

Thomson Middle School
2011 - 2012

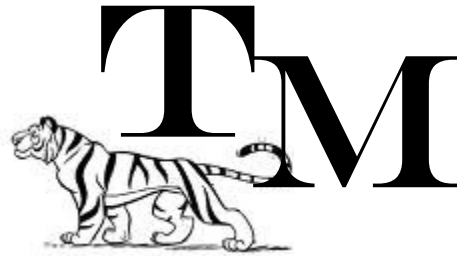
GO TIGERS

Parent Handbook

Motto

“Make Today Your Best Day Ever”

Thomson Middle School



Parent Handbook

2011 -2012

Tammy Dunn, Principal

Dustin Dykes, Assistant Principal for Discipline

Tonja Simmons, Assistant Principal for Instruction

MISSION

Our mission is to provide, in partnership with the parents and community, a quality education so that all students are able to reach their full potential within a caring and secure environment.

BELIEFS

- *Student learning is the chief priority.*
- *Instruction is based on the unique physical, social, emotional, and intellectual needs of each student.*
- *Student needs are the foundation of all decisions made by stakeholders.*
- *Higher expectations and a rigorous curriculum, including a variety of instructional approaches, increases individual student performance.*

THOMSON MIDDLE SCHOOL
Tammy Dunn, Principal
Dustin Dykes, Assistant Principal
Tonja Simmons, Assistant Principal for Instruction
August, 2011 edition

The Principal's Point

Dear T.M.S. Parents and Guardians,

Welcome to Thomson Middle School. As we enter the year, our faculty and staff are eager to provide a quality learning experience for all our students. At TMS, academic excellence, collaboration, character development, and a sense of community are the cornerstones of our school's mission.

We invite our family members, friends, and community to be a part helping our students become creative problem solvers, effective communicators, and knowledgeable citizens. I hope you enjoy your handbook and find it to be useful.

Our parent handbook is designed to support parents and guardians as they learn about our school and district, and also to help everyone better understand the high academic and behavioral expectations we hold for all of our students and staff members. We try to include a great deal of information in a concise and convenient handbook, but there are unique situations that may need individual answers. Please always feel free to contact a staff member for additional information or clarification.

Welcome to our Thomson Middle School family and the 2011-2012 school year. We eagerly look forward to a year of success and fun for everyone! We are dedicated to making TMS an outstanding school and family. We all need to work together this year to accomplish this goal.

Please visit our website at www.hcbe.net/school/tms often as information will change from time to time. As always, if you have any questions or comments, please do not hesitate to contact me.

Yours in Education,

Tammy Dunn, Principal
Thomson Middle School

THOMSON MIDDLE SCHOOL

2011 - 2012 Faculty and Staff

Tammy Dunn, Principal

Tonja Simmons, Assistant Principal for Instruction

Dustin Dykes, Assistant Principal

Mark Ivory, Athletic Director

Pat Johnson, Counselor

Missy Walker, Counselor

Lynn Hawkins, Media Specialist

Anita Garrett, Cafeteria Manager

Cheryl West, Secretary/Receptionist

Linda Gullick, Bookkeeper

Pam Jenkins, AIS/Records Clerk

Alesia Chadwick, Parent Involvement Coordinator

Deputy Spivey, SRO

* Indicates Team Leader

** Indicates Department Head

Sixth Grade Academic Teams

6A

Cheryl Manns – Math/SS

Susan Lee – LA/SS- 405

Rutha Jackson – Sci./LA - 407

6B

Deborah Bowie – Math - 419

Kimberly Tinsley – Sci. – 421

Lori Phillips – SS - 415

Scott Whatley – LA - 417

6C

Carly Stanley – SS - 416

Phyllis Grane – Sci. - 420

*Romonica Turner – LA - 418**

Ron Williams – Math - 414

Seventh Grade Academic Teams

7A

*Tomeika Waller – Math/Sci. – 316**

Timothy Deas – LA/SS – 314

7B

Darron Counselman – Sci. /SS- 317

Daryl Leslie – Math/SS- 313

Cheryl Simpson – LA – 315

7C

Andrea Jackson – LA - 303

*Lashan Ferguson – Sci. - 301**

Debbie Thigpen – Math - 302

John Duncan – SS – 304

Eighth Grade Academic Teams

8A

*Arie Freeman – Math/Sci. – 222**

Chasity Simmons – Sci./SS – 220

8B

Niki Brewer – Math – 217

Kevin Holt – SS – 216

Renee Stephens – LA – 215

*Jennifer Walton – Sci – 219**

8C

*Niki Gordon – LA - 207***

Rhonda Tucker – Math – 208

Jennifer Morrison – Sci. – 205

*Phyllis Kimball – SS - 209**

Support Staff

Rowena Harrell – Med Tech
Marcia Brighton – School Nurse
Linda Rozier – Social Worker
Bonnie Brown – Program Specialist

Honors Education

Catherine Goff - LA - 403
Judy D'Arcy - LA - 202
Terra McMillan - Sci. - 201
Katrina Thomas - Sci. – 206*
Shiri Starvetsky - Math – 210**
Brandee Tillman - Math - 402

Connections

PE

Mark Ivory
Katherine Jones
Max Vickers
Paul Hartman, Jr.

Band

Lianne Herron – 601

Family & Consumer Science

Leigh Cape - 519

READ 180

Dr. Diane Moore - 318

Math Rem.

Latasha Clay - 218

Computers

Joseph Sikes - 521

Chorus

Carli Roye - 606

Tech Ed.

Jessica Green - 522

ISS

Stephanie Morris - 501

Speech

Candice Clester

ITC

Brenda Gentry

Network Tech

John Stokes

Special Education Teachers and Paraprofessionals

Teachers

Laverne Jones - 409**
Ary Edmond - 312
Valerie Walker - 310
Cheryl Coody - 528
Amber Hall - 408
Lisa Harshman - 526
Deborah Anfield- 218
Lori Reynolds – 533
Michellie Reeves - 203

Paraprofessionals

Kristen Hoffman
Hellaine Jordan
Nasthilia Lawton

Cafeteria

Anita Garrett – Manager
Hazel Bacchus
Nonglak Bauman
Ethel Blackmon
Patty Durham
Constance Greene
Evelyn Hester
Rosario Huff
Cynettie Lester
Xenia Mullens
Anissa Poole
Mattie Roberts

Custodians

Joe Rich - Lead
Alice Dinkins
Alma Jean Veal

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 School Phone Numbers:

|                        |                                       |
|------------------------|---------------------------------------|
| School                 | 478-953-0489 Press 0 for receptionist |
| School Secretary       | 478-953-0489 Ext 43488                |
| School Guidance Office | 478-953-0489 Ext 43463 or 43494       |
| School FAX             | 478-953-0484                          |

