

**GLENWOOD ELEMENTARY SCHOOL
3860 WARRENSBURG ROAD
GREENEVILLE, TN 37743**

HOME OF THE CHIEFS



**LYNDA EDWARDS, PRINCIPAL
423.638.7120
423.638.8766 (FAX)
GREENEK12.ORG/GLENWOOD**

STUDENT HANDBOOK TABLE OF CONTENTS

Mission Statement	5
Vision Statement	5
Belief Statements	5
Athletics	6
Attendance	7
Attendance – Grades 6-8	7
Booster Club	8
Bus Conduct	8
Bus Discipline	8
Bus Duty Guidelines – Morning	9
Bus Duty Guidelines – Afternoon	9
Bus Rules	9
Cafeteria	10
Change of Address/Phone	10
Character Education	11
Competitive Food Policy	11
Compulsory Attendance Ages	12
Conferences	12
Contact Information	12
Daily Schedule	12
Discipline Policy	13
Dress Code	16
Early Dismissal – School Closing Procedures	17
Early Pick Up Procedure	18
Emergency Situations	18
Fees	19
Field Trips	19
Fines	20
Gum Chewing	20
Homework	20
Honor Roll	20
Hours	21
Items Prohibited	21
Illness or Injury	21
Immunizations	21
Insurance	22
Internet	22
Library	22
Lost and Found	23
Make-Up Work	23
Medication	23
Money	23
Non-Discrimination Policy	24
Parent Teacher Association (PTA)	24
Report Cards	24
Rules – General	25
Ruritan Club	25
Sign In Late – Sign Out Early	25
Smoking	26
Supplies	26
Telephone	26

Textbooks and Library Books	26
Title I	26
Truancy	27
Visitors	27
Web Sites	27
Wellness	27
Withdrawal From School	27
Zero Tolerance	28

**PARENT INFORMATION
TABLE OF CONTENTS**

Head Lice	29
Meningococcal Vaccines	30
No Child Left Behind – Parent Notification Information	31
Praise Your Child – 100 Ways	33
Readings for Parents	34
ABC's for Parents	34
Alphabet for Parents.	34
Growing, Grown, Gone	35
Just Show Me	35
Letter to Parent(s)	35
Parental Involvement	36
Quotes	36
Ways of Life to Teach Children	36
Which Parent Am I?	37
School-Parent Compact	38
School-Parent Plan	39
Support Learning At Home – Help Your Child Succeed In School	42
Test Strategies for Students and Parents	43
Tennessee Department of Education and Child Advocacy Group Contact Information	45
Wellness – Take 100 Small Steps Today	46
Notes	47

For additional information regarding school board policies and procedures, visit the district web site at <http://www.greenek12.org>.

Note: Board policies and procedures are continually being reviewed and revised. Latest policy and procedure updates shall supersede the contents of this document.

Revised: April 2009

STUDENT HANDBOOK

MISSION STATEMENT

Glenwood's mission is to provide all students a safe learning environment in which they will achieve academic excellence through cooperative learning, creative problem solving, and positive social interactions as well as the communication and technology skills needed to become socially and ethically responsible citizens.

VISION STATEMENT

We envision a school where all students are enabled to experience success in their quest for knowledge as well as preparation for productive citizenship throughout life. As a part of our school's role, we desire to emphasize the traits in the acronym, "Go Fish Forever."

Glenwood	Freedom
Offers	Opportunity
	Responsibility
Friendship	Education
Involvement	Vision
Success	Excellence
Happiness	Results

BELIEF STATEMENTS

- ***Every child can and should be given the opportunity to learn.***
- ***Students should be challenged continuously to increase knowledge and critical thinking skills.***
- ***Teacher attitudes and expectations dramatically affect student behavior and performance.***
- ***Each student is unique with his or her own intellectual, physical, social, and emotional needs.***
- ***Stakeholders should be committed to establishing an environment in which students can learn all that they are capable of learning within the confines of those needs.***
- ***Policies and procedures should be established in a cooperative manner among all stakeholders for the benefit of the students.***
- ***Stakeholders share the goal of providing a quality educational program that will afford students the opportunity to become socially and ethically responsible citizens.***
- ***Sharing leadership and decision-making among all stakeholders results in better teaching and higher student performance.***
- ***A variety of research-based, brain-compatible instructional strategies should be used in order to accommodate the learning style of each student.***
- ***The assessment of student learning should be such that students can readily demonstrate their achievement.***
- ***Decisions regarding curriculum, instruction, assessment, and organization should be data driven, research-based, and guided by the goals and expectations outlined by the Tennessee Department of Education and No Child Left Behind.***
- ***Every child should be provided a comfortable, safe, and clean environment in which to learn.***
- ***Stakeholders should be committed to providing the opportunity for students to become all that they can be.***
- ***Parent and community involvement is an intricate part of the educational process.***
- ***Internal and external communications and collaboration are essential among stakeholders.***
- ***Forming partnerships with business and industry improves relations among stakeholders and strengthens the educational program.***
- ***Good attendance and academic success are directly correlated.***

GENERAL INFORMATION

ATHLETICS

The major sports offered at Glenwood Elementary School are baseball, basketball, football, softball, and volleyball. Through these activities students are afforded opportunities to develop and/or exhibit physical and mental fitness, social skills, good sportsmanship, school spirit, and team morale, as well as gain an appreciation for recreation.

Each student must have a complete annual physical examination prior to his/her participation in interscholastic athletics with cost of the examination being borne by the parent/guardian of the student. Additionally, it shall be the responsibility of the parent/guardian to provide health and hospitalization insurance for all students participating in interscholastic athletics. For more information regarding sports physicals, please contact the physical education teacher or the coach of the sport in which your child participates.

The following eligibility and team composition guidelines have been established by the Greene County Board of Education.

- **A varsity team shall consist of any number of dressed players as selected from grades 6, 7, or 8. No student below sixth grade can compete as a member of a team in the Tennessee Middle School Athletic Association (TMSAA). (Note: Glenwood School is not currently a member of this organization.) Students involved in independent games or leagues for a particular sport are not eligible to participate if the games occur during the school season for that sport.**
- **To be eligible for selection to a team, a student shall not be fifteen (15) years of age or older on or prior to August 1 of the current school year.**
- **All students participating on a team must be enrolled in the same school and be under the supervision of the same principal, unless permission to allow students from another school to participate is granted by the Executive Director of TMSAA.**
- **Any student retained for any reason is ineligible until promoted to the next grade. Eligibility is determined on the date grade cards are sent home.**
- **A student must pass four (4) of the following five (5) subjects to be eligible for elementary athletics: English, reading, math, science, and social studies. If a student passes only three (3) of the five (5) designated subjects or has failed two of these subjects from the previous year, the student will be on probation for fifteen (15) school days. After this period the student may be reinstated for play if his/her grades are passing for four (4) out of five (5) subjects. If not, the student will remain on probation for the remainder of the nine weeks. During probation a student may practice but cannot play in any games. A student may be placed on probation only once during an academic year. If a student fails more than two (2) of these five (5) subjects, he/she is ineligible for the rest of the year.**
- **A student with an athletic record at one school (listed as team member on filed school eligibility report) shall not be eligible to transfer to become a member of another school's athletic teams without a legal move by the parents or guardians of the student from one school attendance zone to the other.**
- **Principals and/or coaches are empowered and encouraged to declare students ineligible, suspended, or on probation in athletics for disciplinary reasons.**

ATTENDANCE

Attendance is an extremely important component of the school program. Regular attendance is a key to good school grades, overall achievement, and a rewarding educational experience. Additionally, Tennessee state law requires it.

If a student is absent, the parent or guardian should contact the school before 8:30 a.m. to inform school personnel of the reason(s) for the child's absence. If notice is not received, efforts will be made to call parents/guardians either at home or work.

Students who are absent from school must provide the office a written note from the parent or physician explaining the absence, even if the school has been notified verbally. Verbal excuses are not accepted as proof of an excused absence. Parent notes may be accepted for up to three (3) days missed during a nine-week grading period. At the fourth or additional absence, a doctor's statement is required in order for the absence to be excused. The doctor's statement must be submitted the first day the student returns to school.

Absences shall be classified as either excused or unexcused. Excused absences shall include:

- **Personal illness (doctor's excuse required after the third day);**
- **Illness of immediate family member (doctor's excuse required after the third day);**
- **Death in the family;**
- **Extreme weather conditions;**
- **Religious observances (parent's statement required); or**
- **Circumstances that, in the judgment of the principal, create emergencies over which the student has no control.**

Where possible, parents are encouraged to schedule doctor and dental appointments for times outside the regular school day. However, if a child must be checked out of school early, he/she must be signed out in the school's main office.

When a child becomes an attendance problem, he/she will be declared truant. Truancy is defined as an absence for an entire school day; a major portion of the school day; or the major portion of any class, study hall, or activity during the school day for which the student is scheduled. A doctor's statement will be the only excuse accepted for severe truancy problems.

It is the duty of the principal to report to the attendance officer the names of all children who have been absent five (5) days without adequate excuse. (This means a total of five days during the school year, and not necessarily five consecutive days.) The attendance officer will then proceed against said children and their parents/guardians in the juvenile court system as required by TCA 49-6-3007.

Students who are present each day are recognized and rewarded during a special assembly program at the end of each nine-weeks grading period. Additionally, students who are counted present each day of the school year are presented an attendance certificate at the annual awards day program. In order for a student to receive recognition for perfect-perfect attendance, he or she must be present at school all day (no tardies; i.e., arrival to the classroom after the designated school starting time or picked up early) each day of the school year.

ATTENDANCE – GRADES 6-8

Any student that accumulates three unexcused absences during a nine-week period will be required to attend a two-hour make-up session after regular school hours. For each unexcused absence, after the third, an additional two-hour session will be required. Students have the opportunity to make up any work during the make-up sessions. All make-up sessions must be completed before the end of the

nine-week period. Days missed because of hospitalization, doctor visits, or death in the immediate family will be exempt from these guidelines and will be excused with the proper documentation.

Any student that has five unexcused tardies during a nine-week period will be required to serve an after-school session. For the purpose of this policy, a tardy is defined as "arrival to the classroom after the designated school starting time" or "being picked up early." If students do not stay for the after-school session, they will be required to spend the following day in in-school suspension. (Note: If, due to budget constraints, in-school suspension is not available, an alternate consequence will be imposed.) The principal will schedule all make-up sessions.

BOOSTER CLUB

The Booster Club organizes and manages Mini, Pee Wee, and Midget basketball teams and supports the total athletic program. Membership in the club is open to anyone who is interested.

BUS CONDUCT

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

The school bus is an extension of school activity; therefore, students shall conduct themselves on the bus in a manner consistent with the established standards for safety and classroom behavior. Students are under the supervision and control of the bus driver while on his/her bus and all reasonable directions given by him/her shall be followed.

The principal of the student transported shall be informed by the bus driver of any serious discipline problem and may be called upon to assist if necessary. Riding a bus is a privilege. A student may be denied the privilege of riding the bus if the principal determines that his/her behavior is such as to cause disruption on the bus or if he/she disobeys state or local rules and regulations pertaining to student transportation. The suspension of a student from riding the bus shall follow the same procedures as for any other school suspension. Students who are suspended from the bus may not ride a different bus during the time of suspension.

Any student who gets off the bus at any point between the pick up point and school must present the bus driver with a note of authorization from the parent or the principal (or his/her designee) of the school that the student attends. Any student wishing to ride a bus other than his/her designated bus must have written parental permission and the approval of the principal or his/her designee. Students who transfer from bus to bus while en route to and from school shall be expected to abide by the discipline policies adopted by the Board and rules adopted by the staff of the terminal school.

Students are expected to be at their bus pick up location on time. If students who live on a special route (e.g., dead end road or loop) do not ride the bus in the morning and parents or students do not contact the driver or the school before the next morning run, the bus will not make that special route. If a student does not ride the bus for three consecutive days, parents need to call the school to request continuation of bus services.

Video cameras may be used to monitor student behavior on school vehicles transporting students to and from school or extracurricular activities. Video surveillance shall be used only to promote the order, safety, and security of students, staff, and property.

BUS DISCIPLINE

Occurrence:

Consequence:

First	Warning of impending suspension
Second	1 day bus suspension; parent contact
Third	3 day bus suspension; parent contact
Fourth	5 day bus suspension; parent contact
Fifth	10 day bus suspension; parent contact
Sixth	Extended suspension or expulsion; parent contact
Severe	Levels 2-6, depending on severity

BUS DUTY GUIDELINES - MORNING

Bus duty teachers are on duty beginning at 7:15 a.m. each morning. In the interest of providing a safe and secure environment, neither parents nor bus drivers should drop students off prior to this hour.

Students should observe the following guidelines:

- **Upon entering the building, go to designated area**
- **Stay seated in your assigned place**
- **Use quiet voices when talking**
- **Keep hands, feet, and objects to self**
- **Respect the rights of others**

Kindergarten through third grade students who intend to have breakfast in the cafeteria should leave their materials in their classroom immediately upon entering the building then report directly to the cafeteria. Fourth through eighth grade students who intend to have breakfast in the cafeteria should report directly to the cafeteria upon entering the building. All students should leave the cafeteria by the first bell (7:55 a.m.).

BUS DUTY GUIDELINES – AFTERNOON

Students who are to be picked up early or who walk home each day will be released at 2:50 p.m. on Monday-Thursday or 2:35 p.m. on Friday. The person(s) who will be picking up the student(s) should travel via the side roadway (Glenwood Road) and pick up the student(s) at the side entrance near the gym. School personnel will supervise early pick ups during the designated pick up time. Parents who wish to take advantage of these opportunities must complete and return a school-provided form to grant permission for early pick up/walking home.

BUS RULES

Students shall observe the following rules of bus behavior.

