Our Creed

I pledge today to do my best in reading, math and all the rest. I promise to obey the rules in my class and in my school. I will respect others, and myself too. I will strive for excellence in all I do. I will come to school ready to learn and grow. With my teachers’ help, I know I will never rest until my good is better And my better is best. This is my creed, I will succeed!

Memphis City Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex or age. For more information, please contact the Office of Equity Compliance at (901) 416-6670.
<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviated School Days</td>
<td>p. 7</td>
</tr>
<tr>
<td>Adopter</td>
<td>p. 5</td>
</tr>
<tr>
<td>Appendix</td>
<td>Pp 31-41</td>
</tr>
<tr>
<td>Assessment of Student Progress</td>
<td>p. 13</td>
</tr>
<tr>
<td>Attendance</td>
<td>p. 7</td>
</tr>
<tr>
<td>Board Policy 4.600: Grading System</td>
<td>pp. 17-20</td>
</tr>
<tr>
<td>Board Policy 4.603: Promotion, Retention and Student Progress</td>
<td>pp. 15-17</td>
</tr>
<tr>
<td>Board Policy 6.200: Regularity of Attendance</td>
<td>p. 7</td>
</tr>
<tr>
<td>Board Policy 6.209: Child Custody/Parental Access</td>
<td>pp. 7-8</td>
</tr>
<tr>
<td>Board Policy 6.304: Student Discrimination/ Harassment</td>
<td>pp. 27-28</td>
</tr>
<tr>
<td>Board Policy 6.3102: Gang Prevention</td>
<td>pp. 29-30</td>
</tr>
<tr>
<td>Board Policy 6.4051: Nutrition and Wellness</td>
<td>p. 11</td>
</tr>
<tr>
<td>Bookstore</td>
<td>P 15</td>
</tr>
<tr>
<td>Breakfast and Lunch Programs</td>
<td>p. 11-12</td>
</tr>
<tr>
<td>Bringing Items to School</td>
<td>p. 9</td>
</tr>
<tr>
<td>Calendar-2010-2011</td>
<td>p. 41</td>
</tr>
<tr>
<td>Car Riders/School Bus Riders</td>
<td>p. 13</td>
</tr>
<tr>
<td>Early Dismissal</td>
<td>pp. 9-10</td>
</tr>
<tr>
<td>Emergency Information</td>
<td>p. 9</td>
</tr>
<tr>
<td>Fire and Tornado Drills</td>
<td>p. 14</td>
</tr>
<tr>
<td>General Suggestions to Parents</td>
<td>p. 30</td>
</tr>
<tr>
<td>Guidance</td>
<td>p. 13</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>pp. 8-9</td>
</tr>
<tr>
<td>Healthy Ideas for Classroom Snacks</td>
<td>p. 12</td>
</tr>
<tr>
<td>Homework</td>
<td>p. 20</td>
</tr>
<tr>
<td>Making Payment By Check</td>
<td>p. 15</td>
</tr>
<tr>
<td>Medication</td>
<td>p. 8</td>
</tr>
<tr>
<td>Our Beliefs</td>
<td>p. 6</td>
</tr>
<tr>
<td>Our Mission</td>
<td>p. 5</td>
</tr>
<tr>
<td>Our Vision</td>
<td>p. 5</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>p. 21</td>
</tr>
<tr>
<td>Physical Education</td>
<td>p. 13</td>
</tr>
<tr>
<td>Safety on the Playground</td>
<td>p. 13</td>
</tr>
<tr>
<td>Safety: Walking To From School</td>
<td>p. 13</td>
</tr>
<tr>
<td>School Day</td>
<td>p. 6</td>
</tr>
<tr>
<td>School Discipline Plan</td>
<td>p. 20</td>
</tr>
<tr>
<td>School Information</td>
<td>p. 4</td>
</tr>
<tr>
<td>School Insurance</td>
<td>p. 14</td>
</tr>
<tr>
<td>School Uniforms</td>
<td>pp. 13-14</td>
</tr>
<tr>
<td>School-Wide Rules</td>
<td>pp. 21-22</td>
</tr>
<tr>
<td>Snow Day Early Dismissal</td>
<td>p. 12-13</td>
</tr>
<tr>
<td>Standards of Conduct</td>
<td>p. 6</td>
</tr>
<tr>
<td>Student Behavior</td>
<td>p. 21-22</td>
</tr>
<tr>
<td>Student Code of Conduct</td>
<td>pp. 21-29</td>
</tr>
<tr>
<td>Student Fee Waivers</td>
<td>p. 11</td>
</tr>
<tr>
<td>Student Fees</td>
<td>p. 11</td>
</tr>
<tr>
<td>Student Illness</td>
<td>p. 8</td>
</tr>
<tr>
<td>Student Recognition</td>
<td>p. 20</td>
</tr>
<tr>
<td>Telephone/Address Changes/Student Use of Telephone</td>
<td>p. 10</td>
</tr>
<tr>
<td>Textbooks and Library</td>
<td>p. 15</td>
</tr>
<tr>
<td>Title 1 Information</td>
<td>pp. 31-38</td>
</tr>
<tr>
<td>2012-2013 MCS Calendar</td>
<td>pp. 39-40</td>
</tr>
</tbody>
</table>
Dear Parents and Students,

Welcome to the 2012-2013 school year! It is an honor and privilege to join the Gordon Elementary family as the newly appointed principal. As we approach a new year, the faculty and staff will remain committed to providing a safe, nurturing, and responsive learning environment conducive to the learning needs of all scholars through the continual implementation of our PBIS (Positive Behavior Interventions and Supports) plan.

This year we will begin implementation of Common Core State Standards (CCSS). CCSS were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare children for college and the workforce. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in college courses and in workforce training programs. We will work diligently to provide rigorous instruction, create student centered classrooms, and maintain high expectations for all of our scholars.

It has been shown that mutual benefits increase when there is a meaningful exchange of information between home and school. Therefore, we solicit your close cooperation in assisting us to bridge the gap between home and school to promote the best interests of your child. We encourage all parents to visit the school regularly, attend programs, conferences, and all scheduled meetings.

This handbook contains policies, rules and regulations which will ensure our efforts to operate efficiently and provide a safe program for our scholars. Students are responsible for knowing the contents in the handbook. Please take time to read and share the contents of this handbook with your child, as it will help to ensure both his/her safety and academic success. Please keep this as a reference during this school year.

Thank you for being a part of the Gordon family. Let’s work together to make 2012-2013 “THE BEST” year for Gordon Elementary.

Sincerely,

Mr. Robert Davis III, Ed. S. - Principal
## SCHOOL INFORMATION

<table>
<thead>
<tr>
<th><strong>School’s Telephone Number</strong></th>
<th>(901) 416-3212</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School’s Fax Number</strong></td>
<td>(901) 416-3214</td>
</tr>
<tr>
<td><strong>Principal</strong></td>
<td>Mr. Davis</td>
</tr>
<tr>
<td><strong>Acting Principal</strong> (When principal is out)</td>
<td>Mrs. Graham</td>
</tr>
<tr>
<td><strong>Guidance Counselor</strong></td>
<td>Mrs. Malone</td>
</tr>
<tr>
<td><strong>Financial Secretary</strong></td>
<td>Ms. Norman</td>
</tr>
<tr>
<td><strong>General Office Secretary</strong></td>
<td>Ms. Hunt</td>
</tr>
<tr>
<td><strong>Building Engineer</strong></td>
<td>Mrs. Dawson</td>
</tr>
<tr>
<td><strong>Cafeteria Manager</strong></td>
<td>Mrs. Bailey</td>
</tr>
<tr>
<td><strong>School Colors</strong></td>
<td>Forest Green and Gold</td>
</tr>
<tr>
<td><strong>School Mascot</strong></td>
<td>The Rocket</td>
</tr>
<tr>
<td><strong>Grade Levels</strong></td>
<td>Pre-K-5</td>
</tr>
<tr>
<td><strong>School Hours</strong></td>
<td>7:30-2:15</td>
</tr>
</tbody>
</table>

## ADOPTERS

UCAN and Community Bible Church are Gordon’s adopters. We strive to have a productive and positive relationship with our adopters through interactions that enhance community support as well as contribute human resources to our student body.

## OUR MISSION

Gordon Elementary School’s mission is to provide all students with challenging, educational opportunities that will enable them to acquire the knowledge, the skills and the personal qualities necessary to become productive citizens in a demanding information-based global society.

## OUR VISION

We firmly believe that each student deserves an equal opportunity to learn in a caring, safe environment, where cultural diversity and high expectations are valued. The school’s obligation is to engage all students in meaningful, challenging work, accommodating their learning styles and allowing them to apply learning to relevant life situations. The school, in collaboration with all of our stakeholders, is responsible for helping all students to develop vital reading, writing,
problem-solving, critical thinking, and social skills. The development of these skills empowers students to become successful, resilient citizens who are accountable for their own learning and for their own actions.

**OUR BELIEFS**

» We believe…

- The school is responsible for helping students to develop into independent and self-sufficient adults.
- A quality education includes reality-based learning experiences, higher order thinking skills, alternative assessment techniques, and multicultural experiences.
- Effective education is the result of responsible and shared efforts by the school, the home, and the community.
- A safe and nurturing environment promotes learning.
- The students’ backgrounds, beliefs, and cultures are valued and respected.
- The development of the whole child is essential, and each has unique interests, needs, and abilities.

