

MacIntyre Park Middle School

2015-2016



That's the Bulldog way!
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Principal

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Mr. Keith Mobley

Assistant Principal

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*Dean of Academic Progress,
ARC*

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Ms. Jennifer Jordan

Scholars Academy

Assistant Director

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Dean of Discipline, ARC

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MISSION STATEMENT

The mission of MacIntyre Park Middle School is to provide an academically enriching learning environment to promote lifelong learners.

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, lifelong 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.

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Dear Students and Parents:

I am excited about the 2015-2016 school year and the challenges that we will conquer to have a fabulous and prosperous year. Our motto for MPMS is, "*Be Respectful, Be Responsible, Be Ready...That's the Bulldog Way!*" As you will notice throughout the year, our motto will be the foundation from which we operate.

School is about learning and to ensure learning takes place, all stakeholders will be expected to guide themselves by this motto. **Respect** brings about effective communication. **Responsibility** ensures everyone is accountable for themselves. **Readiness** addresses the need to come to school prepared mentally and with the necessary materials to be successful.

This school year, the staff and I are focusing on ..."*Success, Nothing Less*". MPMS will make every effort to create an environment where every student is important and successful! Instruction will be rigorous and relevant to the students' learning. The objective of instruction at MPMS will be to expect higher order thinking skills and to use creative decision making skills. With this in mind, MPMS will support and challenge all students daily to raise their level of expectation and performance. As a result, we will strive to ensure students have the necessary skills to become productive citizens of society.

Thank you for entrusting MPMS with the very important task of educating your child(ren). I welcome everyone to a new year of learning, growing, and achieving. I am looking forward to working with each and every one of you as we embark on this journey to success.

Sincerely,

Mrs. Tina McBride

Mrs. Tina McBride
Principal



Parent Handbook Acknowledgement 2015-2016

In order to provide the most effective communication to parents, policies, procedures, and services for your child are presented in an annual student handbook. Our desire is to involve parents in the education of their children. We want parents to understand the daily activities of the school and the expected behavior for their children while they are at school, attending a school function, or en route to a school related function.

Your signature below indicates that you have received and reviewed the student handbook and the Parent Involvement Policy, and you understand its contents. Should you have any questions, please contact your school for an appointment with the principal or the principal's designee.

Parent Signature

Date

HIGHLIGHTS OF MPMS!!

- AIMS (Advancing Intelligent Minds of Students) Program
- ARC (Academic Recovery Center)
- Blended schedule with Scholars Academy
- Spanish I (high school credit course for 8th graders)
- Spanish Exploratory for 6th and 7th graders
- Career Development and Awareness Exploratory for grades 6-8
- Positive Behavior Intervention Supports (PBIS)
- Teacher of the Month Recognition
- Georgia Studies Tour
- Teachers as Advisors (TAA)
- Builders Club
- FCA
- Spelling Bee (Faculty and Students)
- Athletics
- 8th Grade Chorus
- Band
- Orchestra
- Dance
- Beta Club
- Science Academy
- Parent Teacher Organization
- Lego League
- Odyssey of the Mind
- Science Olympiad
- Latin Club



MacIntyre Park Middle School

2015 – 2016

Teacher-Student-Parent Compact

(Please sign and return this form to your child’s teacher)

As a **Teacher**, I will...

- Believe that each student can learn; show respect for each child and his/her family;
- Establish from the first day of school a set of rituals and routines and be consistent in following them;
- Provide an environment conducive to learning by teaching and involving students in classes that are interesting and challenging with rigor and relevance;
- Help each child grow to his/her potential; provide meaningful and appropriate homework;
- Enforce school and classroom rules fairly and consistently;
- Maintain effective, efficient, and consistent open lines of communication with students and their parents; come to work on time every day and be prepared and ready for the day;
- Have all assignments posted on the board daily or updated frequently on the teacher website; demonstrate professional behavior and a positive attitude;
- Use technology to remind parents of homework, tests, and upcoming events consistently (i.e. Remind); update Parent Portal weekly.

As a **Student**, I will...

- Attend school daily and arrive on time; read at home and at school every day; always put forth my best effort in class;
- Obey the rules and expectations that are outlined in the MPMS Handbook; work cooperatively with my classmates, teachers, and other school staff; show respect for myself, my school, and other people;
- Talk to my family about what I am learning in my classes;
- Know what homework I am responsible for and will write down all of my assignments or check the teacher website for assignments;
- Come to school with my homework and my supplies; believe that I can and will learn.

As a **Parent/Guardian**, I will...

- Talk to my child regularly about the value of education; make sure that my child attends school daily and is on time;
- Provide a quiet place at home that will enable my child to study;
- Work with my child to see that all homework assignments are completed;
- Actively communicate with the school staff regarding my child’s needs and circumstances; ask my child for their progress report every 3 weeks and notify teacher when concerned; support the school in developing positive behaviors;
- Encourage positive use of extracurricular activities;
- Make every effort to attend school events such as parent-teacher conferences, Title I parent workshops, Open House, etc.
- Show respect and support for my child, the teachers, and the school.

As the **Principal**, I will...

- Ensure students are provided with a safe and orderly environment that is consistently conducive to learning; assist teachers in providing high quality instruction;
- Provide opportunities that allow for positive communication among teachers, parents, and students; maintain an open door policy and foster school relationships.

Teacher: _____

Date: _____

Student: _____

Date: _____

Parent: _____

Date: _____

Principal: _____

Date: _____

Parent Involvement Policy

MacIntyre Park Middle School 2015 - 2016

- The goal of the Title I parent involvement program is to increase student achievement and parent awareness.
- Parents are invited to an Open House at the beginning of each school year. During the open house, parents will receive information about Title I and services provided to the school through Title I programs. The MacIntyre Park Middle School faculty and staff emphasize the direct impact that parental involvement has on the academic achievement of students.
- A survey will be sent home to parents within the first nine weeks of the school year to determine the most beneficial programs to offer during the school year. The programs that are determined by the survey will be offered throughout the year. The goal of each program will be the opportunity for parents to learn about various topics that are related to areas that will help their child be successful during the school year. Parents will be notified well in advance regarding the date, time and location of the workshop/program by the school newsletters, newspaper articles, flyers, public service announcements, postcards, and/or telephone calls.
- The Title I Parent Involvement Coordinator will involve parents in the planning, review and improvement of programs. MacIntyre Park Middle School has a parent involvement advisory board that will meet a minimum of twice a year. The advisory board will use an annual survey at the end of the school year to evaluate the programs and determine areas of concerns and interests to be addressed the next school year.
- The school will provide information throughout the year to parents (written or verbal) regarding the following:
 - A clear and concise description of the curriculum changes or updates. The student handbook that is located in student agenda books gives an overview of the curriculum.
 - Information is introduced during the fall Open House. During the year, the teacher and parent involvement coordinator will remind parents of upcoming events.
 - Volunteer opportunities
 - Individual student assessment results on standardized testing, state assessments and school assessments (i.e. Frameworks tests, TAP tests). Interpretation of those results will be shared with parents.
 - Report cards and progress reports will give parents information regarding the current progress of students. The assessment and proficiency levels will be explained to parents and students.
 - Parents will also receive promotion requirements through letters that normally will be handed out with report cards.
 - There will be opportunities for parents to pose suggestions, share experiences with other parents and participate in discussions regarding the academic achievement of students.
- The Parent Involvement Coordinator will gather all comments and suggestions from parents to incorporate into planning for the next academic school year.
- Parents will be provided assistance in understanding the areas of:
 - The state's content standards and student performance standards. The standards (CCGPS) are presented to students in classroom lessons. The school administration or teachers may explain the standards to parents upon individual requests.
 - Frameworks test, Benchmark tests, TAP tests, Georgia Milestones.
 - School improvement and 45-60 day Action Plans
 - Requirements of Title I Part A are explained to parents in the fall of each school year.
 - Monitoring progress and methods of intervention for remediation purposes.
- Opportunities to participate in decisions that will affect their child's academic progress and performance. Parents are encouraged to be involved in their child's education.
- The Parent Involvement Coordinator will help parents improve their child's achievement by providing the parents with the following:
 - Relevant workshops and information
 - Materials that will be housed in the parent resource center
 - School meeting announcements
 - Parent-teacher conferences
 - Information regarding the availability of programs (i.e. literacy training)