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<h2>2011 -2012 Houston County School System Calendar</h2>

www.hcbe.net

July 25 – July 29, 2011		Pre-Planning
August 1, 2011	Monday	First Day of School
September 5, 2011	Monday	Labor Day Holiday
October 3, 2011	Monday	Professional Learning Student Holiday /Parent Conferences
October 4 – 7, 2011		Fall Break, Students & Teachers
October 10, 2011	Monday	Columbus Day Holiday
November 11, 2011	Friday	Veterans Day Holiday
November 21 – 25, 20101		Thanksgiving Holidays
December 16, 2011	Friday	Last Day of Semester
December 19 – December 30, 2011		Christmas Holiday
January 2, 2012	Monday	Teacher Work Day / Student Holiday
January 3, 2012	Tuesday	Second Semester Begins
January 16, 2012	Monday	Martin Luther King Holiday
February 20, 2012	Monday	President’s Day Holiday
February 21-23, 2012		Winter Break, Teachers & Students
February 24, 2012	Friday	Professional Learning/Parent Conferences, Student Holiday
April 2 – April 6, 2012		Spring Break
May 25, 2012	Friday	Last Day of School
May 28, 2012	Monday	Memorial Day Holiday
May 29 - 30, 2012		Post-Planning

Approved by the HCBOE on Dec. 14, 2010

Thomson Middle School Exam & Reporting Schedule

Exam Schedule

September 29 & 30	1 st nine-week grading period
December 15 & 16	2 nd nine-week grading period
March 13 & 14	3 rd nine-week grading period
May 24 & 25	4 th nine-week grading period

Middle School Reporting Schedule

	<u>Progress Reports</u>	<u>Report Cards</u>
1 st 9-week period	September 1	October 13
2 nd 9-week period	November 14	January 6
3 rd 9-week period	February 7	March 21
4 th 9-week period	April 25	May 30

School Hours and Supervision

School opens at **7:00 A.M.**

Car riders and walkers should be dropped off and picked up in front of the gym, entering at the gym lobby. For the safety and concern of students and staff members, please adhere to the established traffic routes in the parking lot.

Bus riders enter at the bus entrance.

*Seventh and eighth grade students report to the gym until the 7:15 bell.

*Sixth grade students report to the cafeteria until the 7:15 bell.

Students' who are not bus riders are dismissed at 2:50 P.M. each day and should be picked up in front of the gym immediately upon dismissal. ***No loitering on the campus is permitted!***

FOR CO-CURRICULAR EVENTS:

Athletic events both home and away are usually finished at 6:15 P.M., but no later than 6:30 P.M. Please make arrangements for pick up ***before allowing your student to attend after-school activities or athletic events.***

NOTICE

The FRONT parking lot is closed for morning drop-off and after-school pick-up.

All students should be picked up from school no later than 3:30 unless the child is staying after school for a prearranged supervised activity.

Students and parents will be given a warning the first time a student is not picked up within this 45-minute time frame. The second offense may result in the student not being able to attend the next extra curricular activity and/or social services being contacted to intervene.

What is the MIDDLE SCHOOL CONCEPT?

Middle school students are uniquely different from elementary and high school students. They are not children anymore, yet they are not ready for the rigor in high school. These transitional years require a different organizational format, which is different from the Junior High format that many of us may have experienced.

In the Middle School Concept, a team of teachers teach the traditional academics to their students. The students' classes are all in one smaller section of the building rather than scattered across campus. The team of teachers plans cooperatively, during their common planning time, in order to address individual student needs. This allows for parent conferences and professional learning. The close relationship and close proximity of a common group of teachers and students allows for flexibility and greater opportunity to meet the needs of students.

CHARACTERISTICS OF MIDDLE SCHOOL STUDENTS

~Early adolescents are in a particularly difficult stage of development.

- ~They begin to look at themselves, to seek their own identity and try new behaviors.
- ~Peer approval and acceptance is a driving social need. They seek out friendships, groups, cliques, associations, clubs, and others their own age for the social interaction they cannot find from adults.
- ~Research shows that many early adolescents experience a lack of self-confidence, low self-esteem, feel no control over their circumstances, and have a strong need for conformity.

~Many find it difficult to cope.

- ~They worry about their ability to learn and keep up.
- ~They are torn between the desire for independence and the desire to please adults.

~Middle School students experience dramatic changes in physical development, which are wildly individualized.

- ~Height, weight, body chemistry, and rapid sexual maturation can be expected.
- ~Fatigue is common, due to the sheer amount of energy used in their metabolism.
- ~Most early adolescents thrive on competition, love sports, appreciate good sportsmanship, and practice hard at athletic skills.

~Most children in this age group operate on the concrete level of intellectual of development.

- ~That is, they see only black/white issues, and not shades of gray, as adults are able to do.
- ~This manifests itself in a strong sense of justice, especially when it is violated.
- ~Abstract concepts may be discussed, but are less often understood.
- ~For most, math, especially Algebra, Geometry, and Trigonometry, is a difficult subject in middle school, as most consecrate thinkers less easily understand the abstract concepts.

~Students at this age are sensitive.

- ~They seem mature, but often lack the knowledge and experiences needed to understand changes they are encountering.
- ~Deflating comments or criticism can be devastating.
- ~Sarcasm is taken at face value, due to concrete thinking.
- ~Conversely, these students can be heartless in their own comments.

Thomson Middle School strives to provide an environment where the child is understood; provide guiding experiences; and provide opportunities for success so as to negate emotions that result from naturally turbulent tendencies and experiences that occur during this period of profound growth and change and to stimulate each child to achieve his/her fullest potential intellectually, emotionally, socially,

TMS School Based Guidance Plan

At TMS, the guidance/counseling program is based on a developmental and preventative model. Our goal is to facilitate the total positive development of adolescence by helping them to develop a positive self-image and learn responsible life skills.

Thomson's counseling programs are designed to help your child develop his/her educational, social, career, and personal strengths along with becoming a responsible and productive citizen. The focus of this program includes the needs, interest, and issues related to the various stages of student development.

Middle School students are in transition from childhood to adolescence. They experience accelerated social, intellectual, physical, and emotional changes. Since the changes that occur during this developmental period can be traumatic, our counselors are dedicated to providing a caring and supportive atmosphere. Various programs that are implemented at Thomson in order to meet the "middle school challenge" include:

Please contact the school counselors @ 953-0489 Ext 43463 or 43494 if you have any questions or concerns regarding your child's progress or development at Thomson Middle School.

Issuing of Textbooks

Students are responsible for the condition of books and their return. Textbooks are expensive. If the book is lost, payment is required before the student is issued a new one. The book's age and condition determine the cost of the book.