**STANDARDS OF CONDUCT**

**WE WANT ALL OF YOU TO KNOW EXACTLY WHAT WE EXPECT FROM YOU AS STUDENTS OF OUR SCHOOL**

*Gordon Elementary students will:*

- ☺ Represent our school in an outstanding manner
- ☺ Work to the best of their ability, striving to learn new things
- ☻ Treat others with dignity, worth and respect
- ☻ Keep our school campus beautiful and clean
- ☻ Respect school property and the property of others
- ☻ Obey all of the rules set forth by the teachers and administrators of the school
- ☺ Work to keep a positive relationship with parents, teachers and classmates
- ☻ Take responsibility for their own actions

**SCHOOL DAY**

Classes begin at 7:30 a.m. and end at 2:15 p.m. Adult supervision for students eating breakfast begins at 7:05 a.m. Arrangements must, therefore, be made for students to arrive no earlier than 7:05 a.m. For parents who drive their children to school, please remember not to block lanes of traffic in front of the school. We urge you to pull over, as close to the curb as possible, for your child's safety. When you park on the opposite side of the street, insist that your child cross in the designated crossing lane, with the assistance of the crossing guard.
ABBREVIATED SCHOOL DAYS

In the event a decision is made to abbreviate the school day because of inclement weather conditions, the school will close four (4) hours after opening: 7:30 a.m. opening - 11:30 a.m. early dismissal. Parking for brief visits is available on the south end of the campus.

ATTENDANCE

To receive maximum benefits from classroom instruction and fulfill curricular requirements for the grade, it is important for students to report to class each day promptly at 7:30 a.m. and remain until 2:15 p.m. If a student is absent frequently, his/her school performance may be affected. However, when a child must be absent from school, Board Policy dictates that the parent/legal guardian should send a note explaining the reason for the absence(s) the first day the child returns. This note should be given to his/her teacher at the beginning of the day. Failure to send a note to school will result in an unexcused absence. Prompt daily attendance, of all who are enrolled in Memphis City Schools, is required in accordance with the Tennessee State Rules and Regulations and the Memphis Board of Education.

Board Policy 6.200 Regularity of Attendance

This policy applies to all Memphis City Schools students. (Tennessee law requires that all children between the ages of six (6) and seventeen (17), both inclusive, attend school.)

Excused Absences

Student absences shall be excused for the following reasons only:

A. Personal illness of the student.
B. Death or serious illness in the immediate family of the student.
C. Validated court appearances of the student.
D. Recognized religious holiday/event.
E. Any other unusual cause acceptable to the principal. (These reasons will include approved school sponsored/sanctioned activities.)

A student who does not receive prior approval from the teacher or principal/designee for an excused absence must submit a note from a parent or guardian or other appropriate person describing the excused absence immediately upon the student's return to school, but, in any event, no later than three (3) school days after the absence was taken. The principal may require a doctor's statement for the personal illness of a student that extends beyond three (3) consecutive school days or when a student is repeatedly absent for less than three (3) consecutive days. If no documentation justifying the absence as excusable is submitted within the three-day period, the absence will become unexcused absence.

Board Policy 6.209 Child Custody/Parental Access

Memphis City Schools requires students to be enrolled in and registered for school by their custodial parent or legal guardian or a person who provides the school with written permission from the custodial parent/guardian to register the child. Unless a Tennessee court specifies otherwise, the custodial parent shall be the one whom the school district holds responsible for
the education and welfare of that child.

Parents or guardians shall have the right to receive information contained in school records concerning their minor child. However, the personal information of a custodial parent shall not be released to a noncustodial parent with the child’s education record. The Board, unless informed otherwise, assumes there are no restrictions regarding the non-custodial parent’s rights to be kept informed of the student’s progress and activities. If restrictions are made relative to the rights of the non-custodial parent, the custodial parent shall be requested to submit a certified copy of the court order which curtails these specific rights.

Unless there are specific court-imposed restrictions, the non-custodial parent, upon request, shall be granted reasonable access to the child at the school and shall be given access to all the student’s educational records including, but not limited to, the student’s cumulative file and the student’s special education file, if applicable.

No principal or teacher shall permit a change in the physical custody of a child at school unless:

1. The person seeking custody of the child presents the school official with a certified copy of a valid court order from a Tennessee court designating the person who has custody of the child; and

2. The person seeking custody shall give the school official reasonable advance notice of his/her intent to take custody of the child at school.

STUDENT ILLNESS

Should your child become ill at school, you will be called to pick him/her up. Please see that we have your correct telephone number at all times. Parents should have someone who can pick up a sick child if they are unable to be reached. Since we only have a nurse one day per week, sick children have to stay in the classroom. This is not in the best interest of other children, for diseases are readily spread!! Arrangements must be made to keep students at home when they are ill.

If you are unable to come and get your child, you must make arrangements with a friend or neighbor, to pick up the child. SICK CHILDREN MAY NOT REMAIN IN SCHOOL.

MEDICATION

If it becomes necessary for a student to take any form of medication at school, the PARENT/GUARDIAN must complete a Memphis City Schools Authorization of Medication During School Hours form. This form must be on file prior to the dispensing of any medication. Medication must be kept in prescription containers and will be dispensed from the office only. We do not have facilities for keeping medicines that require refrigeration.

HEALTH AND SAFETY

Please let us know at the beginning of each year, in writing, if your child has any special
problems such as diabetes, heart or kidney ailment, etc. A communicable disease is a health hazard to all the children and staff in the school. A child with a contagious disease should not come to school. Don't send your child to school if he/she has a fever or complains of a stomachache or headache.

Please notify us if your child is diagnosed with any of the following:

**Ringworm:** A contagious skin disease characterized by a raised round spot, which must be treated with medication.

**Chicken Pox and Impetigo:** A contagious skin disease, which involves open sores and must be treated with medication.

**Pink eye:** A contagious eye disease characterized by tearing and redness.

**Head Lice:** A small wingless insect that lives on warm-blooded people or animals. If your child is diagnosed as having head lice, a release form from the Health Department must be given to your child before he/she may return to school.

---

**EMERGENCY INFORMATION**

Each child attending Gordon is required to have on file, in the office, an enrollment form signed by a parent or guardian. Please answer each question accurately and completely. It is extremely important to indicate to whom your child may be released. This is for your child’s safety and protection. Notify the school about any changes, especially telephone numbers. It is most alarming to be unable to reach parents of a sick child because there is inadequate information on the registration form.

---

**BRINGING ITEMS TO SCHOOL**

The only time students should bring toys, games, etc. to school is when their teacher instructs them to, for show and tell. Tape recorders, radios, blasters, CD players, video games, or headphones are not allowed and will be confiscated. Often times in the past, when students brought such items, the equipment was dropped and/or broken by students or friends at school, and then liability became an issue. We would appreciate it if these things remained at home.

---

**EARLY DISMISSAL**

Parents are urged to leave their children in school all day. Doctor or other appointments should be scheduled outside school hours and on school holidays whenever possible. When this is not possible, parents must come to the office first to check their child out. At this time, you will be asked to sign a form indicating the time and reason for early dismissal. We prefer that your child remain in class until 2:15 p.m. dismissal, however, if you need to check your child out of school before 2:15 p.m., you must checkout through the office. If parents should come to the classroom or any extraneous location such as playground, schoolyard, or field trip site for a student, teachers must inform them that the student may only be dismissed through the office. STUDENTS MAY NOT BE CHECKED OUT FROM THE CLASSROOM.

Early checkout of students will be allowed if, and only if, all of the following procedures are
adhered to:
1. The student has been checked out through the main office.
2. Students will be checked out only to persons identified as parent/guardian or emergency contact persons on the student intake data forms.
3. Authorized parent/guardian or emergency contact person must present acceptable photo identification to office personnel.
4. When the authorized parent telephones a request for the release of a child from school, the identity of the caller must be confirmed (by a separate call to the guardian, if needed) before the child is permitted to leave. In the event of doubt, the message and the phone number will be written; a return call should be made after crosschecking the phone number with those on file. However, under any circumstances, the student must be released to an adult who has provided a proper signature and proper identification prior to the student’s release.

NOTE: Students coming to school tardy and/or dismissed before 2:15 p.m. will not be eligible for perfect attendance.

WITHDRAWAL OF STUDENTS

If you are moving and/or withdrawing your child from school, please call or come to the school a few days prior to the withdrawal date. This will give ample time to complete the necessary paperwork. Additionally, all textbooks and/or library books must be returned before students will be cleared to withdraw from the school.

TELEPHONE/ ADDRESS CHANGES

An accurate, up-to-date telephone number and address must be on file at the school for all parents/guardians of students in attendance at Gordon School. Please notify the school immediately if there is a change in your address, telephone number, babysitter, or person to contact in case of an emergency. It is very important that our records be kept up to date in case your child becomes ill or injured.

STUDENT USE OF TELEPHONE

Use of the telephone by students is limited to emergency calls and school business calls only. Please try to routinely let your children know your plans/expectations for their after school care and/or transportation home BEFORE they leave each morning.

BREAKFAST AND LUNCH PROGRAMS

Each student will need to complete a meal application for Free and Reduced Price meal benefits for Breakfast and Lunch. All students will have to pay for a la carte items. Students eating breakfast should report to the cafeteria promptly at 7:05 a.m. The “cut off” time for getting in the breakfast line is 7:15 a.m., to facilitate students reporting to their classes on time. Students should not bring canned/bottled Cokes, Sprites, Pepsi, etc.
STUDENT FEES

Schools may assess fees to recover costs for sponsoring education-related activities and services offered by the school during the school day, such as student field trips or performances by cultural or professional groups, if the activity or service has no effect on students’ grades. School fees are to be kept to a minimum and must be expended only for the purposes for which they are collected. School fees may not be assessed for participating in state- or federally-financed educational programs or for activities and supplies required to participate in any course offered for credit or grade. However, students may be asked to purchase materials and supplies associated with a particular course if the item is of negligible cost. Examples may include supplies such as reeds, protractors, a thesaurus, or other similar items. Additionally, no student shall be required to purchase items which are donated to or supplied by the school or the district for general distribution to students. Every effort should be made to include all students in programs and activities regardless of income.