- **Once a pupil is seated on a bus he/she will not change seats without permission of the driver.**
- **Drivers may assign any or all students permanent seats on the bus if they wish to do so.**
- **Students will not be permitted to have any dangerous toys or other items on the bus. Science specimens that are to be taken to school in glass jars will also be enclosed in cardboard or wooden boxes. No drink containers will be permitted on the bus.**
- **Students will not use tobacco in any form on the bus.**
- **Students will not be excessively noisy while on the bus.**
- **Students will be let off a bus only at their designated destination unless written permission from their parents gives authority for the driver to do otherwise. All such requests will be checked out by the principal of the school the child attends.**
- **If a student misbehaves on the bus and refuses to obey the driver, when he delivers the student home, the driver may refuse to pick up the student again until a conference is held between the parents and the principal. The driver should talk with the parents if at all possible.**
- **Students will not be permitted to throw any objects while on the bus.**

- **Students will pay for damage done on the bus.**
- **Students will obey the driver.**
- **Students will not use vulgar or profane language.**
- **High school students who are required to wait at an elementary school for a bus shall be under the supervision of the elementary teachers standing bus duty.**

CAFETERIA

Nutritious meals are served daily in the school cafeteria. Menus, which are sent home monthly, may also be viewed at <http://www.greenek12.org/colfood/food.html>. The cost for breakfast is \$1.50. Lunch prices are \$1.75 for grades K-3 and \$2.00 for grades 4-8. Free or reduced rates (\$.30/breakfast; \$.40/lunch) are available for qualified applicants. An application form for free/reduced meals is provided to each student at the beginning of the year. Forms are also available upon request. If there is a change in household income after approval has been granted for free or reduced meals, the cafeteria manager must be notified immediately and, if appropriate, a new application submitted. Adult meals are \$2.00 (breakfast) and \$2.50 (lunch).

A computer system, one that requires the use of a 5-digit student identification number, is used in the cafeteria to record student purchases. Using this system, each student must code these identifying numbers into a keypad before being served. Please review the numbers with your child/children. (Note: An index card with the pertinent information will be provided to the younger students until they can commit the numbers to memory.)

Each Monday morning from 7:15-7:55 money will be collected from the children to put into their account for meals. Payments, which may be paid weekly or monthly, must be made during the breakfast (not lunch) serving time. If you wish to pay by check, please include the child's four-digit identification number in the memo section of the check. If you choose to make cash payments, please place the money in an envelope and write your child's name and 5-digit identification number on the envelope.

Money for a la carte items may be placed in the child's account. Should you wish to take advantage of this service, please notify the cafeteria manager either by note or telephone call (798-2647). A limit will be placed on the child's account. Since cash cannot be returned for overpayment on accounts, any excess money will be applied to expenses incurred during the following week.

In keeping with school board policy, foods purchased from any outside establishment may not be brought into school to be consumed in the cafeteria during the breakfast or lunch serving periods. Vending machine purchases may not be made until after the mid-day meal.

Students are expected to observe the guidelines that are stated below.

- **Enter and leave the cafeteria in a single-file line**
- **Use silent/quiet voices**
- **Sit in assigned seat/area**
- **Once seated, remain seated until dismissed**
- **Face own table**
- **Keep feet on or near the floor**
- **Keep hands, feet, and objects to self**
- **Use proper table manners at all times**
- **Take responsibility for cleaning own area and placing garbage in proper receptacles**

CHANGE OF ADDRESS/PHONE

Parents should immediately notify the school when there are any changes in their child's address, phone number, or other information included on the Student Information Sheet, registration card, or medical form. Any changes in name or custody must be substantiated by a legal document.

CHARACTER EDUCATION

The purpose of Greene County Schools is to provide the best educational opportunities for students, thereby enabling them to become successful, productive, and self-sufficient citizens. Young people must learn how to learn, know how to adapt to change, and understand that learning is lifelong. But even further, they must perceive their duty to contribute to society. It is imperative that schools respond to this need by teaching skills beyond the traditional academic course work.

Our students learn to accept responsibility for their actions, to respect humanity, to care for their community, and to seek peaceful solutions to conflict. If we are to ensure the future of our society and the preservation of our heritage, parents, schools, and communities must cooperate to promote positive value systems and ethical standards. In order to protect and preserve our rich heritage, Greene County Schools agree to join forces with families and community groups to promote the virtues that are symbolic of responsible citizens. Each month one of the twelve Virtues for Successful Living is emphasized.

January	Dedicated	The ability to pursue worthwhile goals with the perseverance to endure in spite of any obstacles or distractions.
February	Truthful	The conviction to say and do what is morally right.
March	Fair	The conviction to apply equal and consistent standards in all situations.
April	Industrious	The ability of a motivated person to be a productive and self-sufficient citizen.
May	Considerate	The ability to be thoughtful of the rights and feelings of others.
June	Respectful	The realization that all elements of nature have worth and that human beings must relate to our resources with care and to each other with dignity.
July	Patriotic	The willingness to love, support, defend, and represent one's country through words and deeds.
August	Optimistic	The attitude of expecting the best positive aspects in any situation.
September	Disciplined	The ability to control one's actions for betterment of others.
October	Responsible	The ability of a person to think, respond, and be accountable for his or her actions and behaviors in any given situation.
November	Confident	The internal strength to actively support personal convictions and beliefs.
December	Compassionate	The inclination to feel empathy and show an interest in improving the well being of others.

COMPETITIVE FOOD POLICY

Proper nutrition is very important for a child's physical and educational development; therefore, the Greene County Schools Wellness Council and the Greene County Board of Education are very much concerned about providing students with the best possible nutrition while they are at school. Nourishing meals assist children in maintaining their focus and making the most of their educational opportunities.

In keeping with state and federal laws, the Greene County School System Competitive Food Policy includes the following regulations:

- **The cafeteria will sell only foods that meet state and federal guidelines.**
- **Foods that do not meet the minimum nutritional standards under state law or that are considered to be of minimal nutritional value under federal law are prohibited throughout the school grounds from 45 minutes before school starts to 30 minutes after the school day ends. This extends to vending machines, a la carte items in the cafeteria, school stores, school parties, fundraisers, and rewards.**

- **Foods of minimal nutritional value include soft drinks, water ices, chewing gum, and certain types of candies (hard candies, jellies, gum, marshmallow candies, fondant, licorice, spun candy, candy coated popcorn, et cetera).**
- **This prohibition restricts foods such as soft drinks and fast food items from entering the dining area of the school cafeteria. School vending machines are controlled to prevent competition to the school meals program and to discourage poor eating habits.**

State law restricts beverages for elementary school students to the following: water, fruit juice (100%), and milk (low-fat). The school encourages and supports healthy lifestyles for our youth.

COMPULSORY ATTENDANCE AGES

Children between the ages of six (6) and seventeen (17) years, both inclusive, must attend a public or private school. Any child residing within the state, six (6) years of age on or before September 30 of the current school year, who makes application for admission shall be enrolled in the school designated by the school board.

A child entering pre-kindergarten shall be no less than four (4) years of age on or before September 30 of the current school term and must meet the outlined eligibility criteria. A child entering kindergarten shall be no less than five (5) years of age on or before September 30 of the current school term. No child shall be eligible to enter first grade without having attended an approved kindergarten program.

CONFERENCES

Parents are encouraged to contact teachers whenever they have concerns of any nature. Teachers have designated planning times and will be available to discuss any parental questions or concerns during these hours. Additionally, parent/teacher conferences are scheduled periodically throughout the school year. Please consult the annual school calendar for the specific dates and time of these conferences.

CONTACT INFORMATION

Address	3860 Warrensburg Road; Greeneville, TN 37743	
Cafeteria	423-798-2647	
Fax	423-638-8688	
Telephone	423-638-7120	
Web Site	Greene County Schools	http://www.greenek12.org
Web Site	Glenwood Elementary School	http://www.greenek12.org/glenwood
Web Site	Curriculum and Instruction	http://www.greenek12.org/colCentral_Office
Web Site	English as a Second Language	http://www.greenek12.org/TITLE/ESL/index.html
Web Site	Federal Programs	http://www.greenek12.org/TITLE
Web Site	Parent Involvement	http://www.greenek12.org/PARENT
Web Site	State Department of Education	http://tn.gov/education/

DAILY SCHEDULE

Building Opens	7:15 a.m.
Buses Unload	7:15 a.m.
Breakfast	7:15-7:55 a.m.
School Begins	8:00 a.m.
Tardy Bell	8:00 a.m.
Dismissal – Early Pick Ups	2:50 p.m. (Monday-Thursday)
	2:35 p.m. (Friday)
Dismissal – Buses Load	3:10-3:15 p.m. (Monday-Thursday)
	2:55-3:00 p.m. (Friday)

DISCIPLINE POLICY

The goal of discipline is a self-disciplined individual with mature attitudes and socially acceptable standards of conduct. School disciplinary procedures are in keeping with the general guidelines set forth by the Greene County Board of Education and are designed to prevent a student's inappropriate behavior from recurring. These guidelines clearly describe the various disciplinary actions that may be taken for violations of school standards for behavior.

The following levels of misbehavior and disciplinary procedures and options are designed to protect all members of the educational community in the exercise of their rights and duties. The parent or guardian has the right to appeal a decision by school personnel to suspend/expell/remand their child for more than 10 days. The effected student may also appeal. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice. They may be filed by the parent or guardian, the student, or, if requested by the student, any school district employee who holds a teaching license.

Level I – Minor misbehavior on the part of the student, which impedes orderly classroom procedures or interferes with the orderly operation of the school. The misbehavior is usually handled by an individual staff member, but sometimes requires the intervention of other support personnel.

Examples:

Classroom or school disturbances

Aggressive behavior

Classroom tardiness

Cheating and lying

Non-defiant failure to do assignments or carry out directions

Harassment (recurring incidents that make negative reference to another student)

Any other conduct prejudicial to order and learning

Disciplinary Procedures:

Staff member:

Intervenes immediately.

Determines what offense was committed and its severity.

Determines offender and that he/she understands the nature of the offense.

Applies appropriate disciplinary options.

Completes and maintains a record of the offense and disciplinary action.

Disciplinary Options:

Verbal reprimand

Assignment related to class topic or offense (1-2 pages)

Behavioral contract

Counseling

Withdrawal of privileges

Time-out room

Strict supervised study

Detention

Corporal punishment

Isolation

Level II – Misbehaviors whose frequency or seriousness tends to disrupt the learning climate of the school. The misbehaviors do not represent a direct threat to the health or safety of others but are serious

enough to require corrective action on the part of administrative personnel. They usually result from the continuation of Level I misbehaviors.

Examples:

**School tardiness
School or class truancy
Using forged notes or excuses
Disruptive school or classroom behavior
Uncooperative behavior
Abusive language
Inappropriate gestures
Possessing a pocket knife
Possessing over-the-counter drugs
Using or possessing fireworks
Driving/parking violation
Leaving class/campus without permission
Dress code violation
Possessing tobacco product
Continued Level I behaviors**

Disciplinary Procedures:

**Student is referred to principal for appropriate disciplinary action.
Principal meets with student and teacher.
Principal hears accusation made by teacher, permits student the opportunity of explaining his/her conduct, denying it, or explaining any mitigating circumstances.
Principal takes appropriate disciplinary action and notifies teacher of action.
Principal maintains a proper and accurate record of offense and disciplinary action.**

Disciplinary Options:

**Schedule change
Behavior contract
Counseling
Referral to outside agency
In-school suspension
Detention
Suspension from school-sponsored activities
Corporal punishment
Out-of-school suspension not to exceed ten (10) days
Parent contact
Revoked driving**

Any student who is found in possession of a tobacco product will have a petition filed against him/her in juvenile court. The parent(s)/guardian(s) will be notified.

Any student found in possession of a cellular phone/paging device will have the item confiscated. Upon the first offense, the item will be held for a period of one week. At the second offense, the item will be held for one month. Should the item be confiscated a third time, it will be kept in the school office for the remainder of the school year.

Level III – Acts directed against persons or property but whose consequences do not seriously endanger the health or safety of others in the school. These often result from the continuation of Level II misbehaviors.

Examples:

Fighting

Vandalism (less than \$100 in damages)

Stealing

Threats to others

Severe abusive language

Serious harassment (personal threat directed toward another student)

Distributing over-the-counter drugs

Other acts of aggression

Continued Level II misbehaviors

Disciplinary Procedures:

Referral is made to the principal.

Principal investigates, meeting with the student and the referring party.

Principal determines and takes appropriate disciplinary action.

Principal maintains record of offense and disciplinary action.

If the offense is vandalism, student makes restitution for property damages.

Disciplinary Options:

In-school suspension

Detention

Corporal punishment

Restitution for stolen property or the loss or damage to property

Out-of-school suspension not to exceed ten (10) days

Behavior contract

Level IV – Acts of violence toward another person or property or which pose a threat to the safety of others in the school or at school related functions. These acts may be criminal and require administrative actions that may result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and action by the Board.

Examples:

Death threat (hit list)

Extortion

Vandalism (\$100 or more in damages)

Theft

Possession/sale of stolen property

Arson

Serious harassment (confirmed non-consensual physical contact)

Other acts of violence

Abuse/under the influence of over-the-counter medications

Unmodified Level III behaviors

Disciplinary Procedures:

Referral is made to the principal.

Principal investigates, meeting with the student and the referring party.

Principal contacts director of school and law enforcement, if appropriate.

Principal contacts student's parent(s).

Principal determines and takes appropriate disciplinary action.

Principal completes and sends home suspension/expulsion form and maintains record of offense and disciplinary action. If student's program is to be changed, principal provides adequate notice to the student and his/her parents of the charges against him/her and his/her right to appear at a hearing and to be represented by a person of his/her choosing.