It is important that the student notify the teacher whenever his/her textbook turns up missing. It may have been turned in to the office or put in the team's lost and found box. When textbooks are collected at the end of the school year, a fine may be required if the book is returned in poor condition. **All fines must be paid before report cards will be issued.**

Please do not use "sticky" book covers!

Media Center and Services

The Thomson Middle School Media Center is a fully functional, fully accessible Media Center containing over 10,000 entries including books, videos, audio tapes, filmstrips, CD-ROMs, and other audiovisual materials. The Media Center is fully automated through the services of Surpass II. Patrons have access to CD-ROM - based electronic encyclopedias, the EBSCO magazine search program and the Internet. A wide selection of books supports the school wide Reading Counts program. An extensive professional library is available for the faculty and staff.

Our media center is very resourceful. At the present time, it is equipped with computers and printers, a scanner, digital camera, a video camera and a wide variety of CD-ROMs that provide students with the resources needed for project development. The Media center also has fully functional projectors with an automated screen. All students are encouraged to utilize the technology available in this lab. As funds become available, the multimedia will be expanded.

Internet Policy and Usage

Thomson Middle School recognizes the importance of having access to the Internet for our students. We follow the guidelines given us by the Houston County School Board. Students need to have a permission form signed by a parent on file. If a parent wishes to change the status of use and not allow their child to use the Internet, they must notify the office.

We currently employ Cyber Patrol as our screening software and our teachers and staff members closely monitor the use. Even with these precautions, students may come upon an inappropriate web site. If the student comes upon an inappropriate web site, he or she is to notify the teacher/staff member of such site immediately. Deliberate inappropriate use of the Internet will result in disciplinary action.

Parent and Community Involvement

Thomson Middle School teachers and staff always welcome parent involvement.

Parental support is the key ingredient to our school's success. You are a valuable resource for our classroom teachers and without your help and contributions, our jobs would be much more difficult and our goals unobtainable. The Board of Education has a policy in place to ensure a well-planned and effective volunteer program. **Parent and all other volunteers must complete a consent form authorizing a background check.** This means the Houston County Board of Education requests a clearance regarding any criminal and/or driver's history record information that may be in files of the criminal justice agency in Georgia. If you filled out a form within the past two years, your name is still on our volunteer list. Your child's safety and welfare are our primary concern. We appreciate your cooperation and support as we work to build a strong and effective parent volunteer program. Ask for Mrs. Chadwick if you have any questions regarding your Parent Volunteer clearance status.

Open **communication** with parents is a priority at Thomson Middle School. There are communication tools that are utilized to ensure that this communication is consistent. For instance, each student is must maintain an **"Agenda."** The student writes several the objective, class work and homework for each class every day in this time-management organizer. In addition to teaching essential organization and management skills to students, the student agenda is accessible and will keep you informed of daily expectations and achievements. You are encouraged to communicate with the teachers using your student's "agenda". There is a replacement cost of \$10.00 in the event your child loses his/hers.

Since it is imperative that the parents are well informed of their child's academic progress, you will receive an academic report, a progress report or report card, every four and one-half weeks. With the report cards, parents receive a parent newsletter to update them regarding events of the previous nine-week grading period and informing them of upcoming events for the next grading period. Direct parental contact is viewed as a necessity to

inform the parent of any changes in academics and/or behavior. If at any time you are concerned about your child's progress, please contact the school counselor and/or teacher.

Thomson Middle also has parent volunteer programs for the chorus, drama, band, and athletic programs. The volunteers support the programs by purchasing needed equipment through various fundraising activities. With their support, Thomson Middle will have one of the most respected extra curricular programs in Houston County.

Ten Things Teachers Wish Parents Could Do

- Be involved in their child's education. Parents' involvement helps students learn, improves schools, and make teachers' jobs easier.
- Provide resources at home for reading and learning. Parents could have books and magazines for their children and read to or with their children each day.
- Set a good example. Parents could show their children that they believe reading is both enjoyable and useful. They shouldn't spend all their time in front of the television.
- Encourage children to do their best in school. Parents must initiate that they believe education is important and that they want their children to do the best they possibly can in school.
- Emphasize academics. Too many parents get caught up in athletics and in preparing their children for the world of work, when academics should be their first concern.
- Support school rules and goals. This support aids both parents and educators in preparing children for the "real" world of work and social interaction! Parents should take care not to undermine school rules, discipline, or goals.
- Use pressure positively. Parents could encourage children to do their best, but they should not apply too much pressure, by setting unattainable goals or by involving them in too many activities.
- Call teachers early if there is a problem so there is still time to improve the situation. Don't wait for teachers to call.
- Accept their responsibility as parents, and not expect the school and teachers to take over this job. For example, parents should make it their responsibility to teach children basic discipline at home rather than leave this task to teachers.
- Parents should monitor their child's work. They should provide a quiet place for their child to study. They should spend time discussing how the school day was and checking that homework assignments were completed.

Source: 1-9 The National PTA Talks to Parents by Melitta J. Cutright, PHD., Doubleday, C1989

THINGS EVERY PARENT NEEDS TO KNOW:

ALWAYS ask questions; be sure you have all the information - Check it out for yourself when your child is staying after school. When in doubt, call us!

Parent Conferences

Parent conferences are solicited and encouraged at TMS. Academic teachers have common planning times that allow for you to be able to meet with these teachers together during the day. This saves parents scheduling time and allows you to determine if problems may be noted by more than one teacher, or to inform all teachers together of situations or circumstances. If you would like a conference, please contact the homeroom teacher or any of the team teachers to schedule.

Phone Use

Instructional time is at a premium. Anytime students are away from class they miss valuable instruction. Please limit phone calls to your child to emergencies only. School materials and after-school plans should be organized ahead of time. Please discourage your child from calling you concerning everyday matters, i.e. p.e. clothes, homework, projects, going home with friends, and after-school pick-up.

THE MIDDLE SCHOOL CURRICULUM

Our curriculum, **Georgia Performance Standards (GPS)**, is designed to expand the basic skills developed in elementary school and to prepare students for rigorous courses in high school. Five hours of instructional time are offered in the academic areas of language arts, mathematics, social studies, and science. Ninety (90) minutes daily are allotted for connection class and/or physical education.

LANGUAGE ARTS instruction involves reading, writing, listening, and speaking. Students work on reading skills, the writing process, grammar, spelling, vocabulary development, and speaking and listening skills. The traditional expectations in reading are enhanced by the emphasis placed on writing instruction. We, therefore, have developed a curriculum where the two are taught as extensions of each other. Writing instruction is aimed at developing fluency, appropriateness, and effectiveness. Students learn the importance of accuracy in usage, punctuation, and spelling as they write for real-life purposes and real-life audiences. In the area of reading, we use a wide variety of print materials, including class sets of paperback novels, classroom libraries, and a literature series to help students enhance their reading and comprehension skills.