STUDENT FEE WAIVERS

According to Tennessee state law, school fees may be waived for verified students (waiver on file) who receive free and reduced-price lunches, thereby providing all students, regardless of race, sex, religion, color, national origin, age, or disability, the opportunity to participate in school activities and events, and have the required supplies and materials.

At the point of enrollment each school year, students and their parents/guardians will be provided:

A. A written notice of the required student fees
B. The fee waiver process
C. A form requesting a waiver of school fees
D. A notice of the approval or denial of the request for fee waiver (the denial must contain the specific reasons and identify the appeals process)

The parent/guardian requesting a fee waiver must:

A. Complete the application for free or reduced price meals
B. Complete and sign the fee waiver request form
C. Request that all fees be waived or choose to pay for all or a portion of the school fees

Students who obtain a fee waiver shall not be required to pay student fees that are eligible for fee waiver

CAFETERIA AND LUNCH HOUR

Student behavior in the cafeteria should be based upon courtesy and cleanliness. Students will eat at assigned tables with their classmates. For sanitary reasons, students should refrain from giving or accepting food from other students in the cafeteria. Good manners and quiet conversations are expected. Parents, who occasionally come to school to have lunch with their children, may sit with the child’s class at their assigned tables.
The district will engage students and parents, through taste-tests and surveys of new entrees, in selecting foods sold through the school meal programs in order to identify new, healthy, and appealing food choices. In addition, schools shall share information about the nutritional content of meals with parents and students.

A. Fundraising Activities, Snacks, Rewards, Celebrations, and School-sponsored Events support children’s health and school nutrition-education efforts, the sale of food items as a fundraiser is limited to after-school hours. In selling foods after school hours, schools shall be encouraged to sell foods that promote good nutrition. Schools shall encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

B. Schools will not use foods or beverages as rewards for academic performance or good behavior and will not withhold food or beverages (including food served through school meals) as a punishment. The School District will provide a list of acceptable rewards.

C. Food served for school celebrations shall meet the Minimal Nutritional Standards of Tennessee, with the exception of designated parties decided by the principals. The district will disseminate a list of healthy party ideas to parents and teachers.

D. Foods and beverages offered or sold at school-sponsored events, such as athletic events, field days, dances, or performances, during the school day will meet the nutrition standards on the Minimal Nutritional Standards of Tennessee.

### HEALTHY IDEAS FOR CLASSROOM SNACKS

<table>
<thead>
<tr>
<th>Healthy Snacks</th>
<th>Healthy Snacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Fruit snacks</td>
<td>Low-fat pudding</td>
</tr>
<tr>
<td>100% Juice</td>
<td>Angel food cake or topped with fruit</td>
</tr>
<tr>
<td>Animal crackers</td>
<td>Trail/cereal mixes</td>
</tr>
<tr>
<td>Cheese cubes</td>
<td>Juice bars</td>
</tr>
<tr>
<td>Fig newtons</td>
<td>Low-fat breakfast or granola bars</td>
</tr>
<tr>
<td>Fresh fruit assortment</td>
<td>Pizza dippers (pizza toppings and bread on a skewer)</td>
</tr>
<tr>
<td>Fruit w/whipped topping</td>
<td>Ham, cheese, or turkey sandwiches (with low-fat condiments)</td>
</tr>
<tr>
<td>Graham crackers</td>
<td>Quesadillas with salsa</td>
</tr>
<tr>
<td>Low-fat milk/flavored milk</td>
<td>Reduced fat muffins</td>
</tr>
<tr>
<td>Low-fat popcorn</td>
<td>Yogurt parfaits/banana splits</td>
</tr>
<tr>
<td>Pretzels</td>
<td>Yogurt smoothies</td>
</tr>
<tr>
<td>Reduced fat/baked chips</td>
<td>Nuts/ seeds</td>
</tr>
<tr>
<td>Vegetable trays</td>
<td>Low fat frozen desserts (i.e. yogurt, Sherbet)</td>
</tr>
<tr>
<td>Water/flavored water (calorie-free)</td>
<td>Pizza with low-fat toppings (veggie, lean ham,)</td>
</tr>
</tbody>
</table>

### SNOW DAY EARLY DISMISSAL

On snow days, please listen to your radio and television for school closings. In the case of a snowfall during the school day, the news media receives word of an early dismissal. Also, we
will notify you by telephone via our new ParentLink Communication System. It is most helpful if you discuss with your child exactly what he or she is to do in case of an early dismissal.

**SAFETY-WALKING TO AND FROM SCHOOL**

We make every effort to insure your child’s safe arrival at home after school. Please instruct your child to always come directly to school in the morning and to always go directly home after school is dismissed. Teach your child about the danger of accepting a ride with a stranger. Students are to cross the street under the supervision of the crossing guard.

**CAR RIDERS/SCHOOL BUS RIDERS**

Parents who pick up or drop off children should not enter the parking lot. Parents should be here to pick up their child (ren) no later than 2:30 p.m. If you are consistently late and the office is not contacted, The Department of Human Services will be contacted. School bus riders must go directly to their buses at dismissal.

**WHEN VISITING THE BUILDING**

We accept the responsibility for caring for your child (ren) throughout the school day. This is an enormous responsibility and we do not take it lightly. For the protection of our children and teachers, it is important that each of you check in the school office prior to visiting a classroom to sign in and to obtain a visitor’s pass. Please help us by following this policy. Do not attempt to conference with teachers during the instructional day. Schedule a time before or after school for conferences. If you have any questions, please see the principal.

**PHYSICAL EDUCATION**

Please do not request that your child (ren) be excused from physical education except in extreme cases. This program is required by the State Department of Education. No child may stay inside without a note from the parent.

**SAFETY ON THE PLAYGROUND**

Children are to report any accidents on the playground to the teacher. Please encourage your child to let the teacher know if he/she is ill or injured. Students will be properly supervised at all times on the playground.

**SCHOOL UNIFORMS**

For the 2012-2013 school year, students at all schools must wear the basic district-wide uniform.

*The basic uniform shall be tan, navy blue or black pants, skirt or jumper and a white or light blue long sleeve or short sleeve shirt with a collar (polo style, dress style, or turtleneck). A student can wear any combination of the official colors.*
Pants must be straight-legged or boot cut. Full-length pants, cropped pants, cargo pants and straight-legged capri pants are permitted. Denim jeans, pedal pushers, and bell bottoms are not permitted.

Walking shorts are permitted for elementary, middle/junior high and high school students. (Walking shorts are straight-legged shorts that are at the knee.)

Pants must fit at the waist and not be oversized or undersized (e.g., Baggy pants, sagging pants, tights, or pants made of spandex are prohibited.). If belts are worn they must be fitted and put through belt loops.

Light jackets, vests, shirts, sweaters, sweat shirts, and cardigans are permitted as items that may be worn over the uniform top. They must be white, tan, navy blue, black or light blue.

No denim material may be worn as uniform clothing.

All uniform clothing must be plain without any manufacturer’s logos, brand names, pictures, or insignias visible on the clothing.

Shoes can have heels no higher than one and one-half inches. Shoes with rollers/wheels are prohibited. Athletic shoes, sandals with straps on the heel, and boots are permitted.

Heavy coats, heavy jackets and raincoats are not covered by these regulations and are not to be worn during the school day unless permitted by the principal for special circumstances.

The district prohibits K-12 students from wearing any type of clothing, apparel or accessory that denotes their membership in or affiliation with a gang associated with criminal activities. Therefore, principals shall have the authority to place restrictions on the Basic Uniform for safety reasons including gang-related activity.

If the reason for noncompliance relates to affordability, parents are encouraged to contact the school for assistance.

SCHOOL INSURANCE

The school has no insurance to cover accidents on the school grounds. Parents can purchase for their child (ren) an insurance policy under a group plan authorized by the school board. The two plans cover the expenses resulting from accidents which occur either (1) during the school day, or (2) 24-hour coverage.

FIRE AND TORNADO DRILLS

Our state law requires that we conduct at least one fire drill per month. Evacuation routes are assigned to each room. Students are also instructed about safety procedures to be followed during a tornado. Tornado and earthquake drills are also conducted.
BOOKSTORE

The school operates a bookstore for the convenience of the students. Supplies such as notebook paper, tablets, pencils, folders, erasers, etc. can be purchased each morning from 8:00 a.m. to 8:30 a.m.

TEXTBOOKS AND LIBRARY

Each student is responsible for the proper care of all textbooks and library books. Lost or damaged books must be paid for by students prior to replacement. Grades and school records will not be released until payment for lost/damaged books has been made.

MAKING PAYMENT BY CHECK

Checks are not accepted at any time.

ASSESSMENT OF STUDENT PROGRESS

Student progress will be assessed in various ways including testing, written work, and portfolios. Progress will be communicated to parents on a regular basis.

GUIDANCE

The purpose of the guidance program is to help each student achieve his/her highest growth mentally, emotionally, and socially. We try to do this in several ways:

1) Helping the new student feel at home in our school with new teachers and friends in a different setting.
2) Individual conferences whenever a student, a teacher, or the counselor deems it necessary.
3) The counselor welcomes the opportunity to talk things over with any student, parent or teacher.

See entire policy at http://www.mcsk12.net/aboutmcs_board_bp2.asp

4.603 Promotion, Retention, and Student Progress (Revised-4/2010)

All students in grades PreK-12 will have an EXCEL Plan that documents their academic performance. Administrators, teachers and staff will use these plans to ascertain the level of students’ performance and make provisions for appropriate support. The EXCEL Plan will compile information on students who are working at grade level to ensure that they are continuing to meet academic standards and also will help teachers identify students who need enrichment or intervention services. The EXCEL Plan also has the capability to generate a written report. An EXCEL Enrichment Report (EIR) will document the supports provided to students who are performing above grade level. An EXCEL Intervention Report will document the interventions being used to increase the academic proficiency of students who are not meeting academic standards.