Disciplinary Options:

A/BIC* (Academic/Behavior Improvement Center)

No transportation provided

No students allowed to drive

Transportation for special education students decided on a case by case basis

***The Greene County School Board instituted the Academic/Behavior Improvement Center to further strengthen the school program. The Center, which is located at the Thomas Howard McNeese Educational Center on Hal Henard Road, is designed to address the needs of elementary and high school students with academic and behavior problems. Placements at the facility are typically either 10 or 45 days in duration, depending upon the infraction.**

Restitution for stolen, lost, or damaged property

Out-of-school suspension not to exceed ten (10) days

Expulsion

Contact authorities, if appropriate

Level V – Acts of zero tolerance

Examples:

Bomb threat

Possession/use of alcohol

Possession/use/transfer of gun firearms

Possession/use of dangerous weapon (not a firearm)

Assault or battery

Possession/use of unlawful substances

Disciplinary Procedures:

Referral is made to the principal.

Principal investigates, meeting with the student and the referring party.

Principal reports incident to director of schools and makes recommendation.

Principal contacts parents.

Principal contacts law enforcement officials.

Principal submits a complete and accurate report of incident to the director of schools.

If student's program is to be changed, principal provides adequate notice to the student and his/her parents of the charges against him/her and his/her right to appear at a hearing and to be represented by a person of his/her choosing.

Disciplinary Option/Response

One (1) year expulsion, which may only be modified by the director of schools and determined on a case-by-case basis

DRESS CODE

In keeping with the educational purpose of the school district, students are expected to dress and groom themselves as individuals with a sense of responsibility. The district's dress code is established to teach hygiene, instill discipline, prevent disruption, avoid safety hazards, and provide a positive learning

environment. Each student is expected to keep his/her person and his/her clothing clean and neat. It is expected that each student, while exercising the right to dress and groom himself/herself in an individual way, will also show, through his/her appearance, a high degree of respect for the standards of decency, cleanliness, and style acceptable to the school. The administration has discretion in determining the appropriateness of dress. If it is determined that the dress or grooming of a student is inappropriate, the student will be sent home or removed to an alternate setting. Any class time missed during the time the student has gone home to change will be unexcused.

A partial list of guidelines includes:

- **Shirts, blouses or sweaters, pants/dresses, and shoes must be worn at all times.**
- **The practice of “sagging” is considered to be gang related symbolism and will not be tolerated.**
- **No head apparel, including caps, hats, headbands, bandannas, toboggans, scarves, or hair stockings will be worn in the building.**
- **Clothing shall fit properly and shall not be unreasonably tight or unreasonably baggy.**
- **Pants must be worn at the waist. No sagging allowed.**
- **Shorts cannot be any shorter than below the extended fingertips when standing. (Any holes in pants/jeans must follow the same guidelines as shorts.)**
- **Skirts, dresses, and skorts cannot be any shorter than two inches above the knee. Dresses must completely cover the shoulders.**
- **No spaghetti straps, tank tops, or muscle shirts are permitted. Bare midriffs, bare shoulders or backs, excessively low cut clothing, and clothing made of see-through material are prohibited. The midriff area must be fully covered at all times.**
- **Hairstyles, unusual hair color, sideburns, and mustaches must be in good taste, clean, and well groomed.**
- **Clothing that exhibits written, pictorial, or implied references to illegal substances, drugs, or alcohol, negative slogans, vulgarities, or that which attracts undue attention is prohibited.**
- **Prohibited items include: 1) long, large, and/or heavy chains; 2) studded or chained accessories; and 3) sunglasses, except for health purposes.**
- **Leotards, body suits, biking or jogging shorts, and skintight outer materials, such as spandex, are not appropriate.**
- **For the safety of the school population, trench coats and dusters will not be allowed.**
- **Facial jewelry shall be limited to the ears only.**

EARLY DISMISSAL – SCHOOL CLOSING PROCEDURES

Sometimes school is closed or dismissed early due to weather conditions. It is essential that parents plan ahead for such occurrences. The school provides an “Early Dismissal Procedure” form. It is imperative that each parent/guardian complete and return this form to the student’s homeroom teacher. Early dismissal/school closing procedures should also be provided on the student registration card. It is imperative that parents provide a plan that does not require the student to make a telephone call.

General information regarding early dismissal/school closing follows.

- **The director of schools is responsible for deciding whether or not to dismiss early.**
- **Early dismissal/school closing is announced on all area radio and television stations and is also published on the school system web site: <http://www.greenek12.org>. Please tune in to a local radio or television station or visit the system web site rather than calling the school, since telephone lines need to be open when weather is threatening.**
- **If at all possible, the decision regarding an alternate schedule will be made and announced on the 6:00 a.m. news broadcast.**
- **Unless conditions are critical, lunch will be served before school is dismissed.**

Blizzard, Snow, Ice, or Mechanical Malfunctions

If during the school day there is a severe weather warning of blizzard conditions or a severe heavy snowstorm that would make driving hazardous before the regular closing of school, these procedures will be followed:

- ***Central Office will notify the school and local radio and television stations that schools will be dismissing at a specified time.***
- ***Upon receiving notification, the school will notify bus drivers.***
- ***At the appropriate time, the school's public address system will be utilized to announce when students may board the buses, walk home, or wait in designated areas to be picked up by parents.***

If hazardous driving conditions caused by a blizzard, heavy snowstorm, or ice should occur by 6:00 a.m., notification would be given by Central Office to radio and television stations serving the district. If at all possible, the radio and television stations will announce school closings between 6:30 a.m. and 7:00 a.m. Notification will also be made via the school system web site: <http://www.greenek12.org>.

If there is a mechanical malfunction of the heating system, water line, electricity or sewage system, the school will notify Central Office personnel. If Central Office personnel decide to dismiss school early, they will inform the school of the decision. The school will contact bus drivers and dismiss at a designated time.

EARLY PICK UP PROCEDURE

The procedure for early pick ups promotes safety for students and convenience for parents who pick up their children in the afternoon. As you will notice, the pavement in the pick up area is striped to accommodate two lanes of through traffic with a center "no parking" merge lane. We request that parents of students in grades K-2 travel in the right traffic lane and parents of students in grades 3-8 travel in the left traffic lane; thus, the younger children do not have to cross in front of a line of traffic. If your child is in kindergarten, first, or second grade and has an older sibling in grades 3-8, the older child should also be picked up via the right traffic lane.

As a means of further safety, students should enter the vehicle from the same side as the student walkway. Students in grades K-2 and their siblings should load on the right side of the vehicle and students in grades 3-8 should load on the left side of the vehicle. When your child/children has/have been picked up, you may travel straight ahead or merge to the center lane and exit.

This method of exit should avoid an overflow of traffic on the main roadways, speed the exit process for parents and students, and provide maximum safety for students. We request and greatly appreciate your cooperation with the implementation of this procedure, which should benefit everyone.

Please remember that students are released for early pick up at 2:50 p.m. on Monday through Thursday and at 2:35 p.m. each Friday. Kindergarten students are dismissed at 12:15 p.m. on the second and fourth Friday of each month beginning in September.

EMERGENCY SITUATIONS

Fire or Bomb Threat Exit Procedures

When the fire alarm sounds, students, faculty, and others in the building will evacuate the building in an orderly manner via the pre-arranged evacuation route. If an exit is blocked, the alternate evacuation route should be utilized. At the sound of the fire alarm students should do the following:

- ***Stand quietly and stop talking.***
- ***Line up at the designated exit with the pre-arranged leader(s) at the front of the line.***

- ***In a single-file line and with arms folded, walk to the designated outside areas quickly and quietly. (Students should take nothing with them other than their coats and/or handbags that are located at their desks. The first student out the door in each group should step aside and hold the door open for those who follow.)***
- ***Remain in line outside the building until the intercom bell is sounded.***
- ***When the intercom bell is sounded, reenter the building in a single-file line with arms folded and without talking.***
- ***Return to the designated area.***

Tornado or Nuclear Attack Procedures

The Director of Schools will notify principals of all schools by telephone when a severe weather alert or other warning is received on the Emergency Broadcast Station. The principal will notify all school personnel either by personal visit or hand delivered note as to the situation. Students in special classes should return to their regular classroom. Designated lookouts will be posted to notify the principal when a tornado is sighted. If a tornado is sighted, the principal will announce on the public address system, simply and calmly, that a tornado has been sighted and for all to go immediately to their pre-assigned locations. The teacher will stay with his/her group of students until the "all clear" signal is given, at which time all should return to their assigned location.

Family/Student Reunion Site for Emergency Situations

In the event of an emergency situation that would necessitate the evacuation and non-reentry of the building, students on the main floor should follow the standard evacuation plan and gather at the outer most limits of the upper playground (near the school access lane). Students on the lower level and in the mobile units should follow the standard evacuation plan and gather on the lower playground at the baseball/softball dugout. The reunion of families with their child(ren) would occur at these points. Should the emergency situation dictate that students be removed from the campus, parents/guardians would reunite with their child(ren) at the selected location, which in all probability would be Hartmans Chapel United Methodist Church, West Greene High School, or South Greene High School. Local media will be used to make the alternate reunion site known.

FEES

Annual school fees are based on grade levels. Teachers will provide parents with this information at the beginning of the school year or upon registration.

FIELD TRIPS

Field trips designed to stimulate student interest and inquiry and to provide opportunities for social growth and development are considered appropriate extensions of classroom instruction. Signed parental permission forms must be obtained for every student making an off-campus trip beyond the immediate vicinity of the school. The form for parental permission includes the purpose, date, destination, time of departure and return, cost, and other facts necessary for parents to be fully informed. This form must be signed by the parent/guardian and returned to the child's teacher by the designated return date, which should not be less than one day preceding the trip, before the student will be permitted to participate in a trip.

Participation in field trips is restricted to the students for whom the trip has been planned and approved. Students/siblings in other classrooms are neither permitted nor excused to participate and may expect disciplinary actions if guidelines are violated. All participating students are expected to ride the school bus to the trip destination. Parents who are participating in the trip and wish to transport their child home from the event must provide the teacher a written note indicating such.

Students will not be penalized for participating in approved school-sponsored trips and activities. Teachers will allow students to make up class assignments missed because of the trip or activity.

FINES

Students who destroy, damage, or lose school property; including but not limited to buildings, school buses, books, equipment, and records, will be responsible for the actual cost of replacing or repairing such materials or equipment. The grades or grade cards of a student who is responsible for vandalism or theft or who has otherwise incurred a debt to the school may be held until the student or the student's parent/guardian has paid for the damages. Failure to remit the cost of replacing or repairing such materials or to make satisfactory arrangements with the school administration for payment may result in suspension of the student.

Textbooks are available free to students as a loan. Parent(s) will accept full responsibility for the proper care, preservation, return, or replacement of textbooks issued to the student(s). Fines may be assessed for overdue, damaged, or lost library books. In no event will the fine exceed the current cost of replacing the book.

GUM CHEWING

Careless disposal of gum (in drinking fountains, on furniture and floors, et cetera) presents both sanitation and cleaning problems, plus potential costly repair. Therefore, gum chewing is not permitted on any school property, including school buses.

HOMEWORK

Homework assignments are provided as a means of reinforcing and enhancing skills already taught in the classroom and fostering responsibility and self-discipline. The following standards shall be met:

- **Students will be responsible for contacting the teacher at an appropriate time to get instructions necessary to successfully complete the assignment.**
- **Students who have been absent will have one day for each absence to complete missed assignments.**

The teacher shall establish and communicate the standards and expectations for completion and acceptability of homework. The student's responsibilities for homework include: 1) keeping track of homework assignments; 2) completing work carefully and neatly; 3) handing in homework assignments that have been completed; and 4) turning work in on time. Students will not be permitted to call home for homework that they forgot to bring to school.

The parent's responsibilities include: 1) assisting their child in finding a well-lit, quiet place to work; 2) establishing a regular time to complete homework; 3) providing the basic materials needed; 4) being available to provide help when their child is confused about an assignment; 5) helping the child develop ways, such as utilizing the student planner provided by the school, to keep track of assignments in an organized manner; 6) giving feedback to the teacher about any problems; and 7) showing that they care about homework, and school in general, by asking questions about the lesson and insisting that their child keep up with his/her assignments.

HONOR ROLL

Students must be on grade level to be considered for the honor roll. A student must have "A's" in all academic subjects to be eligible for the "A" honor roll. For the "B" honor roll, a student must have no academic grade below a "B." Handwriting, art, music, physical education, and conduct are not considered as academic subjects.

HOURS

The school hours for students are from 8:00 a.m. until 3:00 p.m. daily, except for Friday when the day ends at 2:45 p.m. Students arriving after 8:00 a.m. must report to the school office to get an admit to class slip before going to the classroom. Students who arrive in the classroom after 8:00 a.m. or are picked up before the designated departure times will be considered tardy.

ITEMS PROHIBITED

Items that are disruptive to the educational process (examples: toys, water guns, balloons, baseball cards, electronic devices, pocketknives) should not be brought to school. Such items will be confiscated and the offender will face appropriate disciplinary action.

Students shall not possess personal communication devices (examples: cell phones and pagers) while on school property or while attending a school sponsored activity on or off school property. A "personal communication device" is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. A person who discovers a student in possession of a personal communication device shall report the violation to the principal. The device will be confiscated and the principal or the principal's designee will determine when or if the device will be returned to the student.

ILLNESS OR INJURY

If a student becomes ill or is injured while at school, the staff will make every effort to contact the parent or guardian immediately. It is imperative that each student has phone numbers on file where the parent/guardian (and other family members/friends if necessary) can be reached in an emergency. These numbers should be listed on the student's registration card.

IMMUNIZATIONS

State law requires that every child be properly immunized before being admitted to school. Children entering school (K-12) must have the required immunizations listed below or the appropriately documented exemption.