- The Parent Involvement Coordinator will provide assistance and updated information to teachers, student services personnel, principals and other staff members as it pertains to the value of parental contributions. This will be accomplished by:
 - Attending workshops
 - Serving on the school's leadership team
 - Utilizing newsletters and parent handbook to inform parents of strategies introduced in the school
- The Parent Involvement Coordinator will work with community-based organizations and area businesses.
- The Parent Involvement Coordinator will maintain the Parent Resource Center in the school. The center will house supplemental educational materials for parents and students. Additionally, information regarding the child's development will be available.
- Information regarding school programs and meetings will be available in the language used in the home.
- To the extent possible, the Parent Involvement Coordinator will provide opportunities for the participation of ELL parents and parents of students with disabilities.
- The Parent Involvement Coordinator works with the teachers, parents, and students in the development of the MacIntyre Park Middle School parent compact. He conveys to the parents their areas of responsibility as stated in the MacIntyre Park Middle School parent compact. Some areas may include:
 - Monitoring attendance.
 - Checking for completion of homework.
 - Attending parent meetings.
 - Supporting school activities.
 - Attending to the physical and medical needs of the child
- The compact stresses the importance of communication between teachers and parents. Parents, students and teachers sign the compact indicating the role each has in the education process.
- Additional communication is provided through:
 - Parent-teacher conferences
 - Progress reports.
 - School programs and meetings.
 - Opportunities to volunteer and participate in classroom activities.
 - Student Support Team meetings.
- The Parent Involvement Coordinator assists the school staff in transition activities for students and parents.

MPMS/AIMS/ARC 2015-2016 CALENDAR

July

28-31 Pre-planning for teachers
31 Open House

August

3 First Day of School for students
17 Georgia Studies Tour Parent Meeting
18 Fall Portrait Day
20 Annual Title I Meeting

September

4 Progress Reports
7 Labor Day Holiday
8 School Council Meeting
17 Parent Engagement Meeting
29-Oct. 2 Benchmark Exams

October

15 Parent Engagement Night
16 Report Cards

November

10 School Council Meeting
10 Mr. & Miss MPMS Pageant
19 Parent Engagement Night
20 Progress Reports
23-27 Thanksgiving Holidays

December

11 Student Holiday Dance
15-18 Benchmark Exams

December 21-January 1

Winter Holidays

January

4 Teacher Workday
8 Report Cards
12 School Council Meeting
14 Honor's Program
21 Parent Engagement Night
29 Spelling Bee

February

4 Parent Informational Meeting on AIMS, Scholars, & ARC Programs
12 Progress Reports
12 Sweetheart Dance

March

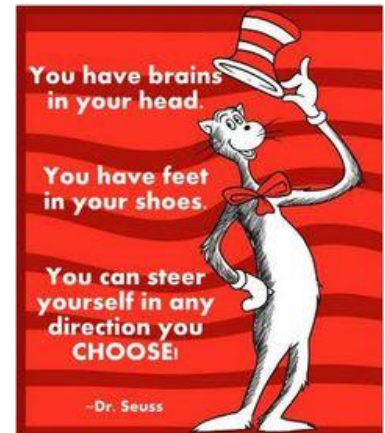
5 2nd Annual Bulldog Dash
8 – 11 Benchmark Exams
17 School Council Meeting
17 Parent Engagement Meeting
24 Career Fair
25 Georgia Studies Tour Meeting
28- Apr. 1 Georgia Studies Tour

April 4-7

Spring Break

May

2-4 5th Graders Campus Visitation
10 Honor's Day
16-20 Benchmark Exams
20 Last Day of School
26 Report Cards



*****Dates subject to change**

MPMS Bell Schedule 2015-2016

<u>6th Grade</u>		<u>7th Grade</u>		<u>8th Grade</u>	
<i>TIME</i>	<i>COURSE</i>	<i>TIME</i>	<i>COURSE</i>	<i>TIME</i>	<i>COURSE</i>
8:00-8:50	Academic I	8:00-8:50	Academic I	8:00-8:50	Exploratory I
8:55-9:45	Academic II	8:55-9:45	Academic II	8:55-9:45	Exploratory II
9:50-10:40	Academic III	9:50-10:40	Exploratory I	9:50-10:40	Academic I
10:45-11:35	Academic IV	10:45-11:35	Exploratory II	10:45-11:35	Academic II
11:40-12:10	LUNCH	11:35-12:05	LUNCH	11:40-12:10	LUNCH
12:15-1:10	Academic V	12:10-1:10	Academic III	12:15-1:10	Academic III
1:15-2:05	Exploratory I	1:15-2:05	Academic IV	1:15-2:05	Academic IV
2:10-3:00	Exploratory II	2:10-3:00	Academic V	2:10-3:00	Academic V

MPMS/AIMS/ARC FACULTY AND STAFF

*Mrs. Tina McBride ~ Principal
Mr. Keith Mobley ~ Asst. Principal*

6th Grade

Quinet, Susan	English/Language Arts
Ford, Neal	Math
Crocker, Meredith	Science
Lanatta, Ashley	Social Studies

Exploratory

Anderson, Deborah	Health
Hernandez, Sally	Strings
Walker, Kristen	Band
Dominicis, Peter	Spanish
Willis, Danica	Art
Thomas, Henry	Chorus
Jones, Diedre	Career Development
Angry, Kiel	PE
Pannell, Jason	PE

7th Grade

Pullara, Breana	English/Language Arts
Harbin, Darla	Math
Reynolds, Crystal	Science
Solomon, Horace	Social Studies

8th Grade

Hodge, Kimsey	English/Language Arts
Graham, Christa	Math
Futch, Tiquilla	Science
Chubb, Samantha	Social Studies

Media Specialist

Ivey Manwaring

Parent Involvement Coordinator

Moses Everett

Exceptional Services Dept.