Intervention
Students in grades PreK-12 who require interventions shall be identified as early in the school year as possible. An EXCEL Intervention Report (EIR) shall be developed/modified and implemented by their teachers. The EIR shall identify a student’s academic deficiencies and list intervention strategies that are needed to help a student meet the academic standards. If a student does not make adequate progress under an intervention within a specified time period as identified in the Promotion, Retention, and Student Progress Protocol, then an academic review committee shall be convened to modify the EXCEL Intervention Report. The committee shall recommend to the principal an appropriate academic intervention strategy for each student. Schools must also use the EIR to document that the academic services outlined in the EXCEL Intervention Report have been provided to each PreK-12 student requiring intervention. The school is responsible for ensuring that students experiencing academic difficulties are identified by their teachers and reported to the principal as early in the school year as possible. The school is also responsible for ensuring that appropriate intervention services and programs are used to assist PreK-3 students in reaching academic benchmarks and assist students in grades 4-12 in performing on grade level. Academic interventions shall be required for the following students:

1. Students in grades PreK-3 who are not making satisfactory progress toward academic benchmarks;
2. Students in grades PreK-3 who have not reached academic benchmarks by the end of the school year;
3. Students in grades 4-12 who are at risk of failing the current school year;
4. Students in grades 4-12 who have not met promotional standards by the end of the school year;
5. Students in grades 4-12 who are not meeting State standards for grade level performance;
6. Students retained in grade 4 (Intensive intervention services and programs shall be required for students retained in grade 4.);
7. Students who are one or more years behind grade level in a course or grade; and
8. Students not performing at the level to meet the College Readiness Benchmarks.

**No Retention: Grades PreK-3**

No Retention: Grades PreK-3 (This section shall be effective for students in grades PreK-1 beginning with the 2009-2010 school year; students in grade 2 beginning with the 2010-2011 school year; and students in grade 3 beginning with the 2011-2012 school year.)

The academic and social performance of students in grades PreK-3 shall be monitored continuously to gauge students’ progress toward reaching academic and developmentally appropriate benchmarks in key subject areas. The progress of students in grades PreK-3 shall be evaluated annually and during regular intervals throughout the school year.

**Limited Grade Retention: Grades 4-8**

Students may be retained only once during grades 4-8; however teachers can recommend retaining a student who has been retained before to an academic review committee at the school. The committee shall include the professional guidance counselor and may include principal appointees such as the previous teacher of the student, other teachers of the same or next grade level, and Response to Intervention (RtI) staff. The committee shall consider the student’s academic data and make a recommendation for the principal to use in deciding whether to promote or retain the student. Parents may appeal promotion or retention decisions concerning...
their child(ren). Grade retention may be necessary in order for students in grades 4-8 who previously have not been retained to gain grade-level proficiency in low performing areas.

### Reporting Student Progress to Parents: Report to Families and Progress Reports

The Report to Families is the nine-week reporting document for students in grades PreK-5 and the Report Card is the nine-week reporting document for students in grades 6-12. It is crucial that parents be informed of dates for issuance of Reports to Families/Report Cards, progress reports, and parent conferences. Progress reports for all students shall include grades through the fourth week and will be issued during the fifth week of a nine week period, unless calendar constraints dictate that they be issued early in the sixth week. If a student is not successful in any subject by the time the progress report is issued, the report shall indicate to parents that the student needs to improve. Reports to Families/Report Cards shall be issued each nine (9) weeks and shall include information about students' academic performance, attendance and conduct. Parents of students in grades PreK-12 are expected to sign progress reports or Reports to Families/Report Cards, return them to the school and schedule a meeting with the teacher, if necessary.

### Parent Conferences

At least two (2) times during the school year, parent/teacher conferences shall be scheduled to provide parents and teachers an opportunity for a mutual exchange of information and ideas concerning the welfare of the child. Teachers are also expected to request supplemental conferences with parents as needed.

### Limited Grade Retention: Grades 4-8

The academic progress of students in grades 4-8 shall be continuously monitored by the classroom teacher and interventions shall be provided to students who do not meet promotional standards. Students may be retained only once during grades 4-8; however teachers can recommend retaining a student who has been retained before to an academic review committee at the school. The committee shall include the professional guidance counselor and may include principal appointees such as the previous teacher of the student, other teachers of the same or next grade level, and Response to Intervention (RtI) staff. The committee shall consider the student’s academic data and make a recommendation for the principal to use in deciding whether to promote or retain the student. Parents may appeal promotion or retention decisions concerning their child(ren).

### 4.600 Grading System (Revised 4/2010)

#### GRADING LEGEND

**Grades PreK - 3**

Monitoring and reporting the performance of students in grades PreK-3 will be based on student progress toward expectations and academic standards.

**Grades 4 – 5** (This section will no longer be effective for students in grade 4 beginning with the 2012-2013 school year; and students in grade 5 beginning with the 2013-2014 school year. Letter grades (A, B, C, D, and F) will be used to report student progress in the academic subjects of
Reading, Composition, Grammar, Spelling, Mathematics, Sciences, and Social Studies. E, S, N, and U will be used to report student progress in all special subjects.

Grading Scale:
The numerical value upon which grades are based is as follows:
A = 93-100 (Excellent)
B = 85-92 (Good)
C = 75-84 (Satisfactory)
D = 70-74 (Poor but passing – interventions required)
0-69 (Failure = Failure to meet expectations – interventions required)

I = Incomplete (I is not a final grade)
Incomplete grades, usually given because of student absences, shall be changed to a regular academic grade by the end of the following nine-week period. Incomplete grades are not to be left as final grades. An incomplete will be changed to reflect the average supported by documentation if the assignments are not completed within the specified time frame.

NMS (Not Meeting Standards) = Designation for Make-up of a Nine-Week Grade in an Individual Subject

The reporting category of NMS (Not Meeting Standards) will be used to document that a student received a grade of 69 or below during a nine-week period. An NMS shall only be reported for the first three quarters. For the fourth quarter, the NMS (Not Meeting Standards) designation shall not be used; the documented grade shall be used to report student progress.

An NMS (Not Meeting Standards) indicates that a student is not grasping key concepts, processes and skills and that the student is making less than expected progress. Students who make a 69 or below during any of the first three quarters initially will receive an NMS (Not Meeting Standards) and shall be required to participate in intervention services up to the end of the next nine-week period in order to remove/recover the failing nine-week grade. An EXCEL Intervention Report shall be developed or modified to document the intervention services provided to the student.

An NMS (Not Meeting Standards) only applies to make up of a nine-week grade given during one of the first three quarters of an individual subject. An NMS (Not Meeting Standards) does not apply to yearly grades given at the end of the year for an entire subject.

An NMS (Not Meeting Standards) is not to be left as a final grade beyond the end of the recovery or make-up period. An NMS (Not Meeting Standards) will be changed to reflect the grade supported by documentation at the end of the recovery or make-up period.

Conduct
E = Excellent
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Conduct grades are based on behavior and shall not be deducted from scholastic grades. Similarly, academic performance may not form the basis for conduct grades.

Progress Report
Progress reports for all students shall include grades through the fourth week and will be issued during the fifth week of a nine week period, unless calendar constraints dictate that they be issued early in the sixth week. Progress reports may reflect commendation of a student or information indicating that a student is not being successful. If a student is not successful in any subject by the time the progress report is issued, the report shall indicate to parents that the student needs to improve.

Nine-Week Grades and Average
Nine-week grades are to be calculated based on the above grading criteria and documented student performance and must include documentation of all of the grading criteria.

Semester Averages
Semester averages are calculated using the district’s student management system and are based on a formula that accounts for quarter grade averages.

Conduct
Students are expected to conduct themselves in a manner that is conducive to learning. Conduct grades will be reported as follows:

E = Excellent
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Conduct grades are based on behavior and shall not be deducted from scholastic grades. Similarly, academic performance may not form the basis for conduct grades.

SPECIAL EDUCATION

Students receiving special education services will receive reports and grades based on progress toward goals stated in their Individualized Education Program (IEP).

Criteria for Grading

The assessment of student academic achievement to determine a grade must be documented. The grading criteria shall include documentation of all of the following:

1) 10% Homework
2) 20% Class Participation (does not refer to student conduct)
3) 20% Classwork/Daily work (refers to a formative demonstration of the student's ability and includes projects, reports, presentations)
4) 50% Assessments (refers to a student's culminating, independent demonstration of mastery of one or more competencies) Assessments can include:
   A. Test scores
   B. Quizzes
   C. Portfolios of student work
   D. Interdisciplinary Projects
   E. Performances
   F. Exhibitions
   G. Online assessments
   H. Competency assessments related to Career and Technical Education
   I. End-of-course tests, where applicable
The numerical value upon which grades are based is as follows:

1) \( A = 93 \text{-} 100 \) (Excellent)
2) \( B = 85 \text{-} 92 \) (Good)
3) \( C = 75 \text{-} 84 \) (Satisfactory)
4) \( D = 70 \text{-} 74 \) (Poor but passing – interventions required)
5) \( 0 \text{-} 69 \) (Failure = Failure to meet expectations – interventions required)
6) \( I = \text{Incomplete (I is not a final grade)} \)

**Grade Reporting**

Progress reports for all students shall include grades through the fourth week and will be issued during the fifth week of a nine week period, unless calendar constraints dictate that they be issued early in the sixth week. Progress reports may reflect commendation of a student or information indicating that a student is not being successful. If a student is not successful in any subject by the time the progress report is issued, the report shall indicate to parents that the student needs to improve.