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

Grade 6 Concepts/Skills to Maintain

Operations with decimal fractions
Addition and subtraction of common fractions and mixed numbers with unlike denominators such as 2, 3, 4, 5, 6, 8, 10 and 12.
Modeling multiplication of common fractions
Modeling percent
Graphing data
Multiples and factors
Perimeter, capacity and area of geometric figures
Evaluating algebraic expressions

Grade 7 Concepts/Skills to Maintain

Operations with positive rational numbers, including mixed numbers
Line and rotational symmetry
Surface area and volume
Ratio as a representation of quantitative relationships

MATHEMATICS Grade 7

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

Instruction and assessment should include the appropriate use of manipulatives and technology. Topics should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/database, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena

MATHEMATICS Grade 8

By the end of grade eight, students will understand various numerical representations, including square roots, exponents and scientific notation; use and apply geometric properties of plane figures, including congruence and the Pythagorean theorem; use symbolic algebra to represent situations and solve problems, especially those that involve linear relationships; solve linear equations, systems of linear equations and inequalities; use equations, tables and graphs to analyze and interpret linear functions; use and understand set theory and simple counting techniques; determine the theoretical probability of simple events; and make inferences from statistical data, particularly data that can be modeled by linear functions. Instruction and assessment should include the appropriate use of manipulatives and technology. Topics should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena. **Concepts/Skills to Maintain** Operations with rational numbers Properties of equalities Direct & inverse proportions Solving multi-step equations Properties of real numbers Statistics

Grade 8 Concepts/Skills to Maintain

Operations with rational numbers
Properties of equalities
Direct & inverse proportions
Solving multi-step equations
Properties of real numbers
Statistics

The middle school **SCIENCE** program is designed to give students the scientific background they need for the more specific high school science courses. The approach incorporates, to the greatest extent possible, “hands-on” experience. Students are involved in projects using the scientific method: forming hypotheses, specifying procedures for proving or disproving the hypotheses, and formulating conclusions. At the sixth grade level, students are instructed in earth science. Seventh graders are instructed in life science, and eighth graders are instructed in physical science. We believe that all students must learn the basics of science and the scientific method in order to understand the complex and ever-changing world in which we live.

SOCIAL STUDIES in the middle school is based on cultural area studies, which include the geographic patterns, climate, and natural resources of the cultural regions. Studies also include ethnic groups and linguistic patterns of those regions, as well as the historical, political, economic, social, cultural and religious development of the regions. Students are given opportunities to demonstrate social studies skills, including the use of maps and globes, information processing, problem-solving, social participation, and time and chronology skills.

The cultural areas studied in the sixth grade include Latin America, North America, and Europe; in the seventh grade, studies include Asia, Africa and Australia/Oceania. In the eighth grade, the curriculum is based on Georgia studies, learning about the history and government of the state in which they live.

Current events in the United States and throughout the world are also taught at all grade levels.

CONNECTION CLASSES include art, band, chorus, computers, technology, Family and Consumer Science (FCS), foreign languages (French), physical education and reading/math. Students enroll in connection classes for a nine-week period. In these classes, students explore foreign languages, vocational education, fine arts, and personal learning skills – some areas they may chose to pursue in high school.

Students shall complete at least two courses in each of the three different connection areas during their middle school career. In general, students complete art, computers, FCS, and foreign language throughout the year, combined with PE each nine-weeks.

The **HEALTH** program at the middle school level includes AIDS and sex education objectives. This instruction is a cooperative effort between science and health/physical education teachers. This program also includes instruction in health and safety. The **PHYSICAL EDUCATION** program stresses the importance of physical activity throughout life. It helps students develop the ability to set personal fitness goals, develop a fitness program, implement this program and evaluate the results. The program also helps students understand the basics of cooperation, competition, and leadership by providing a variety of opportunities for participation in individual, dual and team sports. Students are required to dress out for physical education in shorts or sweat pants, a shirt, and tennis shoes in order to actively participate in PE.

What IS a performance standard, and why does it represent an improvement upon the old content standards used in the previous curriculum?

Performance standards go into much greater depth than the content standards used in the previous curriculum. The performance standard incorporates the content standard, which simply tells the teacher what a student is expected to know (i.e., what concepts he or she is expected to master), and expands upon it by providing three additional items: suggested tasks, sample student work, and teacher commentary on that work.

Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know “how good is good enough.” The performance standards isolate and identify the skills needed to use the knowledge and skills to problem-solve, reason, communicate, and make connections with other information. Performance standards also tell the teacher how to assess the extent to which the student knows the material or can manipulate and apply the information.

Reference: <http://www.georgiastandards.org/faqs.aspx#q4>

Georgia Performance Standards for each content area can be accessed through the Georgia Department of Education website. <http://www.georgiastandards.org/>

Grading

Each teacher sets his/her grading procedures and expectations for student achievement at the beginning of the course. Official notification, a report card, of student progress is made each nine weeks. A progress report is issued at the midpoint of each grading period. Therefore, you should expect written notification at least every 4 ½ weeks. It's best for you to discuss grading procedures at the beginning of the course with your child's teachers. This should help the student to clearly understand the expectations of the teacher, keep you notified, and assist you in helping your child prepare for classes.

According to the Houston County Board of Education promotion and attendance policy, all students must pass five out of six classes including all academic subjects in order to be promoted to the next grade, and must be in attendance for 95% of the school term.

Scholastic Reading Counts

Reading is integral part of the learning process. While all teachers integrate reading instruction into all academic content areas, the language arts teacher addresses general reading strategies. One strategy includes the Scholastic reading Counts Program, a program that motivates students to increase their reading skills by reading quality books outside of normal class studies. The media center has an increasingly large number of books used in the program for students to check out. Students earn points on the reading level and mastery of the novel by taking a computerized test over the contents of the novel. Students will be rewarded for their effort through our unique incentive plan. The SRI, Scholastic reading Inventory program, which tests reading comprehension level, is used in conjunction with SRC. If students conscientiously utilize these programs, they will be able to track their progress and reap the intrinsic rewards of their commitment, increased comprehension, which leads to improved academic achievement and higher test scores.

Inappropriate use of a computer or Cheating on the RC program will result in a loss of all RC points.

INFORMATION CARDS

At the beginning of each school year, information cards are sent home with students. Please complete the entire card with all information requested. These cards are kept on file in the front office and are used when students need to call home, etc. Please keep the school updated if any information changes during the school year (addresses, telephone numbers, emergency contact, etc.). **We will release your child only to the person (s) listed on these information cards where noted.**

ACTIVITIES AFTER SCHOOL HOURS

A number of after school activities will be planned for the enjoyment and social development of students. It is felt that these activities constitute an integral part of the total development of young people. These activities will include club projects, class projects, social events, athletic and other school related functions. Transportation must be provided by the parent/guardian.