DTPIDtaPIDTITd	4 or more doses (one of which was given on or after the fourth birthday) (Diphtheria, Tetanus, and Pertussis [Whooping Cough])
Polio (or OPV/IPV)	4 doses of OPV or IPV (If the third dose was given on or after the fourth birthday, the fourth dose is not required. However, if a combination of IPV/OPV is used, then all four doses are needed regardless of age.)
MMR	2 doses (The second dose should be at least 30 days after the first dose.)
Hepatitis B (or HBV)	3 doses for kindergarten entrance and for transfers grades K-11
Varicella (Chickenpox)	1 dose for kindergarten entrance or history of disease
Physical Examination	Documentation signed by healthcare provider

For the purpose of compliance with the law, the following minimum immunizations are required for Pre-K admission:

DTPIDtaPIDTITd	4 or more doses (Diphtheria, Tetanus, and Pertussis [Whooping Cough])
Polio (or OPV/IPV)	3 doses of OPV or IPV
HIB	3 or 4 doses

	<i>(If HIB #1 is given after 15 months, the requirement is met with 1 dose.)</i>
MMR	1 dose
Hepatitis B (or HBV)	3 doses
Varicella (Chickenpox)	1 dose or history of disease provided by parent or physician
Physical Examination	Documentation signed by healthcare provider

INSURANCE

Student accident insurance is made available at the beginning of each year for purchase on an optional basis. Information brochures and applications are sent home with the students during the first week of school. Before participating in interscholastic athletics, a student's parent/guardian must either purchase the insurance policy offered or present a statement signed by the parent/guardian that assures the school that the parent/guardian has personal insurance or is willing to accept all financial responsibilities related to participation and travel. Forms for such permission and agreements are furnished by the principal and kept in the school office.

INTERNET

A written parental request is required prior to a student being granted independent access to electronic media involving district technology resources. The required permission/agreement form, which specifies acceptable uses, rules of on-line behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent/guardian of minor students (those under 18 years of age) and also by the student. This document is kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian must provide the director of schools with a written request.

Because all computer hardware and software belong to the Board, all data stored or transmitted on school system computers will be monitored. Students have no right to privacy with regard to such data. Use of the Internet is considered a privilege, not a right, and users are expected to abide by the rules of network etiquette. Inappropriate use will result in cancellation of privileges.

Prohibited or illegal activities include, but are not limited to, the following:

- **Using obscene, offensive, inflammatory language**
- **Revealing personal information, address, or phone number**
- **Sending personal electronic mail**
- **Sending or displaying offensive messages or pictures**
- **Harassing, insulting, or attacking others**
- **Damaging computers, computer systems, or computer networks**
- **Hacking or attempting unauthorized access**
- **Violating copyright laws**
- **Trespassing in another's folders, work, or files**
- **Intentionally misusing resources**
- **Using another's password or other identifier (impersonation)**
- **Using the network for commercial purposes**
- **Buying or selling on the Internet**

LIBRARY

The library collection consists of over 8,000 books available for students, teachers, and parents. Library holdings, the majority of which correspond with the Accelerated Reader program, consist of easy, fiction, nonfiction, and reference titles on a wide variety of subjects. Books are selected to relate to students' interests and the school's mission and goals. The certified librarian/media specialist works closely with the staff and students to maintain a collection appropriate and desirable for all stakeholders. Students are encouraged to select books on an appropriate reading and interest level and top readers are

recognized and rewarded for their outstanding achievement. Books, pamphlets, and brochures of particular interest to parents are available for checkout.

Students in kindergarten and first grade check out one book at a time. In grades two through eight, students are allowed two books at a time. If a student loses or damages a library book, the student will be charged the replacement cost of the book. Students with late or lost books will lose library privileges until matters are resolved.

LOST AND FOUND

It is important that children learn to value and care for all property. Each year many articles, especially coats and sweaters, are lost and go unclaimed by students. Please encourage your child to check the school's "Lost and Found" area for any missing items. Parents may also come in to check if they wish. As a means of preventing loss, parents are encouraged to write their child's name inside outer layer garments and on personal property.

Students who find textbooks or other valuables at school should turn them in to their teacher or the school office. Students will be made aware of items turned in to the office through morning announcements.

MAKE-UP WORK

When a student is absent, he/she is given one day for each day of school missed to make up class work or other assignments. It is the responsibility of the student to check with his/her teacher to determine any missed assignments. If a student does not make up the work in the given time period, the student may be given a zero.

MEDICATION

Only medicine prescribed by physicians or over-the-counter medications accompanied by parent's specific, written instructions will be administered at school. Appropriate forms for the administration of medication at school are provided to each student at the beginning of the year and are also available upon request. In all cases, medicine (in its original container) is to be brought to the office and logged in by the school secretary or other designated school personnel. Medicine of any type may not be transported on school buses; therefore, parents must deliver and/or pick up medications. School personnel will properly dispose of any remaining or unused medication not picked up by the parent at the end of the school year.

Emergency medications (bee sting kits, asthma medications, et cetera) must be in the possession of the person responsible for the student. Any special instructions or considerations that may influence the student's performance at school should be discussed with the teacher.

All long-term medication must be renewed at the beginning of the new school year. Any changes in medication or dosage during the school year require new documentation. If the child's medication is to be administered three times daily, please administer the medication before school, after school, and at bedtime.

MONEY

When younger students bring money to school for the purpose of making purchases or payments, the money should be placed in a sealed envelope. The child's name and purpose for the expenditure should be written on the envelope. Parents are encouraged to limit the amount of extra cash their child is permitted to have at school.

NON-DISCRIMINATION POLICY

It is the policy of the Greene County School System not to discriminate on the basis of color, race, national origin, sex, age, or disability in its education programs, activities, or employment policies as required by Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Federal Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act.

It is also the policy of this district that the curriculum materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and disability. The curriculum fosters respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

PARENT TEACHER ASSOCIATION (PTA)

The Parent Teacher Association (PTA) is a very active group with membership open to any interested community member. The group is comprised of parents, students, and teachers who typically meet monthly during most months of the school year. Proceeds from PTA fundraising activities are utilized to benefit the school and its various programs. Visit <http://www.pta.org> for more information.

REPORT CARDS

Report cards are sent home at the end of each nine-week grading period. Interim reports are sent home at the mid-point of each grading period. An electronic grading program, Grade Book Portal, is used to produce grade reports.

The letters A, B, C, D, and F with corresponding numerical values express subject area grades. Plus and minus evaluations are not added to letter grades. The grading scale below is used.

A	93 – 100
B	85 – 92
C	75 – 84
D	70 – 74
F	Below 70

Grades given at the end of each nine-week period are determined from daily work, homework, written assignments, tests, in-class participation, projects, and other meaningful assignments.

Conduct grades are based on behavior and do not affect scholastic grades. Conduct is marked as follows:

S	Satisfactory
U	Unsatisfactory

Exceptions to the grading system are as follows:

- ***Art, music, and physical education for grades 1-8 shall be S (satisfactory) or U (unsatisfactory).***
- ***Writing grades for grades 1-5 shall be S (satisfactory) or N (needs improvement). Writing grades for grades 6-8 will be integrated with English. Writing will not be considered for honor roll eligibility.***

- **Science and social studies grades for grade 3 shall be S (satisfactory) or U (unsatisfactory). As the science texts cover health concepts at each grade level, the science grade for grades 3-8 shall represent performance in science and health.**
- **Kindergarten reporting will be in accordance with a locally developed checklist.**

Report cards shall include grades for each nine weeks and an end of the year average.

The student is responsible for making up work missed during excused absences. The work of a student whose grades are satisfactory but are withheld because of failure to complete the required work shall be reported as "I" (incomplete). If the "I" is not removed within one semester, it will then become an "F."

RULES – GENERAL

Good conduct is imperative for optimum learning. Glenwood Elementary School places emphasis on positive reinforcement for good behavior, regular attendance, and academics. Each teacher (or grade level) implements his/her (its) own reward system, working within the parameters of the Greene County School Discipline Policy and Tennessee Code Annotated. Rewards typically consist of privileges, playtime, special parties, or trips. Additionally, schoolwide incentives and rewards are provided.

Hall Rules

Students should be in the halls only at the beginning and close of school and while moving from one class to another, unless they have special permission or special duties that require them to be there. Any student in the halls during class time must have a pass from his/her teacher.

Students are asked to be courteous at all times and to walk on the right side when traveling in the halls. Running, pushing, and shouting are never permitted in the hallways.

Playground Rules

Playgrounds should be kept clean and neat. There should be no wrestling or rough play on the playground – not even in fun. Never throw rocks or other objects that might injure another student or adult. Students should play in their designated areas and follow the playground rules established by their classroom teacher(s). Respect and consideration for others is imperative.

Restroom Rules

Students' conduct in the restroom should be orderly, mannerly, and respectful with no loitering, littering, or destruction. Ample time is given during the day for students to go to the restroom. For a student to be excused to go to the restroom during class, the student must carry a hall pass from his/her teacher.

RURITAN CLUB

The Glenwood Ruritan Club is a vital part of the community. Numerous school programs are supported through the efforts of the club members.

SIGN IN LATE – SIGN OUT EARLY

School begins at 8:00 a.m. each morning. Students need to be in their classrooms before the 8:00 a.m. bell; otherwise, they will be considered tardy. Teachers begin providing instruction to their classes immediately after announcements. When students are tardy, they miss instruction and directions given to the class. Students who are tardy must get an admit to class slip from the office before being permitted to enter the classroom.

The student day consists of seven (7) hours. Students must be in attendance a minimum of one half of the school day to be marked present. Only students who have been at school all day (no morning or afternoon tardies) each day of the school year will be eligible to be recognized for perfect-perfect attendance.

The student school day ends at 3:00 p.m. on Monday-Thursday and at 2:45 p.m. on Friday. Students who leave prior to these times must be checked out in the main office. Only properly authorized persons will be permitted to check out a student. Students who are to be checked out by someone other than the parent must provide the school with written permission from the parent or legal guardian. Likewise, students who are to walk home, experience an alternate means of transportation, or be dropped off at a different site must provide the school with a written note (to be signed by the principal) from the parent or legal guardian. Students who are picked up early will be called for pick up through the school office.

SMOKING

In accordance with school board policy, no smoking or use of tobacco is permitted (for students or adults) at school or school functions either during the day, at night, or on weekends.

SUPPLIES

Each teacher will provide his/her students with a list of school supplies needed for his/her classroom. Pencils, paper, erasers, or other school supplies are not available for sale at the school.

TELEPHONE

Students will be permitted to use the telephone or may be called from class to talk on the telephone only in the event of an emergency. Arrangements for after school activities should be made before the child comes to school. Since school business is transacted over the phone, the line must be kept clear.

Parents are encouraged to call teachers before school, after school, or during the teacher's planning time. Teachers will be called to the phone only in emergency situations. Parents who need to speak with a teacher should leave a message with the school secretary, who will deliver the message and request a return call as soon as possible.

TEXTBOOKS AND LIBRARY BOOKS

Textbooks and library books are provided to students through a checkout system and are paid for by the taxpayers. The student or his/her parent(s)/guardian(s) must pay for books that are lost, destroyed, or damaged. Grades will be held until all books are returned or payment is made.

TITLE I

Glenwood Elementary is classified as a "schoolwide" Title I school. Maintaining "schoolwide" program status permits a school to use Title I funds and other federal education funds and resources to upgrade the entire educational program of the school in order to raise academic achievement for all students. This contrasts with Title I "targeted assistance" program status through which Title I funds are used only for supplementary educational services for eligible children who are failing or are at risk of failing to meet state academic standards. More detailed information concerning the various Title programs may be found on the school system web site at <http://www.greenek12.org/TITLE>. Areas addressed through these programs include the following: basic; migrant; neglected and delinquent; comprehensive reform; English Language Learners; innovative programs; rural and low-income schools; and homeless.

TRUANCY

Truancy is defined as an absence for an entire school day, a major portion of the school day, or the major portion of any class, study hall, or activity during the school day for which the student is scheduled. Students who are absent five (5) days without adequate excuse will be reported to the director of schools (or his designee) who will, in turn, provide written notice to the parents/guardians of the student's absence. For students in grades K-8, the parent/guardian may write notes to excuse a maximum of three (3) days absence per nine (9) weeks. If the absence from school is three (3) consecutive days or more, a statement from a physician will be required in order for the absence to be excused. The physician's statement must be submitted on the first day the student returns to school.

Students participating in school sponsored activities, whether on or off campus, shall not be counted absent. In order to qualify as "school sponsored," the activity must be school planned, school directed, and teacher supervised.

Note: A one-day excused absence is provided for students when their parent/custodian is deployed into active military service. A one-day excused absence is also provided for students when the parent/custodian returns from active military service. Student shall be permitted to make up school work missed during the excused absences.

VISITORS

All visitors must enter through the front door, sign in at the main office, and receive a pass before entering classroom areas (exception: special occasions, such as: school programs, athletic events, open house, and similar public events). Visitors without visible passes will be asked to leave the area until a pass is obtained through the office.

Students are not permitted to have guests in the classroom during the school day. Parents who wish to visit or speak with their child's teacher should write a note or call in advance to schedule a conference time.

WEB SITES

Visit <http://www.greenek12.org/glenwood> for further information concerning Glenwood Elementary School. For additional information regarding Greene County Schools visit <http://www.greenek12.org>. See "Contact Information" for additional site listings.

WELLNESS

GO-LEAN (Glenwood Offers Leaders Encouraging Activity and Nutrition) is Glenwood's wellness theme. Students are encouraged to live healthy lifestyles, incorporating regular physical fitness activities and nutritious food choices into their daily lives. Movement, a brain-compatible instructional strategy, is routinely incorporated into daily lessons.

Foods that do not meet the minimum nutritional standards under state law or that are considered to be of minimal nutritional value under federal law are prohibited during the regular school day as well as immediately before and after school. This extends to vending machines, a la carte items in the cafeteria, school stores, school parties, fundraisers, and rewards. If you have questions concerning what foods and beverages may be served at class parties, please check with your child's homeroom teacher. Each teacher has been provided a list of foods that are in compliance with Tennessee competitive food guidelines.

WITHDRAWAL FROM SCHOOL

When withdrawal from school is to occur, it is important to notify school personnel as soon as possible. In such case, textbooks should be turned in, any and all encumbrances cleared, and all personal belongings collected. The school system to which the student transfers should send a request for the child's records. Upon receipt of such request, the student's record will be forwarded immediately.