**HOMEWORK**

Students are expected to do homework. This not only reinforces the learning process, it teaches time management and responsibility. Parents should:

- Provide quiet, comfortable quarters in the home for student study.
- Provide children with writing materials, a suitable desk or table and sufficient lighting.
- Help establish and maintain a schedule of family activities that include provisions for regular study by students.
- Insist that children carefully plan the study time available to them so that they might have adequate time to complete an assigned task.
- Confer with the teacher if there are questions about the procedures of the homework.
- Be a guide and resource person, but insist on the child doing the homework.
- Check to make sure all homework is complete.

**STUDENT RECOGNITION – HONOR ROLL GUIDELINES**

Gordon Elementary School recognizes the special academic and citizenship efforts of students at an Awards Assembly. Students in grades 4-5 may set their goals to receive any of the following awards:

- Principal’s Honor Roll = All A’s, S or E in conduct and in special subjects.
- Honor Roll = All A’s and B’s, S or E in conduct, work habits and special subjects.
- Citizenship = All E’s in conduct and work habits
- Perfect Attendance = Present every day and no tardies or early checkouts.
PARENT-TEACHER CONFERENCES

A conference with your child's teacher may be scheduled as needs arise. Please call the office (416-3212) to request a conference. A conference may be scheduled before school, after school, or during a teacher’s planning period. Please indicate which teachers you wish to see. Teachers are not available for conferences during their regularly scheduled class periods, as this causes loss of valuable instructional time for other students. Our instructional schedules do not allow time for drop-in conferences. We urge you to contact the office if you have concerns or perceive an existing problem. Remember, we are here for your child (ren).

PARENT - TEACHER CONFERENCE DAYS

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 13, 2012</td>
<td>4:00 p.m.-7:00 p.m.</td>
</tr>
<tr>
<td>February 18, 2013</td>
<td>1:00 p.m.-3:00 p.m.</td>
</tr>
</tbody>
</table>

STUDENT BEHAVIOR

We believe that high student expectations will encourage the development of a sense of responsibility and mature judgment on the part of each student enrolled at Gordon Elementary School. Students should treat themselves and others with respect so that a positive cooperative atmosphere will be maintained. One of the most important things to learn at school is how to get along with other people. School rules are developed to protect the rights of all students. These rules should be followed at all times by students at school or while attending school functions. The staff of Gordon Elementary believes that through the cooperation of students and parents, a safe, positive, and productive learning environment will be achieved. Attitudes of respect, kindness, and fairness will be expected. Through cooperative efforts, we hope to foster the development of accepting responsibility for one's own actions as a regular and important part of the educational process.

SCHOOL DISCIPLINE PLAN

All children of school age can learn to control their behavior. Parents will be notified of student behavior through phone calls, conferences, and progress reports. Classroom discipline codes, established by individual teachers in consultation with students and parents, are important for providing students with clear expectations of behavior. Each classroom should specify routines, behaviors, rewards and consequences considered important to classroom order and safety. These rules should be impressed upon both students and parents.

SCHOOL-WIDE RULES

General Rules:
1. Follow all directions the first time given, without argument or complaint.
2. Keep hands, feet, objects and unkind words to yourself.
3. Respect yourself, peers and all adults.
4. Use acceptable language at all times.
5. Remain on task and turn in all assignments on time.
Gordon Elementary School

**Hallways**
1. Walk to the right  
2. Use hall passes  
3. Stay with your group  
4. No talking  
5. Walk with hands clasped or to side  
6. Do not push, pull, or drag items on floor

**Cafeteria**
1. Respect yourself and others (no running, food throwing, profanity, fighting, pushing in line)  
2. No talking in lines  
3. Use soft voices only  
4. Line up in alphabetical order to and from the cafeteria.  
5. Keep your area clean  
6. Do not take food or drinks from the cafeteria  
7. Once seated, remain seated

**Restrooms**
1. Wait your turn quietly  
2. Keep area dry and clean  
3. Flush toilets once after use  
4. Use soap, tissue, and paper towels sparingly/carefully  
5. Put trash in wastebaskets

**Bus**
1. Remain seated while bus is moving  
2. Use inside voices  
3. Obey bus driver  
4. Keep hands, feet, and other objects to yourself  
5. Never extend any part of your body out the window  
6. Do not change from seat to seat  
7. All school rules for good behavior apply to buses

---

**Board Policy 6.313 Student Behavior- Revised**

*Memphis City Schools advocates student behavior programs in its schools that teach, model, encourage, reward, and support positive behaviors in students as well as programs that provide services needed to correct behaviors that are detrimental to the growth and well-being of students. To that end, the district shall hold staff and schools accountable for establishing and implementing behavior programs that are supported by research and data and that are reinforced by documentation of students’ behavioral needs and progress.*

**A. Student Code of Conduct**

*Memphis City Schools (MCS) celebrates and rewards respectful, responsible behavior in its schools. The district believes that when students are aware of what is expected of them and the consequences of misbehavior are made clear, then the great majority of Memphis City Schools students will choose to act...*
appropriately. However, when a student fails to meet expected standards of behavior, the student will be held accountable for his or her behavior. The MCS Student Code of Conduct enables a student to learn about expectations for good behavior and the intervention and disciplinary actions that may be taken following misbehavior. The examples of offenses listed in the Code of Conduct are not the only acts that may result in disciplinary action. Any act that disrupts learning and threatens the order and safety of students and the school environment will be considered for disciplinary action. Greater detail on MCS policies, rules and regulations that set standards for student behavior is available on the Memphis City Schools Web site (www.mcsk12.net).

B. District Jurisdiction Over Student Conduct

The grounds for disciplinary action apply at school, at school-sponsored/approved athletic or extra-curricular events and whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On school grounds before, during, or after school hours and at any other time when the school is being used by a school group;

2. Off school grounds at a school activity, function, or event; or in a capacity representing the school;

3. On a school bus, a school-sponsored vehicle (including personal vehicles when ridership is related to a school-approved activity), or on a MATA bus when traveling to/from school;

4. Traveling to or from school, a school activity, or a school-related function; and

5. Any location, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member or an interference with school purposes or an education function.

1. In School Suspensions and Suspensions

Principals and assistant principals may issue in school suspensions to students, requiring them to leave their class and complete their academic requirements at school while on suspension. Students given in school suspensions of more than one day shall attend special classes attended by students engaging in misconduct or be placed in an isolated area appropriate for study.

Principals and assistant principals shall have the authority to suspend students for up to ten (10) consecutive school days. Suspensions must be accompanied by notice to the parent/guardian and student of the right to appeal the decision, when applicable. If the suspension occurs during the last ten (10) days of any term or semester, the student shall be permitted to take such final examinations or submit such required work as necessary to complete the course of instruction for that semester, subject to conditions prescribed by the principal.

Suspensions must be accompanied by a parent conference with the principal to discuss behavior planning.
Gordon Elementary School
for the student. A behavioral intervention plan shall be developed for students who accumulate more than five days of suspensions during the school year.

2. Expulsion

Principals and assistant principals may remove a student from school attendance for more than ten (10) consecutive school days or 15 school days in a school month, both of which are considered as expulsions under state law. Expulsions must be accompanied by notice to the parents/guardians and student of the right to appeal the decision. Any student expelled must have an academic and behavioral re-entry plan before returning to school. The re-entry plan should, at minimum, consist of a meeting to discuss the needs of the child, a parent conference and a plan for the child to make-up his/her coursework.

Under Tennessee state law, the following student behaviors shall result in the student being expelled for a period of not less than one (1) calendar year:

1. possession of a firearm or explosive
2. possession of illegal drugs or unauthorized prescription drugs
3. assault (injury)/aggravated assault (serious injury) against school personnel

1. In School Suspensions and Suspensions (0-10 days)

Principals shall have final authority to issue in-school suspensions and suspensions for up to three (3) days. Parents/guardians may discuss in-school suspensions and suspensions for up to three (3) days with the principal. The parents/guardians or the student can appeal suspensions ranging from four to ten (4 - 10) days to a Hearing Officer. The purpose of the hearing is to determine whether the suspension is supported by the evidence and/or is consistent with the Student Code of Conduct or state and federal law. The decision of the Hearing Officer is final.

Notice of any suspension must be provided to the student and the parent/guardian, including notice of an option to appeal suspensions of 4-10 days.

Corporal Punishment - Corporal Punishment is not an approved disciplinary measure for Memphis City Schools.

The Student Code of Conduct includes sample violations and sample disciplinary measures and interventions for students. This Code serves as a guide for students, parents/guardians, teachers and administrative personnel. The Code also includes examples of the rights and responsibilities of students, teachers and parents and a parent contract that a parent/guardian must sign to indicate that he/she received and read the Code and will abide by its contents. Although the disciplinary measures to be used are district wide, schools may use their own intervention strategies in addition to the strategies listed in the Code.

[Note: Truancy/unexcused absence is governed by the Policy on Regularity of Attendance, (#6.200)]

A. Level 1 Violations
Gordon Elementary School

Violations
- Excessive excused tardies to school/early releases (excluding medically documented and school-sponsored events)

- Excessive unexcused tardies to school or early releases (more than 3 times)

- Unexcused/excessive tardies to class (more than 3 times) (see policy on regularity of attendance, #6.200)

- Class cutting (see policy on regularity of attendance, #6.200)

- Possession of cellular phones

- Possession of objects such as laser pointers (non-use)

- Failure to wear district-adopted school uniform or violation of the school’s dress code

Misconduct-level 1 (other level 1 incidents not specifically listed, such as running in the hall or throwing a pencil)

- Failure to wear membership badges (applicable only to middle and high school students)*

**Intervention Strategies and Disciplinary Measures**

- Classroom and school-wide intervention strategies

- Confiscation and/or loss of privileges. Confiscated items (e.g., cell phones) shall be returned to the parent within 72 hours during a conference with the parent and teacher/administrator.