1. All school rules apply to school activities after regular school hours.
2. Guests from other schools must also follow T.M.S. rules.
3. Students must remain seated at athletic events and be considerate of others.
Students may visit the concession stand or restroom, but lingering in these areas is strictly forbidden.
4. Once in the gym or on the field, students who leave and return must pay to get back in the event.
5. Students may **NOT** bring pagers, portable phones, radios, or CD players to school or to a school-sponsored activity.
6. Attendance at an after-school activity should be for the enjoyment of the activity. Students will be required to leave without refund if their actions indicate other intention or interests.
7. State standards specify that all athletic events during the school week must be over no later than 6:45 P.M. **Students must be picked up promptly.**
8. Special dances are held throughout the school year. **DANCES ARE FOR THOMSON MIDDLE STUDENTS ONLY!** Times will be announced prior to the event. **Students should be picked up promptly.**
9. Students must be counted present for the day in order to participate in any school activity.
10. Students assigned ISS are not allowed at school functions and may not participate in extracurricular activities.

TMS STUDENT RECOGNITION

At Thomson Middle, we believe it is very important to celebrate the success of our students. In order to do so, we have implemented various recognition programs to be held throughout the year. Teachers, administrators, and outside agencies select award recipients. It is our intent to recognize every deserving student. We encourage parents to attend award programs to share in the recognition of student accomplishments.

Athletic Awards Program - At the end of each sports season, the athletic department honors all athletes for their participation and dedication. Athletes who have excelled in each sport will be recognized.

Band and Chorus Awards - At the annual Spring Band and Chorus Concert, all band and chorus members are recognized. Those band or chorus members who have made excellent achievements throughout the year are honored.

TMS End-of-Year Awards - Students who have made outstanding achievements in academics, exhibited good citizenship and leadership, or have excelled in different aspects of school are honored in May.

CLUBS and ORGANIZATIONS

<u>Clubs</u>	<u>Sponsor</u>	<u>Selection Procedures</u>	<u>Opportunities/Obligations</u>
ATHLETICS	Coach Ivory	Tryout – 7 th and 8 th Grades – Physicals are Required	Football, Basketball, Baseball, Track, Softball, Cheerleading
BAND	Mrs. Herron	Own an instrument or rent one	Perform at festivals, school events and after school rehearsals
CHORUS	Mrs. Roye	Join	Attend performances, festivals, and after school rehearsals
FCCLA	Mrs. L. Cape	Join/Membership Fee	A career and technical student organization for students in Family and Consumer Science Education
FBLA	Mr. Sikes	Join/Membership Fee	Education Association of Students preparing for careers in business related fields
FELLOWSHIP of CHRISTIAN ATHLETES	Mrs. K. Jones	Join/Membership Fee	Meet once a week before school
MAC	Ms. Hawkins	Application Process	Help in the Media Center with circulation, shelving, laminating, etc.
PARTNERS CLUB	Ms. Tinsley	Application	Conduct school and community service projects and work with students with special needs as a peer buddy and to learn about assistive technology
PRAYER CLUB	Mr. Freeman	Desire to be a Christian	Meet once a week before school.
STUDENT EXCHANGE	Ms. Hawkins	Application Process	Work with the Book Fairs to generate funds for the Media Program
TMS Academic Team	Mrs. Goff	Based on student's general knowledge in a variety of subjects	Participate in Academic Competitions

Technology Student Association (TSA)	Ms. Green	Join and a \$15 Membership fee	Promoting technological literacy, leadership, and problem solving, resulting in personal growth and opportunity.
WTMS <i>Thomson's Student News Show</i>	Ms. Green	Application and Interview Process	Raise monies through fundraisers and prepare and present the
YEARBOOK CLUB		Application	Work to produce school yearbook

Attendance at TMS

Research shows that there is a direct correlation between student achievement and school attendance. It is, therefore, most important that students be in school unless there are legitimate reasons why they must be absent. Georgia law allows for student absences to be excused only for the following reasons:

- 1. personal illness**
- 2. illness in immediate family**
- 3. death in family**
- 4. recognized religious holidays**
- 5. absences mandated by other government agencies, such as a court order**
- 6. serving as a legislative page (students are actually counted present for this)**

No other absence from class will be considered excused. Students will be counted absent even if the absence is excused, except in case of #6. Students on field trips or officially sanctioned instructional trips organized by the school will also be counted present. A student who is absent from school for any portion of a school day must have a written excuse for the absence from the parent or guardian. School officials will then determine if the absence is excusable, using the reasons listed above as guidelines. If a student is absent and does not bring a written excuse within three days of his return to school, the absence will be considered unexcused.

Parents can apply for an unexcused, but prearranged absence in instances where it is absolutely necessary for the family to be out of town. *This must be done prior to the absence by sending a letter to the Principal explaining the reason for the child's impending absence.* In so doing, a student will be allowed to make up work missed.

The Houston County Board of Education adopted a new attendance policy for elementary and middle school students beginning with the 2000-2001 school year.

Attendance Policy

Three unexcused tardies and/or early dismissals will constitute one absence.

Note: Excuses for tardies and early dismissals are the same as for absences: personal illness, illness in immediate family, death in family, religious holiday, or a court order. In order to be promoted to the next grade a student must be present 95% of the school year. Students who miss more than **18 days** during the year will be retained.

Tardy Policy

The student will need to check in with the office any time he/she arrives at school after 7:30 A.M. If a student arrives late, he or she must bring a note signed by a parent stating the reason for the late arrival. The student will receive an **excused** pass to class. If a student arrives late without a parent note, he or she will receive an **unexcused** tardy pass to class. **Remember:** Three unexcused tardies constitutes **one absence**.

Early Dismissal

Procedure:

- 1. Student presents note stating reason for dismissal signed by parents to office BEFORE homeroom.**
- 2. Student sign-out, stating destination and receives early dismissal slip indicating dismissal time.**
- 3. Student shows early dismissal slip to the teacher at departure time and waits in.**
- 4. If student returns, he/she signs-in and receives admittance slip.**

*To be counted present, students must be present for half of his/her classes.

**Students will only be dismissed to custodial parents unless the parents has designated otherwise.

***Emergency release forms, to expedite this process, are available in the office upon your request.

GUIDELINES OF DISCIPLINE

School discipline applies to incidents that occur on the way to school, at school and returning home from school. Whenever a student is referred to the office, he or she will be afforded due process and allowed an opportunity to tell their side of the incident. If necessary, written statements will be taken. The student will be informed of the school rules that were violated and the consequences. **All referrals will result in a phone call home and/or written notification.**

ALTERNATIVE SCHOOL/STUDENT REVIEW COMMITTEE

Students who are referred to the alternative school for long term suspension have the right to a Student Review Committee (SRC) hearing. Parents have the right to a Tribunal hearing before the School Board if they do not agree with the recommendation of the SRC. Any student entering Thomson Middle School from the

alternative school will be placed on a behavior contract. Behavior contracts may be use with other students as deemed necessary by the administration.