ZERO TOLERANCE

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

Weapons and Dangerous Instruments

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

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

Violators of this section shall be subject to suspension andlor expulsion from school.

Firearms

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

Drugs/Alcohol

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

Battery

In accordance with state law, any student who commits battery upon any teacher, principal, administrator, other employee of the school, or school resource officer shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

Bomb Threat

Any student who makes a bomb threat, written or oral, shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

Notification

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

PARENT INFORMATION

HEAD LICE

The presence of head lice is an increasing problem throughout the country. For your family's protection and to prevent spreading lice to others, it is recommended that parents check their child(ren) about once a week.

Who gets lice? Anyone. Frequent, regular shampooing does not prevent lice. Younger children seem to catch them more frequently because of closer contact with one another. Animals do not carry or contract head lice.

How do you get lice? They walk; they do not fly or hop. They travel from person to person directly (two heads touching) or are transferred via personal articles (i.e., combs, brushes, hats, pillowcases, et cetera).

What are the facts about lice? The adult louse is a wingless insect that measures less than 1/8" long and is pale brownish-gray in color. Lice do not carry disease. They bite the scalp, which causes itching. They move quickly and avoid light; thus, they are often difficult to see.

What are the facts about nits? The nits (egg sacs) of lice are cemented to human hair with "nature's own" superglue. The nits appear as small, silvery, oval-shaped specks that look like dandruff. They are very difficult to remove and typically hatch in 7-10 days.

What happens to students with head lice? They will be excluded from school until they are properly treated. If live crawlers are located in the child's hair, the parent will be contacted for immediate pick up. If only nits are found, a note will be sent home with the child indicating that the child must be properly treated before returning to school. Should a child contract head lice on three or more occasions, parents must receive clearance from the school nurse for the child to return to school.

What should you do if your child comes home with head lice? Don't panic. Don't blame. Anyone can get head lice. As noted previously, head lice are passed from person to person by direct contact or on shared objects. It has nothing to do with cleanliness and does not reflect on you as a parent. The problem is easily managed; just follow the instructions listed below.

- *Check every member of the family. Look for tiny, silvery egg sacs (nits) on hair shafts near the scalp, especially at the nape of the neck and behind the ears. Any family member with lice or nits must be treated.*
- *Treat the condition. 1) Remove the child's upper garment and provide a towel to cover the eyes. Do not treat the child in the bathtub or shower. Instead, have the child lean over the sink, which confines the lice product to the scalp and neck, 2) Use one of several louse remedies (pediculocidal product) available at your pharmacy. Some are available by prescription, while others are available over the counter. All these products must be used carefully, observing all safety guidelines. Consult your obstetrician if you are pregnant or nursing. Consult your physician before treating anyone with extensive cuts or scratches on the head or neck. Do not use these products on infants. Head lice and/or nits on infants should be removed by hand. 3) Although it can take time and sometimes be difficult, "nit picking" or removing all nits will ensure complete treatment. Louse products do not kill all the nits and survivors will hatch into crawling lice within 7-10 days, generating a cycle of self-reinfestation. Nit removal can be accomplished with a special metal comb or by picking them out with the fingernails. Note: Nit combing is best accomplished with hair that is dry or slightly damp. Discard nits into a plastic bag and seal for disposal. Following nit removal, have your child put on clean clothing.*
- *A daily nit check is advisable for at least 10 days following treatment. Afterwards, routine checks should become part of regular home hygiene. The child may have to be retreated in 7-10 days if there is evidence of new nits or newly hatched lice. Treatment itself can cause itching. Do not treat again on the basis of itchiness alone.*

How should personal articles and the environment be treated? 1) Machine wash all washable clothing and bed linens that have been in contact with the infected person during the last three days. Use hot water and dry articles in a hot dryer. Non-washables such as stuffed animals, sleeping bags, headphones, and helmets can be vacuumed, dry cleaned, or stored in a tightly sealed plastic bag at room temperature for two weeks. 2) Vacuum everywhere. Rugs, upholstered furniture, mattresses, even carseats, should be carefully vacuumed to pick up any living lice. Place the vacuum bag in a sealed plastic bag before disposal. The use of insecticide sprays is not recommended and strongly discouraged as it may be harmful to family members and pets and is of questionable benefit. 3) Soak combs, brushes, et cetera, in hot water 5-10 minutes. Also soak hair barrettes, ribbons, headbands, et cetera, before use.

MENINGOCOCCAL VACCINES

The following vaccine information is provided through the Department of Health and Human Services Centers for Disease Control and Prevention National Immunization Program. It is intended for informational purposes only. Vaccination against meningococcal disease is not required by the state; however, it is recommended for ages 12-21 years and older with certain risk factors and for specific groups. The Advisory Committee on Immunization Practices (ACIP) of the Centers does not routinely recommend the meningococcal vaccine for Disease Control and Prevention (CDC) for healthy children younger than 11 years old. It does, however, recommend the vaccine for specific groups: those with high-risk medical conditions (no functional spleen and/or specific immune deficiencies); travelers to some developing countries; and designated groups during disease outbreaks. Please contact either of the school nurses, Judy Neas or Suzanne Price, at 798-2646 should you have questions about any of the meningococcal vaccine information provided herein.

Meningococcal disease is a serious illness caused by bacteria. It is a leading cause of bacterial meningitis in children 2-18 years old in the United States. Meningitis is an infection of fluid surrounding the brain and the spinal cord. Meningococcal disease also causes blood infections. About 2,600 people get meningococcal disease each year in the United States. Approximately 10-15% of these people die in spite of treatment with antibiotics. Of those who live, another 11-19% lose their arms or legs, become deaf, have problems with the nervous systems, become mentally retarded, or suffer seizures or strokes. Anyone can get meningococcal disease; however, it is most common in infants less than one year of age and people with certain medical conditions, such as lack of a spleen. College freshmen that live in dormitories have an increased risk of getting meningococcal disease. Meningococcal infections can be treated with drugs such as penicillin. Still, about one out of every ten people who get the disease dies from it, and many others are affected for life. This is why preventing the disease through use of meningococcal vaccine is important for people at highest risk.

Two meningococcal vaccines are available in the United States: 1) meningococcal polysaccharide vaccine (MPSV4), which has been available since the 1970s; and 2) meningococcal conjugate vaccine (MCV4), which was licensed in 2005. Both vaccines can prevent four types of meningococcal disease, including two of the three types most common in the United States and a type that causes epidemics in Africa. Meningococcal vaccines cannot prevent all types of the disease; however, they do protect many people who might become sick if they didn't get the vaccine. Both vaccines work well and protect about 90% of those who get it. MCV4 is expected to give better, longer-lasting protection. MCV4 should also be better at preventing the disease from spreading from person to person.

MCV4 is recommended for all children at their routine preadolescent visit (11-12 years of age). For those who have never gotten MCV4 previously, a dose is recommended at high school entry. Other adolescents who want to decrease their risk of meningococcal disease can also get the vaccine. Meningococcal vaccines are also recommended for other people at increased risk for meningococcal disease: college freshmen living in dormitories; microbiologists who are routinely exposed to meningococcal bacteria; United States military recruits; anyone traveling to or living in a part of the world where meningococcal disease is common, such as parts of Africa; anyone who has a damaged spleen, or whose spleen has been removed; anyone who has terminal complement component deficiency (an immune system disorder); and people who might have been exposed to meningitis during an outbreak. MCV4 is the preferred vaccine for people 11-55 years of age in these risk groups, but MPSV4 can be used if MCV4 is not available. MPSV4 should be used for children 2-10 years old and adults over 55 who are at risk. People two years of age and older should get one dose. (Sometimes an additional dose is recommended for people who remain at high risk. Ask your provider.) MPSV4 may be recommended for children three months to two years of age under special circumstances. These children should get two doses three months apart.

Some people should not get meningococcal vaccine or should wait. Anyone who has a severe (life threatening) allergy to any vaccine component should not get the vaccine. Tell your doctor if you have any severe allergies. Anyone who is moderately or severely ill at the time the shot is scheduled should probably wait until they recover. Ask your doctor or nurse. People with a mild illness can usually get the vaccine. Meningococcal vaccines may be given to pregnant women. However, MCV4 is a new vaccine and has not been studied in pregnant women as much as MPSV4 has. It should be used only if clearly needed. Meningococcal vaccines may be given at the same time as other vaccines.

What are the risks from meningococcal vaccines? A vaccine, like any medicine, could possibly cause serious problems, such as severe allergic reactions. The risk of meningococcal vaccine causing serious harm, or death, is extremely small. Up to about half of people who get meningococcal vaccines have mild side effects, such as redness or pain where the shot was given. If these problems occur, they usually last for one or two days. They are more common after MCV4 than after MPSV4. A small percentage of people who receive the vaccine develop a fever. Serious allergic reactions, within a few minutes to a few hours of the shot, are very rare.

What if there is a moderate or severe reaction? One should look for any unusual condition, such as a high fever or behavior changes. Signs of a serious allergic reaction can include difficulty breathing, hoarseness or wheezing, hives, paleness, weakness, a fast

heartbeat, or dizziness. Should these occur one should: call a doctor or get the persons to a doctor right away; tell the doctor what happened, the date and time it happened, and when the vaccination was given; and ask the doctor, nurse, or health department to report the reaction by filing a Vaccine Adverse Event Reporting System (VAERS) form. Or, one can file this report through the VAERS web site at <http://www.vaers.org> or by calling 1-800-822-7967. VAERS does not provide medical advice.

To learn more about meningococcal vaccines one may: ask a doctor or nurse; call the local or state health department; or contact the Centers for Disease Control and Prevention (CDC) via one of the following methods:

- Call 1-800-232-4636 (1-800-CDC-INFO)
- Visit CDC's National Immunization Program at <http://www.cdc.gov/nip>
- Visit CDC's meningococcal disease web site at http://www.cdc.gov/ncidod/dbmd/diseaseinfo/meningococcal_g.htm
- Visit CDC's Travelers' Health web site at <http://www.cdc.gov/travel>

NO CHILD LEFT BEHIND – PARENT NOTIFICATION INFORMATION

Under the Elementary and Secondary Education Act and the No Child Left Behind Act of 2001, it is the responsibility of Greene County Schools to provide certain notifications to parents within the district. This communication includes the areas noted below.

TEACHER QUALIFICATION: Parents have the right to request the teacher qualifications for their child's teacher. Information regarding qualifications includes certification, emergency status if applicable, degree major, and field of discipline and qualifications of paraprofessionals working with your child under Title I services, if any. All requests for such information need to be in writing to the district office and will be processed in a timely manner.

ANNUAL YEARLY PROGRESS (AYP): This progress is based on student achievement data as presented by the state department. AYP is a measure of year-to-year student achievement on the Tennessee Comprehensive Assessment Program (TCAP) exam. The state will raise the bar (proficiency scores) in gradual increments yearly so that 100% of students are proficient by the 2013-2014 school year. AYP also involves attendance rates in elementary and middle school and graduation rates for high school. Sanctions are placed upon schools that fail to make AYP for two or more consecutive years. The School Improvement Plans of the district and school are designed to improve student achievement by researching data and making necessary adjustments. Glenwood Elementary School met or exceeded the requirements to make AYP during the past school year. Copies of such progress can be obtained from the district office upon written request.

RIGHT TO INSPECT INSTRUCTIONAL MATERIALS: A parent, guardian, or adult student may review instructional materials such as textbooks, library books, reference works, and other instructional aides used in the district. Please contact the district office for requests, suggestions, or concerns regarding instructional materials.

PARENT INVOLVEMENT AND COMMUNICATION: Glenwood Elementary School firmly believes that students learn best when parents take an active role in their child's education. Parents are encouraged to be interested in what their child is doing at school and to support the school academic environment at home, to communicate regularly with their child's classroom teacher, to attend parent-teacher conferences, and to participate in school sponsored activities. Principals and teachers are expected to facilitate two-way communications between the home and school. Parents are invited to participate in many decision-making bodies within the school. School Improvement teams help set procedures for high quality instruction and goals for better student achievement. Parents are informed of progress, activities, and involvement through a variety of mediums, including newsletters, e-mail, phone calls, parent-teacher conferences, open house, and by direct invitation. Also, the Booster Club, Parent Teacher Association, and various other committees help bring parents into the school setting where they can receive a better perspective of the entire educational process.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA): Glenwood Elementary School understands that maintaining records for all students is an important compliance and parents and eligible students have rights under the law. Said parents and students may inspect and review educational records, student directory information, seek to amend records and consent to the disclosure of such information. Military and college recruiters, upon request, may access information of high school students in accordance with two Federal laws under the Elementary and Secondary Education Act of 1962 (ESEA).

Other outside organizations include, but are not limited to, companies that manufacture class rings, announcements, school pictures and driver education programs. A parent may exercise the option and withhold this information upon written request to the district. According to FERPA, schools may disclose directory information relating to a student. The following is defined as directory

information: name of student, student address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, achievement awards or honors, class designation, name of school previously attended and date of graduation. Student projects, artwork, photographic or video images may be used for information and/or instructional purposes. The district may disclose any of the above without prior written consent unless the building principal is notified to the contrary in writing by the parent/guardian. The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. Examples include: the annual yearbook, honor roll or other recognition lists, programs, and sports activity sheets. Again, parents, legal guardians and students 18 years of age must inform the school principal in writing if they do not want certain directory information released without prior consent.

SPECIAL EDUCATION/SECTION 504: Glenwood Elementary School offers evaluations, programs, and services to individuals who are identified as having, or who are suspected of having, a disability as defined in either the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. These services are available to eligible persons ages 0-22 that attend Glenwood Elementary School or reside within the school zone. Referrals are accepted from parents, staff members, community agencies, and other interested parties. For more information about available services, parent/student rights, or referral procedures, please contact the special education supervisor at the district office.