- Detention/Saturday school

- In-school suspension

- Overnight suspension/parent or guardian conference in lieu of suspension

* A Level 1 disposition is the sole disciplinary measure for failing to wear a membership badge.

**B. Level 2 Violations**

Violations
- Continuing to engage in Level 1 violations
- Leaving campus without permission
- Defiance of school personnel’s authority, disrespect, insubordination, or refusing punishment
- Gambling
- Misuse of locker/storage privilege
- Obscene, immoral, indecent and/or offensive material, behavior, language, gestures,
- Pictures, writings, or propositions
- Profanity, provocative and/or abusive language directed at a student
Gordon Elementary School

- Theft ($500 or less)
- Possession/use of matches, lighters, or fireworks
- Unauthorized parking/reckless driving on or near campus
- False accusations against a student
- Giving false ID
- Failure to present/surrender membership badges (applicable only to middle school and high school students)*
- Misuse, intentional damage, or theft of membership badges (applicable only to middle school and high school students)*
- Cheating/plagiarism or forgery
- Posting/distributing unauthorized materials
- False fire alarm
- Possession/use of tobacco product (student must be issued a citation)
- Possession/use of over-the-counter medications (e.g., aspirin, cough medicine) without school approval (See Policy on Medicines, # 6.405)

Misconduct-level 2 (other Level 2 incidents not specifically listed, such as shoving a student in line—no injury, or throwing a football in the hall—no injury)

**Intervention Strategies and Disciplinary Measures**

- Classroom and school-wide intervention strategies
- Confiscation and/or loss of privileges. Confiscated items (e.g., cell phones) shall be returned to the parent within 72 hours during a conference with the parent and teacher/administrator.
- Detention/Saturday school
- In school suspension
- Overnight suspension/parent or guardian conference in lieu of suspension
- 1-3 day suspension

* A Level 2 disposition is the sole disciplinary measure for failing to present/surrender or for the misuse, intentional damage, or theft of a membership badge.

C. Level 3 Violations

Violations
- Continuing to engage in Level 2 violations
- Trespass or loitering
- Fighting (minor injury and non-gang-related)
- Participation in activities related to non-school sponsored/non-sanctioned organizations
- Unauthorized or inappropriate use of the internet, computers, or computer software
- Disruptive behavior (other level 3 incidents not specifically listed, such as throwing a chair or a food fight)

**Intervention Strategies and Disciplinary Measures**

- School- and district-wide intervention strategies
- Confiscation and/or loss of privileges. Confiscated items (e.g., cell phones) shall be returned to
Gordon Elementary School

- Continuing to engage in Level 3 violations
  - Arson
  - Hazing/initiation: non-school sponsored/non-sanctioned organizations, societies, clubs, or teams
  - Breaking and entering/burglary, theft over $500, or motor vehicle theft
  - Vandalism/graffiti
  - Possession of drug paraphernalia
  - Under the influence of an unauthorized substance at school (no actual possession or use at school) - Mandatory referral to Alcohol and Drug Counseling (A & D)
  - Possession of electronic pagers or beepers (excluding cell phones)
  - Possession/use of alcohol
  - Assault against a student (resulting in minor injury)
  - Threats against a student (non serious)
  - Refusal to produce an object identified by metal detectors
  - Profanity, provocative and/or abusive language directed at school personnel
  - Discrimination based on sex, race, religion, ethnicity, national origin, disability, or Sexual orientation
  - Sexual harassment
  - Bullying, intimidation and harassment
  - Extortion
  - Distribution of over-the-counter medications (e.g., aspirin, cough medicine) - See Policy on Medicines 6.405
  - Felony per juvenile court, where the student’s continued presence in school poses a danger to person or property or disrupts the educational process
  - Disruptive behavior with prior unsuccessful interventions
  - Elementary students engaging in activities implying gang affiliation/membership including gang fights, gestures, actions, signals, literature, colors, drawings, signs, jewelry, apparel, manner of grooming, writings, gang graffiti, verbal or nonverbal communication, possessing/distributing gang information, participating in gang recruitment, solicitation, or hazing/initiation activities, coordinating/ordering gang activities at school, gang-related threats, intimidation, and extortion, and other gang activity or acts that imply gang affiliation or membership - mandatory referral to gang prevention counseling
  - Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device including chemical weapons on school property or at a school sponsored event

Intervention Strategies and Disciplinary Measures

- School- and district-wide strategies (adjustment transfer and remand/alternative placement)
  Generally, 3-5 day suspension for cases involving elementary
Gordon Elementary School

- Students generally, 5-10 day suspension or an expulsion for cases involving middle and high school students

D. Level 5 Violations

Board mandated violations

- Fighting (serious injury, weapon used or gang-related)
- Aggravated assault against students (resulting in serious injury)
- Assault against designated visitors
- Possession of a dangerous weapon (including a bowie knife, hawk bill knife, ice pick, dagger, a switchblade, or a weapon of like kind)
- False imprisonment or kidnapping
- Sexual battery
- Serious threats against a student
- Threats (serious and non-serious) or false accusations against school personnel
- Middle/high school students engaging in activities implying gang affiliation/membership including gang fights, gestures, actions, signals, literature, colors, drawings, signs, jewelry, apparel, manner of grooming, writings, gang graffiti, verbal or nonverbal communication, possessing/distributing gang information, participating in gang recruitment, solicitation, or hazing/initiation activities, coordinating/ordering gang activities at school, gang-related threats, intimidation, and extortion, and other gang activity or acts that imply gang affiliation or membership - mandatory referral to gang prevention counseling
- Other major incidents and behaviors which have high potential for causing serious injury and/or death (e.g., throwing bricks at an occupied school bus)

Intervention Strategies and Disciplinary Measures

- School- and district-wide strategies (adjustment transfer and remand/alternative placement)
- expulsion (11-180 days)

State-Mandated Zero Tolerance Violations

Zero Tolerance offenses are specific acts committed by students that require mandatory expulsion for one calendar year under Tennessee Law.

- Assault (Injury or Extremely Offensive or Provocative Physical Contact)/Aggravated Assault (Serious Injury) Against School Personnel
- Possession/Sale/Distribution of Illegal Drugs or Unauthorized Prescription Drugs
- Possession/Concealment/Use/Sale/Distribution of Explosive Devices and Firearms (Assembled Or Unassembled Parts), Except Toy Guns - Real/Look Alike

Intervention Strategies and Disciplinary Measures

- School wide strategies and district wide strategies (adjustment transfer and remand/alternative placement)
- Mandatory expulsion for one calendar year. The Superintendent may modify the expulsion on a case-by-case basis.
Gordon Elementary School

Students who are 8 years of age or older and expelled for a Level 4 or Level 5 violation will be assigned to an alternative program, based on space availability.

The principal shall consult with MCS Office of Security when determining whether the Memphis Police Department or other investigatory agencies should be contacted regarding violations of the Code of Conduct. The principal shall report to MCS Office of Security and the Memphis Police Department any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons as outlined in TCA 39-17-1307, 39-17-1309, or of title 39, chapter 17, part 4. Similarly, school personnel shall report any reasonable suspicion involving illegal drugs, firearms, explosives, or other dangerous weapons outlined in these laws to the principal, or, if the principal is not available, to the principal’s designee. School personnel may report such incidents to the Memphis Police Department only if neither the principal nor the designee is available.

CORPORAL PUNISHMENT WILL NOT BE ADMINISTERED AT GORDON ELEMENTARY.

Board Policy 6.304: Student Discrimination/ Harassment and Bullying/Intimidation

Discrimination/Harassment (Race, Color, Religion, National Origin, Handicap/Disability, Sex)

Harassment, intimidation or bullying - is defined as any act, written, verbal or physical, or any electronic communication (i.e., cyber bullying) that substantially interferes with a student’s educational benefits, opportunities or performance, that take place on school property, or at any school-sponsored activity, at any official school bus stop immediately before boarding and following deboarding and while traveling to or from school and that:

- is motivated by any actual or perceived characteristic, including but not limited to, race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, a mental, physical or sensory disability, socio-economic or familial status; and/or

- physically harms a student or damages a student’s property; or

- knowingly places a student in reasonable fear of physical harm to the student or damage to the student’s property; or creates an intimidating, hostile or offensive learning environment.

Cyber bullying - bullying through the use of the Internet or through telecommunication technologies, such as telephones, cell phones, and text messaging.

Electronic communication* is defined as a - communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager. Additional examples include use of the internet and text messaging.

Bullying/Intimidation

Students shall be provided a safe learning environment and each school shall promote an atmosphere of
inclusion. Each student is expected to exhibit behavior that is respectful and consistent with the appropriate behaviors outlined in the Student Code of Conduct. It shall be a violation of this policy for any student to bully, intimidate or create a hostile educational environment for another student. Bullying and intimidation are defined as either physically harming a student or damaging his/her property, or knowingly placing the student in reasonable fear of such, or creating a hostile educational environment. The policy addresses conduct taking place on school grounds, at any school-sponsored activity, on school-provided transportation, at any official school bus stop immediately before boarding and immediately following deboarding, and while traveling to or from school, a school activity, or a school-related function. This policy also prohibits cyber bullying, which is bullying through the use of the Internet or other telecommunications technologies.

Schools shall work with community organizations and public agencies to prevent and address bullying/intimidation, which sometimes begins in or extends to the community. Schools shall also monitor incidents of bullying/intimidation and behaviors that can lead to bullying/intimidation, such as name calling, and develop programs to reduce these incidents. These programs shall include prevention training for students and teachers that focus on defining bullying/intimidation, recognizing its early stages, and providing strategies for addressing bullying/intimidation when it occurs. The school district will develop services for victims of bullying as well as interventions and targeted discipline for students exhibiting bullying behavior.