OFFENSES(S) AND DISPOSITION(S)

The following is a chart which describes offense(s) and disposition(s) in order for students and parents to have a better understanding of discipline policies and procedures. The dispositions of the following offenses are guidelines only which provide suggestions for how teachers and the administration of the school may address inappropriate student behaviors. ***The school's administrators retain the right to modify dispositions when necessary.***

Thomson Middle School Progressive Discipline Chart

Level I (Teacher Assigned)	1st Discipline Referral	2nd Discipline Referral	3rd Discipline Referral	4th Discipline Referral
<ul style="list-style-type: none"> • Dress code violation • Failure to follow procedures • Minor class disruption • Other infractions deemed as Level I 	3 days break detention	5 days break detention	3 days silent restricted lunch	Student moves to level II
Level II (Teacher Assigned)	1st Discipline Referral	2nd Discipline Referral	3rd Discipline Referral	4th Discipline Referral
<ul style="list-style-type: none"> • Substantial class disruption • Skipping less than one class • Profanity • Verbal Confrontation • Academic Dishonesty • 4th Level I infraction • Other infractions deemed Level II 	5 days silent restricted lunch	1 day team ISS	3 days team ISS	Student moves to level III
Level III (Administrator Assigned)	1st Discipline Referral	2nd Discipline Referral	3rd Discipline Referral	4th Discipline Referral
<ul style="list-style-type: none"> • Extreme Disrespect • Aggressive Behavior/Threats • Defiance/ Refusal to follow direct request of an adult • Vulgarity/ Inappropriate sexual contact • Computer/Electronic misuse • Forgery/giving false information • Verbal Confrontation / Disruption • Gambling • Fighting/Instigating Fighting • Skipping off campus • Possession or use of fireworks/tobacco • Bullying/harassment/malicious teasing • Property abuse • Electronic device that disrupts instruction • 4th Level II infraction • Infraction of School or Board policy 	3 days ISS	5 days ISS	5 days ISS/ behavior contract may be issued	3 days home suspension *Any further infractions may result in a MDR or SRC

**** The administration reserves the right to skip and/or change a consequence at our discretion, based on the severity or continued recurrence of the offense.**

Note:

School administrators and/or designated representatives possess the authority to conduct a reasonable search of lockers, students, and their possessions while either on campus or at a school sponsored activity.

Student Dress Code

We believe that student dress should not be distracting to student learning. Thomson Middle School is a very safe school; to maintain that standard, we prohibit some clothing styles. Determination of appropriateness is at the discretion of the administrative staff. In addition to county school dress policy Thomson Middle School enforces the following:

SCHOOL DRESS - In addition to county school dress policy:

1. Students are not to wear sweat pants (to include terry cloth, fleece, and velour/velvet material), athletic shorts, jeggings, or leggings. Wind suits are allowed.
2. Shorts, skirts, and dresses must touch the knee.
3. Underwear of any kind is not to be worn as an outer garment and must not be visible.
4. Appropriate undergarments must be worn to maintain modesty.
5. Cut-offs, pants, or skirts that are frayed, ragged or have holes so as to be immodest are not to be worn.
6. No sagging-pants may be worn. The waistband must encircle the body at the waist and the buttocks must be covered.
7. Pants cannot be worn with wide leg openings that cover the shoes. Pants cannot be rolled up or bound at the ankle with bands or strings. Students may not adorn their clothing with safety pins, excessive button pins, or studs of any kind.
8. Shirts or jerseys, longer than the top of the pants or shorts pockets, must be tucked inside the pants.
9. Basketball jerseys must be worn with a T-shirt underneath.
10. No oversized jackets sweat shirts or over shirts that fall below the buttocks are allowed.
11. Tank tops, layered tank tops, shirts with spaghetti straps or shirts that reveal any portion of undergarments are not permitted.
12. Students may not cover up a shirt or clothing that is out of compliance with the dress code with a jacket.
13. Students may not wear a plain white t-shirt.
14. Sleeveless shirts are permitted if the shoulder is covered, the arm-holes are tight, and undergarments are not exposed. These shirts must not cut in on the back or expose the back.
15. Girls' shirts must be long enough so that when they raise their arms, their midriffs are not exposed.
16. Girls may be allowed to wear spaghetti strap dresses at the Valentines Day Dance as long as the dresses are modest and undergarments can be worn

without being exposed. No back lace-up dresses or dresses that expose the back will be allowed, even if covered with a shawl.

17. Students must refrain from wearing clothes that are too tight or immodest.
18. Shoes that have straps must be fastened.
19. Unconventional or un-natural hair coloring (including black) or styles is not permitted.
20. Students may not dress in a color or style that associates them with an identified gang or group that could intimidate or make other students uncomfortable. This includes dressing in all black, "gothic" dress, and colors known to be associated with gangs.
21. Tattoos that can be covered with clothing must remain covered at all times. This could result in a student having to wear long sleeved shirts, pants, and shirts with a collar.
22. Student may not wear any jewelry with metal spikes. Students may not wear oversized belt buckles.

Note: Dress Code Policies are enforced at all school related functions unless other notice is given. Final decisions and judgments concerning appropriate dress are made at the discretion of the administration. Students who violate dress code will be asked to call their parents for a change of clothing; if parents cannot bring appropriate clothing, the student will be placed in ISS for the day. Students who arrive at school with unacceptable hair color or style may be placed in ISS until the color or style is corrected.

Internet Policy and Usage

Thomson Middle School recognizes the importance of having access to the Internet for our students. We follow the guidelines given us by the Houston County School Board. Students need to have a permission form signed by a parent on file. If a parent wishes to change the status of use and not allow their child to use the Internet, they must notify the office.

We currently employ Cyber Patrol as our screening software and our teachers and staff members closely monitor the use. Even with these precautions, students may come upon an inappropriate web site. If the student comes upon an inappropriate web site, he or she is to notify the teacher/staff member of such site immediately. Deliberate inappropriate use of the Internet will result in disciplinary action.

Transportation: Bus Policy and Suspensions

We believe all students can behave appropriately and safely while riding on a school bus. We cannot allow student behavior what would impair the ability of the bus driver to carry out his/her duties while driving the bus. In order to insure the safety of our students riding the bus, the following rules (but not limited to) must be observed on the bus:

Respect yourself and the rights of others.
Follow the driver's directions the first time they are given.
Stay in your seat.
Keep all parts of your body and all objects in the bus.

Pushing, shoving, or fighting is not allowed.
Eating, drinking, chewing gum, smoking, or spitting is not allowed.

