learning. Additionally, their support is critical in our efforts to provide a quality education to enable our students to meet and/or exceed state academic standards. Therefore, we believe a strong collaborative partnership among the school and home is vital for improved academic achievement. School personnel encourage parents to become actively involved in their child's education.

### Part 1: Parental Involvement Expectations

Harper Elementary agrees to implement the following statutory requirements:

1. The school will jointly develop with parents a Parent Involvement Policy that the school and parents/guardians of students enrolled at Harper can agree on.
2. The school will facilitate and implement the Parent Involvement Policy. The Policy is published in the Student/Parent Handbook, which is sent home by each student on the first day of school or upon enrollment into the school. It will also be posted on the school's website.
3. The school will adopt the school's Home-School Compact as a component of its Parent Involvement Policy. The compact outlines the responsibilities of the student, parent, and the school. It is also published in the Student/Parent Handbook.
4. The school will organize parent activities that include a broad range of programs. For the 2014-2015 school year, the school's benchmark for parental involvement is as follows: *Each parent should attend a minimum of 4 parental involvement activities during the 1<sup>st</sup> semester and a minimum of 4 parental involvement activities during the 2<sup>nd</sup> semester, for a total of 8 meetings.*
5. The school will involve the *School Council* and the *Parent Leaders Committee* in the annual review and revision of Harper's Parent Involvement Policy.

### Part 2: Implementation of the School Parent Involvement Policy

1. Harper Elementary will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used.

Harper Elementary seeks to involve parents in the decision-making process related to the operation of the school and its programs through the following means.

- Parent-Teacher Organization (PTO)
- School Council
- Parent Leaders Committee
- Membership on committees and school improvement teams

2. Harper Elementary will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend, to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the school-wide plan, and the school-parent compact.

In conjunction with the Title I Director, the school will conduct its **Annual Title I Night** during the first month of school. Parents will be issued a BACK-TO-School packet containing explanations and notes on the things to be discussed. The purpose of this informational meeting is to inform parents of the school's Title I program and to share pertinent information regarding Title I requirements and expectations. This time will be used to recruit volunteers and room mothers.

3. Harper Elementary will take the following actions to offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parental involvement.

To foster a positive relationship between home and school, Harper Elementary will sponsor events at flexible times throughout the school year. The following activities are scheduled to attain the school's benchmark for parental involvement:

- Parent Workshops (CRCT/Test Taking Strategies, Reading, Study Skills/homework, Responsibility, Basic Computer Sills Workshop)
- Family Fun Nights
- Student Assemblies
- Student Performances
- Doughnuts for Dads
- Play Day with Dad
- Muffins for Moms
- Grandparents' Day Luncheons
- Gardening with Grandparents
- Field Days

4. Harper Elementary will take the following actions to provide parents of participating children the following: **A)** Timely information about the Title I programs; **B)** Description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet; and **C)** Opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible.

A. Information about programs and other activities are sent to parents in a timely-manner and a format, and to the extent practical, in a language the parents can understand. The school utilizes the following means to inform parents/guardians of system and/or school events.

- Flyers/Newsletters/Classroom and/or Grade-Level newsletters
- Student Planners/Home-School Communicators
- Parent/Student Handbook
- One Call Now Mass Notification System
- System and school’s websites
- Community Scroll on local television
- Local Newspaper Calendar
- School marquee
- Parent Engagement Coordinator
- Postcards and other mailings

B. The staff at Harper Elementary will provide high-quality instruction in a supportive and effective learning environment to enable students to meet and/or exceed state academic standards on standardized assessments. Description and explanations of the curriculum, forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet are shared at Open House, parent workshops, parent-teacher conferences and monthly parent newsletters. Information about the school’s instructional programs is also printed in the Student/Parent Handbook.