Morgan, Stacey	Lead Teacher
Mann, Chrissy	
Wade, Antonio	
Everett, Jill	Speech Pathologist
Cipriani, Rebecca	
Spivey, Rashad	
Scheib, Edith	

Administrative Assistants

Gwen Scott-Morrow
Beryl Blake
Valitria Sims

Instructional Coach

Carla DuBose

Counselor

Marcie West

Academic Recovery Center

Angie Ellis, Director
Todd Creech, Asst. Director
Shawna Griffin, Behavior Specialist
Leigh Fletcher, Teacher
Daniela Piazza, Teacher
Janet Cable, Teacher
Kelly McDougald, Teacher
William Weatherspoon, Parapro

Flexible Learning Program

Vinson, Jennifer

Reading Skills Teacher

McCloud, Katie

Instructional Support

Clinkscales, Darlene	Paraprofessional
Hall, Sylvia	Paraprofessional
Mobley, Janice	Paraprofessional
Scruggs, Clifford	Paraprofessional
Alexander, Dena	Paraprofessional
Reynolds, Mitch	Paraprofessional
Anderson, Charles	Paraprofessional
Perry, Alan	Paraprofessional

Food Services

Wagner, Brian/Clark Dorothy	Manager
Stringer, Tonya	Asst. Manager
Davis, Melissa	
Willis, Rose	
Jones, Daisy	
Molton, Sandra	
Singletary, Deidre	



MEET OUR STAFF



STUDENT REGISTRATION AND ADMISSION

1. Initial registration of new students is conducted in the counselor's office.
2. Under the provisions stated in O.C.G.A. § 20-2-690.1, a parent, guardian, grandparent, or other person has the authority to enroll a student in a publicly-funded Georgia school.
3. To enroll at MPMS, students must be withdrawn from their previous school. No student under suspension or expulsion will be admitted until the terms of the suspension/expulsion have been met.
4. Georgia Public School Standards require the following documentation for new student enrollment:
 - Proof of Residence
 - A current, adequate certificate of immunization (Georgia form #3231) including second MMR, Varicella, TDAP, Meningitis
 - A current Eye, Ear and Dental screening (Georgia form #3300)
 - A certified copy of the student's birth certificate
 - Documentation of legal guardianship (if applicable)
 - The student's Social Security number
5. Appropriate forms may be obtained at the Thomas County Health Department or from the family physician. **Students have thirty (30) calendar days to provide proper documentation or they will be dropped from enrollment.**
6. The parent signs a release of records form as part of the registration process. This permits the school to obtain the student's previous academic record.
7. The student and parent may meet with the counselor and/or an administrator at the time of registration. School policies and procedures are discussed.
8. The student will be placed in classes based on the initial interview, withdrawal grades and documentation provided upon enrollment, pending the receipt of the student's full transcript. Placement in Special Education programs is contingent upon the student's individual education plan and a scheduled placement committee meeting with the Special Education Director and appropriate school personnel.

WITHDRAWING FROM SCHOOL

Students withdrawing from school should complete the following established procedures:

1. The parent or legal guardian should notify the guidance counselor or school office of the withdrawal.
2. The morning of the student's last attendance day, the student should obtain a withdrawal form from the guidance office. During the school day the student will be responsible for returning textbooks and materials to classroom teachers, cleaning their lockers and returning the school's lock to the homeroom teacher, returning library books, and paying any outstanding fines for lost or damaged materials.
3. At the conclusion of the school day, the student should return the completed withdrawal form to the guidance office. He/she will receive a copy of the form along with a copy of the documents necessary for enrollment in another school.

SERVICES FOR STUDENTS

Student Achievement Pyramid of Interventions:

The Georgia Pyramid of Interventions/RTI is a robust school improvement framework which is guided by data-driven decision making and time-proven practices to proactively address the needs of all students. There are four tiers of intervention. **Tier 1**, Standards-Based Classroom Learning, is high-quality instruction in a standards-based classroom structure. All students participate in Tier 1. A variety of measurements are used to determine student progress, including universal screenings. **Tier 2**, Needs-Based Learning, is available for students who are exceeding academic expectancies or not making expected progress. Data-driven decisions identify these students and supplemental instruction is provided. **Tier 3**, SST-Driven Learning, is for students who are not making progress with the supplemental instruction of Tier 2 and are at risk for failure. The SST or Student Support Team consists of a variety of educational specialists (e.g., classroom teachers, school psychologists, counselors, speech-language pathologists, etc.) that participate in the problem-solving process to identify the intensive, research-based intervention needed by each 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 or 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 classroom 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

Thomasville City Schools employ two full time psychologists. Psychologists provide direct consultation concerning student academic, behavioral or social 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 Disability, Specific Learning Disability, Emotional Behavior Disorder, Deaf/Hard of Hearing, Vision Impairment/Blind, Orthopedic Impairment, Other Health Impairment, Autism, Significant Developmental Delay, Traumatic Brain Injury, and Speech-Language Impairment. Services are available for students ages 3 through their 21st 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

Gifted 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 twelfth grade and may be provided through collaboration in the regular classroom or in a resource setting. 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, parent, the student, or peer.*

504 Plans

Students who have a disability that significantly impacts learning but does not require special education services may qualify for a 504 Plan. An impairment as defined in Section 504 may include any disability, long-term illness, or various disorder that "substantially" reduces or lessens a student's ability to access learning in the educational setting because of learning, behavior or health-related condition. 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.

School Nutrition Program

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:

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

All Adults and Visitors will be charged as follows:

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

Breakfast is served between 7:15am to 7:40am.

Lunch is served between the hours of 11:30am to 1:00pm.

GENERAL INFORMATION

School Day

Starting Time: **7:50am**

Dismissal Time: **3:00pm**

Attendance

Once students arrive on campus in the morning, they will not be allowed to leave the campus under any circumstances, except with the administration's approval. Students arriving on campus prior to 7:50am **MUST** report to the cafeteria. Students are to stay in this designated area of supervision until they enter the building at 7:50am. Students are not allowed in the halls before school.

Students must vacate the campus as soon as possible after the 3:00pm bell rings unless they are in an activity supervised by a teacher. **There is no campus supervision before 7:30 am or after 3:30 pm.** Please make arrangements for your child's transportation.

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. The Director of Student Services will investigate extended absences or unusual patterns of absences.

A student whose absence from the campus is unknown to parents and/or unapproved by the school will be subject to disciplinary action (see Discipline Procedures - Skipping School).

Excuses for Absences

Students who have been absent for any reason must bring a note from a parent or legal guardian or other acceptable documentation such as a doctor's excuse or court subpoena.

Students may be temporarily excused from school for personal illness, death in the family, observance of a recognized religious holiday, an absence mandated by order of governmental agencies, and other situations recognized by the principal as not preventable.

All make-up work should be made up within three (3) days of the student returning to school.

If students are out of school on consecutive days, the parent may contact the school's Guidance Office and request assignments. These assignments can then be picked up after 3:10 pm the following day. If your child has been excessively absent or tardy due to personal illness, we must have a written statement from his/her physician to confirm a chronic medical condition. Please provide this statement to the principal as soon as possible. If this pattern of unexcused absences or tardiness continues, your child 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. Students are allowed up to 5 days excused absences per year to visit a military parent on leave.

Tardies

To receive the maximum benefit from classroom and instructional participation, it is important that a student report to school on time each day. **Students are considered tardy for school after 7:55 am.**

Students arriving after 7:55 am must report to the front office for a permit to class. (Students with frequent tardies will be reported to Student Services for appropriate action.)

Hospital/Homebound

If a student is likely to be absent from school for more than 10 days as a result of surgery, injury, or a non-communicable disease, they may be eligible to participate in the Hospital/Homebound Program. Parents should inform the school as soon as possible so that appropriate referral forms may be completed and submitted to the School System Social Worker.

Signing Out

The parent or designated adult must sign form in the front office for the child to leave school. If the student returns to school, he or she must report to the front office for the time to be recorded.