DRUG-FREE SCHOOLS: In accordance with Federal Law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school or school-approved vehicles, or at any school-related event. Drugs include any alcoholic beverage, anabolic steroid, dangerous controlled substances as defined by state statute, or substance that could be considered a "look-a-like" controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process, up to and including expulsion from school. When required by state law, the school will also notify law enforcement officials.

There is always concern for any student who is a victim of alcohol or drug abuse and school personnel will facilitate the process for affected children to receive help through available programs and services. Students and their parents should contact the principal, school counselor, or social worker whenever such help is needed.

SAFE SCHOOLS: Effective and safe schools are the vital center of every community. America's schools are among the safest places to be on a day-to-day basis due to the strong commitment of educators, parents, and communities to their children. However, no community can be complacent in its efforts to make its schools even safer. Over the past several years, teams of individuals have met and developed a School Safety Plan detailing procedures to be used in the event of a crisis situation. The Board of Education has established policies and guidelines that are designed to help ensure the safety of each student and adult within the educational setting. Central to the school planning is the emphasis on prevention. Since school authorities are charged with the responsibility of safeguarding the safety and well-being of the students in their care, school officials may search the person or property (lockers and vehicles) of a student, with or without the student's consent, whenever they have individualized, reasonable suspicion that the search is required to discover evidence of a violation of law or of school rules. It is our goal to create an environment where children feel safe and connected. It is our goal through planning and preparation to be prepared for any emergency situation.

The Unsafe School Choice Option provision under the federal NCLB Act requires that "a student attending a persistently dangerous public elementary school or secondary school, as determined by the state in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

HOMELESS CHILDREN AND YOUTH: It is the district's responsibility to provide services to homeless children and youth. If you are aware of children or youth who are homeless and are not receiving educational services, please contact the district office.

PESTICIDE NOTIFICATION: Pesticides are periodically applied to school property. They are usually applied during non-school hours. Parent/guardians may request prior knowledge of such application by sending a written request to the district office. In certain emergencies, pesticides may be applied without prior notice, but parents/guardians who have requested, will be notified after such application. Written request must include: parent name, student name, address, and phone numbers (both home and work).

SCHOOL VISITORS: Glenwood Elementary School is a community school and as such parents/guardians are encouraged to visit the school when the need arises. Any parent/visitor to the school upon entering the school must first check into the building office

and get a visitor pass before proceeding to any other part of the building. In order to maintain a safe and orderly learning environment, access to the buildings must be limited and controlled. School administration has the authority and legal obligation to prohibit entry of any person or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the school.

SCHOOL TRANSFER OPTION: The 2001 federal No Child Left Behind Act requires that all schools meet increased student achievement, school safety, and teacher quality standards. As noted previously, one measure of student progress is Adequate Yearly Progress. AYP is used to hold schools accountable. Using a variety of measures, a Tennessee school can either “meet AYP” or “fail to meet AYP.” While all schools are accountable under the AYP system, Title I schools have additional requirements, including that of Public School Choice. Title I schools that fail to meet AYP standards must allow students to transfer to schools that meet these standards. By law, transferring is a matter of parental choice, not a requirement.

Specifically, if a Title I school fails to meet AYP for two years in a row, students can transfer to another district-selected school that has made AYP and transportation must be provided at no cost to parents. The school is required to develop a two-year School Improvement Plan (SIP). If a school fails to meet AYP standards for three years in a row, students must be offered additional help. Schools that fail to meet AYP are required to inform parents. Parents may call the district office to find schools that failed to meet AYP. Transferring a student can affect both the parent and child in more than one way and changing schools might entail both gains and losses that should be carefully considered.

SUPPLEMENTAL SERVICES: If a school is identified for improvement, corrective action or restructuring under the guidelines of AYP and NCLB, the district must arrange for supplemental services for eligible students in addition to the instruction provided during the school day. Glenwood Elementary School is not identified for improvement as the school met or exceeded state expectations. The school is also proud of the services it provides on a daily basis in remediation and results have concluded this by making AYP. Listed below are some of the programs that are available. Should you wish to have more information about any supplemental services, please contact the principal or school counselor.

After-school tutoring	School counselor	Speech therapy	Small group help with highly qualified paraprofessionals
Accelerated Reading	Special Education	Title I	Tennessee Comprehensive Assessment Program (TCAP)

EQUAL EDUCATIONAL OPPORTUNITY: It is the policy of the Greene County School District that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status be excluded from participation in, be denied the benefits of or be subjected to discrimination during any program or activity or in employment. If any person believes that the Glenwood Elementary School or any part of the school organization has inadequately applied the principles and/or regulations of Title VI of the Education Amendment Act of 1972, Title IX of the Education Amendment Act of 1972, or Section 504 of the Rehabilitation Act of 1973, he/she may register a complaint with the school or district office.

FREE AND REDUCED MEALS: Glenwood Elementary School participates in the national free and reduced rates meals program. Participation is based on the income level of the household. If you are interested in eligibility information, please contact the school cafeteria manager. An application will be distributed to all students on the first day of school each year for your convenience. All requests must be filed in writing and on an annual basis.

PRaise YOUR CHILD – 100 WAYS

Wow ^Way to Go ^Super ^You're Special ^Outstanding ^Excellent ^Great ^Good ^Neat ^Well Done ^Remarkable ^I Knew You Could Do It ^I'm Proud of You ^Fantastic ^Super Star ^Nice Work ^Looking Good ^You're On Top of It ^Now You're Flying ^You're Catching On ^Beautiful ^Now You've Got It ^You're Incredible ^Bravo ^You're Fantastic ^Hurray for You ^You're On Target ^You're On Your Way ^How Nice ^How Smart ^Good Job ^That's Incredible ^Hot Dog ^Dynamite ^You're Beautiful ^You're Unique ^Nothing Can Stop You Now ^Good for You ^I Like You ^You're a Winner ^Remarkable Job ^Beautiful Work ^Spectacular ^You're Spectacular ^You're Darling ^You're Precious ^Great Discovery ^You've Discovered the Secret ^You Figured It Out ^Fantastic Job ^Hip, Hip, Hurray ^Bingo ^Magnificent ^Marvelous ^Terrific ^You're Important ^Phenomenal ^You're Sensational ^Super Work ^Creative Job ^Super Job ^Fantastic Job ^Exceptional Performance ^You're a Real Trooper ^You Are Responsible ^You Are Exciting ^You Learned It Right ^What an Imagination ^What a Good Listener ^You Are Fun ^You're Growing Up ^You Tried Hard ^You Care ^Beautiful Sharing ^Outstanding Performance ^You're a Good Friend ^I Trust You ^You're Important ^You Mean a Lot to Me ^You Make Me Happy ^You Belong ^You've Got a Friend ^You Make Me Laugh ^You Brighten My Day ^I Respect You ^You Mean the World to Me ^That's Correct ^You're a Joy ^You're a Treasure ^You're Wonderful ^You're Perfect ^Awesome ^A+ Job ^You're A-OK ^My Buddy ^You Made My Day ^That's the Best ^A Big Hug ^A Big Kiss ^I Love You

READINGS FOR PARENTS

ABC'S FOR PARENTS

- A* ffectionate and caring parents have winning children.
- B* uild up your child's confidence.
- C* ooperate with others who work and care for your child.
- D* irect your child's attention to improve listening and speaking skills.
- E* stablish rules and stick by them. Be consistent.
- F*orget about comparing one child to another child.
- G*overn with discipline at home, in the community, and at school.
- H*elp your child to know when to say "NO!" Peer pressure is dangerous.
- I*nstitute regular visits to places of interest: libraries, parks, museums, et cetera.
- J*oin your child in playtime with fun and games.
- K*eep lines of communication open.
- L*et your child develop interest and hobbies of his/her own liking.
- M*other, but don't smother your child.
- N*ever give up on your child.
- O*pen every possible door of help for your child. It will always be remembered.
- P*atience and positive attitudes are positive traits for parents.
- Q*uiet children should be observed carefully. They may be insecure, calling out for help, or may just be good children.
- R*ead to your child from cradle to adulthood.
- S*ocialize with your child and his/her friends. Know who his/her friends are.
- T*each your child the difference between right and wrong.
- U*tilize your time and your child's time wisely. Try to follow a routine.
- V*isit your child's school often. Know his/her teachers.
- W*atch your vocabulary. Children easily learn negative words.
- X*ray you. Are your actions and attitudes helping your child to become a good student and solid citizen in the community?
- Y*ou are the most important person in your child's life. Let your child know you love him or her.
- Z*ero in on your child's life and live zealously.

ALPHABET FOR PARENTS

- A*ttend school functions and visit the school periodically.
- B*e positive about the teacher in front of the child.
- C*onfer with the teacher regularly to monitor your child's progress and share your child's strengths.
- D*evelop positive relationships with the child's classmates and parents.
- E*xamine the curriculum and course content your child is being taught.
- F*orm a "team relationship" with the teacher and administrator.
- G*o directly to the teacher when there is a problem.
- H*elp your child with his or her homework as needed.
- I*nvolve yourself actively in your child's education.
- J*oin and participate in the parent organizations.
- K*now the names of key school personnel (teacher, counselor, administrator, nurse, et cetera).
- L*isten attentively to your child.
- M*onitor and limit the amount and time of television viewing for your child.
- N*otify the school if a medical or family problem occurs.
- O*pen doors to the world for your child by encouraging him or her to read, read, read!
- P*lay games with your child.
- Q*uestion your child, in a non-threatening manner, with genuine interest about his or her school day.
- R*ead to your child or have him or her read to you regularly.
- S*pend both quality and quantity time daily with your child. Express your unconditional love verbally and non-verbally.
- T*each your child good moral, social, and spiritual values.
- U*ndergird and support the child's teacher, classmates, and administration.

V olunteer to serve in some capacity in school.
W rite positive notes and letters of appreciation to the teacher.
eX press high expectations for your child's learning.
Y ou can make a difference. Believe and act on it.
Z oom into the total school environment.

GROWING, GROWN, GONE

One of these days you will shout, "Why don't you kids grow up and act your age?" . . . and they will. Their room will be neat and tidy . . . spread tucked and smooth . . . toys displayed on the shelves; and you will say loudly, "Now, I want it to stay that way!" . . . and it will. You will prepare a perfect dinner with a salad that hasn't been picked to death and a cake with no finger traces in the icing; and you will say, "Now, there's a meal for company!" . . . and you will eat it alone. You will say, "I want complete privacy on the phone. No dancing around, no pantomime, no demolition crews. Silence! Do you hear?" . . . and you will have it. No more plastic tablecloths stained with spaghetti. No more bed spreads to protect the sofa from damp bottoms. No gates to stumble over at the top of the basement steps. No more playpens to arrange a room around. No more anxious nights under a vaporizer tent. No more sand on the sheets or cartoon movies. No more iron-on patches, wet knotted shoestrings, tight boots, or rubber bands for ponytails. Imagine, having a lipstick with a point on it! No baby sitter for New Year's Eve. Doing laundry only once a week. Seeing a steak that isn't ground. Having your teeth cleaned without a baby on your lap. No PTA meetings. No carpools. No blaring radios. No one washing her hair at 11 o'clock at night. Having your own roll of Scotch tape. Think about it. No more Christmas presents made out of toothpicks and paste. No more sloppy oatmeal kisses. No more Tooth Fairy. No giggles in the dark. Only a voice crying, "Why don't you grow up?" and the silence echoing . . . "I DID!"

JUST SHOW ME

I would rather see a lesson than just hear one any day.
 I would rather you should walk with me than merely point the way.
 For the eye is a better learner and more willing than the ear;
 Your words can be confusing, but your example is always clear.
 For the best of parents, teachers, kings . . . are those who live their creed;
 And to see good put into action, is what I really need.
 I can soon learn how to do it if you will let me see it done;
 I can follow every move you make; your words too fast may run.
 And those lectures you deliver may be very wise and true;
 But I am more apt to learn my lesson by observing what you do.
 For I may misunderstand you in the great advice you give;
 But there is no misunderstanding when I see the way you live.
 I am your child; just show me!

LETTER TO PARENT(S)

Dear Mom and/or Dad,

This week you will be seeing my report card. This report card will be my teacher's attempt to describe my actions and accomplishments at school during the past weeks. As you read the card, please remember that my teacher is describing someone near and dear to you, so please don't get "uptight" if you see a blemish. I hope you will accept me as I am.

Remember that all children do not learn to walk and talk at the same age, nor do they learn math or reading at the same rate. Please do not compare me to my brothers, sisters, or friends, because I am unique to this world. Be realistic in setting my goals. I need to be challenged, but not to be pushed beyond my ability. I need to taste success and I need time to "smell the roses" while I am still a child.

Please understand that my report card is a picture of me at school. It is a whole different world from the one at home. Can you imagine having 25 or more children my age at the dinner table tonight, or 100 children in our backyard playing? Don't be surprised to find that I respond in a different manner at school.

My teacher knows me as I am at school. You know me as I am at home. The "real me" may be somewhere in between. When these two images are blended with sufficient understanding, acceptance, and love, I hope you will see a unique individual who can make you proud and bring you much happiness.

Love, Your Child

PARENTAL INVOLVEMENT

- Purposefully praising your child in his or her efforts, behavior, and learning.
- Acquiring information about your child's school program.
- Reading books regularly to your child or having him or her read to you.
- Establishing high expectations of your child and encouraging him or her to do his or her best in all school activities.
- Notifying the school of medical or family problems that could impact the child's learning.
- Talking with school personnel regarding your child's educational progress.
- Attending school functions and visiting your child's classroom frequently.
- Looking at school notices, handbooks, and your child's daily school work.
- Interacting and participating in at least one activity per year that supports the school.
- Volunteering and being involved in activities provided for parents.
- Volunteering in all areas of the school program.
- Outlining for your child his or her responsibilities as a student.
- Listening to the information about your child provided by his or her teacher.
- Volunteering at the school by aiding teachers in the classroom.
- Establishing open communication with school personnel by attending parent-teacher conferences.
- Managing to provide/spend quality and quantity time regularly with your child.
- Exercising your rights and responsibilities as a caring and involved parent.
- Nurturing your child's educational, emotional, physical, and spiritual needs.
- Teaming and being partners with the school in the education of your child.