Reporting and Disciplinary Actions

Alleged victims of discrimination/harassment and bullying/intimidation shall report these incidents immediately to a teacher, counselor or principal. Any allegations shall be fully investigated by the designated complaint manager. Any teacher or counselor who receives a report of alleged discrimination/harassment and bullying/intimidation shall report such to the principal, who shall ensure that an investigation and follow-up are conducted. The privacy and anonymity of all parties and witnesses to complaints will be respected. However, because an individual's need for confidentiality must be balanced with obligations to cooperate with police investigations or legal proceedings, to provide due process to the accused, to conduct a thorough investigation or to take necessary action to resolve a complaint, the identity of parties and witnesses may be disclosed in appropriate circumstances to individuals with a need to know.

A substantiated charge against a student may result in corrective or disciplinary action up to and including expulsion. There will be no retaliation against any person who reports discrimination/harassment and bullying/intimidation, or participates in an investigation. The willful filing of a false report is prohibited. In the case of discrimination/harassment, a false report will itself be considered harassment and will be treated as such. Any student disciplined for violation of this policy may appeal the decision in accordance with the Memphis City Schools Code of Conduct.

| Board Policy 6.3102 Gang Prevention, Intervention, and Enforcement |

Gang-related activities are prohibited at schools, school activities, and school sponsored events. Gang related activities are activities implying gang affiliation or membership. They include:

<table>
<thead>
<tr>
<th>Gestures</th>
<th>Possessing or distributing gang information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions</td>
<td>Participating in gang recruitment or solicitation</td>
</tr>
</tbody>
</table>

August 2012
Signals
Participating in gang initiation/hazing activities

Literature
Verbal or nonverbal communications

Clothing apparel or colors
Writings including graffiti

Manner of grooming
Gang-related threats, intimidation, and extortion

Signs
Coordinating and ordering gang-activities at school

Drawings
Gang fights

Jewelry
Any other gang activity or acts that imply gang affiliation or membership

Students in grades K-5 found engaging in gang-related activity shall generally receive a 3-5 day suspension; middle and high school students shall be expelled for a period between 11 and 180 days. Students shall also receive mandatory gang prevention counseling and may receive an adjustment transfer and/or remand/alternative placement.

Decisions regarding expulsion may be appealed in accordance with board policy. (See 6.317 Appeals Relating to Student Discipline.)

GENERAL SUGGESTIONS TO PARENTS

1. Encourage your child to come home immediately after dismissal
2. Encourage your child to keep up with his/her personal belongings each day. Place names on all articles of outer clothing-coats, gloves, hats, caps, sweaters, raincoats, etc.
3. Instruct your child never to converse with strangers, never to accept a gift from a stranger and never to get into a car with a stranger.
4. Your child must have plenty of sleep each night for him/her to do good school work.
5. Reserve time each day for homework with suitable study conditions. Turn off the television and the telephone.
6. Encourage your child to respect other people's property. Owners of property adjacent to the school and adjoining streets have a right to expect no trespassing and no littering.
7. If there is something that you want to know about school, if something has happened at school that worries you or your child, if there is a misunderstanding, or if you need more information for any reason, contact the school’s principal.
Gordon Elementary School is a federally funded schoolwide Title I school. Title I is part of No Child Left Behind. Title I requires that schools create a positive and supportive learning environment that results in high levels of achievement for all students. Funds are available for academic programs and strategies, additional teachers and other personnel, staff development, materials and supplies, technology and parent training.

We look forward to working with you and your child to make this a rewarding year.

Memphis City Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex age. For more information, please contact the Office of Equity Compliance at (901) 416-6670.
Parents' Right To Know

All parents have the right to request the following:

- A teacher's professional qualifications, which includes: State qualifications, licensure, grade/s certification, waivers
- A teacher's baccalaureate and/ or graduate degree, fields of endorsement, previous teaching experience
- A paraprofessional's qualifications
- That their child's name, address, and telephone listing not be released to military recruiters

All parents will receive information on the following:

- The level of their child's achievement in each of the State academic assessments
- Timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified

Title I Part A Program

All parents have the right to know:

- The purpose of Tennessee's federally funded Title I, Part A Program is to help support local school districts improve teaching and learning of students in high-poverty schools so that these students are able to meet the challenging content and performance standards.
- Title I schools can operate as targeted assistance schools.
- Targeted assistance schools identify students who are at risk of meeting the state's content and performance standards and provide individualized instructional programs to the identified students so they may meet the state's standards.
- School-wide programs use funds to improve the entire program of the school so that all are impacted.

Title III- ESL English as a Second Language

All parents have the right to know:

- English as a second Language (ESL) is a program for delivering services to students who have a primary language other than English.
- These students come from a non-English language background.
- Tennessee, ESL services are primarily delivered as a pull out of the regular classroom

Title X, Part C: Homeless Education

All parents have the right to know:

- The purpose of the Tennessee Homeless Education Program is to develop educational programs that meet the unique needs of homeless children and youth.
- The Homeless Education Program is designed to facilitate the enrollment, attendance, and success of homeless children in Tennessee schools.
- All school districts in Tennessee are required to provide needed services to homeless children.
WHAT IS "NO CHILD LEFT BEHIND" AND WHAT DOES IT MEAN FOR MEMPHIS CITY SCHOOLS?

On January 8, 2002, President Bush signed into law the No Child Left Behind Act (NCLB). This legislation includes the federal support that states and local school districts receive for eligible schools known as Title I. NCLB requires that every state and school district develop and implement standards, assessments and an accountability system in Reading, Mathematics and Science. By the year 2005-06, students in grades 3 - 8 must be assessed annually in Reading and Mathematics. By 2007-08, they must also be assessed in Science. Because the new federal law focuses on many concepts and instructional strategies that the Memphis City Schools district has put in place over the last three years, some of the new mandates will require only minor changes to district practices to comply with the NCLB.

Consider these current district practices, which are main elements of the new NCLB law:

1. A strengthened district-wide core curriculum aligned to state standards and testing in English/Language Arts, Mathematics, Science and Social Studies, and standards-based instruction in all subject areas;

2. Investing in high-quality professional development for teachers to ensure that all Memphis City Schools teachers meet the definition of highly-qualified before or by the federal deadline of 2006, as well as aggressive teacher recruitment programs;

3. An emphasis on accountability and assessment. These elements have been in place in the state of Tennessee through its Department of Education's State, District and School Report Cards, annual TCAP and Gateway Exams, and the state's lists of schools that are low-performing, improving or in good standing.

4. A focus on proven strategies that work, such as the district's Literacy Plan, School Improvement Plans and academic Intervention programs.

5. Expanded options for parents, such as the district's' Open Enrollment process which now gives priority to the most academically challenged students in the lowest-performing schools; the recently introduced Supplemental Educational Services, which offers tutoring by state-approved professionals to assist students who need it most, and Parents' Right to Know about the status of their children's schools and teachers.
I. PURPOSE

The purpose of this policy is to partner with families in a coordinated effort to provide Memphis City Schools students with a home/school/community environment that encourages academic achievement and enables students to meet Federal, state and city academic performance standards.

II. SCOPE

This policy applies to all families that have children in Memphis City Schools and to administrators, principals, teachers and other support personnel in Memphis City Schools.

III. POLICY STATEMENT

Families have the primary responsibility for the education of their children. They provide the foundation for academic success. Memphis City Schools respects the roles and responsibilities of families in assuring that their children are adequately educated, and is committed to developing a strong, ongoing partnership with families to create or strengthen stimulating home and school learning environments. Administrators, principals, teachers and support staff at each school must create a climate of respect for and cooperation with families that will be evident in all teacher and staff interactions. This climate of respect and cooperation will be based on the following goals:

1. To provide meaningful two-way communications between families and teachers and among families, schools, the district and the community;
2. To provide opportunities for meaningful and varied participation by families in district and school leadership organizations and other school activities and in programs and activities in the community that support student achievement;
3. To eliminate or reduce barriers to greater family participation and effective parent/child relations. Barriers include, but are not limited to, socioeconomic, language/cultural/racial/ethnic, special needs or limited literacy; and
4. To provide training opportunities and informational seminars for families to enable them to understand student academic content and achievement standards and curricular materials and to improve their parenting skills.

The school district, in conjunction with parents/guardians, shall develop a Family and Community Engagement Plan based on the goals outlined in this policy. Activities and strategies included in the plan shall be incorporated in the Tennessee Comprehensive Systemwide Planning Process. All Title I and non-Title I schools, in conjunction with parents/guardians, also shall develop a family and community engagement plan based on the district's parent involvement goals and other goals a school deems appropriate. Parents at Title I schools shall also fully participate in the development, implementation, and evaluation of the School Improvement Plan and the school review process for assessing progress. The family and community engagement plan and a summary of the plan's outcomes shall be included in the school's School Improvement Plan, if applicable.

Parent Assembly

The Superintendent of Schools shall organize districtwide Parent Assembly to assist the school system in
Gordon Elementary School

providing children with a quality education. The purposes of the Parent Assembly are:

a) To support the school system at the national, state and local level in advocating for sound educational programs and policies;
b) To advise the Superintendent on issues of concern to parents; and
c) To support the development of strong parent organizations at all schools. The Parent Assembly shall include parent representatives from all schools in the district. Family and Community Advisory Council

The Superintendent of Schools shall organize a Family and Community Advisory Council to assist the school system in providing children with a quality education. The Council shall be comprised of members of the Parent Assembly, representing Title I and non-Title I schools; district personnel; a Board member; and community representatives. The Council shall reflect the school district's socioeconomic, linguistic, and cultural diversity. The purposes of the Council shall be to:

a) Participate in developing, implementing and evaluating a districtwide family engagement policy;
b) Participate in developing, implementing and evaluating the districtwide Family and Community Engagement Plan and in coordinating parent involvement strategies among various programs;
c) Participate in developing the districtwide School Consolidated Plan;
d) Participate in planning and developing districtwide policies and programs addressing such issues as homework, attendance and student behavior; and
e) Participate in deciding how Title I funds for family involvement activities are allotted.