Bicycles

Students may ride bicycles to school. A bicycle rack is conveniently placed on the campus. Students are not allowed to ride bicycles around the campus before school or during the school day. **Bicycles should be locked at all times, since the school does not assume responsibility for stolen bicycles.**

Book bags

Book bags are permitted at MPMS. Students may use book bags to carry materials to and from class, school, etc. **Students' book bags are subject to search by the school administration as outlined by Georgia law.**

Change of Name, Address, etc.

A change of address, phone number, or name should be reported to the school's Guidance office for the purpose of emergencies concerning students and important information that is mailed throughout the year.

Commercial Advertising

Non-school sanctioned commercial advertising in any form is prohibited at school. Students planning to distribute posters, pamphlets, newspapers, and other materials must have permission from the principal.

Emergency Drills

In case of a fire, the signal to evacuate the building will be a continuous sounding of the bell. The signal for a tornado warning will be short blasts of the bell.

There is an evacuation plan posted in each room for all to follow. In case of a fire alarm, exit the building through the designated area. In case of a tornado warning, walk into the hall, sit against the wall and cover head.

Our faculty and staff are aware of hazards that threaten lives and safety. An emergency plan for MPMS has been developed and is on file in the Principal's office. In the event of any imminent or actual disaster, school personnel who have been assigned to the crisis management team will be the leaders. The school lobby has been designated as the area to receive parents and public in order to disseminate emergency information.

Gift Deliveries

Please do not send flowers or balloons to students at school.

Lockers

AIMS students will have access to a locker. Lockers should be kept locked at all times. **Personal locks may not be used.** Locks are the responsibility of the student. Lockers are not to be shared and must be kept neat and clean. The administration and faculty of MPMS will not assume responsibility for materials not secured in lockers. Student lockers are the property of the school and may be checked at any time by school officials. **The rental fee for a locker for the year is \$5.00.**

Lost and Found

All lost and found items will be placed in the front office. Unclaimed items will be donated to local charities.

Media Center

The Media Center is open for students, faculty, and parents from 7:30 a.m. until 3:45 p.m. daily. There is an open door policy for students before and after school. Students must be considerate towards others with their behavior and talking. No book bags are allowed in the library.

Medication

Any medication (including over the counter products) brought to the school by students must be given to the school nurse who will assist in the administration of the prescribed medication. A consent form with directions for proper administration must accompany the medication. All prescription drugs shall be kept in the original container.

Illness

If a child becomes ill during the day, he/she is to report to the nurse's office to call a parent/guardian. The parent or designated adult must sign for the student to leave the school.

Telephone Use

Students must have a pass from their classroom teacher in order to use the telephone at the front desk. Use of personal cell phones is prohibited during the school day.

School Rules for Cell Phones

Cell Phones are required to be **off** and out of sight at all times during the school day, 7:50am-3:00pm. Phones that are used (*including texting, calling, recording, etc.*) during the day will be taken up and turned into the front desk. . **Any use of cell phones during the instructional day is strictly prohibited. This includes texting and/or calling parents, friends, etc. All emergency calls are to be made through the front office. During standardized testing, phones MUST be taken up and stored by school personnel.**

MPMS DOES NOT ASSUME ANY RESPONSIBILITY FOR LOST, STOLEN OR BROKEN CELL PHONES OR OTHER UNAUTHORIZED ELECTRONIC DEVICES/PROPERTY.

Textbooks and Library Books

Textbooks are provided for all students at MacIntyre Park in the classes that use textbooks. **Not all classes utilize textbooks** since textbooks do not completely align to the CCGPS, nor do they drive the instruction in the classrooms.

When a student is assigned a textbook, the book will be numbered and becomes the financial responsibility of the student. Textbooks and library books are very expensive. Loss or destruction of these books will result in payment to the school. These fines are based on the current replacement cost.

Visitors

For the safety of our students, any visitor to the school or school grounds must report to the main office and obtain a visitor's pass before visiting any area of the campus. Failure to follow stated procedure may result in a trespassing charge.

School Pictures

School pictures will be made in the fall. A selection of packages will be offered. There will be a re-take session scheduled.

STUDENT ACTIVITIES

Interscholastic Eligibility

Any eligible student may participate in interscholastic activities. The organized interscholastic activities are football, softball, cheerleading, basketball, baseball, soccer, tennis, track and band. All students who participate in interscholastic activities must exhibit satisfactory conduct.

Students must meet at least the minimum Georgia High School Association requirements in order to participate in all interscholastic activities. According to the Thomasville City Schools Board of Education policy, a student must meet the following conditions:

1. Full-time student enrolled in 6 classes.
2. Passed five subjects the previous semester.
3. Will not be 15 prior to May 1 proceeding the year of participation.
4. Have a current physical examination report dated within one calendar year of participation. The physical examination must be signed by a physician, indicate approval to participate, and be filed with the team coach prior to any practice, or the student will not be allowed to participate.
5. Provide parent permission form, medical release form, and verification of insurance and/or waiver.

6. Has not participated in an unauthorized game or contest, nor signed a professional contract.
7. Will not participate in any school activity while suspended or assigned to in-school suspension.
8. Meets coaches' rules relative to attendance and conduct.
9. Students are responsible for all make-up work for school sponsored activities within five (5) days.
10. Exploratory classes less than one year in length will be averaged together for determining promotion/placement purposes and athletic eligibility.

BETA CLUB



The National Junior Beta Club is a non-profit leadership service club for members of the junior classes of the public schools of America. The purpose of this organization is to encourage effort and reward merit among the students of the junior grades of the public schools and to promote those qualities of character that establish strong citizenship in the school and community.

Eligibility for Beta Club Candidates

1. Beta Club is open to 7th and 8th grade students following the posting of first semester averages. Candidacy requirements are based on grades from the previous school year and first semester averages for the current school year.
2. A minimum of an overall 90 grade point average for academic classes.
3. Any grade below 80, assigned as an end of year grade or semester grade, will prohibit admission to Beta Club.
4. A student may have no more than one "N" in conduct during the last quarter of selection.
5. A student must meet faculty/administrator approval based on leadership, service, and character.

Continued Participation in Beta Club

1. Students must maintain the academic and behavioral standards established for initial entry into Beta Club.
2. A "warning" is given at the end of a grading period if warranted for poor conduct or averages below the minimum.
3. A "probation" status is issued at 18 weeks if warranted for poor conduct or averages below the minimum.
4. If improvement is not seen, dismissal from Beta Club will occur after the probation period.
5. A student must be in good standing in order to participate in the annual eighth grade trip. There will be no exceptions. Should a student be dismissed, parental deposits will be returned unless specific tickets have already been purchased. Any monies collected through fund raising activities will remain with the Beta Club.

Beta Club Transfer Student Policy

A student transferring to MPMS with a current membership of good standing in a National Junior Beta Club or an equivalent honor organization may be accepted immediately as a member at MPMS.

ELIGIBILITY FOR EXPLO PROGRAM

Thomasville City Schools offer services for students who have the potential for exceptional academic achievement in grades 6-8. Programs for gifted students assure that the educational environment provides students the opportunity to extend competencies in the areas of cognitive skills, learning skills, research and reference skills, communication skills, and metacognitive skills beyond experiences of the regular classroom.

Parents, teachers, or any responsible person who has knowledge of the student's intellectual functioning may make referrals to the Gifted Program. Students are enrolled in the Gifted Program in accordance with state rules and regulations.

ACADEMICS

Grading

A. The system grading policy for grades 6-12 is as follows:

A = 90-100 C = 70-79

B = 80-89 F = Below 70

No pluses or minuses are given. Grades are calculated numerically. The numerical calculation is used to determine the end-of-year grade.