If a student exhibits disruptive behavior, the driver will notify the parents immediately in an attempt to solve the problem at that level. However, if the student chooses to break the same or another rule, the following consequences will apply:

1st reported incident:	School official, parent, and driver conference. A suspension from the bus for minimum of three days will follow if the parent fails to attend the conference. A contract will be executed between the students, parents, and school administrator.
2nd reported incident:	five days off bus.
3rd reported incident:	ten days off bus.
4th reported incident:	off bus for the remainder of the school year.

A student may be suspended from the bus for 1-10 days on the first report if the principal determines the incident warrants suspension. For the following offenses (but not limited to) even though there may be no other bus reports, consequences begin at the third report level:

- 1. Disrespect of driver, monitor, or administrator***
- 2. Fighting***
- 3. Vandalism***
- 4. Possession of tobacco***

In other behavior such as possession of weapons or drug or severe disrespect of the driver, the student will be suspended from the bus for the remainder of the year.

* Behavior will also receive the appropriate disposition of time in ISS.

Revised: May 18, 2011

**Thomson Middle School
TITLE 1 PARENT INVOLVMENT POLICY
2011/2012**

Thomson Middle School shall abide by and support all rules and regulations pertaining to Title 1: Improving the Academic Achievement of the Disadvantaged, No Child Left Behind Act of 2001, Public Law 1007-110, and the Parent Involvement Policy of Houston County Public Schools as follows:

This Parent Involvement Policy is distributed to all parents in the Parent Handbook and is posted on the Thomson Middle School Web Page. A copy of this policy is kept in the Parent Resource Center, Media Center and the Parent Involvement Coordinators office. Translated copies are also available upon request.

Thomson Middle School will foster a parent-friendly environment and provide parents with strategies to use at home that support academic achievement and success. Parent meetings are scheduled at various times throughout the school year. Parents are invited and encouraged to attend an annual orientation meeting that is held at the beginning of the school year. Translators will be provided when needed. The purpose of this meeting will be to:

- Inform parents about the guidelines, purposes, goals, and expectations of the school wide Title 1 Program
- Inform parents of their important role in their child's success
- Inform parents of school, grade level and individual teacher policies and procedures
- Present an introduction to the grade level curriculum

Thomson will survey its parent population, at least annually, to evaluate the effectiveness of our parent involvement program. As part of this evaluation, the Parent Involvement Committee which consists of parents, community members, school administration, and staff shall meet to review and/or revise the Local School Parent Involvement Policy, the Local School Parent Involvement Plan, and the Local School Parent-Teacher-Student Compact. A printed agenda shall be presented and each committee member shall acknowledge his/her presence by signing an attendance log. The Title 1 office will provide technical assistance and/or advisement in the development of the local school parental involvement workshop opportunities. All suggestions for improvement and identified barriers to parent involvement shall be noted.

The Parent Involvement Coordinator, a certified teacher, along with other faculty and support personnel, will involve parents in their children's education by providing them with information and materials.

Our school shall communicate regularly with parents through a variety of media/methods, including but not limited to: parent meetings, parent-teacher conferences, parent workshops, whole school call outs, news letters, information sent home via students, letters mailed home to parents/guardians postings on school sign, Houston County Education Access Channel, TMS Web Page and recommended websites that provide ideas for working with children at home. Translations will be provided to the extent practicable.

The school curriculum will be shared through the Houston County Board of Education website (www.hcbe.net). The website communicates the content of the K-12 curriculum. The Assistant Principal of Instruction houses the following curriculums for grades six through eighth: language arts, mathematics, science, social studies, technology, fine arts, health, and physical education. Parents/Guardian are also asked to sign class syllabi for each content area which explains specific

information pertaining to individual classes. Our community believes the Houston County K-12 curriculum encompasses the essential knowledge and skills students need to progress from one grade level to another and be prepared for entry into college and/or the workplace.

Assessments used to measure student's progress and proficiency levels the students are expected to meet will be explained in the class syllabus and reviewed during parent/teacher conferences. Information that will be shared will include the following:

How teachers use classroom performance, portfolios, standardized and teacher constructed tests, language checklists, performance tasks, student/parent questionnaires, and professional judgment in determining student progress toward meeting both local and State student performance standards.

The process for effectively identifying students who may be at risk for reading failure or who have difficulty with math is done through diagnostics and classroom-based instructional assessments. These assessments will identify students' specific areas of strengths and weaknesses in phonemic awareness, decoding, fluency, vocabulary, comprehension, computation, and math computation problem solving.

An explanation of the Georgia Criterion Referenced Competency Test (CRCT) is provided. Parents are made aware that this test assesses a student's knowledge of the local and state curriculum. Further, the CRCT scores in Mathematics and English/Language Arts are combined and used in the Adequate Yearly Progress (AYP).

Parent meetings held throughout the year will provide parents the opportunity to provide suggestions and to participate in discussions relating to the education of their children. Additional opportunities for parents to be involved at local schools shall include volunteering in the school and/or classroom, PTO in addition to serving as part of governing teams such as: Parent Involvement Committee, and the Local School Council. These school-based organizations of parents, educators, and citizens collaborate to set goals for improving student achievement and evaluate the progress in reaching these goals. In addition, the parents are encouraged to attend grade level programs and meetings regarding their child's progress.

The school will handle responses to parent questions, concerns, and suggestions in a timely manner (2-3 school days) through telephone calls, notes, emails, agenda and conferences. Translators will be provided as needed.

All data, comments, and/or suggestions, including unsatisfactory comments, regarding the Title I School Plan and Parent Involvement Policy shall be collected and sent to the LEA and will be considered in the revision of the Policy/Action Plan for our school. The school will provide timely responses to comments or suggestions.

The school/student/parent compact is jointly developed with parents for all children. The compact is used to guide discussions about academic goals between the teachers, students, and parents and how they, along with entire school staff, will share the responsibility for improving student academic achievement. The compact is the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact will be distributed in the

Student/Parent handbook and the beginning of the school year and sent home with students to be signed both by parent/guardian and students. Translations in other languages will be available as needed and to the extent practicable. Homeroom teachers will have copies of the compact while the originals will be kept on file in the Parent Involvement Coordinator's office and are available as needed.

Parents will be encouraged to become vital partners in their children's education. The compact will include ways in which each parent will be responsible for supporting their child's learning such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom and school; and participating in decisions relating to the education of their children, and to use extracurricular time in a positive manner. It will address the importance of communication between teachers and parents on an ongoing basis through parent-teacher conferences, response to frequent progress reports, and reasonable participation in school activities

The school will clarify the National Educational Goals, Georgia's content standards, the curriculum, and student performance standards on state and local assessments. The assessments are used to measure student progress and proficiency levels the students are expected to meet. In addition, the teachers will use the Georgia Performance Standards in all classrooms to accelerate student achievement. These strategies will be implemented school-wide to ensure student success. Our school is committed to reach high standards for student achievement through identifying needs, setting short term attainable goals, and providing immediate feedback with appropriate interventions or extensions to achieve the standards. Student progress will be monitored and shared with parent partners through the SmartWeb online grade report, regular progress reports and report cards (see 2009/2010 Houston County calendar for dates) and conferences, emails and phone calls as needed.