C. Other opportunities for parents/guardians to provide input and formulate suggestions in decisions relating to their child’s education include:

- Open House
- Parent Engagement Nights
- Parent-Teacher Conferences
- Parent Council Meetings
- Stakeholders Surveys
- Parent Leaders Committee
- Idea cards

5. Harper Elementary will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards.

Harper’s school-parent compact was jointly developed by students, parents/guardians and teachers. The written agreement outlines the roles and responsibilities that each party will do to help all students meet and/or exceed state academic standards.

**6. Harper Elementary will build the school’s and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below.**

A. Harper Elementary will provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:

- the State’s academic content standards;
- the State’s student academic achievement standards;
- the State and local academic assessments including alternate assessments;
- how to monitor their child’s progress, and
- how to work with educators.

Parents/guardians are encouraged to meet with teachers to address specific concerns and areas of need. The following activities are scheduled to assist them in understanding State standards and assessments:

- Parent Workshops (CRCT/Test Taking Strategies, Reading, Study Skills/homework; Responsibility)
- Parent Engagement Activities
- Parent-Teacher Conferences

Various accountability measures are in place to help parents monitor their child’s academic progress:

- Weekly or Bi-weekly Progress Reports
- PowerSchool Parent Portal
- Midterm Reports
- Report Cards (each 9-week Period)
- Attendance Letters / Referrals
- Classroom/Grade-Level Newsletters

Conferences may be arranged through the office or by a note to a child’s teacher. Parent-teacher conferences can be scheduled before school, after school, or during a teacher’s planning period. The school leadership and support staff are always available for parent conferences.

School personnel encourage parents to become actively involved in their child’s education. Therefore, best practice strategies for enhancing parent involvement are embedded in all professional learning activities. Ideas and considerations are shared at faculty and staff meetings to help teachers reap the maximum benefit from parent-teacher conferences.

B. Harper Elementary will provide materials to help parents work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement:

To promote education beyond the instructional day/year, the school offers the following instructional activities:

- Monthly Parent Newsletters (CLAWS Bulletin; Recipes for Success; Math + Science Connection)
- Class Newsletters
- Daily homework
- Home Connect (Accelerated Reader Program)
- School Success Web Content (Elementary and Secondary)
- Take-Home Practice Books (Reading and Math)
- After-School Tutorial Program and Summer School Program
- Summer learning packets
- Georgia Online Assessment System (GaOAS)
- Alpha Kappa Alpha Sorority Tutorial Program
- Activity sheets and resources for the Boys and Girls Club

C. Harper Elementary will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school.

Harper Elementary educates its teachers and support staff in recognizing parents/guardians as valuable contributors in improving student achievement. School personnel collaborate to identify effective strategies to strengthen lines of communication between the home and the school. In addition, parent engagement activities are planned to assist parents to become active participants in their child's education.

D. Harper Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

To the extent feasible and appropriate, Harper Elementary will coordinate and integrate parental involvement programs and activities with programs, such as Head Start, public preschool and other Pre-K programs. To accomplish this task, the school takes the following actions.

- Provide orientation for parents of pre-kindergarten students entering school;
- Utilize the Pre-K Liaison Committee and Pre-K Parent Coordinator to assist in explaining the transition from pre-school to parents; and
- Facilitate articulation meetings between pre-kindergarten and kindergarten teachers.

E. Harper Elementary will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

The school will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents with disabilities, and parents of migratory children. The school utilizes the following means to inform parents of system and/or school events.

- Flyers/Newsletters (English and appropriate language for limited English proficient students)
- Student Planners/Home-School Communicators
- Parent/Student Handbook
- One Call Now Mass Notification System
- System website and school's website
- Community Scroll on local television
- Local Newspaper
- School marquee
- Parent Engagement Coordinator

F. Harper Elementary will provide other reasonable support for parental involvement activities under section 1118 as parents may request.

The school will conduct a needs assessment each year to determine focused areas to be addressed for continued success of its educational program. Parents/guardians will be given the opportunity to provide feedback and make recommendations for improvement. Results of the survey will be shared at the **Annual Title I Night**, parent engagement activities, and School Council Meetings.