- B. Progress Reports are sent home after the 4 ½ week point of each grading period.
- C. Report cards are sent home with students at the end of each nine weeks.
- D. Honor Roll lists will be submitted after report cards have been completed at the end of each 9- week grading period. Students named to the Principal's Honor Roll are those having A's in ALL classes for the 9-weeks. To be eligible for the A/B honor roll, students must make all A's and B's in **ALL** classes taken.
- E. When a student leaves the Thomasville City School system, the permanent record remains with the school system. The following information is sent to the new school system: grades, discipline record, standardized test results, personal information, health records, and current grades, if the student transfers in middle of a grading period.

Promotion

Student promotion policy is guided by both state and local policies. Georgia state law (Code Sections 20-2-282 through 20-2-285) outlines the requirements for student promotion.

For students to be promoted to the next grade, they must pass a minimum of **5** classes for the year.

COURSE DESCRIPTIONS

Language Arts (6, 7 & 8) - Language Arts will be presented in an integrated manner using the areas of writing, speaking, listening, and references to develop skills in language development, vocabulary, composition, grammar, and usage.

Mathematics (6th) – By the end of grade six, students will understand the four arithmetic operations as they relate to positive rational numbers; convert between and compute with different forms of rational numbers; understand the concept of ratio and solve problems using proportional reasoning; understand and use line and rotational symmetry; determine the surface area and volume of solid figures; use variables to represent unknown quantities in formulas, algebraic expressions and equations; utilize data to make predictions; and determine the probability of a given event.

Mathematics (7th) – By the end of grade seven, students will understand and use rational numbers, including signed numbers; solve linear equations in one variable; sketch and construct plane figures; demonstrate understanding of transformations; use and apply properties of similarity; examine properties of geometric shapes in space; describe and sketch solid figures, including their cross-sections; represent and describe relationships between variables in tables, graphs, and formulas; analyze the characteristics of linear relationships; and represent and analyze data using graphical displays, measures of central tendency, and measures of variation.

Mathematics (8th) – By the end of grade eight, students will understand various numerical representations, including square roots, exponents and scientific notation; use and apply geometric properties of plane figures, including congruence and the Pythagorean theorem; use symbolic algebra to represent situations and solve problems, especially those that involve linear relationships; solve linear equations, systems of linear equations and inequalities; use equations, tables and graphs to analyze and interpret linear functions; use and understand set theory and simple counting techniques; determine the theoretical probability of simple events; and make inferences from statistical data, particularly data that can be modeled by linear functions.

Earth Science (6) – The middle school earth science course is designed to give all students an overview of common strands in earth science including, but not limited to, meteorology, geology, astronomy, oceanography, resources, and human impact on the earth. Sixth grade students observe and explain how an aspect of weather can affect a weather system. They use different models to represent systems such as the solar system and the sun/moon/earth system. They use what they observe about the earth's materials to infer the processes and timelines that formed them. Sixth graders write instructions, describe observations, keep and analyze the data they collect, and show information in graphical form. When analyzing the data they collect, sixth graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. The students replicate investigations and compare results to find similarities and differences.

Life Science (7) – The middle school life science course is designed to give students the necessary skills for a smooth transition from elementary life science standards to high school biology standards. The purpose is to give all students an overview of common strands in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution. Students will develop the skill necessary to keep records of their observations and use those records to analyze the data they collect. They observe and use observations to explain diversity of living organisms and how the organisms are classified. They use different models to represent systems such as cells, tissues, and organs. They use what they know about ecosystems to explain the cycling of matter and energy. They use the concepts of natural selection and fossil evidence in explanations. Seventh graders write instructions, describe observations, and show information in graphical form. When analyzing the data they collect, seventh graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings.

Physical Science (8) – The middle school physical science course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The course provides an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformation. The eighth grade physical science students work

conceptually to develop understanding the concepts of conservation of matter, conservation of energy, physical change, chemical change, motion, forces, and energy transformation. Eighth grade students keep records of observations and analyze the data they collect. They describe observations and show information in graphical form. When analyzing data eighth graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. This curriculum is NOT intended in any way to take the place of the high school physical science curriculum.

All 8th grade students at MPMS will be required to participate in the Science Fair as part of their science curriculum.

Social Studies (6) - Sixth grade is the first year of a two year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas so as to help students begin to understand the variety of governments in the world. The economics domain builds on the K- 5 economics; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the twentieth and twenty-first centuries.

Social Studies (7) – Seventh grade is the second year of a two year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in our everyday lives. The government/civics domain focuses on selected types of government found in the various areas so as to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics, however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses primarily significant events in each region from the twentieth and twenty-first centuries.

Georgia Studies (8) - In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.

EXPLORATORY CLASSES (6, 7 & 8)

Art - Students will be introduced to visual arts basic skills of drawing, painting, sculpture and crafts.

Band - Students will learn how to play and become more proficient with their instruments and will develop their abilities to perform. After school practices and performances are required as scheduled.

Health - Students will study fitness, first aid, nutrition, and adolescent health for one nine-week grading period.

Physical Education – The course is designed to introduce the student to a variety of physical activities based on seasonal sports. Students are expected to participate daily.

Chorus – Eighth grade students will be introduced to the basic concepts of music.

Career Development and Awareness - The goal of this course is to promote essential skills and knowledge students need to develop a positive self-concept. This course will provide students with opportunities to identify interests, abilities, aptitudes, values, and personality traits as they relate to career planning, to develop a keen understanding of the value and benefit of work, and to differentiate between jobs and careers.

Spanish Culture – (6th & 7th Grade) - The Spanish language course focuses on the development of communicative competence in Spanish and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture.

Spanish I – (7th and 8th grade) - Full year, high school credited course

An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

By the end of Spanish I, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading.

Beginning Orchestra {Strings} –The standards are based on the MENC National Standards for Music Education and are designed to provide a sequential and developmental framework for students from beginning through the mastery level. They are arranged in four major categories: Skills and Techniques/Performance, Creation, Critical Analysis/Investigation and Cultural and Historical Context.

GENERAL POLICIES STATEMENT OF SCHOOL

Disciplinary Measures

In-School Suspension - The purpose of In-School Suspension is to provide an alternative to the standard practice of sending students home when it becomes necessary to suspend them from the regular school activities. Although "out of school suspensions" are still sometimes necessary, we use ISS to achieve two broad objectives:

(1) to make students aware that their behavior is inappropriate;

(2) to provide students with the opportunity to make up work missed during the suspension. Students assigned to the ISS program are physically removed from the regular school setting and placed in a special area. The length of time of ISS assignment is outlined in the *Student Code of Conduct*. The assignment may be made for one to ten days.

Students who have been assigned to ISS will not be allowed, during the period of suspension, to participate in any extra-curricular activities or to attend any school sponsored events. If misconduct occurs by a student who is in ISS, he or she will be given additional days or be removed from the facility and given out of school suspension.

Administrative Detention - With 24 hour notice, administrators may assign students detention after school. Students must report promptly at 3:00 with materials and written assignments. Detention will last until 4:00 p.m. Students who are tardy, or do not bring materials, or fail to attend detention will automatically be assigned an additional day. If a student fails to report the second day, he or she will be placed in ISS. Students are not excused from detention for any extra-curricular activities.