Each local school shall also have a local parent/school/community council that will assist in planning family involvement activities and promoting student achievement at the school. The council, which can be an existing or new organization, must reflect the diverse student population at the school. The purposes of the council shall be to:

a) Participate in developing, implementing and evaluating the schoolwide Family and Community Engagement Plan;
b) Participate in developing the School Improvement Plan;
c) Participate in planning and developing school-based rules and programs addressing such issues as homework, attendance and student behavior; and
d) Participate in deciding how Title I funds for family involvement activities are allotted.

Payment of a membership fee to a schoolwide parent organization shall not be a precondition to becoming a parent representative on the council.

Memphis City Schools shall offer district level administrators, local school administrators and teachers formal training to increase knowledge and skills in working with families. Memphis City Schools also shall support the development of teaching curricula and training programs on parental involvement within the district and in the university community. The district shall initiate contact with all local colleges to discuss parental involvement curricula at their institutions. Such discussions shall include, but not be limited to, opportunities for field experience in parental involvement for pre-service teachers and specific courses on parental involvement at each institution for schools, parents and community members.
Gordon Elementary School

**Gordon Elementary Family Engagement Plan**

Gordon Elementary School recognizes that parental involvement is the key to academic achievement. We encourage parents to become active partners in the educational process. Our Family Engagement Plan was incorporated jointly with our parents. The schools and home have a common goal of promoting success in our children. This can be accomplished when parents are willing to:

1. Attend school related programs, meetings, workshops, and instructional activities concerning their child/children's education
2. Serve on the Site-Based Leadership Team
3. Read to their children daily
4. Assist students with their homework assignments
5. Become school supporters and advocators
6. Respond in a timely manner to memos, surveys, and questionnaires expressing ideas and concerns.

**TITLE I INVOLVEMENT**

The administrators, faculty, and staff of Gordon Elementary will provide a strategic plan and implement Title I requirements according to the guidelines set forth in the law which includes the following:

1. Distribute parents Title I information to parents
2. Encourage parents to observe the school's programs(s) and visit classroom, support classroom instruction
3. Foster two-way communication between parents and school
4. Provide information, in a language that parents can understand (simple and direct)
5. Inform parents of curriculum, assessment results and proficiency levels
6. Provide parents with a copy of the Parental Involvement Policy
7. Actively solicit parent feedback
8. Develop, jointly with parents, a School-Parent Compact

To ensure that our parents participate in the development, and implementation of the school's program, we will do the following:

1. Schedule annual meetings(s) to explain the components and requirements of Title I
2. Provide flexible times for our parents to attend parent meetings
3. Provide parent training that will support children's education
4. Invite parents to serve on School Improvement Planning Committee
5. Involve parents in the development and revising of a school family engagement plan and the School Compact; sign and receive copies of both at the beginning of the school year.
6. Supply access to community and support services.
7. Provide training to staff to promote parental involvement
8. Provide an information board of current events with a monthly calendar to inform parents of school activities.
TO: Principals

FROM: Aubrey Bond, NCLB/Accountability Director

RE: Parents' Right to Choice/Student Transfer Information Update

As you know, NCLB legislation provides the framework for many new initiatives and accountabilities. In Title IV, Part A, Safe and Drug Free Schools and Communities, student safety is addressed. The law has direct impact on the work of schools. For example, it stipulates that the status of school safety must be reported to the public, school districts must implement drug and violence prevention programs of demonstrated effectiveness, and students who are victimized may transfer to another school.

More specifically, the legislation establishes (Title IX, General Provisions) that states must allow students who attend a "persistently dangerous" school or who become a victim of a violent crime at school to transfer to a safe school. It is our responsibility to make parents aware of their right to request a student transfer in accordance with these guidelines. These guidelines are incorporated in the new policy on Unsafe School Choice (#5151).

Thank you for your work every day to improve the performance of your students while ensuring their safety. Please call on me if I can answer any questions about these notification requirements or if I can assist you in any other way.
PARENT/GUARDIAN AGREEMENT

(Any person who is interested in helping this student may sign in lieu of the parent.)

 See that my child is punctual, attends school regularly, and follows dress code in district policy
 Support the school in its efforts to maintain proper discipline-Blue Ribbon Plan
 Establish a time for homework and review it regularly
 Provide a quiet, well-lighted place for study
 Encourage my child’s efforts and be available for questions
 Stay aware of what my child is learning
 Provide a library card for my child
 Read with my child and let my child see me read
 Attend Parent-Teacher Conferences

Parent/Guardian Signature

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

 Follow all school rules
 Attend school regularly, on time, and follow dress code as specified in district policy
 Come to school each day with pens, pencils, paper and other necessary tools for learning
 Complete and return homework assignments
 Observe regular study hours
 Complete all class assignments

Student Signature

TEACHER AGREEMENT

It is important that students achieve. Therefore, I shall strive to do the following:

 Provide homework assignments for students
 Provide necessary assistance to parents so that they can help with the assignments
 Encourage students and parents by providing information about student progress
 Use special activities in the classroom to make learning enjoyable
 Provide academic intervention strategies for students experiencing difficulty
 Provide high-quality instruction and curriculum with frequent progress reports

Teacher Signature

PRINCIPAL AGREEMENT

I support this form of parent involvement. Therefore, I shall strive to do the following:

 Provide a safe environment that allows for positive communication between the teacher, parent and student.
 Encourage teachers to regularly provide academic intervention strategies and homework assignments that will reinforce classroom instruction.
 Provide resources to support the academic program.
 Provide opportunities for parents to volunteer, participate, and observe classes
 Hold parent/teacher conferences at the school annually to discuss the school/parent/student compact as it relates to their child’s achievement.
# 2012-2013 MEMPHIS CITY SCHOOLS CALENDAR

## First Semester (87 Days)

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Day(s)</th>
<th>Event</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 6</td>
<td>Monday</td>
<td>First Day of School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 3</td>
<td>Monday</td>
<td>Labor Day</td>
<td>out</td>
<td>out</td>
</tr>
<tr>
<td>September 13</td>
<td>Thursday</td>
<td>Parent-Teacher Conferences (4 p.m. - 7 p.m.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 14</td>
<td>Friday</td>
<td>1/2 In-service/1/2 Administrative</td>
<td>out</td>
<td>in</td>
</tr>
<tr>
<td>October 5</td>
<td>Friday</td>
<td>End of 1st 9 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 11-12</td>
<td>Thursday &amp; Friday</td>
<td>Fall Break</td>
<td>out</td>
<td>out</td>
</tr>
<tr>
<td>October 15</td>
<td>Monday</td>
<td>2nd 9 weeks begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 12</td>
<td>Monday</td>
<td>Veteran’s Day</td>
<td>out</td>
<td>out</td>
</tr>
<tr>
<td>November 21-23</td>
<td>Wednesday-Friday</td>
<td>Thanksgiving Break</td>
<td>out</td>
<td>out</td>
</tr>
<tr>
<td>Dec. 12-14</td>
<td>Wednesday-Friday</td>
<td>Exams/Last Day for Students (14th)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 17</td>
<td>Monday</td>
<td>1/2 In-service/1/2 Administrative</td>
<td>out</td>
<td>in</td>
</tr>
<tr>
<td>Dec. 18-Jan. 1</td>
<td>Tuesday-Tuesday</td>
<td>Winter Break Begins</td>
<td>out</td>
<td>out</td>
</tr>
</tbody>
</table>

## Second Semester (93 Days)

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Day(s)</th>
<th>Event</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2</td>
<td>Wednesday</td>
<td>First Day of School (classes resume as normal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 21</td>
<td>Monday</td>
<td>Dr. Martin Luther King, Jr. Holiday</td>
<td>out</td>
<td>out</td>
</tr>
</tbody>
</table>

August 2012
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
<th>In/Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 5</td>
<td>Tuesday</td>
<td>TCAP Writing Assessment</td>
<td></td>
</tr>
<tr>
<td>February 18</td>
<td>Monday</td>
<td>President's Day/In-service Day (8 a.m. - noon)/Parent-Teacher Conferences (1 p.m. - 3 p.m.)</td>
<td>out</td>
</tr>
<tr>
<td>March 11-15</td>
<td>Monday-Friday</td>
<td>Spring Break I</td>
<td>out</td>
</tr>
<tr>
<td>March 29</td>
<td>Friday</td>
<td>Spring Break II (Good Friday)</td>
<td>out</td>
</tr>
<tr>
<td>April 23 - April 26</td>
<td>Tuesday- Friday</td>
<td>TCAP Assessment, MAAS, ELDA (Tentative)</td>
<td></td>
</tr>
<tr>
<td>May 20 - 22</td>
<td>Monday-Wednesday</td>
<td>Second Semester Exams/Last Day for Students (22nd)</td>
<td></td>
</tr>
<tr>
<td>May 23</td>
<td>Thursday</td>
<td>Administrative Day (could be used as an instructional day in case of inclement weather)</td>
<td>out</td>
</tr>
<tr>
<td>May 24</td>
<td>Friday</td>
<td>In-service Day/Last Day for Teachers (could be used as an instructional day in case of inclement weather)</td>
<td>out</td>
</tr>
<tr>
<td>May 27</td>
<td>Monday</td>
<td>Memorial Day</td>
<td>out</td>
</tr>
</tbody>
</table>