QUOTES

Never underestimate the smallest of acts that keep a child from falling through the cracks, help another fit in, or turn a life around: a smile, a word of praise, a listening ear, a kind word, an act of caring . . . all have the potential to be a turning point in a child's life. —Leo Buscaglia (adapted)

There are wide-eyed little people who believe you are always right; their eyes are always open and they watch you day and night. You are setting an example every day in all you do, for the little ones awaiting to grow up to be like you. — Author Unknown

A child who is allowed to be disrespectful to his parents will not have true respect for anyone. — Billy Graham

The best thing to spend on your children is your time. — Louise Hart

If you raise your children to feel they can accomplish any goal or task they decide upon, you will have succeeded as a parent and you will have given your children the greatest of blessings. — Brian Tracy

To understand your parents' love you must raise children yourself. — Chinese Proverb

From parents children learn love and laughter and how to put one foot in front of the other. But when books are opened, they learn that they have wings. — Helen Hayes (adapted)

It's not what you leave your children, it's what you leave in your children. — Author Unknown

Children need love, especially when they do not deserve it. — Harold Hulbert

WAYS OF LIFE TO TEACH CHILDREN

- A dventure is all about life-long learning.
- B elieve in something bigger than yourself.
- C haracter exemplifies integrity.
- D o the "right thing"—it's never wrong.
- E xcellence is a choice.
- F ind your passion.

G *ive more than you get.*
 H *old on when everything seems impossible.*
 I *deas mean you are thinking.*
 J *udge intention.*
 K *now who you are.*
 L *augh at yourself.*
 M *ake a difference.*
 N *ever fear.*
 O *wn your thoughts, your words, your actions.*
 P *lan your future; don't just let it happen.*
 Q *ualify your actions . . . know why you do what you do.*
 R *ead everything you can get your hands on.*
 S *earch for your dream.*
 T *ruth is what you are striving for.*
 U *se knowledge for the betterment of mankind.*
 V *ote . . . it's your voice.*
 W *ork is the only way to get from here to there.*
 X *is the unknown, waiting to be comprehended by a curious mind.*
 Y *es! Say yes to life!*
 Z *est for living makes every day new.*

WHICH PARENT AM I?

"I got two A's," the small boy cried.
His voice was filled with glee.
His father very bluntly asked,
"Why didn't you get three?"
"Mom, I've got the dishes done,"
The girl called from the door.
Her mother very calmly said,
"And did you sweep the floor?"
"I mowed the grass," the tall boy said,
"And put the mower away."
His father asked him with a shrug,
"Did you clean off the clay?"
The children in the house next door
Seem happy and content.
The same things happened over there,
But this is how it went:
"I got two A's," the small boy cried.
His voice was filled with glee.
His father very proudly said, "That's great;
I'm glad you belong to me."
"Mom, I've got the dishes done,"
The girl called from the door.
Her mother smiled and softly said,
"Each day I love you more."
"I mowed the grass," the tall boy said,
"And put the mower away."
His father answered with much joy,
"You've made my happy day."
Children deserve a little praise
For tasks they're asked to do.
If they're to lead a happy life,
So much depends on you.

SCHOOL-PARENT COMPACT

Glenwood Elementary School and the parents of the students participating in activities, services, and programs, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibilities for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

As Glenwood Elementary School faculty, we will:

- *Provide a safe, positive learning environment.*
- *Show that we care about all students and respect the uniqueness of all students and their families.*
- *Deliver high quality curriculum and instruction in a supportive and effective learning environment.*
- *Address each student's needs and encourage individual talents.*
- *Value and respect the importance of the role of parents in the education of their child.*
- *Communicate academic progress and attendance concerns through report cards, notes, phone calls, and newsletters.*
- *Establish flexible scheduling and create a warm atmosphere for parents/guardians during classroom visits and participation in school activities.*
- *Help parents to support learning and positive behavior at home.*
- *Encourage parents to participate in the school decision-making process.*
- *Promote and encourage healthy lifestyles.*
- *Provide parents opportunities to participate in staff development.*

As the parent or caring adult, I will support my child's learning in the following ways:

- *Read and listen to my child regularly and make reading part of my child's day.*
- *Review and discuss schoolwork and homework. This includes offering assistance when needed.*
- *Ensure that my child attends school on time each day, has appropriate materials and supplies, and is ready to learn.*
- *Recognize and praise my child's efforts and progress.*
- *Share information with school staff about unique family or child circumstances that may affect my child at school.*
- *Read newsletters, notes, and other communications and discuss and/or respond when needed (or appropriate).*
- *Participate in parent-teacher conferences and attend IEP meetings.*
- *Attend Open House and PTA meetings.*
- *Share concerns about my child or the school and work together with school personnel to resolve any issues.*
- *Serve, to the extent possible, in school leadership positions.*
- *Support the teachers and the school in maintaining discipline and a safe and orderly learning environment.*
- *Require my child to observe all school rules and regulations.*
- *Support or enforce consequences for my child's willful misbehavior in school.*
- *Monitor the amount of television my child watches.*
- *Promote positive use of my child's extracurricular time.*
- *When possible, volunteer to help with school activities.*
- *Ensure my child's well being by providing nutritious, healthy foods and opportunities for wholesome physical activities.*

As a Glenwood Elementary School student, I will share the responsibility to improve my academic achievement and achieve the state's high standards in the following ways:

- *Arrive at school and attend class on time each day.*
- *Put forth my best effort, which includes paying attention and participating in class discussions.*
- *Promptly deliver to parent(s) and teacher(s) all letters, messages, and notes from school or home.*
- *Cooperate with other students and adults at school.*
- *Respect the rights and property of others and follow all school rules.*
- *Use appropriate language and attitude to communicate with adults and other students.*
- *Do my homework every day and ask for help when I need it.*
- *Read at least 30 minutes every day outside of school time.*
- *Achieve and maintain a healthy body.*

SCHOOL-PARENT PLAN

Research shows that one of the single best predictors of student success is the involvement of parents in their child's education. Benefits of parental involvement include improvement in a child's achievement, attendance, academic motivation, and school behavior. Glenwood Elementary School recognizes that a child's education is a responsibility shared by the school, family, and community during the student's entire school career. Parents are an integral component of a school's ability to provide for the educational success of children. To support the school's goal to effectively educate all students, the school and parents must work together as knowledgeable partners.

Glenwood Elementary School acknowledges that engaging parents is essential to improving student achievement and is proud to partner with parents and the community to foster a supportive and active parental involvement plan. The Glenwood Elementary School Family and Community Involvement Plan, established in collaboration with parents, includes programs and practices that enhance parental involvement and reflects the specific needs of students and their families. Implementation of this plan is intent on providing in-depth support to ensure understanding and implementation of federal, state, and local standards for family engagement at Glenwood Elementary School.

The school plan is based on the Six Types of Partnerships Between Schools, Family, and Communities Framework developed by Dr. Joyce Epstein and linked to the Greene County Schools Parent Involvement Plan, which includes the following goals:

- Share information with parents
- Define programs, activities, and training for the involvement of parents at all schools
- Improve homework, attendance, and discipline
- Provide opportunities for parents to learn about the course of study for their children and have access to learning materials
- Respect diversity, ensuring that parents with limited English, disabilities, or migrant status are provided with school or system information in an understandable format

I. PARENTING: Help all families establish home environments to support children as students

- Provide suggestions for home conditions that support learning through brochures, newsletters, and communications with/from highly qualified professionals and para-professionals
- Conduct an annual Parenting Fair to inform parents of homework tips and home educational activities
- Provide family support programs to assist families with health, nutrition, and other services (free/reduced meals)
- Hold parent/teacher organization meetings to help families and schools understand each other
- Provide and publish online a Title I Home to School Connections newsletter
- Arrange times when parents may meet with the guidance counselor to gain insights in child development

II. COMMUNICATING: Actively engage parents in their child's educational experiences by developing an effective communication system

- Have a parent-student-teacher compact that outlines how parents and school staff will share the responsibility for improving the achievement of each child
- Provide each student a handbook that clearly covers school policies, expectations, and procedures
- Provide a monthly newsletter outlining school activities and strategies for parents to utilize in their child's development
- Send home a monthly school calendar
- Conduct parent-teacher conferences a minimum of three times per year to permit two-way communication between home and school
- Respond to parent needs by meeting during times convenient to the parent
- Hold Open House at the beginning of each school year to give parents the opportunity to tour the school, meet the staff, and share information
- Post pertinent school information for parents on school marquis and websites
- Publish district parent involvement plan on system websites
- Provide parent organization president a copy of the family and community engagement plan to share with members of the organization

- *Report student progress through interim, nine-week, semester, and end-of-year grade cards*
- *Send home weekly folders of primary student's work for review and comments*
- *Provide parents of all students involved in the Tennessee Comprehensive Assessment Program (TCAP) a Home Report of their child's assessment performance, including pamphlets that explain the interpretation of assessment data*
- *Use district and state websites to provide access to grade level curriculum information*
- *Provide a parent handbook, including helpful strategies for parents*
- *Send positive postcards to each child's parent*
- *Make student's official school records available to parents upon request*
- *Promote regular attendance through phone calls, five- and ten-day notification letters regarding excessive absenteeism, the system intervention specialist, and a rewards/incentives program*
- *Conduct surveys to gather information and feedback from parents*
- *Have a suggestion box in the hall*
- *Accommodate parents when a child shares multiple households by sending information to both parents*
- *Use technology (email, web pages) to communicate with parents about their child's performance*
- *Provide language translators, when needed, to assist families with basic communication and understanding of school information*
- *Devote staff meeting time to exploring ways to improve communication with families*
- *Encourage active faculty participation in all aspects of school programs*
- *Provide parents a list of teacher plan times*
- *Provide a teacher email directory for parent access*
- *Supply parents with No Child Left Behind parent notification information*

III. VOLUNTEERING: Recruit and organize parental help and support

- *Enlist the help of parents for classroom activities, special events, and projects*
- *Survey parents about their interests and availability to volunteer*
- *Provide training in usage of equipment, such as the copy machine and laminator*
- *Offer flexible volunteer schedules to accommodate people with varied and hectic schedules*
- *Invite parents to eat lunch with their child, thus providing accessibility and a welcoming atmosphere*
- *Develop partnerships with parents and the community to support the education of students*
- *Encourage parents to serve in leadership positions in school organizations*
- *Publicize volunteer opportunities throughout the year so families and community members who come to the school mid-year can be made aware of the volunteer opportunities and connect with the school community*
- *Have students participate in meetings with parents to provide additional incentives for families to attend together*
- *Encourage opportunities for volunteers to be seen as positive adult role models by offering career exploration occasions*
- *Encourage retired teachers and community members to become actively involved in a mentoring capacity*

IV. LEARNING AT HOME: Provide information and ideas to families about how to help students at home with homework or other curriculum-related activities, decisions, and planning

- *Use email and web pages to communicate homework policies, classroom expectations, and assignments*
- *Take advantage of Open House, school newsletters, parent meetings, and parent-teacher conferences to stress the importance of parental support at home*
- *Suggest informal ways to strengthen children's reading and math skills by playing games, like rummy and Scrabble*
- *Suggest ways parents can help children make connections between school work and the world*
- *Encourage parents to spend at least 30 minutes a day reading and/or working with their child*
- *Encourage parents to examine all student work and provide a positive learning environment at home*
- *Send notes home including expectations for students and suggestions for parent involvement during the upcoming grading period*
- *Provide summer learning activities and after-school tutoring*
- *Offer parents suggestions about ways they can praise their children and celebrate their academic success*
- *Provide parents a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet*

- *On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children*
- *Provide opportunities for discussions between parents, administration, and staff to address problems and find solutions for students having difficulties either academically or socially*

V. DECISION MAKING: Include parents in school decisions, developing parent leaders and representatives

- *Promote parent leadership and participation through the Parent Teacher Association (PTA) and Booster Club*
- *Provide opportunities for parents to serve on the School Improvement/SACS Teams and Parent Advisory Committees*
- *Recognize parents who serve on committees for their efforts and decision making roles in order to give them appropriate credit and help other parents know who is representing them*
- *Involve parents in the planning, review, and improvement of the school parental involvement plan*
- *Include parents in the joint development of any schoolwide program plan*
- *Make decisions after studying data on student and family characteristics, academic achievement, and parent's opinions and willingness to support proposals for change*

VI. COLLABORATING WITH COMMUNITY: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development

- *Form partnerships with area businesses*
 - *Papa John's Pizza*
 - *McDonalds*
 - *Vulcan Materials Company*
- *Make parents aware of available community resources through annual Parenting Fair*
- *Involve senior citizens through the Foster Grandparent Program*
- *Support area institutions of higher learning*
 - *Talent Search*
 - *Practicum student placements*
 - *Student teacher placements*
 - *Service Learning projects*
- *Collaborate with the high schools in providing freshman orientation for eighth graders*
- *Provide Job Shadowing opportunities through collaborations with area businesses and industries*
- *Encourage students in eighth grade or Boy Scouts to assist the Glenwood Ruritan during their annual barbeque*
- *Assist eighth grade students with providing a booth at the annual Glenwood Community Yard Sale*
- *Participate in the annual Greeneville/Greene County Parenting Fair*
- *Utilize community resources*
- *Distribute pamphlets and brochures regarding community resources available to parents*
- *Make school facilities available for use by community clubs and organizations as well as parent groups*
- *Publicly acknowledge individuals or businesses that partner with or donate to the school*
- *Have students write thank you notes to businesses that contribute to the school*
- *Encourage continued positive partnerships and involvement throughout the community by staff and administration*
- *Coordinate transition from Head Start to kindergarten program*
- *Participate in America's Promise – School of Promise*
- *Participate in Volunteer Center's Lunch Buddy Program*
- *Utilize parent and community volunteers*
- *Keep community abreast of school happenings through local media services*

In keeping with Glenwood's ongoing commitment to continuous improvement, efforts will be made to carefully monitor, reflect on, and evaluate the planned activities, considering: What can we do to improve? What is working? What needs adjustment? and make recommendations for the future. Formalizing a plan of what has been occurring for many years at Glenwood Elementary School is important and will only heighten the school's efforts to provide a quality educational program. The Family and Community Involvement Plan will further strengthen our commitment to make a difference in the lives of children, their families, and the school community.