Behavior Contracts – Students displaying an inability to consistently follow the rules set forth at MPMS will be placed on a *Behavior Contract*. A *Behavior Contract* will outline specific requirements for the student to meet to prevent further discipline action. Failure to comply with the *Behavior Contract* will result in the student being referred to a *Student Discipline Tribunal* and/or the TCPC (alternative school).

Classroom Policies - Each teacher has full authority over conduct rules in his or her individual classroom. It is up to each student to obey the classroom rules. If the student does not understand, ask the teacher for clarification. If a student feels the classroom rule is unfair or that discrimination is being practiced, see the teacher, counselor, assistant principal or principal. However, students should obey the rules while in the classroom. While class is in session, students may leave only with permission of the teacher in charge and with an official pass.

MacIntyre Park Middle School will utilize *Positive Behavior Intervention Supports (PBIS)* as its model for discipline.

Expulsion - The permanent removal from school.

Out of School Suspension - Students who have been suspended from school will not be allowed to participate in any extra-curricular activities, attend any school-sponsored events, or be on any Thomasville City Schools' property during the period of suspension. The Board of Education may also place on probation a student who is re-admitted to school following suspension or expulsion. The terms of probation will be determined on an individual basis.

Searching Students - Any student may be searched with a duly issued warrant or without a warrant where there is reasonable suspicion and circumstances which 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.) Students are subject to searches if the student has consented, has the contraband item in plain view, or if the evidence or contraband is discovered while responding to an emergency. Also, students may be searched if the school authorities have reasonable suspicion to believe the individual is armed and dangerous, and in all other circumstances where the school official acts to protect the life, property and health of students, teachers, or other individuals.

Team Detention - Academic teams at each grade level will have team detention in a designated classroom after school from 3:00-3:30, with 24-hour notice.

Dress Code

We believe students should dress for success; dress code guidelines are in effect and will be followed when the student is on campus any day that school is in session or when participating in or attending any school sponsored activity. The principal or other duly authorized school official shall determine whether any particular mode of dress, apparel, grooming or use of accessories, emblems, insignias, badges, or other symbols violates these expectations.

- ◆ No emblems, insignias, badges, or other symbols where the effect thereof is to distract unreasonably the attention of other students or otherwise to cause disruption or interference with the operation of the school.
- ◆ Clothing or accessories depicting disruptive words, violence, vulgarity, drugs, alcohol, gang affiliations, or disrespect for others is not permitted.
- ◆ Shoulders must be **completely covered**; no tank tops, strapless tops, spaghetti straps, and/or sleeveless tops that do not cover foundation garments.
- ◆ Midriff and stomach area and backs must be **completely covered**; backless or strapless dresses or shirts, halter tops, tube tops, etc. are not permitted.
- ◆ Appropriate undergarments must be worn; clothing must not reveal undergarments, and cleavage must not show.
- ◆ Clothing material for tops and bottoms must not be sheer or see-through.
- ◆ Leggings, **tights, jeggings, etc. may not be worn as pants, unless the top garment or dress comes to at least mid thigh.**
- ◆ **Minimum of mid thigh length for bottom garments (shorts, skirts, dresses, etc.)**
- ◆ **Wearing a jacket or sweater (cover) that does not match outfit over an inappropriate top is not acceptable.**
- ◆ Any sleeveless jerseys must include a full T-Shirt underneath.
- ◆ Cut off edges are allowed only if they are purchased in that manner.
- ◆ **All pants and shorts must be worn securely at the waist; sagging is not permitted.**
- ◆ Athletic style sorts **MUST** have a string in the waistline and be tied in such a way to secure the shorts on the waistline.
- ◆ Boys must have shirts tucked in.
- ◆ Clothing that is tight or tied to be tight may not be worn; clothing should fit appropriately.
- ◆ **All T-Shirts and jerseys (worn by both boys and girls) must be tucked in.**
- ◆ Hair must be properly groomed and distracting hair styles are not permitted. No designs, numbers or names may be cut in hair; hair combs, picks, and/or rollers are not allowed.
- ◆ No nose rings or body piercings should be worn by any students. No bulky or long jewelry worn around the neck.
- ◆ Dark- lens glasses, hats/visors, scarves, headbands, du-rags, bandanas, hoods or other head coverings may not be worn inside school buildings. Head coverings will be collected and returned to the student at the end of the week.
- ◆ Any footwear not intended for outdoor wear (bedroom slippers, shower slippers, etc.) is not permitted. Shoes must be worn at all times.
- ◆ All jeans with holes in them above the knees must have tights worn underneath.
- ◆ No rags or towels will be worn or be visible hanging out of back pockets.
- ◆ No sweat suits (cloth) are allowed; nylon wind pants are allowed. Teams or approved extracurricular uniforms/outfits may be worn only on game day or day of activity.
- ◆ **Physical Education Dress-** students will change into clothing appropriate for P.E. or Dance during that specific class period. Students must change out of this clothing into their school attire before transitioning to the next class period. Loose, comfortable clothing is best for participation in P.E. activities.

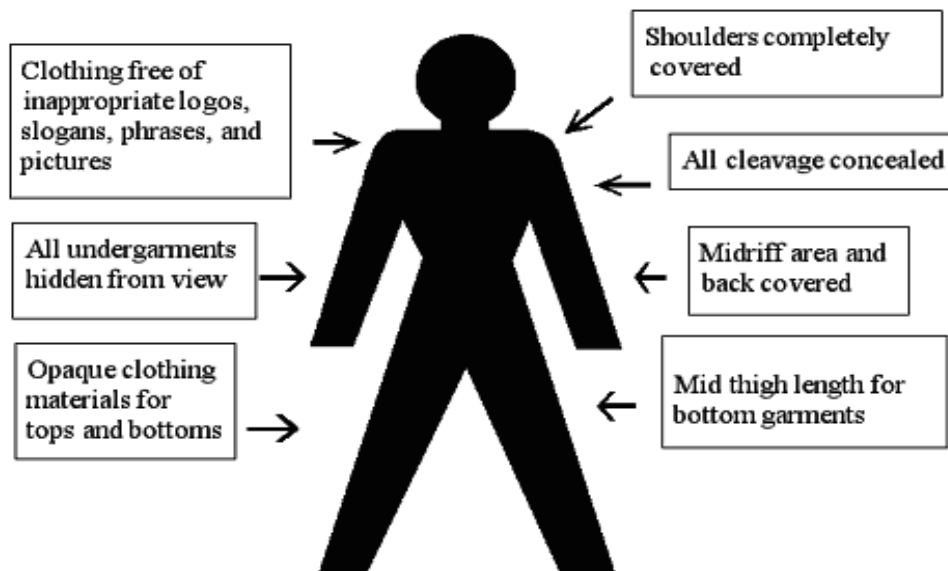
Before purchasing school clothes, a student should consider not only how tight the clothing is, but also how the clothes will wear when the student sits down. Any student found in violation of these standards will be sent to the office. Students must call home for a change of clothes or shoes. If no one can be reached, the student will stay in ISS until a parent/guardian can be contacted. **Time out of class will be unexcused.** Further disciplinary action may also be taken if the violations are deemed chronic. The administration reserves the right to amend or modify the dress code at any time to ensure safety or improve the atmosphere for learning.

Electronic Devices

A student shall not use or have visible any electronic devices (cell phones, iPads, iPods, laptops, tablets, etc.) during school hours unless given permission by a faculty or staff member.

Physical Education Dress

Students are expected to wear tennis shoes. No black sole shoes are allowed on the gym floor. Loose, comfortable clothing is best for participation in P. E. activities.