Through parent meetings/workshops, the school will provide information to parents to further their understanding of local and state's academic content standards and student academic achievement standards, state and local academic assessments, and how parents can monitor their children's progress and work with the school to improve the achievement of their children. Opportunities for parents to share questions/concerns will be provided at these parent meetings and on an individual basis through their child's progress and work in partnership with our staff to improve the achievement of their children through volunteering in the classrooms, contacting the school with questions or comments, and working with their child at home.

Parents receive a copy of their child's assessment results whenever a national, state, or district level assessment is given. An explanation guide is also provided so that parents can understand the meaning of the results. Every effort is made to provide parents with conference time which to share the results and answer questions. Students may be included in these conversations. Students with specific needs are involved in the Student Support Team (SST). At the SST meeting, parents, administrators, and teachers meet to develop a plan that supports the student's academic achievement.

Our Parent Involvement Coordinator and other school personal will provide opportunities and materials for parents to become full partners in the educational programs of their children to improve their academic achievement. The national standards for parent/family involvement reiterates the importance of this by reporting that parents develop confidence when they feel empowered and may go on to further their own education and become active in school and community. Our school offers a Parent Resource Center that provides information for parents with individual needs to help their children be successful.

School personnel will receive information provided by the Parent Involvement Coordinator to stress the value and importance of parental contributions and involvement. The Action Team, Parent Involvement Committee and School Council will work jointly with the school staff to reach all parents and to encourage building ties between home and school. Technical assistance is provided to any parent at various levels upon request to ensure all stakeholders have adequate access to on-line services provided at the school level, through the Houston County Board of Education and approved Community Web-Sites.

In order to improve student achievement, our school will coordinate and integrate parent involvement programs and activities with programs such as Special Education, Transition from Elementary School to Middle School and Middle School to High School, and other programs to the extent feasible and appropriate. Our school has a Parent Resource Center, located in the school's front office, to provide information, computer and internet access, and support to parents.

Open communication between our staff and parents related to school and parent programs, meetings, and other activities will be addressed through parent-teacher conferences, parent-student handbooks, newsletters, notices, Title I literature, progress reports, phone calls, school website, school call out system, student agendas and email. This communication will be provided in a language that parents can understand, to the extent practicable.

Our school shall ensure that information related to school reports, parents programs, meetings, and other activities is sent home to encourage the participation of all parents including parents with limited English proficiency, parents with disabilities, families that are homeless, parents of migrate children in format and to the extent practicable, in a language such parents can understand. In addition, school personnel will make home visits if necessary and practicable.

Our school actively seeks parent and local community to join our school staff in developing and assessing school improvement strategies. An annual "Action Plan" is developed and implemented using the National Network of Partnership Schools model. We work collaboratively as a team to address issues, make plans, and implement those plans. Compacts will be revisited annually, and in addition to the student's progress and report cards, frequent parent contact will be made as needed concerning individual student progress. Our faculty will communicate about the student's progress through email, notes, and phone calls. Our faculty and staff embrace these ideals and will provide access to classroom activities and encourage frequent communication. Parents are also encouraged to participate and take an active role in the decision making process through our School Council and The Action Team for Partnership/Parent Involvement Committee..



DR. JAMES R. HINES, JR., SUPERINTENDENT

DR. CHARLES M. (TOBY) HILL, VICE CHAIRMAN
SKIP DAWKINS
DR. MARIANNE MELNICK

BOARD MEMBERS
TOM WALMER, CHAIRMAN

HELEN HUGHES
JIM MADDOX
FRED WILSON

**Annual Parent Notice
Highly Qualified Status**

August 1, 2011

Dear Parent(s) or Legal Guardian(s):

This notice is to inform you of the highly qualified status of our district's teachers and paraprofessionals.

The definition of "highly qualified" was established for teachers of core academic subjects, which include English, reading/language arts, math, science, foreign language, social studies, art, music, and drama. All teachers of core academic subjects must have met the federal requirements regarding the highly qualified status by the end of the 2005-2006 school year.

Our state has always been a leader in setting high standards for the licensing of teachers and our school district works hard to bring qualified, fully licensed teachers into our classrooms. *The Elementary and Secondary Education Act of 1965 (ESEA)* gives you the "right to know" about the qualifications of your child's teachers and paraprofessionals.

Currently, our records indicate the following percentage of our teachers of core academic subjects meet the definition for being "highly qualified":

- 100% percent teachers of core academic subjects in Title I Schools in Houston County are highly qualified per *ESEA*.
- 100% percent of the paraprofessionals in Title I Schools are highly qualified per *ESEA*.

We are confident in the ability of our schools' faculties to provide the highest level of instruction for all students. As always, we appreciate and encourage your continued involvement at school and support of your child's education.

Should you have any questions, please contact Tammy Dunn at Thomson Middle at (478) 953-0489 or email tammy.dunn@hcbe.net.

Sincerely,

Jennifer J. Birdsong

Title I Coordinator

P.O. Box 1850 • PERRY, GEORGIA 31069
(478) 988-6200 • FAX (478) 988-6259
WWW.HCBE.NET



DR. JAMES R. HINES, JR., SUPERINTENDENT

DR. CHARLES M. (TOBY) HILL, VICE CHAIRMAN
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BOARD MEMBERS
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Right-to-Know Teacher Qualifications

Guidance C-6 is for Advising Parents of the Right to Know Information about Teacher's Qualifications as required by The Elementary and Secondary Education Assistance Act of 1965 (ESEA) [Section 1111 (6) (A)]

August 1, 2011

Dear Parent(s) or Legal Guardian(s):

Thomson Middle School receives federal funds for Title I and/or Title II programs that are part of the Elementary and Secondary Education Act of 1965 (ESEA). We are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a school receiving federal funds, we must meet federal regulations related to teacher qualifications as defined by ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you and will do so as quickly as possible. At any time, you may ask:

- a. Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching;
- b. Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- c. What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The staff of Thomson Middle School is committed to helping your child develop the academic knowledge and critical thinking he/she need to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you would like to request this information, please contact Mrs. Tammy Dunn at Thomson Middle School at (478)953-0489 or email tammy.dunn@hcbe.net.

Thank you for your interest and involvement in your child's education.

Sincerely,

Tammy Dunn

Tammy Dunn, Principal