SUPPORT LEARNING AT HOME – HELP YOUR CHILD SUCCEED IN SCHOOL

Children learn during school hours and continue to learn for as long as they are awake, wherever they happen to be. Supporting your child's job as a student, both at home and in the community, lets your child know that you value and appreciate learning.

Make Learning a Family Priority

- *Provide a quiet atmosphere for homework. Schedule a daily homework time that is not too close to bedtime. Make sure the television is turned off.*
- *Understand the methods and terminology your child's teacher uses. Try to use the same approach when you help with homework. If you're not sure, contact the teacher.*
- *Let your child find the solution for problems, if at all possible. Give guidance, not answers.*
- *Reward hard work on homework and at school with an outing, a special dinner, a book, or other treat.*
- *Ask your child questions as you read together: Can you tell me what happened in your own words? Why did the character do that? What will happen next?*
- *If your child is struggling, do not wait to ask the teacher for extra help or to find a tutor. Do it before the child falls far behind.*
- *Attend classes that interest you and let your child know you value learning.*
- *Read every day, with your child or as a family activity, for a minimum of 20 minutes.*

Create a Home Environment that Supports Learning

- *Be very selective about television watching and video game playing.*
- *Pay attention to the programs and games and the total time your child spends with each.*
- *Send your child to school on time, rested, well fed, and appropriately dressed.*
- *Create a consistent bedtime schedule.*
- *Encourage your child to talk about feelings, accomplishments, and problems. Listen actively, reflecting back what your child tells you.*
- *Read books or compare notes with other parents to understand the abilities and behavior of a child the age of yours.*
- *Challenge your child to do well at school. Make your expectations high but reasonable.*
- *Let mistakes be okay as long as the child learns from the experience.*
- *Model honesty and teach your child right from wrong at an early age.*
- *Visit the library, museums, and educational and cultural events. Find ways to involve your child in music, sports, a new language, or other activity.*
- *Talk directly to your child about your values, expectations, and about drugs, alcohol, and tobacco.*

Homework Tips

Research shows that when parents and family members monitor and assist their children with schoolwork, students succeed academically. The best way to support homework completion is by creating consistent guidelines and offering continuous support at home. Monitoring and assisting with homework also helps families be updated on what is being taught at the school and find out if students are working at grade level.

What to do:

- *Set a consistent homework schedule: same time every day. Keep in mind that students need a snack and some "down time" at home before tackling schoolwork.*
- *Encourage your student to complete the homework alone and only ask you for help with what he or she does not understand or needs to practice, such as multiplication tables.*
- *Establish a rule: No television until homework is completed.*
- *Provide homework space that facilitates learning and in an area of the house where there are no distractions. Provide a table, adequate light, paper, pens, and make sure that there is plenty of drinking water and appropriate snacks around.*
- *Be around the house at homework time so that your student can ask questions.*

- Review the finished homework but refrain from re-doing it or correcting it so that the teacher can see your student's work.
- Make an effort to meet your student's teachers and find out how to keep in touch with them.
- Get to know the parents of other students in the same grade and compare notes about homework and student learning.

TEST STRATEGIES FOR STUDENTS AND PARENTS

General Test Taking Skills - Time-Using Strategies

*Work as rapidly as possible with reasonable accuracy.
 Don't spend too much time on any one question.
 Keep a record of the unanswered items that you may go back to, if time permits.
 Use time remaining after completion of the test to go back and check your answers.*

General Test Taking Skills - Error-Avoidance Strategies

*Pay careful attention to directions.
 Decide exactly what the question is asking; one response is clearly best.
 Ask the examiner for clarification of directions before the test begins.
 If you are using a separate answer sheet, make sure to record the answer in the correct position on the sheet.
 Be sure to completely erase incorrect answers.*

Miscellaneous Tips

*Don't make wild guesses. Many times you can get the correct answer by reasoning and eliminating wrong answers.
 Only change an answer if you are sure the first one you picked was wrong.
 Tackle items one at a time rather than thinking about the whole test.
 Do not expect to find a pattern in the positions of the correct choices.*

Student Test Taking Strategies

Before the Test

*Do your classwork.
 Have a clear understanding of homework assignments before leaving class.
 Keep a record of assignments received and completed.
 Make a study schedule and follow it.
 Tell your parents about schoolwork and homework.
 Follow directions.
 Return homework when it is due.
 Get make-up assignments when returning from an absence.
 See teachers for additional help.
 Find out when tests will be given.
 Become familiar with a multiple-choice format.
 Get a good night's rest and eat a normal breakfast before testing.*

During the Test

*Read all directions carefully.
 Completely read each passage and accompanying questions.
 Read every possible answer—the best one could be last.
 Reread, when necessary, the parts of a passage needed for selecting the correct answer.
 Eliminate answer choices that are clearly wrong.
 Skip very difficult questions until all other questions have been answered.
 Keep a good attitude. Think positively!*

After the Test

*Ask the teacher to explain your test scores.
 Ask your teacher to suggest areas of study that will help you do even better on the next test.*

Parent Test Support Strategies

Before Testing

*Encourage your child to take responsibility for homework.
Set aside a specific time for study each day.
Provide a well-lighted, quiet setting for study.
Ask to see homework assignments every day.
Help your child learn to find information independently.
Use homework to keep up with what your child is learning in school.
Praise your child for work done well.
Ask your child to read aloud.
Encourage your child to ask questions at home and in class.
Know how long your child watches TV.
Know what your child watches on TV. Discuss programs together.
Show interest in your child's daily activities. Ask what happened at school today.
Talk with and listen to your child. Ask each other questions and share experiences.
Get to know your child's teachers.
Attend parent-teacher conferences.
Confer with teachers on a regular basis.
Let your child know that you think a good education is important.
Note test dates on your home calendar.*

On the Day of Testing

*See that your child is rested and has time for breakfast.
See that your child arrives at school on time and is relaxed.
Encourage your child to do the best work possible.
Don't send your child to school if illness is apparent.*

After Testing

*Examine all test reports sent home.
See your child's principal, counselor, or teacher if additional information is required.*

Dealing with Test Anxiety

Many students will experience anxiety before a testing situation. This may result from feeling excessive pressure to do well, being afraid of failure, et cetera. A certain degree of test anxiety is normal and may help students prepare more effectively, work more efficiently, and remain focused during testing. Too much anxiety, however, can negatively affect performance. The following strategies may assist students and parents in reducing test anxiety.

Student Strategies

*Share your feelings with parents and teachers.
Relax and breathe deeply.
Give your very best effort.
Think of the test as an opportunity to show what you know.
Remember that the test is only a small part of your academic life.*

Parent Strategies

*Discuss the test openly and in a positive way.
Be supportive.
Have realistic expectations of your student's performance while encouraging him/her to do his/her best.
Emphasize that the test is only one measure of overall ability.
Emphasize that test scores do not determine a person's worth.*

TN DEPARTMENT OF EDUCATION AND CHILD ADVOCACY GROUP CONTACT INFORMATION

Answers to many questions and much helpful information may be obtained from the State Department of Education by calling 1-888-212-3162 or visiting <http://tn.gov/education/speced>. In addition to state and local resources available to parents and children, there are many agencies and organizations that offer support, information, training, and help in advocating for persons with disabilities in Tennessee. Contact information for these various agencies and organizations is provided below.

*Legal Services Division
Division of Special Education
Tennessee Department of Education
710 James Robertson Parkway
Andrew Johnson Tower, 5th Floor
Nashville, Tennessee 37243-0380
615-741-2851
615-253-5567 or 615-532-9412 (Fax)*

*East Tennessee Regional Resource Center
2763 Island Home Blvd.
Knoxville, Tennessee 37290
865-594-5691
865-594-8909 (Fax)*

*The ARC of Tennessee
<http://www.hearctn.org>
44 Vantage Way, Suite 550
Nashville, Tennessee 37228
615-248-5878 or 1-800-835-7077
615-248-5879 (Fax)
pcooper@hearctn.org*

*Support and Training for Exceptional Parents (STEP)
<http://www.tnstep.org>
712 Professional Plaza
Greeneville, Tennessee 37745
423-639-2464
karen.harrison@tnstep.org*

*Tennessee Protection and Advocacy (TP & A)
416 21st Avenue South
Nashville, Tennessee 37212
1-800-287-9363 or 615-298-1080
615-298-2471 (TTY) or 615-298-2046 (Fax)*

*Tennessee Voices for Children
<http://www.tnvoices.org>
East Tennessee – Knoxville Area
865-609-2490
865-609-2543 (Fax)*

For a more extensive list please visit the Tennessee Disability Services Disability Pathfinder Database at the following web site: <http://mingus.kc.vanderbilt.edu/tdir/dbsearch.asp>. On the web page, select your “county” and the “service” you desire from the drop-down lists and click “submit.”

The above contact information is provided as a service to individuals who are seeking additional avenues for help and information. Neither the Tennessee State Department of Education nor the Greene County Board of Education intends this listing as an endorsement or recommendation for any individual, organization, or service represented herein.

WELLNESS — TAKE 100 SMALL STEPS TODAY

1. *Walk to work.*
2. *Use fat free milk over whole milk.*
3. *Do sit-ups in front of the TV.*
4. *Walk during lunch hour.*
5. *Drink water before a meal.*
6. *Eat leaner red meat & poultry.*
7. *Eat half your dessert.*
8. *Walk instead of driving whenever you can.*
9. *Take a family walk after dinner.*
10. *Skate to work instead of driving.*
11. *Avoid food portions larger than your fist.*
12. *Mow lawn with push mower.*
13. *Increase the fiber in your diet.*
14. *Walk to your place of worship instead of driving.*
15. *Walk kids to school.*
16. *Get a dog and walk it.*
17. *Join an exercise group.*
18. *Drink diet soda.*
19. *Replace Sunday drive with Sunday walk.*
20. *Do yard work.*
21. *Eat off smaller plates.*
22. *Get off a stop early & walk.*
23. *Don't eat late at night.*
24. *Skip seconds.*
25. *Work around the house.*
26. *Skip buffets.*
27. *Grill, steam, or bake instead of frying.*
28. *Bicycle to the store instead of driving.*
29. *Take dog to the park.*
30. *Ask your doctor about taking a multi-vitamin.*
31. *Go for a half-hour walk instead of watching TV.*
32. *Use vegetable oils over solid fats.*
33. *More carrots, less cake.*
34. *Fetch the newspaper yourself.*
35. *Sit up straight at work.*
36. *Wash the car by hand.*
37. *Don't skip meals.*
38. *Eat more celery sticks.*
39. *Run when running errands.*
40. *Pace the sidelines at kids' athletic games.*
41. *Take wheels off luggage.*
42. *Choose an activity that fits into your daily life.*
43. *Park further from the store and walk.*
44. *Ask a friend to exercise with you.*
45. *Make time in your day for physical activity.*
46. *Exercise with a video if the weather is bad.*
47. *Bike to the barbershop or beauty salon instead of driving.*
48. *Keep to a regular eating schedule.*
49. *If you find it difficult to be active after work, try it before work.*
50. *Take a walk or do desk exercises instead of a cigarette or coffee break.*
51. *Perform gardening or home repair activities.*
52. *Avoid laborsaving devices.*
53. *Take small trips on foot to get your body moving.*
54. *Play with your kids 30 minutes a day.*
55. *Dance to music.*
56. *Keep a pair of comfortable walking or running shoes in your car and office.*
57. *Make a Saturday morning walk a group habit.*
58. *Walk briskly in the mall.*
59. *Choose activities you enjoy & you'll be more likely to stick with them.*
60. *Stretch before bed to give you more energy when you wake.*
61. *Take the long way to the water cooler.*
62. *Explore new physical activities.*
63. *Vary your activities, for interest and to broaden the range of benefits.*
64. *Reward and acknowledge your efforts.*
65. *Choose fruit for dessert.*
66. *Consume alcoholic beverages in moderation, if at all.*
67. *Take stairs instead of the escalator.*
68. *Conduct an inventory of your meal/snack and physical activity patterns.*
69. *Share an entree with a friend.*
70. *Grill fruits or vegetables.*
71. *Eat before grocery shopping.*
72. *Choose a checkout line without a candy display.*
73. *Make a grocery list before you shop.*
74. *Buy 100% fruit juices over soda and sugary drinks.*
75. *Swim with your kids.*
76. *Flavor foods with herbs, spices, and other low fat seasonings.*
77. *Remove skin from poultry before cooking to lower fat.*
78. *Eat before you get too hungry.*
79. *Don't skip breakfast.*
80. *Stop eating when you are full.*
81. *Snack on fruits and vegetables.*
82. *Top your favorite cereal with apples or bananas.*
83. *Try brown rice or whole-wheat pasta.*
84. *Include several servings of whole grain food daily.*
85. *When eating out, choose a small or medium portion.*
86. *If main dishes are too big, choose an appetizer or a side dish instead.*
87. *Ask for salad dressing "on the side."*
88. *Don't take seconds.*
89. *Try your burger with just lettuce, tomato and onion.*
90. *Try a green salad instead of fries.*
91. *Bake or broil fish.*
92. *Walk instead of sitting around.*
93. *Eat sweet foods in small amounts.*
94. *Take your dog on longer walks.*
95. *Drink lots of water.*
96. *Cut back on added fats or oils in cooking or spreads.*
97. *Walk the beach instead of sunbathing.*
98. *Walk to a co-worker's desk instead of calling them.*
99. *Carry your groceries instead of pushing a cart.*
100. *Use a snow shovel instead of a snow blower.*

NOTES

NOTES