POLICIES

MacIntyre Park Middle School strives to provide the best possible opportunity for each student to receive a quality education. This can only occur in an environment that will allow students and teachers to function without the interference of disruptive or uncooperative behavior. The school program will be administered in a manner that ensures that the teaching/learning process can take place in the most effective manner for the school population as a whole.

School officials cannot and will not allow a person under the jurisdiction of the school who expresses dissent in a destructive or disruptive manner, or whose conduct is such that it interferes with the teaching/learning process of the school to remain in the school.

The school administration will, when it is deemed necessary for safety and the effective operation of the school program, make and enforce rules and regulations that ensure that such an environment exists, even though the rules and regulations and manner of enforcement are not stated in this handbook. Such rules and regulations will not violate existing Board of Education policy or laws.

The Thomasville City Schools System does not discriminate in education programs and activities or in employment on the basis of race, color, national origin, sex, or disability. These policies, rules, and regulations are hereby declared to be regulatory in nature and shall not be construed as giving rise to any substantive or vested rights. The school district reserves the right to amend, suspend, repeal, modify, or revoke all such policies, rules, and regulations at any time as to all persons, without incurring any obligation with respect to the old or existing policy, rule, or regulation.

504 Coordinator
Rhoda Gouin
225-2600

Homeless Liaison
Denny Blake
225-2600

Title IX Coordinator
Jocelyn Thompson
225-2600

SYSTEM CODE OF CONDUCT

It is the purpose of the Thomasville City School System for each school to operate in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend the schools within the district. In accordance with that purpose, the Board of Education has adopted a policy which requires all schools to adopt codes of conduct which require students to adhere to those codes at all times in order to facilitate a learning environment for themselves and other students. These standards for behavior require students to respect each other and school district employees, to obey student behavior policies adopted by the Board and to obey student behavior rules established at each school within the district.

The school's primary goal is to educate, not to punish; however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by policies, regulations and rules set forth in this Code of Conduct.

The Code of Conduct is in effect 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, function, or event and while traveling to and from such events;
- ♦ On vehicles provided for student transportation by the school system.

Also, **students may be disciplined for conduct off campus which is felonious or which may pose a threat to the school's learning environment or the safety of students and employees.**

Parents are encouraged to become familiar with the Code of Conduct and to be supportive of it in their daily communications with their children and others in the community.

2015-2016 MacIntyre Park Middle School Code of Conduct

(00)Continuation of

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

(01)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.

(02)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".)

(03)Battery

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

(04)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.)

(05)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.

(06)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.)

(07)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.

(08)Fighting

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

(09)Homicide

Killing of one human being by another.

(10)Kidnapping

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

(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.)

(12)Motor

Theft or attempted theft of any motor vehicle.

(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.)

(14)Sexual Battery

Sexual touching of any kind to body parts 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.

(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.

(16)Sex Offenses

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

(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.

(18)Tobacco

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

(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.)

(20)Vandalism

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

(22)Weapons-Knife

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

(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.)

(24)Other Incident for a State-Reported Discipline Action

Any other discipline incident for which a student is administered corporal punishment, in-school suspension, administrative action, detention, suspended from riding the bus, 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).

(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 guns) [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141].

(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].

(27)Serious Bodily Harm

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.

(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].

(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 visible bodily harm.

***Parent conference, or refer to guidance, or 1-10 days OSS
3 Reports of Bullying will result in dismissal from school by law.***

(30)Other-Attendance

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.

(31)Other-Dress Code Violation

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

(32)Academic Dishonesty

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

(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.

(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.)

(35) Gang Related

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

(36) Repeated Offenses

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

The student and parent(s) must be notified in advance that further violations will lead to a Rule 36 charge, pending a disciplinary tribunal hearing which may result in long-term suspension or expulsion.

(40) Other Non-Disciplinary Incident

This code is used exclusively for the reporting of Physical Restraint. When the INCIDENT TYPE = '40', then the ACTION CODE must = '95' for Physical Restraint. Do not report a Teacher ID when Incident Code is "Other Non-Disciplinary Incident."

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 processes 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 employee 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, 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.

(d) 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.

BULLYING

It shall be the policy of the Thomasville City Board of Education that bullying of a student by another student is prohibited. This policy shall apply only to students in grades six through twelve.

In accordance with Georgia Law, bullying is defined as:

- Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or
- Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm.

The Thomasville City School District believes that all students have a right to a safe and healthy school environment. MacIntyre Park Middle School promotes mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully, harass, or intimidate another student through words or actions. Such behavior includes, but is not limited to, direct physical contact such as hitting or shoving; verbal assaults such as teasing or name-calling; the use of electronic methods to harass, threaten, or humiliate, and social isolation and/or manipulation. The school district policy prohibiting bullying is included in the student code of conduct and includes, but is not limited, to the following:

- Any student who engages in bullying shall be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee.
- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

This policy applies to students on school grounds, while traveling in a school bus to and from school or a school-sponsored activity, and during a school-sponsored activity.

Discipline for any act of bullying shall be within the discretion of the principal and may range from a reprimand to out-of-school suspension. However, upon a finding that a student has committed the offense of bullying for the third time in a school year, at a minimum, **the student shall be assigned to an alternative education program.**

The Director of Pupil Personnel Services shall develop procedures to carry out the provisions of this policy. In addition, the principals shall provide notification to students and parents of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in each student and parent handbook.

DISCIPLINE PROCEDURES

The Thomasville City Schools' Board of Education Student Discipline Policy (JD) outlines behavior that will not be accepted during the regular school day, immediately before and after the school day, on the school grounds when the school is being used by a school group or off the school grounds at any school activity, function, or event. Teachers and principals have the authority to take customary and reasonable measures to maintain control and discipline among students placed under their care and supervision. Such measures may include the use of reasonable force, in the exercise of lawful authority, to restrain or correct pupils and maintain order. Students should avoid behavior that will result in disciplinary action.

Student Rights

A policy manual of the Board of Education of the Thomasville City Schools listing student rights in disciplinary

matters is available in the school office and in the library. The Student Discipline Policy is JD, and it includes right to notification of parents and for hearing and appeals.

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."

POSSESSION OF WEAPONS NOTICE

As a part of Senate Bill 440, passed by the 1994 Georgia General Assembly, it is unlawful for any person to carry, possess or have under control any weapon at a school building, school function or on school property within the school safety zone, or on a bus or other transportation furnished by the school.

The term "weapon" means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edged razor, spring stick, metal knuckles, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a way to allow them to swing freely, which may be known as a nun chuck, or fighting chain, throwing star or oriental dart, or any weapon of like kind, any stun gun or laser.

Punishment:

- a. A fine of not more than \$10,000; imprisonment for not more than ten years, or both; in the case of students, mandatory expulsion of at least one year.
- b. Students found in violation of the weapons law will be suspended from school for a minimum of 10 days. Also, the student will be subject to criminal prosecution and a referral will be submitted to the disciplinary tribunal for expulsion from the Thomasville City Schools System.

ALCOHOL AND DRUGS

It shall be the policy of the Thomasville City Schools to take action through education, counseling, parent involvement, medical referral and police referral in the handling of incidents in the school involving the possession, sale, and/or use of behavior-affecting substances. These substances shall include, but not be limited to, cocaine, marijuana, LSD, glue, alcohol, barbiturates, and anabolic steroids. The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. It shall further be the policy of the Board to provide age-appropriate, developmentally-based drug and alcohol education and prevention programs, which address the legal, social, and health consequences of drug and alcohol use and to provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol, for all students in the system. These programs shall also provide information about any drug and alcohol counseling rehabilitation and re-entry program available to students.

BUS POLICY

All students riding a public school bus for any reason must comply with the following conduct of students during school hours and at school related functions, in a manner that is appropriate to the age of the student. The following behaviors are not allowed.

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 or battery 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 lights or reflective devices in a manner that might interfere with the school bus driver’s operation of the school bus.
2. 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.

Descriptor Term:	Descriptor Code:	Issued Date:
STUDENTS	JGC	2/24/98

Dispensing Medicine

Parents should advise the teacher/principal if their child has any disability or medical condition. No student will be given any medication at school without written consent and instructions from the parents or guardian. Medicine brought to the school by a student with a note from the parent/guardian must be taken under the supervision of authorized personnel. All prescription drugs shall be kept in the original container when it is necessary to dispense prescription medications at school. A medical information form and log is to be kept on each child in the school office.

THOMASVILLE CITY SCHOOLS SCHOOL NURSE CLINIC

Notice to parents regarding medication given at school:

All medication that is to be given to students at school **MUST** be in the original bottle, labeled properly, and dated. We will not accept medication wrapped in a napkin or sent in an envelope. A parent should be the person bringing the medication to the school, not the student. You will have to sign the "Authorization for Medication Administration" form **BEFORE** the medication can be given. The secretaries in each school have the forms in the office for your convenience.

WE DO NOT ADMINISTER ASPIRIN WITHOUT A DOCTOR'S PRESCRIPTION. If you want your child to take over-the-counter medications such as Tylenol, Motrin, cough medicine, etc., you **MUST** sign the "Authorization for Medication Administration" form and bring the medicine to the school in the original container. We will not administer any medication without the proper authorization.

We want to take good care of your child and make sure that he/she receives his/her medication correctly. Thank you for your cooperation.



ANNUAL NOTICE ABOUT YOUR RIGHTS UNDER THE FAMILY AND EDUCATION RIGHTS AND PRIVACY ACT (FERPA) AND THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

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.

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

Parent & Visitor Dress Code

1. All parents and adults visiting the campus should physically appear in a manner appropriate for our educational learning environment. Adults should follow the same guidelines that are expected of students. Do not wear sleep attire or clothing that exposes undergarments or private body parts. Low-cut tops, and extremely short skirts or shorts are not appropriate for this school environment. Clothing that advertises alcohol or drugs is not allowed on campus. Any parent dressed inappropriately may be asked to leave campus. Help us maintain our respectful student standards by modeling Scott Elementary School's expectations.
2. All guidelines are subject to the interpretation of the administration.

CBRRT – Community Based Risk Reduction Team

The Thomasville City Schools Attendance Protocol Committee in partnership with Thomas County Schools 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 a 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 a student information management system. 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 children and their parents.

It may be determined that a referral to the School Social Worker or Student Services Specialist is required. The School Social Worker or Student Services Specialist will conduct a conference with the child and the parent, which may also require a home visit. The School Social Worker or Student Services Specialist will conference with the parent/child to identify barriers to regular attendance and strategies to remove those barriers. Additionally, the School Social Worker or Student Services Specialist 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.

Safety – Lock Down Statement (expectations of students, teachers, parents)

Should an event on the school campus or in the community warrant a safety lock down at one or more school sites, we ask that parents do not attempt to pick up a child from school. As appropriate, status reports of the situation will be communicated to the parents and into the community. The school system will work cooperatively with the local law enforcement to ensure the safety of the staff and students. Once doors are locked, they will not be unlocked to let individuals in or out of the school until notified by the Superintendent. We ask that teachers, students, and parents refrain from using cell phones to disseminate information during the emergency due to the fact that information changes rapidly in emergency situations and any misinformation could result in a compromise of both safety and security.

Procedure for School Closings

Most school closings are weather-related. The Superintendent is a part of an emergency notification cohort for the City of Thomasville, Thomas County, and the surrounding areas with the Emergency Management System of Thomas County. Through collaborative communication with area school chiefs, the Superintendent will follow a notification protocol to board members, local media, district office staff, school administrators, and parents to give the order for school closure as soon as possible regarding any impending dangerous weather or other unsafe conditions that might warrant school closings. A mass calling system will be used to notify parents. Because the calling system is dependent upon accurate and up-to-date information, please be sure that you inform the school of any changes regarding primary and secondary phone numbers, as well as accurate address information. Closings are also posted on most news broadcast as they occur.

Public Assistance Agencies

Information regarding public assistance resources may be obtained from Stephanie Hardy, Director of Student Information Systems/SSW, Denny Blake, Student Services Specialist, and the following listed *agencies:

- | | |
|--|--------------|
| 1. Department of Family and Children Services (DFCS) | 229-225-4005 |
| 2. Red Cross | 229-226-3772 |
| 3. Halcyon Home (Women At-risk) | 229-226-6666 |
| 4. Food Bank | 229-226-4277 |
| 5. Family Connections | 229-227-3125 |

* This is not a comprehensive list of community agencies in the City of Thomasville.

Dear Parents and Students,

The faculty and administration have developed this agenda book to help you with understanding the rules, directions and expectations of everyone at MacIntyre Park Middle School. Please read this agenda book and become familiar with its contents. Students are responsible for complying with all rules and regulations in the handbook. Pay close attention to particular sections such as Student Activities, Academics, Curriculum, and Responsible Behavior. Please complete the information below when completing your review.

My child, _____, and I have reviewed and understand the Student Agenda Book for the 2015-2016 school year.

Student Signature

Parent Signature

Date Signed

HONOR CODE

We, the students of the Thomasville City Schools, realizing that honesty is needed to help develop good character and a sense of pride, do hereby agree to be honest under all circumstances. This commitment to honesty will prevail in our schoolwork and in our relationship with others, including students, faculty, staff and administration.

We further agree to be respectful of the property of others, both on and off the school campuses. We also commit ourselves to report to the proper school authorities any dishonest acts of which we have knowledge.

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 sixty 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 as an opportunity for a moment of silent reflection on the anticipated activities of the day.

Teachers and administrators shall not suggest or imply that students should or should not use the moment of reflection for prayer, nor shall they deny to any student the right to use it for a moment of quiet prayer. Students and/or staff may not under any circumstances use the moment of quiet reflections to audibly pray alone or in unison.

**NONDISCLOSURE OF STUDENT INFORMATION
AND SURVEY PARTICIPATION FORM**

Sign Below if you DO NOT want your child to participate in the following activities:

- Any School Clubs and Organizations as outlined in the handbook.
- Any School Field Trip
- Any School Survey
- Photos of School Events/Activities to display on the School/System Website

I **DO NOT** want my child to participate in the above named activities.

Parent/Guardian Signature

Date

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 the principal. This form must be received no later than September 30, 2015.

Each school is to keep the original signed form in the student's permanent record folder and a copy of this form will be forwarded to the Director of Student Services.

ASBESTOS ABATEMENT PLAN

In compliance with state legislature, a copy of our Asbestos Abatement Plan can be located in the Principal's Office and viewed by a parent upon his or her request.

PUBLIC NOTICE

The Thomasville City Schools Board of Education publishes handbooks, athletic programs and other documents, which contain information concerning students. Parents may inform the school that they do not wish for this student directory information to be released without their consent.

